THE ROLE OF HOME ECONOMICS IN DEMOCRATIC FAMILY LIVING
WITH REFERENCE TO CHILD WELL-BEING AND PROPOSALS
FOR SUCH EDUCATION IN THAILAND

DISSERTATION

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By
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CHAPTER I

OVERVIEW OF THE STUDY

Nature of the Problem

A Buddhist proverb, "Health is the best of luck" and the English equivalent "Health is wealth," support the belief that child health in its comprehensive modern sense, both physical and mental, is important to any society and of particular significance in a democracy. Believing that it is the responsibility and privilege of the family to cultivate a healthy child through democratic family living and that home economics is one of the several areas of education which promote improved family life, this study has been undertaken to discover the need and make proposals for such education in Thailand.

In the United States the importance of child health in a democracy has been highlighted by five national conferences known as the White House Conferences, because each has been sponsored by the President. It is recognized that democracy as a form of self-government cannot be achieved fully without its citizens achieving healthy personalities. The connotation of health being an ability to live a happy, comfortable and effective life implies the ability to achieve, to grow and to attack persistent tasks of life. The basic ideas of democracy are
and social development are obtained by an individual through opportunities to develop his capacities to the best of his abilities and character for both his own and the common good. The family as the sole agency of childbearing and the major agency of child rearing, should be aware of its functions of socialisation and patterning personality. Realisation that the welfare of the child begins in wholesome family living and that personality is a major aspect of development from the time of conception until maturity, places great responsibility on the family.

Home economics is a field of education among several that make direct contribution to education for family living. The increasing emphasis that has been placed on its role in education to promote the ability to live a satisfying useful life is evident in current literature.

Thailand has been moving toward democracy and has joined the various services of the United Nations. Recent developments in juvenile court, maternal and child health, nutritional surveys and studies in Thailand are evidence of the concern the government has for the health and well-being of its people, especially children. In order that these agencies can function more effectively, Thai parents must be made aware of the nature and importance of health and capable of putting the principles of healthful living into practice. Thus, today’s children, the citizens of tomorrow, may be helped to develop healthy personalities and be prepared to meet courageously the tasks called for in a true democracy.
The Purpose of the Study

The major purpose of this study was to propose means of furthering the preparation of parents and prospective parents in Thailand for competent parenthood in light of the recognized needs and accepted principles of child care and guidance. Embraced in this major purpose were specific purposes to:

- Identify the nature of child health in its modern comprehensive sense, and its fundamental role in a democratic society,
- Identify the nature of democratic family living, and show how such living simultaneously promotes health and democracy,
- Formulate from literature accepted generalizations of healthy parent-child relations that promote the total well-being of the child,
- Examine the scope and nature of home economics, in the light of its contributions to healthy child development,
- Analyse the existing political, social, economic and educational situations in Thailand and resulting needs which may be met through family life education,
- Formulate principles basic to promotion of healthy child development, and competent parenthood in Thailand and,
- Propose means of incorporating such family life education in the Thai educational program.

Hypothesis

This study was planned and based on the hypothesis that a study of the nature of the principles of child health and the basic factors in healthy parent-child relations as accepted in the United States will provide bases for developing proposals for education for healthy
and democratic family living which will be accepted as essential in meeting present-day needs in Thailand.

Assumptions

The following assumptions were basic to this study:

Child health and welfare are essential for a democratic society. Healthy people are those who live effectively, are capable of self-direction, and have the qualities required of participants in self-government.

The family as the sole agency of childbearing and prime agency of child rearing, has a primary role in the development of a healthy personality, since healthy development of a child is started before and at his conception and the patterning of his personality is laid in the early years of his life.

Home economics plays an important role in child health and well-being, the primary objective of home economics being accepted as education for individual and family well-being. Through healthful family living and wholesome parent-child relations, a child has the greatest chance to develop into a healthy personality.

Generalisations for healthy parent-child relations may be formulated through a thorough review of authoritative literature in the field of family and child development.

Since Thailand has advocated democracy, it is interested in improving child health through various approaches.

A basic approach to the problems of health of the Thai people is through family life or home economics education. The Thai children to be healthy and health-minded, must be brought up by health-minded
An analysis of the existing situations of Thailand to discern child health needs can be based on literature, and personal experiences of the writer.

Principles basic to healthy child development to be promoted through home economics, can be sufficiently validated by a jury of Thai educators, to serve as bases for proposals concerning home economics programs in Thailand.

**Limitations**

This study was focused on the role of home economics in the promotion of child health and well-being through democratic family living. It deals particularly with positive health in its comprehensive modern sense, a close interrelatedness of physical and mental aspects of health. Health promotion and improvement of standards of living with integrated, effective personality as ends to be achieved have been the major concern.

The basic source of data was literature. The concept of child health in a democracy and principles of healthy parent-child relations were based on White House Conference materials, the work of the World Health Organisation and the World Federation of Mental Health. The purposes and practices of home economics were derived from literature, four years of study in the home economics departments of two state universities with emphasis on child development, participation in nursery schools and observation of home economics programs in the public schools of the United States. Analysis of the present scene in Thailand and needs in child health was made largely from limited source materials available in the United States through the Library of Congress, United
States Department of Agriculture, United Nations Headquarters, and from Thailand.

Procedure

**Determining Nature of Healthy Parent-Child Relations**

Twelve generalisations interpreting present-day concepts of healthy child-parent relations were developed after an extensive survey of literature in the field of child development and parent-child relations.

**The Contribution of Home Economics to Child Well-being**

The scope and nature of home economics were examined for the purpose of determining the relations of its primary objective and potential role in promotion of individual and family well-being. Discussion of the bearing of several areas of home economics on improved home life, was developed to show means of insuring a child's development into a healthy personality. The nature of sound programs of teacher education was pointed out. The way in which government agencies and professional organisations in the United States continuously assist home economics to play a functional role was reviewed.

**Analysis of Trends and Needs and Development of Principles Basic to Family Life Education in Thailand**

**Development of the principles.** The Orientalia Division of the Library of Congress in Washington, D. C. was investigated to obtain current material on Thailand with particular attention to needs related to child health. Visits were also made to the Food and Agri-
culture Organization (FAO) Section in the United States Department of Agriculture, where materials on nutrition studies were obtained as well as reference to the FAO work in Bangkok. To keep abreast with the existing situations many materials were requested from Thailand, in addition to those on health collected from the United Nations Headquarters. Interviews with two educational authorities, one in the Ministry of Education of Thailand, and the other of Chulalongkorn University, were held in Washington, D. C.

In light of the needs revealed by an analysis of the material thus obtained and basic generalisations of healthy parent-child relations which were developed, a list of principles basic to this aspect of family life education was formulated. These principles were set up as a checklist to be sent to a group of Thai educators. The inquiry was translated into Thai in order to prevent misinterpretation of certain terms, even though all jury members had been or are studying in the United States and Great Britain. Clarity and understandability of statements was checked by a number of Thai students at The Ohio State University. A final check on the readability of the inquiry was made by an American missionary who over a long period of residence in Thailand mastered the Thai language. Stencils of the checklist were then sent to a friend in Bangkok, who assumed responsibility for delivering, collecting and returning the materials.

Use of Thai jury to appraise the proposed principles. The major part of the inquiry consisted of statements of the 45 principles proposed as basic to education for family life in Thailand. Specifically each statement was to be checked as to 1) importance for parents and
prospective parents to learn 2) appropriateness as a goal of teaching in the schools and 3) appropriateness as a goal of adult education. In addition each was asked to indicate his belief as to the most serious health problem(s), suggestions for an educational program to promote family life and child health, and whether in his opinion home economics can help meet such educational needs. (See inquiry form in Appendix E).

Members of the jury were selected in terms of their direct and indirect work and interest in education related to child health. One fifth of the members are educational authorities in the Ministry of Education, one fifth are in teacher education at Chulalongkorn University, or in other institutions of teacher education. Two professors of biology, and the Dean of the Liberal Arts and Teacher Education College at Chulalongkorn University were included. Other members of the jury included staff of a junior college of home economics, and a few social workers in the Department of Public Welfare and Department of Cultural Affairs. Of the whole group, two were returned graduates of the School of Home Economics of Oregon State College, who obtained a scholarship to study home economics in the United States at the same time as the writer. The only foreigner included was a physician, Head of the FAO in Bangkok, who has been in Thailand for several months participating in nutrition studies and surveys.

Analysis of jury response. Respondents were grouped as teacher educators, physicians in health education and health development, home economists, administrators in the Ministry of Education and others, to determine whether present occupation and professional preparation
influence reaction to the principles and problems seen. Comments of the jury members on the clarity of the checklist and the instructions were recorded. Certain statements on the list of principles were revised for clarity of meaning.

Responses to the inquiry were tallied according to whether the individual believed the principles to be: 1) important for parents and prospective parents to acquire 2) appropriate as goals of teaching in school and 3) appropriate as goals for adult education. Items were analyzed and tabulated according to those receiving: 1) a completely favorable response by all, 2) favorable response by 75 percent or more of the jury, 3) favorable response by 50 percent or less of the group, and 4) no favorable response at all.

Use of results of the inquiry. Implication for home economics instruction were drawn in light of 1) what a majority of the jury members considered the most serious health problem(s), 2) their suggestions for promoting education for child well-being, 3) their belief as to the value of home economics teaching as one effective means to meet the health needs of the Thai children, and 4) the extent of acceptance of the 45 principles.

Implications and Proposals

The findings of the study support the hypothesis that basic principles of education for healthy parent-child relations, may serve as sound bases for meeting present needs of Thai families.

A specific plan of approach and means for promoting the development of understandings and abilities accepted as essential for healthy
childhood and competent parenthood through home economics are presented. Definite proposals are made for the setting up of a commission to promote home economics education in light of the needs revealed by this study. The first steps to be taken in the rural community, through schools and in higher institutions giving leadership preparation are enumerated.
CHAPTER II

CHILD HEALTH IN A DEMOCRATIC SOCIETY

An interpretation of the meaning and significance of child health and means of promoting it, as revealed by a review of the literature, is an important first step in the development of a program to promote the well-being of children through family life education.

The Healthy Child

Generally speaking, a child is a person of less than eighteen years old. Students of child development divide a child's life into different stages: infancy, early childhood, later childhood, puberty, early adolescence, middle adolescence and later adolescence. Gesell's "seven stages of the cycle of development" are: embryo, fetus, infant, preschool, school child (5-12), and adolescent (12-20-24). In this study the age range of the child will be to twenty in accordance with the White House Conference of 1940:

Concern for the child begins before his birth in concern for his parents; it continues until the child reaches maturity. During this period of childhood, roughly twenty years, it is possible to distinguish certain needs of the child. . . .

Certain terms need interpretation to insure clarity of understanding. Dictionary definitions of welfare include such terms as "exception from pain or discomfort," "prosperity," "conditions as regards well-being" and "happiness."

The term child welfare has an accordion-like quality. To some people it means a narrowed scope of activity, as, for instance, child development; but to workers in this field it means stretching out to embrace every aspect of the child’s life that concerns his growth and proper development, that means the child’s physical health, his social, his intellectual and his emotional growth.2

Bossard gives a very inclusive meaning of child welfare:

... The emphasis in the human approach to human welfare was upon prevention; and the prevention of social problems, if it meant anything, meant the promotion of the well-being of children. ... Thus too, courses in sociology which dealt with the child were the problem kind, and emphasized ameliorative measures. They have been referred to customarily as courses in child welfare.3

Because the child welfare movement has developed so rapidly and recently, its present scope and personnel are cumulative rather than strictly coherent. In the United States, the term covers all kinds of activities ranging from the cooperation of a children’s orphanage run in the spirit of 1830 to a research institute for the scientific study of child behavior; and from workers who are armed, even when somewhat inadequately, with good intentions, to the artful manipulator of the newest scientific technique. ...5

The term child welfare as used here will mean the well-being of the child, constituted by concerns in the child’s total development, the physical and mental well-being of the child.

One dictionary defines health as a “state of being hale or sound in body, mind or soul; especially, freedom from physical disease or pain.” Jennie Williams, after having quoted several authorities on defin-


4Ibid., p. 662.
Itions of health, came to conclude that:

A consideration of the preceding definitions shows that health has practically the same meaning to each of these writers. They are agreed that health is a positive quality of life—an ability, a condition of mind and body, or something about the individual which enables him to live efficiently, comfortably and happily. The changing nature of both the individual and the environment make continuous readjustment essential in order to achieve maximum happiness and efficiency. In a state of buoyant health one is able to make adjustments of life in a way that will give him a maximum of happiness, efficiency and enjoyment.  

Erik H. Erikson's concept of health is thought provoking:

Two manifestations of health can serve to verify its presence. One is a subjective sense of being healthy, the other the objective evidence of health as elicited by examination. Only the combination of the two constitutes health: There are sick (feverish or deluded) people who temporarily feel extraordinarily healthy, and there are objectively healthy people who feel as if they were wasting away. It is, then, the interrelation of the subjective and the objective which makes for health.

As we hesitate to call a physically strong person a healthy person, we do not argue that mental health and physical health are two different things. A person may live comfortably, happily but not efficiently, and therefore cannot meet the full criterion of health as defined in the above quotations.

The criteria of mental health as given by Dr. Marie Jahoda show the interrelatedness of mental and physical health. She describes positive mental health as follows:


A person should have a capacity for accurate and realistic perception that is not blurred by wishful thinking. He should not be rigid with respect to his environment, nor should he maintain an attitude of passive acceptance; instead, he should be in a state of active adjustment. Lastly, he should have achieved a basic unity of integration of personality, so that in different situations, and even under stress, he will be able to behave consistently.\footnote{Proceedings of the Midcentury White House Conference On Children and Youth (Raleigh, N. C.: Health Publications Institute, 1951), p. 313.}

Another authority supports the above statement:

... the man in the street must be brought to a realisation of the importance of mental health. In the present age his very survival depends upon it; for he must actively intend and desire effectiveness in living with himself and with others, and must constantly increase the effectiveness ... he must be made to recognise the enormity of the problem symbolised by the term "mental health"; for there are involved those three great areas of humanism ... personality development: the unfolding of the potential that is man. Character formation: the building up of a personal value system in daily living with other people, all of those value systems must to some extent differ. Social development: the evolution in organised human living which we symbolise by the very loose word "democracy."\footnote{William Line, "Address by the Incoming President," World Federation of Mental Health, Annual Report (Kent, England: Courier Printing & Publishing Co., Ltd., 1950), p. 34.}

This citation can be interpreted to imply that mental health is adjustment, which results in personal, moral and social well-being.

In all definitions of health, regardless of its physical and mental aspects, chief concern is in terms of the ability to adjust.

Redl and Wattenberg define adjustment as:

... the ability of an individual to live harmoniously with his environment and with himself to keep intact his personal integrity. It is not spineless ability to give in all demands, nor stiff insistence on going one's own sweet way, regardless of other people. Most important, adjusting is something the individual does for himself; it is not a series
of compromises into which he is coerced more or less skilfully by parents, teachers or counselors.  

The inseparability of physical and mental health is further supported by Carroll:

The human organism behaves as a whole. Mind is a function of the body; an emotional experience is a function of the body. No specific bit of behavior ever comes to pass in isolation; it is always influenced by the total organism.

Supporting this is the World Health Organisation's definition of health:

"Health is a state of complete physical, mental, and social well-being and not merely the absence of disease or infirmity."

In time past, when the mortality rate was yet very high, physical health was chiefly emphasised. Now that evidence shows that ill-health of one type is the cause of the other, they become, more or less, of equal concerns.

Advances in psychosomatic medicine add evidence that any physical symptom, such as headache, indigestion, nausea, paralysis, or any other, may have an organic basis or result purely from a certain emotional state—each increasing the susceptibility of the individual to the particular condition. There is evidence that many chronic illnesses which make people permanent sufferers in spite of the best medical care in the world are the results of the emotional states, caused by unwholesome patterns of thought and feeling. The illnesses ascribed to emotional states range all the way from high blood pressure, coronary heart disease, colitis, and gastric ulcers, to arthritis, allergies, and many other conditions. The fact that

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anger, fear, and other emotions may become concentrated in individual organs and cause disease is just beginning to be understood.\textsuperscript{12}

Statements in the Fact Finding Report of the White House Conference of 1950 closely relate to this point of view:

It has taken fifty years of vast and intensive investigation to make us realize that even physical health, if it can be separated at all from mental health, is a dynamic state in which chemical changes of bewildering variety are constantly proceeding and reversing in response to multiple stimuli. Hundreds of factors of diet, activity, climate, and state of mind have their influence on the health of the body.\textsuperscript{13}

The effort to build a bridge between the emotional and the bodily aspect of medicine has, in recent years, been successful in certain respects. Research has discovered that a number of diseases, such as peptic ulcer, colitis, and the allergies may have a psychosomatic basis, and an increasing number of physicians are becoming interested in an understanding of the emotional factors which may help play an important role in causing or aggravating illness. . . . \textsuperscript{14}

The most important statement, relevant to the concern of this study is: " . . . but investigation of adult neurosis show roots in childhood . . . "\textsuperscript{15} It goes without further saying that "behavior has history!"

Logically speaking, if life is "whole," should the health of life not be whole and one? Is not this a sound conclusion? Health in its simple form should then be well understood.

\textsuperscript{12} Jennie Williams, \textit{op. cit.}, p. 278.

\textsuperscript{13} \textit{A Healthy Personality for Every Child, A digest of the Fact Finding Report to the Midcentury White House Conference on Children and Youth.} (Raleigh, N.C.: Health Publications Institute, 1951), p. 123.

\textsuperscript{14} \textit{Ibid.}, p. 124.

\textsuperscript{15} \textit{Ibid.}, p. 123.
We should think of health and sanity as conditions which each individual must achieve by meeting the demands of maturation (growth) and attacking the persistent tasks of life with adequacy and courage.  

Health, maturation, growth, development, and maturity are interdependent. In the Encyclopedia of Educational Research the following analysis is found:

According to Webster's Dictionary "development" is defined as "the series of changes which an organism undergoes in passing from an embryonic state to maturity". All three terms are used more or less synonymously in the literature, though there is a greater tendency to speak of 'growth' in relation to size, of 'development' in relation to elaboration of structure and function, and of 'maturity' as distance from, or progress toward state of whatever structure, function, or organism-as-a-whole is the subject of consideration.

Willard Olson defines development as follows: "development is given the narrower meaning of change in complexity or unfolding design, while the term growth is reserved for change in size," and "Development is (also) used to mean creating conditions for the facilitation of growth or for bringing out the potentialities of the organism."

Breenridge and Vincent explain that a child grows in size and grows up or matures in structure and function: "In maturing or developing he passes through successive changes, which are universal indicators

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of his progress.\textsuperscript{19} Jersild, another well-known student of child development gives the following definition:

The term "maturation" \ldots denotes, in a developmental setting, the process of ripening, of moving toward complete, or mature development. \ldots "maturation" denotes not solely change in function, in capacity to perform or behave, that become possible through changes in the physical characteristics of any part of the organism.\textsuperscript{20}

The following citation shows that while maturity may differ from maturation, occasionally they are synonymous: "\ldots maturity refers to a child's total state of readiness for an activity under discussion."

\ldots "Maturity is also used to apply to the period when structures and functions have attained their adult status."\textsuperscript{21}

The word maturatation may be used to denote the process of growth and development, while maturity indicates terminal point. Growth and development refer to the continuous change toward maturity of the "organism-as-a-whole."

A person is not just an organism, but the way he feels, thinks, and acts makes him a particular personality. The following quotations support this statement: "\ldots personality \ldots the complex of feelings, attitudes, and behavior which make each one of us the unique person that he is."\textsuperscript{22} and:

\begin{itemize}
  \item \textsuperscript{21}Willard Olsen, \textit{op. cit.}, p. 4.
  \item \textsuperscript{22}Breckenridge and Vincent, \textit{op. cit.}, p. 428.
\end{itemize}
When we speak of an individual's personality we refer to the quality of his total behavior, the organism and integration of his behavior as a whole. The term includes everything a person has that can be seen, and also the way in which everything expresses itself and hangs together.

In short, we can say that personality is the sum total of what a person is.

The fact finding report of the 1950 Midcentury White House Conference on Children and Youth describes a healthy personality as:

Many attempts have been made to describe the attributes of healthy personality. They have been put succinctly as the ability to love and ability to work. A recent review of literature suggests that the individual with a healthy personality is one who actively masters his environment, shows a unity of personality, and is able to perceive the world and himself correctly. Clearly, none of these criteria applies to a child.

The attributes that make up each of these criteria are what the child is to achieve when he is mature. The chronological age is by no means a decisive indicator of maturity. During the prolonged years of childhood, the child undergoes stages of personality development, (which will be discussed later on), provided his heredity gives him good "material" to start with, and his nurture provides "the complexities involved in his education and socialisation," which again depends on the kind of society in which his family lives. If the society is democratic in its truest sense, he should have the opportunities necessary to optimum growth. What are the essential characteristics of a society and family

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22Breckenridge and Vincent, op. cit., p. 428.

23Jersild, op. cit., p. 575.

24The Healthy Personality for Every Child, op. cit., p. 6.
in terms of the health and well-being of the child?

A Democratic Society

Society is a sphere where human association takes place with certain common aims. But, as Dewey says, it "is one word, but many things." How the "many things" are clarified can be seen as follows:

Society is conceived as one by its very nature. The qualities which accompany this unity, praiseworthy community of purpose and welfare, loyalty to public ends, mutuality of sympathy are emphasized. But, . . . . the term denotes . . . . not unity, but a plurality of societies, good and bad. Men banded together in a criminal conspiracy, business aggregations that prey upon the public while serving it, political machines held together by the interest of plunder, are included. 25

Democracy means self-government. One can direct, govern, or control his conduct only through free thinking, purposes, understanding and interest in the common concerns and enterprises. Without these, men become anything but free, as pointed out by Dewey:

Plato defined a slave as one who accepts from another the purposes which control his conduct. This condition obtains even where there is no slavery in the legal sense. It is found wherever men are engaged in activity which is socially serviceable, but whose service they do not understand and have no personal interest in. 26

A democratic society, according to Dewey, is to be operated in a scientific way, " . . . the discovery of the relations of a man to his work—including his relations to others who take part—which will enlist his intelligent interest in what he is doing." 27 Such a society pres-

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26 Ibid.
27 Ibid., p. 98.
pers according to Dewey through "Diversity of stimulation" as "Diversity of stimulation means novelty, and novelty means challenge to thought." 28

... more numerous and more varied points of shared common interest ... greater reliance upon the recognition of mutual interests as a factor in social control ... freer interaction between social groups ... change in social habit—its continuous readjustment through meeting the new situations produced by varied intercourse. And these two traits are precisely what characterize the democratically constituted society. 29

Generally democracy is understood to be a form of government, but the above discussion denotes the true sense of the term as being far more than a form of government, but "... primarily a mode of associated living, of conjoint communicated experience." 30 Of all associated living, no one can deny that family living is the closest "conjoint communicated experience." It cannot be overemphasised that democracy only comes about when it is practised in daily living and made the "democratic way of life," of which readjustment is a trait. The following statement by Bode gives insight into "a democratic way of life:" "Democracy as a way of life is committed to the proposition that man places his sole reliance on his unaided intelligence both for the discovery of methods for the exercise of control over material and social environment and for construction of the ends to be achieved." 31

28Ibid., p. 98.

29Ibid., p. 100.


As intelligent methods have to be mastered, it requires time and practice to achieve them. Again, Lindeman's statement bears directly upon this discussion:

Democratic habits (Professor John Dewey once spoke of having democracy in one's bones!) when acquired in the learning process and when demonstrated in a wide range of contexts finally become a way of life. Children thus reared will not easily be tempted to betray democracy since it will have become incorporated within their organism. 32

It is the thesis of this study that democratic family living can incorporate democracy into the thought and action of individuals. How this can be achieved is discussed fully in the chapter on "The family and child in a democracy."

The core of democracy is made up of three main ingredients—equality, liberty, and fraternity. To prevent these terms from becoming trite full interpretation is necessary.

An individual is made equal in the sense that, as a member of a free society, he has a right to be developed to his full potentialities. This is obviously different from saying that all were born equal. The "raw material"—the genes and chromosomes, of which an organism is made, are what he receives from the parents and is beyond any control. Children of the same parents, save for identical twins, get different genes and different chromosomes. This is supported by a famous biologist who states: "Superiority and inferiority depend in a large measure on the way the genes coming from the two parents happened to be combined; and any pair of parents can produce thousands of diverse

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combinations. The same author explains further:

There will be a few that are much superior to the rest; a few markedly inferior and in the great intermediate mass a strong differentiation in tastes and aptitude . . . . If one means by a democracy such a constitution of society that any part of the mass can in time supply individuals fitted for all its functions—in that sense the biological situation is that of a democracy.

The rights that each individual has depend upon opportunities. A truly democratic society tries to see that its members are provided with equal opportunities to be developed, to be educated. But how much each receives and uses depends entirely on his own receptive equipment and ability. The chance of getting equal shares depends on desires, willingness, and effort to utilize what has been given. The give and take is subject to law and order. One has rights and privileges to take on condition that responsibility to give in exchange is accepted.

Liberty is by no means doing what one pleases whenever one pleases. It must be based on equality. A person is free so far as his freedom does not interfere with the freedom of others. T. V. Smith grants that liberty is doing what one pleases, but only when "man pleases to please others." To be truly free one must be generous with the freedom of others. Here, a close relation of freedom and self-discipline can be seen. Hart points out this interrelatedness:

Freedom consists in obedience to law; freedom from disease depends upon obedience to the law of health; freedom from business failure consists in obedience to the inherent laws of economics; freedom from mental breakdown consists in obedience

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to the laws of mental hygiene; freedom from friendlessness, enmity, and destructive conflict consists in conformity to the natural laws of social relations. The developing child must learn to win this freedom by cultivating such character that understanding of and obedience to inherent law shall become second nature to him.

Thus it can be seen that achieving freedom in its inclusive sense requires character education and understanding of laws we live by.

Fraternity means brotherhood. It is another trait of freedom. Smith defines fraternity as "family ideal, social unions." Of all, the family union is the most intimate. The core of fraternity is love, which is the foundation of emotional satisfactions. In interpreting "what a normal healthy person should be able to do," Freud was said to reply "lieben und arbeiten," to love and to work. Love and hatred are human; it is far more difficult to love than to hate. Love also requires understanding, as a French proverb says: "To understand all is to forgive all." True love therefore consists of forgiveness or vice versa. Ties and bonds in family living are made of these qualities of love. If a child fails to obtain these virtues from his family, he loses in friendship in the world outside.

Thus, liberty, equality, and fraternity make a firm foundation for a democratic way of life. The "common concerns and conjoint enterprises" which make healthful living in its broad sense, require these virtues as bases. To have a strong, firm, deep-rooted base, they have to be developed in the family.

Health and Democracy

As a mode of associated living, democracy depends on the health of its people. Only sane and sound human beings can discipline themselves or govern themselves in family life or in the larger society. The interdependence of the two can be seen in the following statement:

... an alert and expanding mental life depends upon an enlarging range of contact with the physical environment. But the principle applies even more significantly to the field where we are apt to ignore it—the sphere of social contacts.36

It can be easily understood why the contact with the physical environment is necessary for releasing the physiological tensions of life, such as hunger, thirst, fatigue, restlessness and so on, as described by Ashley Montagu in his On Being Human. The knowledge of the physical environment not only confers survival benefits but makes living more enjoyable. But the social contacts have a far reaching influence on human life:

Unless the person feels that he belongs somewhere, unless his life has some meaning and direction, he would feel like a particle of dust and be overcome by his individual insignificance. He would not be able to relate himself to any system which would give meaning and direction to his life, he would be filled with doubt and this doubt eventually would paralyse his ability to act—that is to live.37

It is the present century which has brought about real understanding of the importance of healthy individuals. Far back in the history of mankind, when man was still wrapped up in fears of the incomprehensible environment, the thought of supernatural powers had a

36 Dewey, op. cit., p. 100.

great influence upon his life. Spiritual and moral welfare had been sought after as the main end-purpose of life. Then, when he came to understand that environment could be handled with knowledge of it and its manipulation, great interest was aroused in the pursuit of such knowledge. After a great lapse of time, man came to realise that his capacity to attain knowledge and use initiative, occur best when he is well, happy and healthy. Greater attention then was paid to total health. This sequence is evidenced in the statement by Ingen:

Active interest in the health of children—protecting their health . . . is the interest of the Twentieth Century. Before that time endeavours had been chiefly spent in promoting their spiritual welfare. Later, interest was aroused in their education, and finally in their health . . . . Today our interest is in health—mental, moral and physical.38

Much credit for attention to health and welfare of children in the United States belongs to the White House Conferences. In 1909 the outcome of the White House Conference on Care of Dependent Children was the establishment of a federal children's bureau. In 1919 the White House Conference on Child Welfare resulted in a series of child welfare standards. Then of more importance is the 1930 one on Child Health and Protection with the well-known 19 points of declaration in the Children's Charter. (See Appendix A). In 1939-1940 the White House Conference on Children in a Democracy emphasised expression of a democratic government's concerns in the welfare of children. The recent one in 1950, the Midcentury White House Conference on Children

and Youth produced the famous "Pledge to Children." (See Appendix B).

This marked the era of discovery that a child is "whole." His whole self lives in close connection, his physical, mental, emotional, moral and social selves work and develop simultaneously, and they develop best and fastest in the earlier periods of life.

The fact that the child is the "father of the man" or the "adult of tomorrow" cannot be overemphasized. The great concern that he become a healthy, happy adult runs through the speeches of the Presidents of the United States at the several White House Conferences.

President Hoover in his address on Child Health and Protection at opening session of the White House Conference of 1930 said:

The question of child health and protection are a complicated problem requiring much learning and action, and we need to have great concern over this matter. Let no one believe that these are questions which should not stir a nation—that they are below the dignity of statesmen or governments. If we could have but one generation of properly born, trained, educated and healthy children, a thousand other problems of government would vanish. We would assure ourselves of healthier minds in more vigorous bodies, to direct the energies of our Nation to yet greater height of achievement. Moreover, one good community nurse will serve a dozen future policemen.39

Even in 1930 the President anticipated the oncoming, ever-increasing complexity of life, the stress and strain of which would become greater and hence call for a more sturdy personality:

The problems of the child are not always the problems of the child alone. In the vision of the whole of our social fabric, we have loosed new ambitions, new energies; we have produced a complexity of life for which there is no precedent. With machines ever enlarging man's power and capacity, with electricity extending over the world its magic, with the air

giving us a wholly new realm, our children must be prepared to
meet entirely new contacts and new forces. They must be physi-
cally strong and mentally placed to stand up under the increas-
ing pressure of life. This problem is not alone one of
physical health, but of mental, emotional, spiritual health.

From your explorations into the mental and moral endowment
and opportunities of children will develop new methods to inspire
their creative work and play, to substitute love and self-disci-
pline for the rigors of rule, to guide their recreations into
wholesome channels, to steer them past the reefs of temptation,
to develop their characters, and to bring them to adult age in
tune with life, strong in moral fiber, and prepared to play
more happily their part in the productive task of human
society.

Indeed human progress marches only when children excel their
parents. In democracy our progress is the sum total of the indi-
viduals that they each individually achieve to the full capacity
of their abilities and character ...

A decade later another president of the United States expressed
the same concern. At the first meeting of the conference on April 26,
1939, President Roosevelt said:

Democracy must inculcate in its children capacities for
living and assure opportunities for the fulfillment of those
capacities. The success of democratic institutions is measured,
not by extent of territory, financial power, machines, or
ornaments, but by the desires, the hopes, and the deep lying
satisfactions of the individual men, women, and children who
make up its citizenship.

In the recent conference President Truman expressed equal, if
not greater concern:

These White House Conferences have done a great deal over
the years, to make our people and our government conscious of
our social problems, as they affect children, and to help
solve those problems. These conferences have made our democracy
work better—have aided it to carry out its promise for a
better life for all.


41 Children in a Democracy, op. cit., p. 1.
In this fifth conference of this White House series you are carrying on that great tradition. This year you are mainly concerned with the mental and moral health of our children. And that is exactly what you should be concerned with at this time.

The basis of mental and moral strength for our children lies in the spiritual things. It lies first of all in the home...

If children have a good home—a home in which they are loved and understood—and if they have good teachers in the first few grades of school, I believe they are well started on the way toward being useful and honorable citizens...

In light of the present world situations, it is obvious why the emphasis of the 1950's conference was on mental and moral health. But as previously stated, the mental, moral and physical fitness are interrelated.

... everyone realizes that good health is essential for the national welfare and even for national existence. Illness destroys the effectiveness of the armed forces, hampers industrial production, undermines morale and places an enormous burden of medical care upon a weakened populace.

With the advance of technology, many illnesses and diseases have been conquered, but the rate of mental sickness seems to be increasing as indicated in writings of mental hygienists, psychiatrists and physicians. To put democracy into practice, to make it a means of promoting human worth and well-being is a big task. It has been recognized that many problems of society can be best solved by families, within the family, and thus through educating the families.

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Since the family is being revealed as the source of much of human frustration and defeat, the improvement of family life has become socially imperative.  

Summary

The welfare of a society depends on the all-round health of its citizens, especially that of today's children, the adults of tomorrow. Health, the result of physical, emotional and intellectual well-being, consists of maturity, capacity for adjustment, ability to live happily and effectively—to develop to the fullest potentiality.

True democracy is intelligent associated living, self-government or self-discipline; its important elements are free thinking, understanding, common concerns, common interests, purposive and joint enterprises, which are outgrowths of fraternity, liberty and equality. To meet the shifting, changing, and dynamic ways of life, democratic living necessitates adjustment and readjustment to environment, physical and social. The healthy individual has this capacity and hence functions successfully in a democracy.

Since a child develops into a healthy personality through daily practice of democracy in the family, only through democratic families can a society become truly democratic. How effective family life can prove itself the "bedrock" of such a society, shall be discussed in the following chapter.
CHAPTER III

THE FAMILY AND CHILD IN A DEMOCRACY

The child cannot grow into a healthy childhood without his family and participation in effective family life. Therefore, it is essential to examine from available literature the family of today and the kind of family life considered effective in promoting democracy.

Effective Family Life

Family life is a way or manner of living. Families are divided by sociologists into two types, the immediate and the extended family. The term nuclear family is used interchangeably with immediate family, which comprises the father, the mother, the child or children. The extended family includes grandparents, relatives and others living in the home.

A family is a group of interacting individuals related by bonds of love and affection, by ties of blood and tradition.1

Hart and Hart show the nature of these bonds and ties in family life to be psychological, economic and biological.

Considered psychologically, the family is made up of interacting personalities. Considered economically, it is made up of persons who produce and consume goods and services in part cooperatively. Considered biologically, a family is made up of a number of organisms, having certain reproductive relations with each other.2

2Hart and Hart, op. cit., p. 5.
Effective family life is that which is able to produce the type of living which does most for human development. The task of developing human beings becomes the important family function.

**Family Functions**

Frank says:

The family is the only socially organized relation for childbearing and the essential agency for child rearing, socialization, and introducing the child to the culture and forming the child's personality. The family is the primary agency for protecting physical and mental health.3

Two current books on education for family life point out as family functions: to satisfy individual needs and aspirations, to perpetuate the race (childbearing and child rearing), to transmit cultural patterns and to develop personalities.4, 5 The 1950 White House Conference in the Fact Finding Report states:

... there are three functions which, so far as is known, have always been entrusted to families: first, to bear children and provide them a setting of supporting affection; and second, to induct young children into ways and values of society; and third, to give children an initial identity within the community. However varied its composition, the family, some family, is entrusted with these three functions. In the United States, in addition, the family assumes financial responsibility for the child as well as over-all responsibility for the child's welfare amidst the various institutions in the community which also bear upon him.6

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6A *Healthy Personality for Every Child*, op. cit., p. 77.
In promoting and protecting the physical health of the child, the family sees that the basic needs and motives of life, which are largely biological, are well carried out. A human organism as a combination of structures each engaged in specific functions, needs great care, especially in the first few years of life, in order to remain able to function. The fulfilling of biological needs is conducive to emotional, social and intellectual well-being.

An individual develops into a social being through human association. A child growing up in a jungle without human association will turn into an animal-like being. By living with his parents and others around him, he becomes more and more influenced by interactions between himself and others. He comes to respond to his environment in his own particular way, but in the frame of acceptability of his family. He becomes an individual with his own self plus "other-self patterns," especially those of his parents, a distinct personality. Hence, the family is a basic unit of social life.

The functions of the home vary. Several of its functions may have been taken over by outside agencies. Values of the past may no longer coincide with the present social norms. This may bring about great conflict. Education is needed to help people make the best interpretation of the social heritage, to reconstruct values and invent better means of their attainment. They need to understand the impacts of present political, social, ethical, and economical change on present values, whether these values are possible of attainment, and if they are, by what means to move toward these goals. Frank points out:
Today in almost every field of human activity we find it necessary to revise traditional rules, regulations, accepted ideas and long standing practices, some of our most firmly established traditions, because we realize that they are blocking or defeating those aspirations, are denying those values as we now interpret and try to realize them in practice.7

**Family Goals and Values.**

It is necessary that the family have goals and values as they give direction to behavior and practices in daily living. Goals are ends to reach in order to accomplish certain purposes. Values are what we hold dear. Thus, values become goals to be achieved. Family values may be both tangible and intangible. Tangible values are those which have physical properties, and intangible values refer to such goals as success or prestige. Some family values accepted in the democratic way of life are affection, belongingness, education, "unique" abilities, comfort, possession, care for others, encouragement, economic security, understanding of God and the sense of worth. Personal values usually include personal attractiveness, friends, social acceptance, adult status, vocational interest, good time, excitement, personal happiness and health. Hart and Hart give slightly different goals:

The goals of family life may then be summarised as stimulation, release, facilitation, and integration of the functioning of its members.

Goals in family life should be set up for mutual benefit of family members. In promoting the personality of the child, the parents


8Hart & Hart, *op. cit.*, p. 89.
usually meet their own personality needs. In a democratic society, where the home is the prime institution for educating democratic citizens, the effectiveness of family life lies in the climate of the home.

The democratic home. Examination of literature shows various conceptions of democratic family. Hart and Hart see the democratic family as,

. . . a creative partnership, in which parents and children are all to find fulfillment of personality by working together for common objectives. The father and mother, with their longer experience and more developed characters, are accepted as leaders, but the children are encouraged to develop increasing initiative, participation, and voluntary cooperation as their personalities grow and mature. The parents have created the home as an expression of their own impulses and purposes toward self-fulfillment; but they do not allow their purposes to override the personalities of their children. They seek to establish justice in the home. They want comfort and self-expression for themselves in the family life, but they recognize that all the other members of the family have similar needs and rights, and they labor to achieve the richest life attainable for all.9

Similar concepts are found in Ruth Lindquist's criteria for democratic family living, as reported by Iyle:

1. The physical environment promotes healthful living and stimulation in intellectual growth.
2. The pattern of family living furnishes stimulation to meeting new situations and problems with insight and intelligence.
3. Family members voluntarily share according to their abilities in making plans and carrying responsibility for procedures required to achieve goals cooperatively chosen for the family life.
4. Family members respect the opinions and personalities of each other.
5. All members of the family are encouraged to develop their talents and abilities to the extent that contribute most to

9Ibid., p. 368.
the welfare of both themselves and extended community which promise improvement in the general welfare.10

Opportunities to develop, respect and faith in human personality, fraternity, liberty, and equality are the central themes of democracy. Hence in the democratic home climate guiding is important. Such guidance is described by Ruth Bonds:

Guidance is neither advice-giving, nor direction. It is leadership which enables another to determine his own needs and develop a plan for meeting those needs, bringing satisfaction to himself and the larger group of which he is a part.11

Understanding age differences on the part of mature family members, anticipating deviations from the normal patterns and interests, meeting immediate circumstances with patience as well as courage, are all required in helping the family move as a unit toward family goals. Flexibility is allowed in behavior and attitudes within limits and consistency is utilized to the extent that the child is assured of the pattern to follow.

Democratic versus autocratic home. For purposes of clarifying and enhancing, a democratic home climate may be compared with that of an autocratic home. The following description of authority patterns serves this purpose:

An authority pattern in a specific family may be defined as a consistent organisation of (1) leadership or control relative to family activity, and (2) accommodation of interpersonal relationships involving dominance and submission. The authority of one member refers to the relative control he holds over the other members of the family and over spheres of

family activity. The control may be exercised in a variety of ways ranging from repressive or forceful means to control based on "respect, love, reverence, or some emotional acceptance by other members of the family of the dominant claim to power." This authority becomes a pattern when interaction involving control becomes established in a fairly consistent organization of reciprocal behavior.\(^{12}\)

In an autocratic home decisions are made by the authority. Equality, liberty, do not exist and fraternity tends to be submerged by selfishness. Free self-expression by all is usually inhibited. Individual members tend not to share responsibilities for good of the group. In the patricentric pattern the father holds the authority, while in the matricentric the mother does, and in some modern homes the child takes the rein.

**Democratic versus laissez-faire.** Since there is danger of mis-interpreting liberty and equality as doing what one pleases, a description of a laissez-faire home is appropriate.

The laissez-faire or the "let-them-work-it-out-alone" procedure is actually doing what one pleases. Everybody has his own way without any considerations for others. There is no group integration in this pattern. Unlimited permissiveness may arise from the parents' busy engagements, their overconfidence or trust in the child's intuition as guide of his own action, or misconceptions of freedom and independence. Parents may be overly cautious that guidance and help do not make the child dependent and therefore helpless. In this kind of home climate, disintegration of personality tends to result. The family does not

move together as a unit, and hence no particular common goals are set up to be reached.

Since the child is offered little help in directing himself, and no limits are set, he does not learn acceptable behavior and attitudes, and no concepts of values can be formed. He does not learn to work out a common enterprise, the ability so essential in democracy.

Every child requires an appropriate setting to help him play his role well. This is very important in the early years of life. The ideas of good and bad are important for him in order to form his sense of autonomy, with which he can go on building the rest of his personality. A child has obligations to conform to social situations, and if no limits are set in the home great damage is done to his mental health. Self-motivation and self-direction do not just happen, they have to be cultivated over a long period of time. Without these qualities, democracy cannot live.

The contributions of homes to a democracy can be seen in the recommendations of the White House Conference on Children in a Democracy. Figuratively the family was called the "threshold of democracy." In the following statement the democratic home is seen as a means to democracy:

1. It is essential to democracy that self-respect and self-reliance as well as respect for others and a cooperative attitude, be fostered. These characteristics may be best acquired in childhood if the relationship among members of the family is of a democratic quality.

2. The democratic principle should be applied not only within the family but also by the family and its members in their relationships with others within the home and at church, club, place of employment, and elsewhere.
3. Parent education should be extended as a useful means for helping to bring about this type of family life.

To become an effective member of a democracy, a child should acquire desirable character. This can only be done when his needs are met by the family. Examination is therefore, to be made of a child's needs.

Needs Which the Family Meets

It goes without saying that family needs vary with the family cycle. The stages in the life cycle of the family as reported by the Committee on the "Dynamics of Family Interaction" of the National Conference on Family Life are: 1) early marriage and the expectant family, 2) the beginning of childbearing, 3) the pre-school family, 4) the family with teen agers, 5) the family as a launching center, and 6) the aging family. The true family does not begin until the baby is born; when the children grow older and more children come, the family is said to be expanding, which means more needs arise. When the children get married and leave the parents, the family contracts. Thus, as Frank points out: "Families are always in transition, as the individual members of the family are growing, developing, and maturing and aging, as they face the various tasks of life which confront them as individual men and women and boys and girls, growing up, maturing,

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13Children in a Democracy, op. cit., pp. 11-12.
14Lawrence K. Frank, "Dynamics of Family Interaction," Marriage and Family Living, X (Summer, 1948), 52. "More than a score of members of the committee on Dynamics of Family Interaction, co-chairmen, Evelyn M. Duvall and Reuben Hill, prepared these reports totaling 200 pages."
becoming members of our society. Though life is shifting and changing, there are certain needs common to all periods of life.

Basic needs are explained by Hart and Hart as: to be protected against damage, to receive attention, to share experiences of others and to have experiences shared by others. When these are adequately met, the organism achieves happiness. In other words, making use of body structures, satisfying hunger, receiving attention, loving and being loved, adjusting to environment are needs to be met by other members in the family. James L. Hymes, Jr. discusses children's needs as: to be well (health), to have enough, to be free, to be secure (to be loved), to be successful, to belong (to be accepted), and to have a job to do. The 1940 White House Conference pointed out children's common needs which can and should be met by and in the family, as:

... education in use and care of the body, in spiritual and cultural values, in cooperative living ... in individual development, satisfaction, and self-reliance, ... successful participation in the democracy.

... emphasis upon the worth of individual and ... human fellowship ... religious development. ...

... forms of recreation that offer congenial companionship, emotional development, a healthy independence, socialising experiences, contact with nature, sports, pursuit of hobbies, cultivation of artistic tastes ... creative expression, help in understanding the resources ... help in developing habits and skills, knowledge and

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15 Ibid.

appreciations to enable them to enjoy their everyday experiences both through participation and through observation. 17

The word need, so commonly confused with want, has lost its meaning. Since the common needs stated above have such a broad scope, students of child development find it important to point out which needs are specific and urgent for each age level. Robert J. Havighurst's introduction of the term "developmental tasks" gives a vivid connotation that needs arise in succession. Meeting or developing certain needs is essential to the development of the person and personality and more so at certain times when they can be best done, "the teachable moments."

Havighurst, Erikson and Frank, while concerned with the same stages of development, approach from different points of view. Havighurst emphasizes what society needs, Erikson deals with emotional needs and Frank in The Fundamental Needs of the Child gives more emphasis on early life. In general the developmental tasks are divided according to the following stages or cycles of life: infancy (0-1); early childhood (2-6); middle childhood (6-12); early adolescence (13-15); middle, later adolescence or young adult (15-19-24); adulthood (20-40); early senescence (60-60); late senescence (60-75); and senility (75- ). Havighurst uses "later maturity" to indicate 65 on. 18

A summary of the expected development in each indicates corresponding


needs.

**Needs at Various Stages.**

**Infancy.** The physical growth need is so great in this period that eating and sleeping are the two main tasks. Ability to get prompt response when hungry, to suck and to be cuddled, the close contact with the mother's body, form a sense of security, the basic sense of trust.

**Early childhood.** The young child learns independent locomotion, to talk, to walk, to take solid food, to control bowel movement and urination, and to begin to recognize sex differences, sex modesty, simple facts of origin of life, masculine and feminine roles of life. Self-concept is beginning to form, and the simple concepts of right and wrong.

**Investigation of environment and its relationships to self** begins along with attempts to handle it. The child begins to learn of his status in the family, and has some idea of his family status in the neighborhood.

**Middle childhood.** What the child has learned in early childhood begins to broaden in this period. Starting school he naturally has to learn to develop self-help, some physical skills, and ability to carry such responsibilities as one's own safety. Being encouraged in simple achievements, he obtains his sense of achievement.

He learns to identify himself with the parent of the same sex, an image of self and what he would like to be is formed. Along with learning the three r's, with more contact with others than his own family, his concepts of the world are widened; he begins to question
things he used to accept without any doubt.

**Adolescence.** The on-coming of puberty, growth spurt, rapid physical and physiological changes bring along the change of temperament. Interest in one's physique, due to attraction desired from the opposite sex, makes understanding of the change necessary for its acceptance and making the best of what he is, as well as for acceptance of the masculine or feminine role.

An adolescent is quite emotionally independent, if his childhood is well lived. His concept of money-value should be well formed with a desire to be economically independent, to maintain self-respect, and a desire to get married and settle down should be developed. Orientation to various occupations is important with adult help to recognize existing limitations and abilities, he decides what he would like to do or to be. As an integrated personality, what he thinks, feels and acts are not divorced from one another. Willingness to give up certain pleasure and take up responsibilities is gained and he seeks to live the way a civic-minded competent citizen does.

In short, a healthy young adult knows what he wants out of life and knows how to achieve what he has in mind as life goals.

**Adulthood.** A secure young adult is a mature personality willing to take responsibility for his own action with certain abilities to compete with others. He learns of his marital partner's differences, accepts them and adjusts to them without too much sacrifice on his part. The give-and-take he learned in earlier family life is helpful here. He wishes to start a real family and learn to take responsibilities in child rearing, to have a secure financial prospect,
to carry on his civic responsibilities and to belong to a congenial, useful social group.

Senescence. Just as a young child needs to prepare for adult life, a young adult has to prepare for the on-coming future. With wholesome habits of living, he makes the best out of his own hereditary pattern and his opportunities. He learns to respect the personality of his children as well as of his aging parents and accepts the inevitable physiological changes in himself and spouse.

Senility. Though senility may imply pathology, it does not imply that the aged are physically or mentally infirm. An aged person, well adjusted, finds himself still useful. His affiliation with his age group helps him maintain his sense of belongingness which he needs all through his life. If a new outlook on life is well developed at this time, he still finds himself a secure individual in his own right.

Family Problems

From the simple fact that a family is a composition of people of different sex and age levels, in consequence the differences in needs, interests, desires and purposes tend to cause conflicts or problems. Chadderdon in her dissertation defines problems relating to home and family life as "those perplexing situations which family or individuals as members of a family face and which the family itself or society at large helping the family, needs to solve in order to bring about improvement of home and family life."\(^\text{19}\) To elaborate this state-

A perplexing or problem situation occurs whenever there is "a lack of adjustment between the organism's motivating needs, its immediate environment, and its reactive equipment." The immediate environment may be physical or social contacts. If the person is equipped with a healthy personality as discussed above, he has good reactive equipment, and hence adjusting needs to environment is facilitated.

In the previous chapter, adjustment to environment is pointed out as an important trait of democracy. Living in a dynamic world, interaction among personalities calls for continuous readjustment, and preparation for this is imperative in an effective family life.

Resistance to change as pointed out by Frank is a major problem:

One of the major obstacles of better family living is this resistance to change, which every profession, every agency, every service encounters. Can we, in our thinking, in our discussion, begin to pool our ideas of how we can unitedly devise methods of communicating new knowledge, new practices that are desirable for health, nutrition and mental hygiene, and all of the other goals of human advancement to individual families, in such fashion that they can accept them without feeling humiliated, without losing their dignity, without having a feeling of being pressed and coerced and denied their right of free choice . . . . that is one of the problems we face in family life, communicating this experience in a unified and acceptable way.

The handling of such a problem is very difficult. It requires subtle techniques, which have to be achieved through practical education in daily living. In other words, the "democratic way of life" or the "method of intelligence" has to be exercised. The family as a primary

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educating institution has to accept the responsibilities indicated in the Children's Charter.

Family Responsibility

In 1930, the Children's Charter, which consists of nineteen declarations, clearly pointed out family responsibilities.

III. For every child, a home and that love and security which a home provides; and for that child who must receive foster care, the nearest substitute for his own home.

IV. For every child, full preparation for his birth, his mother receiving prenatal, natal, and post natal care; and the establishment of such protective measures as will make childbearing safer.

V. For every child, health protection from birth through adolescence, including: periodical health examinations and, where needed, care of specialists and hospital treatment; regular dental examination and care of the teeth; protective and preventive measures against communicable diseases; the issuing of pure food, pure milk and pure water.

VII. For every child, a dwelling place, safe, sanitary and wholesome, with reasonable provision or privacy, free from conditions which tend to thwart his development; and a home environment harmonious and enriching.22

A human baby cannot thrive without the loving care of his parents. The importance of the family to the child is indicated in the following quotation from the 1930 White House Conference:

The vast majority of children are members of families. . . . Home and family are the first condition of life for the child. They are first in importance for his growth, development and education.

The child has food and shelter if his family has a home and provides food.

He is content and happy if he is well, if he has parents and others to love and be loved by.

Education begins in the home, where he learns to speak, to walk, to handle things, to play, to demand, to give, to experiment.

Religious faith is imparted in the family long before he goes to church.

Adventure and safety, contentment and rebellion, sharing, self-reliance, and mutual aid are family experiences.23

Children's needs have to be met for the simple reason that we want our children to live healthy, satisfying lives.

In order to "strike while the iron is hot," to mold the personality of the child while it is still pliable, opportunities for development must be fostered in as early childhood as possible. On this point, Arnold Gesell has given us a challenge:

... a heightened solicitude for the early years of human growth will not only have a therapeutic benefit for the adult inheritors of the aftermath; it must be the basis for all prophylaxis of war. For how can we ever overcome senseless destruction of life if life and growth are not cherished at their source?24

Another significant reason for trying to meet the needs of a child is clearly brought out in the following statement:

If the needs of the child are fully met to the age of 16 or thereabouts, he has a solid foundation for the specific preparation that should follow for assuming the responsibilities and enjoying the perquisites of maturity. ... .

When the needs of children are fully met, they will arrive at manhood and womanhood equipped to be the kind of parents assumed to be desirable, to give their children the approved kind of family life. ... 25

The report of the White House Conference of 1950 gives sound reasons for meeting children's needs, which are very relevant to the present discussion:

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23 Children in a Democracy, General Report, p. 10.


The new way of looking at children's needs leads to the conclusion that demeaning poverty, inadequate school and health services, racial and ethнич discrimination, and the like are handicapping to children not only in and of themselves but because also they are contrary to the democratic ideal that every person is of precious and equal worth. The presence of these conditions arouses feelings of uncertainty, and inferiority, envy and resentment. Quite aside from the individual, humanitarian aspects of the matter, these are serious consequences for a society that now more than ever stands in need of efficient workers, clear thinkers, loyal citizens, who are strong to protect its way of life and flexible to cooperate with those whose ways are different.  

Here it is evident that leaders in the United States realize that "talk-democracy" can never become effective unless accompanied by "do-democracy." For a democracy to become a healthy democracy, its citizens must be healthy, ones who feel well, look well, and act well. The responsibilities for fulfilling these and arriving at these ideals fall on the "bedrock of society," the families!

Significance of Family Relations

Family functions, goals and values, and various home climates make for different interactions among family members and consequently the developing of different personalities. The absence of fear in the democratic home climate creates a sense of trust, and freedom from adult dictation leads to self-discipline. In the United States, the significance of family relations has been recognized by the Government and the authorities in the field of child and family development. The influence of the parents on the child's personality, especially in the first six or seven years of life when the child is most suggestible and receptive of ideas, has great effect in later life. Rees has said,  

26 The Healthy Personality for Every Child, op. cit., p. 72.
"In the child's development much depends upon the family relationships in which he grows up." The parents' influence upon the child is great, as is the child's influence upon the parents. Following are three of the many possible citations from literature which support this belief:

Studies indicate that parents' attitudes toward children and their feelings about them are more important determinants of children's health of personality than the particular techniques of child rearing they employ. Specific techniques are valuable chiefly when employed by parents who can carry them out with confidence and with genuine concern for the child's well-being.

Infants under 6 months of age who have been in an institution for some time without some "mothering" present a well-defined picture observed by physicians. The outstanding symptoms are listlessness, emancipation and pallor, inactivity, quietness, and unresponsiveness to smiles or attention, and indifferent appetite with failure to gain weight despite adequate food. Poor sleep and an appearance of unhappiness are other symptoms.

In babyhood, the developmental plan requires support by parents at every step. In the same way, later progress can only be successful if steadied and sustained by our sympathetic backing. Along this one way route to maturity a child's most valuable assistance will always come, not from professional observers who write books about him but from those parents who interest themselves in the changing implications of growth, and who recognize their own unique importance to his security.

The nature of family relationships during infancy has far reaching implications for a democratic society. The White House Con-

27See, op. cit., p. 144.


ference on Children in a Democracy made special point of this fact:

It is in the relations of members of the family to one another that the quality of the American democratic way may find opportunity for its most conspicuous realisation. Self-sufficiency, enterprise, initiative, and cooperation are virtues sought in children as well as in adults. The democratic family life consists of give and take, with freedom for each individual to express his own interests at the same time that he is tolerant and helpful to others.

Children are helped to develop these standards and capacities by sharing in the family discussions and duties. Essential foundations are thus laid for participation in a democratic society.

How can the family make the best of its opportunities as the first school in democratic life?31

It is then the privilege as well as responsibility of the family to produce a healthy, responsible, and creative member of a democracy. The better the quality of relationships in intimate family living, the more chances there are for the child to grow up a healthy individual.

Healthy Parent-Child Relations

From the literature in the field certain beliefs can be derived about the character of desirable parent-child relations. These beliefs were formulated as generalisations by the writer in the hope that they may serve as bases for parent education or general education which will enable families through the quality of their home life to contribute to the democracy they advocate. Authorities in the field of child health and development used as major sources are listed below, and the number(s) of the one(s) most pertinent in the discussion of each generalisation are given at the end of each discussion.

31 Children in a Democracy, General Report, p. 11.
Sources Used for Development of Twelve Generalisations Regarding Parent-Child Relations.

2. Baby and Child Care, Benjamin Spock, (1946).
9. Getting Ready to Be a Father, Hazel Corbin, (1939).
Twelve Generalisations for Healthy Parent-Child Relations

I. The relationships between the child and his parents start before the child's birth: happy satisfying husband-wife relationships plus adequate dietary and medical care provide good uterine life of the fetus, lead to a wholesome preparation for the coming of the child.

Childbirth is a natural process. The desire for the baby, wholesome attitudes toward pregnancy and preparation for it, are essential.

The relations between the child and his parents start at his conception through their willingness to conform to the hygiene of pregnancy, provision of special needs of food, clothing, exercise; and good emotional adjustment.

The normal development of the fetus depends on sufficient diet for both mother and fetus. Emotional adjustments influence the physiological functions which call for medical care and advice. An understanding, sympathetic and attentive husband contributes much to the
health and happiness of the mother. Hence preparation for fatherhood is no less significant than that for motherhood. (2, 3, 7, 9, 21, 24, 25).

II. Parent understanding of the influence and limits of heredity in relation to environment and the child's potentialities for development, help them to accept his individual differences and to have a wholesome attitude toward heredity.

Realisation that heredity and environment are interoperating forces in the development of all important human traits and of the limitations which heredity places on development, should help parents to accept the wide range of individual differences among children and better understand each child.

Some knowledge of heredity, its influences and limitations helps parents accept such factors as the sex of the child and his individual differences. Unnecessary fear, anxiety and blame can thus be prevented.

At conception a child receives 23 chromosomes from each of his parents, which determine the nature and quality of his heredity. If the "raw material" thus given is of good quality, the child will develop normally, or poor quality tissues or defective structures which set physical limitations and obstruct chances for normal performance, may result from heredity.

Findings of research about human heredity indicate that no one racial group is inherently superior or inferior to any other. Such an understanding is important in removing existing racial and class discriminations. (6, 4, 7, 12, 14, 17).
III. It is the responsibility and privilege of parents to provide appropriate environment for the child's bodily, mental, and spiritual growth, to use scientific techniques to prevent disease, and to remove or lessen handicaps to comfortable, happy and effective life.

In maintaining optimum health of the family, a desirable environment and good habits are important. This comes about when physical and emotional factors affecting health receive equal attention. A child as a whole organism is not fully healthy unless he feels well, thinks well and acts well. Preventive health measures emphasise keeping well.

In case of family sickness or injury, good adjustment of both the well and the sick members is needed. Recovery from illness is due to nature's recuperative power, but good medical and nursing care helps complete it. A positive attitude toward sickness in the home creates good relations between the sick and the well.

Parents should promote hygienic practices in family living which insure mental and physical fitness. It is essential that they have knowledge of health practices in relation to diet, weight control, exercise, rest, sunlight, fresh air, care of sense organs, and treatment of such sickness as colds, prevention of contagious diseases; and bases for choosing a doctor. Moreover, happy parent-child relations arising from consistent affection, encouragement, predictable consequences of their interactions, tend to promote the mental and emotional health of the child. (2, 4, 5, 7, 10, 11, 19, 20).
IV. Family understanding of characteristic growth patterns at different age levels, the wide variation in growth and the sequences of growth, contribute to effective handling of the child in terms of waiting for maturation, learning readiness, and the child's ability to self-regulate.

Knowledge of principles of growth are important for effective child rearing. A growth pattern is a blueprint in genetics inherited by the new organism and expressed through its interplay with its environment. The range of normality of growth allows a wide variety of individuality within the channel. Understanding of growth changes and maturity levels is conducive to the allowance of reasonable standards of child conduct.

Food needs, appetite and acceleration of growth correlate. Growth may be increment or decrement. It is both quantitative and qualitative, internal and external in terms of physical, physiological, mental, emotional and social changes. No marked feature of change occurs all of a sudden; such developmental levels as infancy, early childhood, and middle childhood are periods divided for convenience of study. Usualy, growth is most rapid in infancy and early childhood. It slackens in middle childhood and accelerates during pubescence, after which it slows off until it reaches the final standard of adulthood. Such growth rates and rhythms vary in each individual. Some individuals have smooth steady growth; some irregular rhythm. Therefore to expect all to give the same responses to environment only creates frustration.

Sitting, standing, and walking are sequences of growth which come in definite order. Each is an indicator of locomotion or neuromuscular maturation. The infant has an innate ability to regulate
himself according to his physical and physiological needs in the matter of food intake and elimination, but self-regulation again depends on neuro-muscular maturation of the organs in operation. Parents can only expect cooperation when they give the child experiences that he is mature enough to meet. (2, 4, 10, 12, 16, 17).

V. The child’s emotional patterns, the basis of which are the sense of trust or security, are formed by conditions of his infancy.

Infancy, the first year of life, is the period of the most rapid growth. It cannot be overemphasised that the conditions of life in infancy influence the emotional patterns in later life. The basic sense of trust and security of an individual is laid during infancy when the people around him can be trusted to respond promptly to his needs for food and physical comfort, such as to suck and to be cuddled. These satisfactions form a firm foundation in his relationships with others. Through them he can become an outgoing, generous, friendly and trusting personality. Thus, his welfare depends upon his parents’ understanding and observance of his individuality.

Learning the infant’s individualistic needs can be best started soon after birth with the rooming-in plan, breast-feeding and self-demand schedule, which make possible the mother’s close observation of the baby. The psychological effect of the mother’s close contact and warmth is the basis for the sense of security. “In getting what is given, he learns to be a giver.” (1, 5, 8, 11, 16, 26, 28, 29).
VI. Sound mental health depends on personal security which comprises good physical health, good heredity, good medical care, plus affection, legitimate praise, and consistency in the sense of freedom from rapid, frequent, unpredictable change in affection, discipline, care or protection.

Mental hygienists believe that the family is the institution designed to teach living; and that mental health is a family responsibility since attitudes acquired early in life deeply influence behavior throughout life.

For children to grow up mentally healthy, they must be exposed to or "immunized" with small doses of realities of life, hate, fear, competition, human unreliability, sarcasm and the like, so that they can eventually learn to handle the major threats of life.

Children can acquire a set of meanings in regard to things and situations from people with whom they have close contact, especially parents. Parents exhibit human characteristics of energy and fatigue, personal needs and satisfactions and help children to learn to take people as they are.

A secure person is said to be a person who is comfortable with himself and others; he has ease, self-respect, confidence and trust. Self-confidence is gained through achievement, which though small and trivial, if encouraged by adults in terms of deserved praise, inspires in a child independence and initiative. Praise, affection, consistency in the sense of predictability, help children to predict and anticipate consequences. (5, 11, 19, 26).
VII. The culture of the group sets the limits of external standards of living, which can be interpreted to the child in early life with relative permissiveness and by limits in conduct in order to give him a sense of direction in real life situations; such limits can eventually be developed into internal self-discipline, self-direction or self-motivation.

Understanding of cultural impact on family living and of the need to meet cultural demands as a compromise to the child's immediate physiological needs is important, if parents are to meet their responsibilities. It is believed that a lack of ability in the family to compromise cultural demands to meet the human needs of the immature may cause permanent personality damage.

The personality of the child is developed and molded after the culture in which he is reared. Cultural impact is conveyed to the individual through socialising processes from his birth. Social responses, laid on an organic base, make the child's behavior habitual and thus form a single and fairly stable pattern called personality.

Children have always been expected to conform to cultural demands imposed on them by their parents. As cultural agents, parents should set the stage for the child to grow in the terms of cultural changes. Limits are necessary in creating a sense of direction, and concepts of right and wrong. Self-direction and self-discipline thus developed in individuals are most desirable in a society based on self-government. (5, 8, 16, 17, 18, 26).

VIII. Religious and moral teaching interpreted in the light of scientific knowledge can stimulate a child to think and develop an independent, flexible point of view and integrated conduct.

Spiritual values, bases of good character and conduct, are inherent in successful family living. Simple and logical interpreta-
tions of religious and moral teaching and of outstanding character-
istics of the past can be used to develop sympathy, friendliness,
williness to undergo hardships, to take responsibililities for self
and others, and other enduring human values. Through interpretations
at the child's level of understanding, he can see practical relations
of cause and effect.

In family living a child should be given opportunities to
think, to solve small problems to decide and to plan at the level of
his capacity. Thus, democratic habits can be "ground into his bones."
He should be helped to develop ability to conform, to compromise, and
to be flexible which means the ability to adjust to change which is
desirable in a dynamic, changing world. Other democratic traits can
be developed through reasoning, encouragement and freedom from fear
and resentment which kill the spirit of independence and initiative.
Harmony between what he feels he should do and what he must do, is
conducive to an integrated personality. (5, 6, 11, 17.)

IX. Play activities, well balanced with rest and good diet
promote overall growth and development.

Parents as the first teachers of the child, should develop
insight into the role of play—a child's work, thought, art, and
relaxation. The child's limited vocabulary and limited power of
expression make it necessary for him to play to try out his thoughts,
ideas and his strength; to express his urgent needs, establish himself,
and receive reciprocal actions from others. Play is also expression
of family background and relationships, emotional outlets and impulse.
Thus he finds out what is acceptable behavior, what is not. In play-
ing house he learns various activities of adult life. Intense, successive play shows his likes and dislikes. Here, observing adults, his parents or teachers can help him to see what he is, what he would like to be, and how he can best accomplish it.

As play norms of different age levels vary, understanding of different norms is necessary, so that the child can have help instead of interference. The unoccupied, the solitary independent, the onlooker, the parallel player and the associative all have different inclinations in play. Though free play is usually desirable, organised play at times can be directed to desired ends with proper techniques. Adult supervision of play groups is necessary, as friction is bound to arise; optimum growth through play necessitates wise, understanding supervision.

Parents can appreciate the values of early childhood education and the role of nursery school only when they understand what it tries to do. The nursery school, likewise, can only perform its functions with appreciation and cooperation of parents. (12, 15, 22, 23, 26).

X. The child's wholesome attitude toward sex is generated by that of the parents', their attitudes towards the worth and dignity of the human body and its functions with sexuality as a phase of normal, healthy development of life.

Feelings that some parts of the body are unclean, physical pleasure is bad, and of sex relations mixed with guilt, can be generated in early years of a child's life.

Parent attitude toward everything about the body as being natural and decent, children's interest in sex play, their genitals, masturbation, hetero-sexuality in early childhood and adolescence,
homosexuality in middle childhood, naturally show up in their tone of voice, their manner and their handling of the children. These attitudes are caught and assumed by children. Sex matters if explained to the child at his level of understanding, not only promote a healthy attitude toward sex, but also help him to understand and accept his sex and sex role which in turn develops heterosexuality in adolescence and adjustment in married life. The difficulties parents have in falling to help children achieve these attitudes are probably due to their own childhood. They may have been brought up with anxiety, fear and disgust in sex matters, and their ideas about sex may have been picked up secretly from other sources than parents. (16, 26, 27).

XI. Healthy sibling relationships come about when the older child is prepared for the new brother or sister.

Association with other children, especially those of the same maturity levels and interests, provides frank interactions and hence facing realities of life. Thus, opportunities are provided for learning to get along, to compete and cooperate in a socially acceptable way. Adult-child relationships too often result in continuous attention to the child, and tend to make him precocious, egocentric, and domineering.

Sibling relations are sound when the older child retains his status and is prepared for the coming of the younger one. When he shows doubts and interests in his mother's changed figure, he should be given the simple biological facts of life and birth. An attitude toward the baby as belonging to him helps him to welcome it. To help in its care not only promotes his understanding of human development,
but tolerance and joy in sharing with the less mature. This prevents
the older sibling from being jealous and resentful, which may cause
negativism, vomiting, bedwetting, and other symptoms of upsetness.

The ordinal position of the child gives each different environ­
ments and different interactions in the family, which in turn, affects
personality development in different ways. (8, 11, 18).

XII. Many problems of child development may be created or
intensified by attitudes of adults.

A true problem in child rearing occurs when the child's physical,
emotional, intellectual and social development is hindered, and the
symptoms are intensified and prolonged. Understanding that "all behav­
ior has a history" and that a problem is an effect of multiple causes
is important so that each problem can be examined in the light of the
past experience and in anticipation of the future. Thus, many
nervewrecking worries, anxieties and undue solicitousness in child
rearing can be prevented.

Parent understanding of characteristic growth and behavior at
different age levels, prevents the situation from becoming too per­
plexing or difficult. Understanding that negativism in the two-and-a­
half year old is his attempt to learn to make choices and to test out
his strength in the environment, or that only biological maturation
makes the child able to stay dry and clean are important. Expectan­
cies of the parents which exceed a child's readiness make for trouble
to all concerned.

Requirement of too high standards discourages a child in his
attempts. Emphasis on competition tends to induce a strong drive for
success or prestige and possible nervousness or neurosis. Parent concepts of success and failure influence those of the child. A constructive attitude that both are normal processes of growth, that damaging situations can be used to build character and intelligence bring about sound emotional health. Willingness to face hardships, to solve conflicts in the sense of fun and adventure, give rise to desirable growth of personality. (6, 13, 16, 17, 23, 26).

Summary

A family can become effective only when it performs its functions in childbearing, child rearing, socialising and culturalising the child. Family goals help the family to move as a unit toward what it values, but as some values become outmoded, and thus barriers to progress, the family is obliged to interpret them in the light of the present.

The family is the only institution which can meet best the basic needs of the child, the physical well-being, the emotional security—to love, to be loved, to belong, individual worth, self-confidence, and success. Meeting these needs in the early years of life is laying a sound foundation for a healthy personality, participating citizenship and responsible parenthood.

With intimate living in the family, the parents' influence upon the child's personality is great; healthy parent-child relations make for a healthy personality of the child. These go back to husband-wife relationships before the child is born and their willingness to take responsibilities in child rearing. Their knowledge of heredity and
environment in relation to the child's potentialities of growth, different patterns of growth, growth rate, rhythm, and sequences of growth, and understanding of the role of child's play and ability to provide appropriate environment are essential in promoting overall optimum growth. Parents need to understand what constitutes the child's mental health: good heredity, good physical health, good medical care plus affection, legitimate praise, and consistency in the sense of freedom from rapid, unpredictable change in affection, discipline, care and protection. Parents need to help the child form his self-concept and patterns of behavior to follow. Parents' attitudes are contagious to the child, his wholesome attitudes toward sex therefore come from the parents. Most important of all are an adventuresome spirit in facing problems of life and an understanding of what a real problem is; to understand that a problem "has a history" and that there is no one formula in solving any problem is a great help in family living.
CHAPTER IV

THE ROLE OF HOME ECONOMICS IN PROMOTING CHILD WELL-BEING

The Scope and Nature of Home Economics

In the United States, home economics is well established as a field of education resulting from development over eight decades. Its philosophy, scope, and nature are revealed and clarified in available literature. In a country such as Thailand, home economics, a comparatively new field in education, cannot achieve proper development unless there is a recognition of its contribution to more satisfying home life. The potential contributions of this field must be interpreted especially to those whose work and concerns are in development of educational programs, in order to avoid narrowing its scope to the physical skills of cooking and sewing. Hence, it becomes an objective of this study to interpret and project the potential role of home economics in Thailand through examination of what it is and what it can do. Analysis of its development in the United States may assist Thai educators to acquire insight into the nature, present status, and potentiality of this field which applies the sciences and arts to many problems of personal, family and community living. Interpretation of home economics in the United States should enable Thailand to profit by the experience of another country since "we look back in order to look forward."

Home Economics in the United States

Definitions of home economics have been given by various indi-
individuals and groups of people. All imply a study of factors that make up happy, satisfying family life. The early creed given by Ellen H. Richards, founder of home economics in the United States is to promote:

The ideal home life for today unhindered by the traditions of the past.
The utilisation of all the resources of modern science to improve the home life.
The freedom of the home from the dominance of things and their due subordination to ideals.
The simplicity in material surroundings which will most free the spirit for the more important and permanent interests of the home and of society.¹

In 1948 the prize definition accepted in a contest by the magazine, Practical Home Economics was:

Home economics is a study of the basic human interests—food, clothing, shelter, and personal relationships—which helps people to achieve happy, healthy homes and communities.²

This definition of home economics is similar in philosophy to the one above given by Mrs. Richards 45 years earlier. While the philosophy of home economics has stood the test of time, its specific purposes have varied.

The purpose of home economics is both general and professional. In the United States there is a wide variation in the use of terms relating to the field. At the elementary level it is most often referred to as part of Education for Home and Family Living, while at the junior-senior high school level it is commonly called Homemaking, and at the college and university level it is known as Home Economics. College programs include both general education and professional

²Robbie P. Bohlen, homemaker and dietitian, Fayetteville, Arkansas.
preparation.

The term "homemaking" is defined as: "Homemaking education (in secondary education) is that part of education for home and family living which is centered on home activities and relationships and which enables the individual to assume the responsibilities of homemaker." In higher education, its purposes can be divided into three categories: (1) To give preparation for home and family living to major and non-major students as a part of their general education; (2) to prepare students for home economics professions; and (3) to give some preparation to students for professions other than those in home economics. Emphases on each of these goals depend upon the purpose of the college or university where the program is offered. Though the purposes of home economics in universities and colleges are varied, better living in homes and families for individual and family well-being has been basic from the beginning. However, the concepts of means for achieving this purpose have changed during the years, as a study of the development of home economics reveals.

Trends in the development of home economics. The following quotation not only illustrates changing concepts in home economics, but also serves as a basis for a discussion of trends:

... no field in education has undergone such a metamorphosis in terminology, content, and function since its inception. It


began in Boston and New York as cooking and sewing. Then, with the addition of science (chemistry and, later, physics) it became domestic science and domestic art. Later, when more areas in home living became a concern to the extent that formal instruction was given, it became household science and household art. Finally, home economics was the name coined as best descriptive of the field. These changes in terminology came somewhat gradually and have tended to imply a change in content. At the same time, they have pointed the way toward an ever-changing program to meet the needs of a changing society in an ever-changing world. . . .

Early home economists in the United States made significant contribution to its development through pointing out needs in the education of girls and women, introducing "domestic economy" in the schools and applying science, chemistry and physics to household processes and equipment. Early attempts were made in an effort to "help out" families:

. . . cooking and sewing given to classes of the poorer children . . . . to enable them to teach their parents to make a few pennies go as far as a dollar spent in the shops. . . .

. . . the valuelessness of a woman's time kept the plain sewing to the front, and classes were taught seams and ruffles and cheap ornamentation in the false assumption that it was economy. As late as 1903, the work of the public schools of this country was almost without exception bad from an ethical point of view, showing waste of time and material and the inculcation of bad taste. . . .

It is evident that cooking and sewing then served as ends in themselves. These manual exercises were for "immediate practical utility."

Ellen H. Richards is recognized for her more realistic concern with the problems of everyday living:


children die by the thousands; contagious diseases take toll of hundreds; back alleys remain foul and the streets are unswept; school houses are unwashed, and danger lurks in the drinking cups and about the towels. Dust is stirred in the morning with the feather duster, to greet the warm moist noses and throats of the children. To the watchful expert it seems like the old cities dancing and making merry on the eve of a volcanic outbreak... There is ready at hand a field for the Home Economics teacher.

Thus, she led campaigns for better sanitation, particularly for healthful living in the home, in the belief that "improved environment would improve the physical conditions of future parents and bring quicker result in race development." Domestic economy placed emphasis on "intelligent selection and use of goods and services, on the careful weighing of competing needs, and on a scientifically valid foundation of facts for decision on these everyday questions." Mental exercises were pointed out as being essential in facilitating manual exercises in childhood—" if women were finally to gain control over the conditions of their own lives, a beginning must be made in childhood.

As early as 1885 "School Kitchens" had been established in Boston where chemistry of food and sanitary chemistry were taught with cooking, housekeeping and laundering. During 1880-1890 domestic science was generally introduced in the public schools. Earlier, between 1871 and 1874, domestic science on the college level was started in the Illinois Industrial University (University of Illinois).
in Iowa State College and Kansas State College. By 1908 it is reported that "home economics courses had been established in seven universities and in all but three of the agricultural colleges."\(^{11}\)

By the beginning of the 20th century, home economics had made a considerable stride forward. Household administration was related to economic, industrial and social changes. In the curriculum, courses were included in food, clothing and shelter with major attention given to nutrition. Later the "why's" as well as the "how's" of doing received more attention. This accounts for emphasis on related science courses such as chemistry, biology, bacteriology and physics in the curriculum of that period. Science and art were also applied to those activities in the home, which embraced care of the young, the sick, family relationships, and home management. In addition to science, such fields as art, economics, psychology and sociology are recognized as being basic to home economics.

As the following statement indicates, home economics to serve families must be keyed to the needs of the time:

As home economists, we need of course to be conscious of the currents and cross-currents of political, economic, and social thinking and theorising in which we are living and working and of their implications for home economics.

It has been well said that to him who knoweth not the port to which he is bound no wind can be favorable. . . .\(^{12}\)

The scope of home economics. Home economics as a separate subject is not commonly found in the elementary grades (1-6), but there is evidence that many elementary school teachers provide experiences

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\(^{11}\) Baldwin, op. cit., p. 5.

in home and family living as a part of the regular program, many having studied home economics as a part of their preparation for teaching. The child learns to appreciate his family, to carry out responsibilities around the home, to be thoughtful and courteous and to learn how children in other countries live and the differences and similarities in good homes everywhere.

At the junior high school level—7th, 8th, and 9th grade—home economics is most likely to be required as a separate subject for girls, although it is increasingly given for both boys and girls. Pupils learn to understand themselves and others, how to maintain and improve their own physical health, how to make and keep friends, how to solve conflicts with parents and to understand and appreciate the home as the basic unit of society. Some homemaking skills are acquired so that they can assume responsibilities at their level of maturity. At this level, little emphasis is placed on possibilities for jobs which can grow out of homemaking.

In the senior high school home economics is considered by many a special interest area for girls. Again, however, increasing emphasis is on personal and home life problems for both boys and girls. Here youth learn to see themselves as adults in the home, to anticip-


pate their role as parents, to see the family as a foundation unit in
democracy and to consider the selection of a mate, marriage and
married life. Abilities necessary to a well-managed home life are
developed. At this level home economics directly contributes to
education for personal and family living. However, in some schools
home economics may serve as preparation for certain vocational occupa-
tions.

In the United States recent estimates indicate that approxi-
mately three fourths of public high schools offer one, two, three
or four years of home economics, one and a half million high school
students are enrolled in home economics classes and are taught by
about 21,500 home economics teachers. Over 4,400 additional teachers
work with some 440,000 out-of-school youth and adults. Other home
economists conduct extension service programs for rural women and 4-H
club girls in all states and counties.15

The junior colleges which usually comprise two years beyond
high school and which are found in certain parts of the United States,
often include in the curriculum, home economics for general homemaking
purposes and for related non-professional vocations. Approximately
300 such colleges offer courses in home economics in non-degree pro-
grams.16


16 Non-degree Home Economics Offerings in Higher Institutions
(Washington: Division of Vocational Education).
In 1951 there were 467 colleges and universities that offered a four-year degree program in home economics. Of these about 60 institutions granted the master's degree and 20 awarded doctor's degree in one or more aspects of the field. Graduate work at the master's level requires a year or more of study beyond the Bachelor's, while the Doctor's program requires a minimum of two or more years. Advanced degrees are offered in practically every area of home economics: foods and nutrition, home economics education, family and child development, clothing and textiles, home management and family economics, and equipment and housing. In the past, and also in the present many home economists study beyond the master's level in such related fields as art, bacteriology, chemistry, economics, education, physiology, psychology and sociology. Home economics is thus not only strengthened but also broadened in scope. The value of an interdisciplinary emphasis is being increasingly recognised.

At present home economics is quite generally accepted in schools and colleges as a field of study meeting both general needs of education for personal, family and community living and special educational needs for vocations and professions related to home and family life. Professional Education in Home Economics

Home economics, along with other areas of higher education, as it developed tended to over emphasise professional education. A contemporary home economist has said:

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We live in an era, it seems, of high salaries . . . , a period when the demand is for an education, so-called, which will enable individuals to step out of college into a well-paid, professional position. It is a period when the science of material things— . . . —is predominant. . . . This is the day when technical "know-how" is rated high. . . .

Special education, in contrast to general education, embraces professional, vocational or business preparation. The desire of women for education for a specialised career in addition to homemaking, is often not only an avenue to personal success but a necessity from standpoint of welfare of the family and society. Professional opportunities in home economics have become extensive in the United States today, as indicated in the following quotation:

. . . there were demands for home economics graduates in many other professions beside teaching . . . . institution managers, dietitians, extension leaders, specialists and home demonstration agents, research workers, home economics journalists, merchandisers in apparel and home furnishings, and advisers in various other kinds of business giving service to or making products for the home.

The scope and nature of the business and professional opportunities available to home economists in the United States can be seen in the "Home Economics Career Wheel" in Appendix C. Undoubtedly home economics has become respected and "respectable" as professional education. However, without a broad general and liberal base, professional preparation may fail to develop insights into the relationship of the profession to social well-being. There is evidence of great concern


that these two types of education be well-balanced in the home economics college curriculum. 20

The rapidly growing tendency to examine the whole nature and purpose of higher education has resulted in considerable experimentation, evaluation, and reorganization in college offerings. The somewhat general acceptance of the fact that part of a student's college education should be of a broad, general nature rather than wholly for purposes of specialization has caused considerable concern on the part of many educators. . . . 21

General Education and Home Economics

Today there is a fairly common consensus that the primary function of home economics is "education for family life." Many home economics educators believe and are eager to demonstrate that home economics serves many young women and men as general education. To understand the contributions of home economics to general education it is necessary first to interpret general education. Varied interpretations may be found in the literature. McGinnis reports three:

(1) Understanding the past
   The study of other societies is necessary, in order to better understand our own times and place them in a developmental setting. An intensive study may be made of another civilization in all of its aspects and comparisons made with our own society. . . .

(2) Education for Democracy
   . . . goals are centered on the development of the individual also, but on the individual growing and functioning today. The emphasis is on a group culture, the needs of the society into which the individual goes. The goals are "education adjusted to needs," "education for freemen."


(3) General Education Through Technical Education

A third group seems to believe that any course, if properly oriented toward the goals of general education, may be general education for those students.\(^\text{22}\)

General education in its idealistic sense is not a mere "common body of subject matter," nor "education for all men," it is also education to cultivate "rational power to judge freely and to exercise free will," to observe critically contemporary society, to understand social dynamics and to advance the culture. General education in this sense is identified with liberal education as pointed out by the President's Commission on Higher Education:

... general education is liberal education with its matter and method shifted from its original aristocratic intent to the service of democracy. General education seeks to extend to all men the benefits of an education that liberates.\(^\text{23}\)

In fact, education that serves truly should not be differentiated in purposes, as philosopher and educator John Dewey has pointed out:

A truly liberal and liberating education would refuse today to isolate vocational training on any of its levels from a continuous education in the social, moral and scientific contexts within which wisely administered callings and professions must function.\(^\text{24}\)

That home economics can serve the purposes of general education can be verified as follows:

Four of the eleven objectives of general education listed by the President's Commission's report are very similar to

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\(^{23}\) President's Commission on Higher Education for American Democracy, Vol. I Establishing the Goals, p. 49.

those commonly used by the field of home economics. These four are:

To understand the common phenomena in one's physical environment, to apply habits of scientific thought to both personal and civic problems, and to appreciate the implications of scientific discoveries for human welfare.

To attain a satisfactory emotional and social adjustment.

To maintain and improve his own health and to cooperate actively and intelligently in solving community health problems.

To acquire the knowledge and attitudes basic to a satisfying family life.  

Related to the nature of general education and the contribution of home economics to it, is the question of what is appropriate women's education. Is there such a thing as general education for women as women? There is much in current literature and educational experimentation, relating to this question. Stephens College, Missouri, carried on "Explorations in General Education," and decided to provide "an education particularly fitted to care for these differentiated responsibilities of women as well as the obligations common to both men and women." Their course offerings include: Marriage, Child Study, Children's Craft, Nutrition of Children, Foods, Economics of the Household, Principles of Consumer Economics, Health, Home Nursing and Care for the sick, Interior Design, Clothing, Elementary and Advanced, Humanities and Communication. These course titles are very similar to those of home economics courses found in many colleges and universities.

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Wylie B. McNeal has identified the common problems with which home economics is concerned:

When a study is made of those problems which every individual faces it will be immediately evident that the students should have an understanding of their need for food, in respect to quality, quantity and cost . . . . selection, care, and upkeep of clothing are important matters for treatment . . . . the wise use of family income for food, clothing, housing, recreation, education, taxes, insurance, savings and the like. A better understanding of the responsibilities of parents for children is essential. . . . . This generation of college students should recognize the fact that schools do not, cannot, and should not be expected to usurp the responsibility of parents for the education of their children as parents are the child's first teachers. Home education may well provide the most important character education that a child ever receives.27

Speakers and writers of important standing in education continue to point out that the business of enriching life through better management is a direct responsibility of home economists.

Home economics has an important contribution to make to the general education of the student. It may make this contribution in all of its courses. It may, also, by combining with other areas of knowledge, take a position of leadership in constructing educative experiences which help young people, quite without regard to sex or specialization, become aware of themselves as having a responsibility for intelligent participation in the duties of citizenship. If the home economists do not learn to advance the processes of cooperation on the campus, it is fair to assume that the advances will be made without them. The general education movement, formless as it frequently is, has an inherent vitality. It is not a present fad, though it may fail finally to live up to expectations. What we need to know more clearly than we now do is just what these expectations are. The home economist should be a participant in this decision.28

This challenge from an educator to home economics in 1946 continues to be a challenge. It is accepted by many home economists, who realise the urgent need for clarification of the potential contributions of home economics and for its application to the many urgent needs of our time:

Today we face another period of crisis in our civilisation. In a world of insecurity, we need homes; in an era of high cost of living, we need family budgets and home management; in a period of increasing juvenile delinquency, we need the strength of the family group; in a world of science, we need better health through better food and nutrition; in a world of conflict, we need understanding of human relationships; in a world of misunderstanding, we need education—education for home and family living.

Clearly at hand is our problem, the problem of so carrying on our program of home economics in higher education that the students of today who are to make the homes of tomorrow will make homes that are centers of true living and that produce citizens who know the inner meaning of the democratic way of life.\(^29\)

Both as general education and through preparation of professional leaders, home economics has a role to play in meeting the needs of today's family and society. To arrest the disintegration of family life, education for home and family living is needed. Family members should be helped to reformulate the family role and function in society and its social and cultural responsibility. Individuals should be helped to apply knowledge, understanding, skills and practices to human welfare and conservation in homemaking. To lead a happy, satisfying life, ways must be learned to minimise frustrations and conflicts which are bound to arise in this technological, congested world.

\(^{29}\)Todhunter, op. cit., pp. 299-300.
To live in such a world, a strong and sturdy personality is required. How home economics may contribute to developing such a personality is presented in the following discussion.

**Contribution of Home Economics to Child Well-being**

Since the accepted primary function of home economics is family life education, and a primary function of family life is promoting physical and mental health of family members, home economics is undoubtedly concerned with promoting total health of the individual. A well-known home economist supports this:

There are three phases of the education of the individual in which home economics has an essential part to play: education (1) for security, (2) for health and well-being, and (3) for social development of the individual. It cannot be overemphasized that a healthy personality is usually a secure person, socially at ease. Home economics through concern for healthy family living contributes to the child's well-being in many ways. Lawrence K. Frank, a renowned sociologist and mental hygienist points out these contributions as follows:

If there is to be any effective health care and preventive medicine, as distinguished from treatment of the sick, it cannot be provided by doctors, nurses, or other professionals—however much their knowledge and skills may be needed by the family. Health care and preventive medicine are carried out in the daily activities of housekeeping and homemaking. Through marketing, cooking, and the serving of meals, basic nutritional needs must be met, and through house cleaning, laundering, dishwashing, and similar sanitation, the necessary defense against infections and contamination must be maintained. Through provision of rest, care of minor ills, and all the cherishing functions within the home, individual members are protected and restored, so that they can live in health and carry on their daily activities.

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30 Todhunter, *op. cit.*, pp. 300-301.
If we are to have mental health, as distinguished from diagnosis and therapy, it cannot be provided by psychiatrists, psychologists, social workers, or other professionals, although their helpful guidance is greatly needed. Viewed as protection and conservation of the emerging personality of children and youth, and as the maintenance of the morale of men and women, mental hygiene is primarily the function of the family and the home. Mental health depends upon the daily round of homemaking and baby care, child rearing and education, the social adjustment of the child, the transmission of traditions. It depends on how these are carried on within continuing interpersonal relationships—between parents and children and their siblings—without warping or damaging the personalities involved, especially the children.

This is not said to glamorize housekeeping, but to describe what housekeeping and homemaking actually mean. Today these functions which are basic to human welfare have been devalued socially by the emphasis upon jobs, gainful employment, and careers. Even the woman who enjoys homemaking and child rearing feels on the defensive and apologizes for being "just a housewife." This is a great challenge to home economics and home economists have accepted the challenge and are striving not only to improve the quality of homemaking but to have family members recognize the importance of homemaking to happy living.

Modern homemaking has many aspects and most of these relate directly or indirectly to the well-being of family members, especially children. Below the more common subject areas included in the field of home economics are discussed in terms of their respective importance in promoting the well-being of children—the major concern of this study.

Child Development and Family Relations

In an age when preventive health measures, especially mental

31 Lawrence K. Frank, "Yes, Families are Changing," The Survey, LXXV (December, 1949), 639.
are urgently needed, the educational needs to be met by this area of
home economics are great. A child achieves a healthy personality in
a sound body if from the time of his conception his parents have
happy relations, a desire for the child and a sense of responsibility
in child rearing, adequate diet and medical care. Healthy child
rearing necessitates that parents cultivate certain understandings of
infant self-regulation, relative permissiveness, potentialities of
development in relation to heredity and environment, variations of
normal growth, characteristics of growth patterns, growth during vari-
ous life cycles, the role of child play and family recreation, and
the influence of parent attitudes on children's attitudes. Parents
should learn to encourage the child's initiative and self-reliance by
encouraging him to perform small tasks within reasonable child stand-
ards. Parents need also to recognize factors which hinder the child's
potential development, lessen his handicaps when possible, and help
him to learn of and accept his own strengths and weaknesses.

As the health of the family also affects the health of the
neighbors, family members should understand the role of family health
in community health program and what they can do to promote environ-
mental sanitation and disease control. Health practices in the daily
round of living are essential. These are not acquired by instinct,
they require an adequate educational program to which home economics
can and should make contributions.

Clothing and Textiles

Appropriate selection and use of clothing and textiles is
important not only for physical protection, but for personality
development and socialisation.

When provided with clothes designed for proper body temperature and comfort, children play with zest. Good design in children's clothing gives them adequate room to move about, and enables them to dress and undress themselves, which are important first steps in learning to be independent.

Being well groomed and well-dressed develops in a child the desired poise evidenced by:

... self-control and self-confidence as revealed by the ease with which we find ourselves fitting into social situations. It is real sophistication—being at home in almost any environment without a sense of inadequacy or embarrassment. Good health, calm nerves ... consciousness of power from knowing ... that one is well-groomed or well-dressed are not only the causes but also the effects of poise. ... 32

The same author quotes Emerson as saying that being well dressed produces a "feeling of inward tranquillity which religion is powerless to bestow." 33 The far reaching implication of clothing on mental health can be seen when an ugly duckling through being "smartly dressed" can feel secure and gain self-confidence. Moreover dress suited to the person helps to create individuality, and satisfaction. Knowing how to choose textiles, make clothes and care for them are elements of good economy which reduce frustration and worry.

Foods and Nutrition

Nutrients are the ingredients of food that nourish the body. Therefore, nutrition and the process of nourishing and development of


33Ibid., pp. 55.
the body is closely related to production, preparation and service of foods. Food study in home economics includes marketing, cooking or meal preparation, serving, storing, caring, and preservation of food and the importance of sanitation and conservation of nutrients to insure maximum utilization of food by the body after its consumption. Proper methods of preparing and cooking food, guarantee the preservation of nutrients, and aid in digestion, absorption, and utilization in the body. There are some variations in the abilities of individuals to digest food, A may consume an equal quality and quantity of food with B, but be better nourished. Such individual limitations, however, are far less numerous than are those of environment. The following statement indicates the importance of nutrition in child well-being:

Nutrition is recognised as the prime factor in the propagation of individuals with the maximum potential for physical development and in their maintenance of the best physical status possible throughout life. Thus, the development of healthier, stronger individuals in a healthier, stronger nation must start with better nutrition for mothers (and fathers) before and during pregnancy and during lactation, as well as improved nutrition for infants and children. Improved nutrition of mothers and children, coupled with further advances in medical service and social development inevitably will produce further reductions in maternal and infant mortality.

Then there are numerous ways of handling food that are conducive to promoting emotional health. Art in food arrangement and service can stimulate the appetite, and satisfy the senses of sight and smell so as to bring about good digestion. Eating food one likes is satis-

fying to one's emotion. This has a far reaching result as the follow­
ing statement implies: "Physicians, however, go further and insist that good food, tastefully served in quiet, pleasant surroundings, goes far in promoting good physical and mental health." Recognition of this is apparent in the dietary department of a hospital where well trained dietitians, home economics graduates, make a major contribu­tion. It goes without saying that appropriate and moderate consump­tion of food is a curative as well as a preventive health measure.

In family-centered teaching, food preparation is taught in relation to cultural and socio-economic background of individuals to promote good relationships in the home. If a child is given opportunities to prepare simple dishes within his capability and appropriate to his daily life, he gains skills which promote self-confidence and sense of belonging.

The school lunch is a well developed and extensive program in American schools. It is recognised as an important means of estab­lishing good food habits as well as helping to meet the nutritional needs of children. When its educational possibilities are fully recognised and developed, it promotes not only health but social development, and is a joint concern of educators and parents alike.

The three daily meals should be planned in terms of nutritional adequacy to meet dietary requirement of every age level at a low cost. Participation or observation by parents in the school lunch program is a means of extending good food habits into family living. Children

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35 Lita Bane, op. cit., p. 13.
may induce other family members to like new food and be more aware of deficiency diseases. They can also acquire good table manners and social poise through the school lunch. The "hows" of eating are of no less importance than the "whats" for a healthy personality.

Home Management and Family Economics

Management, good or poor, takes place in every home; it permeates all aspects of living. Achievement of recognized family goals and improvement in family living usually call for pre-planning and management leadership on the part of one person, even though this responsibility may be passed from one to another.

Home management is the art and science of planning, directing, guiding, and coordinating the use of the human and material resources of the family to secure optimum physical and mental health for each member of the family, optimum development of the individual members of the family, satisfying family life, and wholesome and useful relations with individuals and groups, both within and outside the home.

Human resources are knowledge, abilities, interests and energy, and planning "is the mental work of thinking through any situation in advance of action and deciding what it is best to do." Good management insures a sense of direction, which in turn means self-confidence. The process of deciding, planning, controlling the plan and evaluating it, definitely stimulates thinking, and calls for realistic perception, and active adjustment, which are ingredients of mental, as well as physical health. An illustration can be shown in planned meals.


Meals planned ahead of time can be reduced in cost, and result in balanced daily diets, with good proportions of protein, carbohydrate, minerals, fats and water. Controlling the plan in this case means proper methods of preparing and cooking to retain nutritious values of food. Wise use of foods available, timing and meeting family needs are other factors to be considered. Evaluating the plan serves as a basis for a better plan in the future.

Through management one develops ability to anticipate consequences, and hence acquire control of desired outcome. Human resources, unlike material resources, are never used up, but one begets another. More interests lead to more vitality and zest of life, which are all sure signs of sound mental health.

Family economics has to do with the economic aspects of family living. It is financial management and deals with use of material resources to attain the social goals of the family. Understanding of world economic conditions and how individual and the family practices are affected by them and affect them, enables people to adjust to the stress and strain of living. It is important that abilities be developed to first plan for essentials and to make the most out of the least, which in turn ensures efficiency of living.

Housing, Furnishing and Equipping

The house is not a mere shelter and protection, but a center of family life. Lawrence K. Frank points out how housing sometimes fails to carry out this function:

Much of our recent housing is anachronistic, failing to translate into the design, construction, equipment, and operation what we can provide for family living, and to accept and apply
the new knowledge and resources for health and well-being of men and women and children.\textsuperscript{38}

Home economics has accepted this challenge and strives to promote improved housing for families:

The house . . . must provide space for group and individual activities of the family such as recreation, reading, and shared experience among family members. It must afford facilities for the withdrawal of individual for study, rest, or thinking during periods of family activity; for sleeping and personal hygiene, including the needs of infants, the aged, or others with special requirements. It must make easy such service activities as food preparation, the serving of meals, dishwashing, laundering, and housecleaning. It must make available space for children's play and for hobbies of adults and children. It must provide for the arrangement and storage of articles required for all these activities.\textsuperscript{39}

Only through such purposes can housing hope to meet the needs of family members in every family cycle, to foster harmonious family life, privacy and integrity of individuals in the family.

From the physical point of view, "healthful housing" is defined as "protection against fire and accidents, provision for comfort, reduction of fatigue, and precaution against contagion."\textsuperscript{40} These call for good water supply, sanitary sewage disposal, sufficient natural and artificial light, tightness of the house to exclude rodents and vermin, ventilation, and freedom from dust, drafts, and extreme heat or extreme cold. It is obvious that healthful living is facilitated by healthful housing, furnishing and equipping.

\textsuperscript{38} Frank, "Yes, Families Are Changing." \textit{op. cit.}, p. 639.


Good furnishing should bear definite relationships to the house. It can create the feeling of expansiveness and roominess. The way a person furnishes his living quarters can reveal his personality. A basic criterion for good furnishing is the degree that it meets human needs of the occupants; the selection and arrangement of furniture is in terms of possible uses, each article relates to the other in function and design. Furnishing is made functional and practical when furniture is designed according to the character of activities to be carried on, rather than for mere ornamentation. Furnishing helps to increase the efficiency of living.41

Since housekeeping is an unending task and even drudgery for some, it is essential that home economics help to lighten, speed and make this task more interesting through proper use of equipment. Selection of the right tools for specific tasks and proper use save time, energy and prevent fatigue, irritation, frustration.42 Proper equipment makes home work more interesting, gives more time which can be used to promote interesting activities within the family. It cannot be overemphasised that when a home is run smoothly, efficiently, and with little apparent effort sound physical and mental health of the homemaker and all in the family is promoted.


American Agencies and Organisations Strengthening Home Economics

Through instruction in the above areas, home economics makes direct contribution to improved home life and in addition prepares leadership for helping others. The success of teachers in this field is promoted through the help of government agencies and participation in professional organisations and interdisciplinary conferences.

Agricultural Experiment Stations

In the United States federal funds were appropriated in 1887 to establish experiment stations in each state at the state (land-grant) colleges and universities. Research projects are conducted to increase agricultural output and income. State funds are also available, and sometimes private industry gives some support. Most of the research is done in laboratories, feedlots and fields. The studies are usually concentrated on current problems or emergencies such as disease and insect attacks, crop rotation and varieties, meat production, utilization of feeds by livestock, new knowledge of nutrition and the like. Usually research is incorporated or coordinated with college departments and schools. In 1925 the Purnell Act provided money which can be used for research in home economics. Projects carried out in one home economics department are of the following nature: home laundering processes and equipment, effect of detergents on textiles, nutritional status of school children, metabolism of different groups, effect on child care rearing practices of various types of child care information and problems faced by young rural families.43

4371st Annual Report of the Ohio Agricultural Experiment Station, Wooster, Ohio, Bul. 730, February 1953, p. 15.
The year's work of the state experiment station is reported to the public; the results of the projects are available through technical publications, popular magazine articles, over the radio and television, through meetings and demonstrations. Close cooperation and coordination with the Agricultural Extension Service and resident instruction is important.

**Agricultural Extension**

Extension service in agriculture and home economics is a plan for extending the teaching of the land-grant colleges to every county in the United States. Homemaking programs are carried on by county home demonstration agents assisted by state specialists in different areas of home economics subject matter. They are employed through state and federal funds and are located in various communities. Their work is to plan educational programs with youth and adult groups which meet their needs and interests, answer letters or provide consultation applying research findings to the questions on problems of homemaking and the various activities of family living. These leaders organise group discussion and action projects and serve as 4-H Club agents to guide young people in their club work. The problems they obtained from rural homemakers are often referred to the research worker.

The Bureau of Human Nutrition and Home Economics (BHNHE) was thus named in 1943 to emphasise the human nutrition aspect of the home economics bureau organised in 1923. The task of the Bureau in the words of its chief is: "to develop . . . . new knowledge about efficient household management, and ways to make best consumer use of
food, fiber and other products of the country's farms. Its four research divisions are Food and Nutrition, Textiles and Clothing, Housing and Household Equipment and Family Economics; the first three divisions are located at Beltsville, Maryland, Agriculture Research Center and the last has its office in the Agriculture Department in Washington, D. C.

Besides home economists with special training in nutrition, experimental food preparation, textiles, housing, household equipment, economics, expert chemists, physicists, physiologists, bacteriologists, architects, and statisticians are employed in the work. Writers and editors report the findings in usable form to the public.

Federal Home Economics Education Service.

The work of home economics at the secondary level as well as in teacher education is well coordinated and strengthened by the Home Economics Education Service, U. S. Office of Education in the Department of Health, Education and Welfare. This service was established in 1917 with federal funds appropriated for vocational education. It works in close cooperation with the Bureau of Human Nutrition and Home Economics and such other national organizations as the American Home Economics Association, the American Vocational Association and the National Education Association (discussed below). Specialists in the field of higher education, research, elementary and secondary education and international education are available for consultation. This

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office has sponsored national committees on the college curriculum and works with home economics units in institutions of higher learning as requested.

Annual visits are made to most states to work with state supervisors of home economics and teacher education institutions to promote sound instructional programs, evaluation and to identify problems to be attacked through research work. At regional or national conferences the problems are pooled, and research findings shared. A recent trend is to develop research work which can be carried on through the cooperation of several state institutions in the same region.

Professional Associations

The American Home Economics Association (AHEA). This is a professional organization founded in 1906, the main objective being "the development and promotion of standards of home and family life that will best further individual and social welfare." The association functions on a state and national level through subject matter divisions, professional departments, and standing committees each of which takes responsibility in deciding, planning, and executing a program of work. Such programs of work embrace development of homemaking, parent education, nursery schools, business enterprises, cafeteria management, hospital dietetics, research, social welfare and public health, teaching in colleges, universities, elementary and secondary schools, home demonstration work, and other work in state and federal services. Problems, policies and progress are reported at the Annual

Meeting of the association. The Journal of Home Economics, the official organ of the association, is published 10 months a year and reports findings and results of experimentation and research. An outstanding piece of work sponsored by the association was a study on home economics in higher education, which was published in book form in 1949.

The association members who must be college graduates in home economics or closely related fields, number over 20,000. This association affiliates with home economics associations in Canada, Greece, Finland, South Korea and the Republic of the Philippines. It grants scholarships to foreign students for the study of home economics in the United States.

The AHEA has working relations with many large associations; among those primarily made up of women are the American Association of University Women, Parent-Teacher Association, and General Federation of Women's Clubs. The association through committees coordinates its work with the Bureau of Human Nutrition and Home Economics and the Home Economics Service in the U. S. office of Education as well as with the Children's Bureau, the Women's Bureau and the U. S. Public Health Service and other governmental agencies.

The American Dietetics Association (ADA). This association promotes professional competencies and standards in dietetics. At present it has about 10,000 members who are required to have a bachelor's or advanced degree in home economics from an accredited university and to have met specified requirements in chemistry, biology, social science, education, foods, nutrition and dietetics and insti-
tutional management. In addition, the member must have completed one of the hospital, administrative or community nutrition internships approved by the Executive Board of the Association. The ADA publishes a monthly journal.

The American Vocational Association (AVA) and the National Education Association (NEA) have a home economics section and department respectively. The chief concerns of these two sections are teaching and supervision of home economics. Likewise the Association of Land-Grant Colleges and Universities has a home economics division made up of home economists who are college administrators, extension leaders and research workers. Their concern is chiefly in raising the standards of various professions and of home economics in higher education. The School Food Service Association, the National Restaurant Association, the Food and Nutrition Section of the American Public Health Association are related organizations of interest to certain groups of home economists. Each carries out its own purpose as indicated in its name.

Most of the above agencies and professional organizations contribute directly to the development of home economics, supplying new facts important to families in their adjustment to technological changes that influence family living. Home economics is a field of applied knowledge and the leaders and research workers must not only

be well trained in the basic fields, related to their specific phase of the work but able and willing to cooperate with those in physical and biological sciences and the social sciences including educators, engineers, physicians, and others. In addition, the participation of home economists in nation-wide meetings in their own and related fields makes possible the sharing of methods and findings of studies and research.

Home economists in land-grant colleges meet annually for a discussion of college instruction, extension work and research. The improvement of teaching and supervision is an important concern of the Home Economics Department of the National Education Association at its semi-annual meetings. Research in home economics education, the preparation of teachers, and the quality of instruction and supervision are discussed in the yearly meetings of the Home Economics Section of the American Vocational Association.67

Teacher Education in Home Economics

It is evident that great effort has been made to produce efficient teachers of home economics in whose hands lies its future. Teacher education for the public secondary school is offered in 96 percent of the institutions granting undergraduate degrees in home economics. For college teaching more advanced degrees are required. Home economics teacher education in the United States has gone through several experimental stages. The following discussion presents some of the desirable practices in teacher preparation which may vary from institution to institution.

67 Beulah I. Coen, Home economics in colleges and universities of the United States, op. cit., p. 51.
Recruitment, selection and admission

Evidence indicates that the demand for homemaking teachers far exceeds the supply. Teaching is in competition with other possible professions for home economists. Too, a large proportion of graduates marry and do not enter a profession. Recruitment has become increasingly necessary to secure adequate teachers and admission to a teacher education curriculum is usually open to any student majoring in home economics. Each year colleges with the cooperation of high school principals and homemaking teachers explain to high school students what home economics in college has to offer by way of professional opportunities as well as its general education values, in the hope that many will prepare for high school teaching where the need is greatest.

Since no high school homemaking credits are required for admission to college home economics, it is possible for students to enter the field from any high school curriculum. Thus a class of freshmen may consist of students of varying background and capacities. The differences are usually taken care of by providing experiences that meet individual needs and interests, or in some institutions girls with strong backgrounds of knowledge and homemaking experiences are permitted to take examination for admission to more advanced courses.

Selection of a major is not usually made at the time of admission to the university but later in the program in order to provide time for the student to determine her interests and capacities in rela-

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tion to a profession. Since the curriculum for various majors in home economics differs in the last years of college, choice is usually made by the last quarter of the sophomore year. Often a certain academic achievement is required for the work covered in the first two years as well as evidence of other qualifications for the profession, but this is not always true.

Goals or Objectives

Goals for teacher education in home economics should be set up in terms of the student's personal development, social development and professional adequacy. Effective total development is essential for an effective teacher. This necessitates health, ability to communicate, critical thinking, appreciation of art and beauty, recognition of cultural conflicts and social sensitivity. Desirable professional qualities for prospective teachers are: adjustability, dependability, enthusiasm, varied interests, initiative, managerial ability, maturity, responsibility, friendliness, social poise, tactfulness, and technical skills. Attributes of equal importance are insights into and understanding of the problems of human development and relationships, knowledge of what constitutes normal satisfying family life, as well as understanding of relationships among professions, knowledge of the problems of one's profession with ideas for their possible solution, and desire and urge to grow professionally. All of these qualities are seldom achieved during the period of preparation. It is important that the prospective teacher neither be expected to be a paragon of virtues nor to sacrifice personal happiness but rather to have faith in her capacity to keep growing and to achieve a point of view and
self-understanding which will give direction to that growth.

Curriculum

The University home economics curriculum usually provides general education for personal growth and development, professional education for professional development and specialization in technical subject matter. In some schools, the general part of the curriculum is a combination of certain courses called "core requirement," which are taken by all home economics students. This has both non-home economics and home economics courses serving general education purpose (see general education and home economics). Specialisation requires more extensive courses in certain areas of home economics and related areas. Professional education includes such content as methods of teaching, general principles of education, educational psychology or human growth and development, the place of the school in society, problems of teaching home economics, and supervised teaching in home economics.49

Learning activities including laboratory experiences are usually planned in relation to curriculum objectives. It is desirable that methods of teaching follow the problem-solving approach, which requires cutting across many subject matter lines. Real live experiences which provide first-hand contact with children of varying ages are important. Early contact with activities of school programs and community projects is important but is emphasized in the period of student teaching.

Preparation for student teaching or pre-student teaching experiences

should be made as early as the sophomore year through direct contact with teaching situations, observation in the campus laboratory school, visits to nearby schools and the choice of the teaching area. Other desirable experiences are contacts with children and families, experiences in group living, in summer camp with different age levels and different socio-economic status, school lunch programs, adult classes, and through finding and using community resources.

A large majority of home economics departments plan the curriculum so the student spends full time during student teaching for 6 to 9 weeks in an off-campus school where she lives in the community and participates in the total school-community program under the supervision of the high school teacher. The teaching center is carefully selected by the teacher education staff and the college instructor visits and confers with the student and her supervisory teacher periodically during the weeks of student teaching.

The student teaching period should provide ample orientation, and opportunity for development and maturation as a teacher. Orientation involves selecting and planning use of instructional materials, and getting acquainted with the school, pupils, resources and the total community. The role of the supervisory teacher should be to help the student become independent and self-reliant through self understanding. Evaluation of student teaching should be cooperative and help the student know her strengths and needs.

Guidance and Counseling

Meeting individual differences in needs and interests is necessary in an effective teacher training program and is being
increasingly stressed. Two phases of guidance, personal and vocational, are closely related to each other. Students are helped to discover and identify their special needs and interests and to be reasonably certain they have selected a vocation that they can perform within their capability, so that their work may help them develop a satisfactory life. Individuals are helped to solve problems, to make adjustments and to develop value-judgments, so that they can clarify their life goals and learn how to achieve them. It is important that they are helped to help themselves, achieving responsibility and self-reliance thus being prepared to meet life's tasks effectively.

Placement is a part of vocational guidance. Students have the basic preparation for a variety of available positions and are helped to select those for which they are qualified.

Evaluation

Evaluation is essential for overall growth of students, improvement of teaching and strengthening the administrative staff, the institution and the profession. It is defined as "the process of judging the effectiveness of work." Since "spoonfed" learning is not learning in its real sense, traditional emphases laid on giving back information by no means contribute to optimum growth of individuals, or to the application of information to real life situations. The best way to evaluate then is to see whether attitudes and behavior are changed.

Improved behavior, a final goal of education, does not occur unless the individual realises what he is and what he would like to be. Thus, self-evaluation or self-appraisal is necessary, especially
for personal development. Self-appraisal can be done in terms of values (what one holds dear and wants to achieve), social adjustment (being at ease with people of various background), appreciation (satisfaction obtained from work), interests (likes, dislikes, pleasure, concern, satisfaction, dissatisfaction), critical thinking (discrimination, caution, reflective capacity, good habits of thinking, ability to attribute conclusion to various causes), and social sensitivity (comprehension and appreciation, attitudes toward fellowmen, alertness). The prospective teacher further appraises her ability to understand and guide the learning of children.

Important to evaluation of the success of the teacher education curriculum is a follow-up program. Having alumni of the institution evaluate the program of the institution, or securing an appraisal of the success of graduates as persons and teachers can reveal the extent to which students' personal and professional needs are being met.

In-service Education

As new needs arise, and new developments take place, an in-service program provides for learning on the job. Teacher education thus goes on throughout the professional life of teachers. It is recognised that "Colleges cannot graduate finished teachers" and that "The first position and each succeeding position is a training situation for the development of the teacher."50

The following statement gives an inclusive picture of types of in-service education in home economics in the United States:

50Roskie, op. cit., p. 66.
Some institutions employ itinerant teacher-trainer to work with teachers on the job. Such help can be invaluable if the administrator and teacher welcome it. The state department and teacher-training institutions offer opportunity for curriculum study and group preparation of teaching materials. They edit and distribute program helps. They may offer extension courses during the year and they plan a summer school program particularly designed to benefit high-school teachers. They sponsor conferences and workshops on pertinent topics and are available on request to assist with all phases of the homemaking program.

Valuable training for the teacher can be provided through attendance at educational conferences and meetings—local, state, and national. Such meetings are those of the national and state education associations, the American and state vocational associations, the American and state home economics associations.

One important aspect of the in-service program is supervision. Supervision is defined as "a service activity that exists to help teachers do their job better."

The purposes of supervision are to promote continuous growth and development of the teacher, to improve the learning opportunities for students, to carry on administrative responsibilities and good business procedures, to help interpret the homemaking program to the community and other groups, to develop programs, skill in human relations and to evaluate the existing program.

In the United States supervision is moving away from mere inspection to the study of situations to reveal problems and help in analyzing them. Teachers learn that supervisors are no longer superiors but equals. The imposed and autocratic method of supervision is replaced by cooperative and creative work for all concerned. The

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51 Ibid., p. 67.

formal limited visits are replaced by conferences, workshops, travelling exhibits, and opportunity for teacher visitation and observation in other schools which are more advanced. Supervision is no longer teacher-centered but program-centered, that is, concern is centered on experiences and learning situations provided children and is related to the whole program.

In the United States supervision of home economics education is organised on national, state, city, and occasionally on county levels. Nationally the country is divided into four regions: the Atlantic, the Central, the South, and the Pacific. The regional agents from the Office of Education work with the state supervisor and teacher training institution. In only a few states, such as Pennsylvania and West Virginia will county supervision be found. The large city school systems and hence the home economics city supervisors usually work independently though cooperatively with state and federal supervisors.

Since there is no "finished teacher" the importance of opportunity for in-service growth is apparent. The development of this important aspect of teacher education has made a real contribution to home economics instruction.

**Summary**

Home economics is a field of education that functions at all levels of the educational system. It makes contributions to the nursery school, elementary school, high school, university and adult education programs. At the college level home economics provides education for personal development for all students as well as professional leader-
ship training. It is open to both sexes, though at present the num-
ber of boys and men in this field is still limited.

In home economics there is definite effort to develop more
functional programs. Concomitant with this have come attempts in
cooperative planning among pupils, teachers, and parents in keeping
with needs of pupils and of their communities. The trend is to focus
learning and teaching in home economics on factors affecting family
well-being. Realities of family living which include the entire life
cycle of the family and all family members, are taken into considera-
tion as well as different socio-economic backgrounds and varied con-
ditions under which families live. Emphasis is laid on improved
human well-being through improved human relations and home life. This
in turn necessitates better understanding of human growth and develop-
ment, behavior and character. Contributions of home economics to
democratic citizenship are being increasingly realised.

Philosophy, content and especially methods of teaching and
learning in home economics are being strengthened and developed through
studies and research. Homemaking skills are seen not as ends in them-
selves, but as means to possible solution of problems of living.
Through the use of the problem-solving approach, areas of learning are
more interrelated and subject matter lines broken as home economics
cooperates with other departments in the improvement of personal and
family living.

The effectiveness of home economics programs is determined by
evaluation techniques which are being tried out and improved. Meas-
urement in terms of quality rather than quantity is being emphasised.
The total program is evaluated in the light of established goals and existing needs. Thus constant improvement results from multiple studies and cooperative research among home economics and basic related fields, government agencies and professional organizations.
CHAPTER V

EXISTING SITUATIONS IN THAILAND POINTING TO NEEDS IN
CHILD HEALTH AND WELFARE

Geographic Factors

Thailand was known as Siam until 1939. Its people have always called themselves "Thai" meaning "the free," their land "Mnang Thai" or Thailand meaning "land of the free." The government first voted to change the name to Thailand in 1939. For a period of three years, 1945 to 1949, the name of the country was changed back to Siam. In 1945 during peace negotiations with England, the name Siam was adopted again because war had been declared under that name. In 1948 the government voted to change the name back to Thailand.

Thailand lies in the middle of the southeast Asian Peninsula, between the parallels of 5° and 21° north latitude, and between the meridians of 97° and 106° east longitude. This irregularly shaped country lies between Burma on the west and north, Indo-China on the north and east, and Malaya on the south.

Thailand has an area of approximately 200,000 square miles, about 45,000 being in the Malay Peninsula. The length from north to south is approximately 1,000 miles, at the widest part its breadth from east to west is about 500 miles. The coast line amounts to about 1,300 miles.¹

¹The Siam Directory (Bangkok: Thai Incorporated, 1951-52), A-39.
Fig. 1 Map of Thailand
The country is divided into four geographic divisions: Northern, Central, Eastern and Peninsular. (See Fig. 1). Northern Thailand consists of mountain ranges and valleys running north and south. The rivers merge to form the Choa Phraya, the most important river in the country. Most of the Thai in this region live in the rich river bottoms and have orchards and rice fields. The mountain ranges are inhabited by scattered groups of hill tribes who live by hunting and by other methods found in primitive cultures.

Central Thailand contains the rich well watered Choa Phraya River valley. It is one of the world's best areas for growing rice. Because of the fertility this area is the most densely populated. Bangkok, the capital, is located here.

Eastern Thailand is high, the soil is poor, climate unfavorable and its small population is poverty ridden.

Peninsular Thailand forms the tail of the kite-shaped country. It makes up two-thirds of the peninsula. There is a mountain range passing down the center, lengthwise. This region has good forests, cattle, fisheries, mines and farms. It is the source of tin and rubber which are both important exports of the country. In this area there is a well-developed system of highways and railroads running north and south.

Generally speaking the climate is tropical. There are three seasons, the warm season from February or March to May, the rainy season from June to October and the cool season the remaining months of the year. Peninsular Thailand has the mildest climate. The temperature seldom falls below 60° F. and rarely reaches 90° F.
northern valley, farther from the sea and shut in by the mountains, the temperature sometimes exceeds 100° F. in the warm season and goes below 50° F. in the cool season.

The People

The Thai people are mongoloid by race, their first homes were in the southwest corner of China and later on in the south of China. The Thai as a race emigrated gradually into the Indo-Chinese Peninsula during 657-1157 A.D. driven by circumstances such as wars and raids from the Chinese. The present Thailand and the neighboring lands were then occupied by the Lao, Mons and Khmers. In view of the foregoing facts, what Reeve and other historians say cannot be denied:

The Siamese of today are, as is to be expected, not of unmixed Thai stock. There has been intermingling with Chinese and Burmese, as well as with Mons and Khmers. . . . 2

Since statistics of 1947 show the number of Chinese by origin to be 835,931 and by nationality 476,582, it indicates that only 57.1 percent of the Chinese remain Chinese by nationality. Out of the total population of 17,443,609, there are 16,538,309 Thai by origin or birth and 16,915,669 Thai by nationality. Thus an assumption can be made that the Thai are mixed with the Chinese as well as others.

The figures of the density of population per square mile—72.41 in 1937, 86.69 in 1947 and 95.7 in 1952 show increase, but still Thailand is said to be underpopulated compared to such a country as

Indonesia (Java) where the average density of population is more than 1000 to the square mile.  Of the 71 changwats, 60 have over 100,000 population, the five large cities, Bangkok, Ubonrat-thani, Makornrat-sima, Khon-kaen and Roiet have over 500,000 population; Bangkok the capital is densely populated with about 900,000.

The people found in Thailand are: Thai, Chinese, Cambodian, Annamese, Burmese, Malayan, Indian; the French and the British the two large groups from Europe; and Dutch and Americans in small groups.

The working age of the people is from fourteen to sixty-five, those under fourteen and over sixty-five constitute 44.88 per cent of the total population. Since Table I shows the per cent of people engaged in various occupations to be 50.9, the difference of 6.10 per cent is assumed to be those in priesthood and possibly unemployed homemakers.

Table I shows that 43.44 per cent of the total population is engaged in agriculture and fishery. Most of these people are Thai. Peninsular Thailand with its lengthy coast line and rubber plantations includes some Malayans who are mostly fishermen and rubber cutters. The Indians are small merchants and doormen; the Chinese large-scale merchants controlling commerce and skilled trades. Today more Europeans and Americans are engaged in business in Thailand than before the war.

In the discussion to follow, these statements should be remembered:

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Thailand is a unique and fortunate country when compared to its neighbors. It is unique because it is the only nation in southeast Asia and one of the few on the Asian Continent which has been independent throughout its history, except for a brief period of occupation by Japan during World War II. It is fortunate because it has food surplus instead of shortages.

Political Trends

In 1932 the absolute monarchy regime was changed to a constitutional monarchy with a house of representatives. Since the bloodless coup d'état in 1932 there have been frequent changes of government. Principles of democracy are embodied in the Constitution in Chapter 3 regarding the rights and liberties of the Thai, and in Chapter 4 on the duties of the Thai:

Rights and Liberties of the Thai

Section 26 All persons, irrespective of birth or religion, are under the same protection of the Constitution.

Section 27 All persons are equal before the law. Titles acquired by birth, by bestowal or by any other manner do not confer any privilege whatsoever.

Section 36 A person enjoys full liberty with respect to education, so far as it is not contrary to his duties as a national as provided by the laws governing education and organisation of educational institutions.

Educational institutions belonging to the state as well as the municipalities must give equal facilities to all persons to receive education in accordance with their ability.

Section 43 Family rights are guaranteed.

### TABLE I. DISTRIBUTION OF WORKERS 14 YEARS OLD AND OVER IN MAJOR OCCUPATIONS ACCORDING TO PERCENT OF TOTAL POPULATION AND SEX IN 1947

<table>
<thead>
<tr>
<th>Occupation group</th>
<th>Total number</th>
<th>Total percent</th>
<th>Male number</th>
<th>Male percent</th>
<th>Female number</th>
<th>Female percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total of all occupations</td>
<td>8,992,883</td>
<td>50.98</td>
<td>4,681,557</td>
<td>26.84</td>
<td>4,311,326</td>
<td>22.18</td>
</tr>
<tr>
<td>Professional workers total</td>
<td>79,438</td>
<td>0.46</td>
<td>60,870</td>
<td>0.35</td>
<td>18,566</td>
<td>0.11</td>
</tr>
<tr>
<td>Semi professional workers</td>
<td>8,069</td>
<td>0.05</td>
<td>7,571</td>
<td>0.04</td>
<td>498</td>
<td>0.01</td>
</tr>
<tr>
<td>Agricultural workers and fishermen</td>
<td>7,576,864</td>
<td>43.44</td>
<td>3,788,814</td>
<td>21.72</td>
<td>3,788,050</td>
<td>21.72</td>
</tr>
<tr>
<td>Proprietors, managers, &amp; government officials</td>
<td>739,601</td>
<td>4.28</td>
<td>397,566</td>
<td>2.28</td>
<td>342,035</td>
<td>1.96</td>
</tr>
<tr>
<td>Clerical, salesmen &amp; kindred</td>
<td>70,514</td>
<td>0.40</td>
<td>62,874</td>
<td>0.36</td>
<td>7,640</td>
<td>0.04</td>
</tr>
<tr>
<td>Craftsmen, foremen &amp; kindred</td>
<td>130,656</td>
<td>0.75</td>
<td>82,555</td>
<td>0.47</td>
<td>48,101</td>
<td>0.28</td>
</tr>
<tr>
<td>Operative &amp; kindred workers</td>
<td>54,900</td>
<td>0.31</td>
<td>37,514</td>
<td>0.22</td>
<td>17,386</td>
<td>0.09</td>
</tr>
<tr>
<td>Domestic service workers</td>
<td>26,752</td>
<td>0.15</td>
<td>10,459</td>
<td>0.06</td>
<td>16,293</td>
<td>0.09</td>
</tr>
<tr>
<td>Other service</td>
<td>23,572</td>
<td>0.14</td>
<td>18,183</td>
<td>0.10</td>
<td>5,389</td>
<td>0.04</td>
</tr>
<tr>
<td>Laborers</td>
<td>2,282,517</td>
<td>1.61</td>
<td>215,151</td>
<td>1.23</td>
<td>67,366</td>
<td>0.38</td>
</tr>
</tbody>
</table>

*Total population 17,643,689

Duties of the Thai

Section 50 In exercising his right in an election or a plebiscite a person has the duty to act in good faith and for the common interest.

Section 53 A person has the duty to receive primary education under the conditions and in the manner determined by law.5

These statements show concern and interest in the common good and welfare of the individual. People are given opportunity to participate in governmental affairs through the election once every four years. Half of the representatives are elected by the people, the other half are appointed by the Government and approved by the King. In this transitional period, the high percentage of illiteracy and other factors make it very difficult for such a government to be truly "of the people, by the people and for the people." Some failures are inevitable and it takes an objective spirit to admit what keen observers have remarked about it:

Thailand observes the forms and many of the practices of parliamentary government, although considerable power remains in the hands of comparatively few individuals. The new constitution provides basic civil liberties, but the government is not as democratic as that of the United States and England. For example, in the National Parliament, the House of Representatives is elected by the people but the Senate is now appointed by the King. . . .6

The Senate, instituted in 1946, was abolished in 1951. By virtue of the last and sixth constitution "the supreme power rests with the nation, and the King at its head, exercises the legislative

5The Siam Directory, op. cit.

6Armed Forces Talk 353 Thailand, op. cit., p. 7.
power by and with the consent of the Parliament, the executive power through the Council of from 14 to 25 ministers and not more than 25 and the judicial power through the Courts.7

Sir Josiah Crosby, who spent a quarter of a century (1916–1941) in the British Foreign Service in Thailand was a keen and authoritative observer of the political events of these years. His thought provoking comments are worth examining: "... democracy was then (1943) in the air, ..." He cited some real evidences of progress:

Notable advancement was made in the sphere of popular education; steps were taken by the government for the creation of municipalities and of urban district councils in the provinces; and, above all (there were) revised treaties of commerce and friendship. ... Siam obtained for herself complete autonomy in tariff matters, freedom for the last remaining vestiges of the system of extra-territoriality, and in general, recognition of her full equality with Western countries as a member of the family of nations.8

From 1932–1950 there had been 19 changes of administrations, many of which had made some effort to develop Thailand, as was evident in the government of 1944. It was seaulous in its attempts to move toward democracy; many good intentions can be seen in the programs, but it was most unfortunate that such programs hardly had time to get wholly underway before that government was dissolved.

... strict observance of the Thai Constitution and loyalty to the King, adherence to the six principles of the People's Party (liberty, security, prosperity, equality, opportunity, education); protection of the people's rights and interests; cooperation between the government and the people; stabili-


vation of the national finances. . . . . to uphold democracy, to maintain the cherished independence of Thailand, to refrain from the use of compulsion and from placing further burdens on the people; to emphasise cooperation and honesty, to grant liberty of speech, to discuss people's grievances openly in the assembly, to prevent domestic disorder, and to work for the social and economic welfare of the people.

The Premier's announced program is: to cut down unnecessary expense, . . . . turn government industries and monopolies over to private industries, give aid to private enterprises, develop agriculture, curb inflation, increase production, provide employment, promote trades with neighboring countries, encourage village industries, fix taxation at the present level, improve transportation, and raise the standard of living.9

It is unnecessary to point out that the items to be improved imply the lack of them and the needs to be met, concern for the welfare of democratic citizens.

Another remark about democracy in Thailand is worth considering:

The Siamese have always been patriotic. But, as was to be expected, the new democratic movement intensified the nationalistic feeling to a point where "Siam for the Siamese" (or rather "Thailand for the Thai") became the popular slogan and, for a period at least an exaggerated nationalism existed. 10

For outsiders, it is difficult to understand why nationalism had to be "exaggerated." For a better understanding of this some insight into the economic background of the country is necessary. The evidence that Thailand strongly advocates world peace and democracy lies in the fact that she has joined the United Nations action programs in order to improve the welfare of her people. The ECA (Economic Cooperation

9Thailand Moves Toward Democracy, Office of the Strategic Services, Research and Analysis Branch, R. & A 2608 S 20 October 1944, pp. 2-3.

10Reeve, op. cit., p. 27.
The Administration's Special Report supports this statement:

The purpose of ECA aid to Thailand is to help the country strengthen its economic and social foundations and maintain its political stability. Thailand has taken a position firmly with the West in its resistance to Communist domination and has loyally supported United Nations action designed to check Communist aggression in Korea, contributing a substantial number of fighting troops. But at home Thailand needs help to increase its exceedingly low agricultural yields, to bring under control communicable diseases that weaken the population and to improve its power and transportation facilities as the basis of economic development. 11

The above citation shows that in the complexities of life, political, economic, and social factors are interwoven, and the lack of one weakens the others. Life is whole, no one can eat or drink to nourish just one organ. The root of life is health, therefore to deal with the health problem adequately, multiple attacks on many problems concerning it, are essential.

Economic Background

As Table I shows, over four-fifths of the population engaged in various occupations are in agriculture. It can be seen that industries necessary for everyday living were left mostly in the hands of foreigners, the largest percent of whom are Chinese. The Armed Forces Talk of the United Bureau of Defense has given a true picture of the Chinese in Thailand, "many of whom remain loyal to their homeland." 12 Intermarriage between the Chinese and the Siamese for generations make the latter unaware of the Chinese merchants as a foreign economic


12 Armed Forces Talk, op. cit., p. 2.
power," . . . . the Chinese are the large-scale merchants, controlling commerce and the skilled trades." This serves as an answer to Reeve's remark of "Thailand for the Thai." It is an undeniable fact that the economic welfare of the country for a long period of time rested upon the industry of the Chinese, but the benefits did not remain in Thailand but were sent to China. Thailand cannot become a democracy, if her government, operated by her own people, is largely for the benefit of some other people. To awaken the Thai people to this fact, no doubt, democracy has taken the form of a nationalism intended to serve the same democratic aims!

The following quotation on Thailand serves as a concise, recent and realistic explanation of the figures given in Table I:

... the great mass of the Siamese are engaged as peasant cultivators and fishermen. The occupational returns of the last prewar census show that over 88 percent of occupied persons are in these categories. These two occupations are, in practice, carried on together and women are engaged in them equally with men. . . .

Other industries are, in general, confined to the preparation of agriculture produce and building trade, plus a few factories making consumer goods for local use. By far the most important industry is rice-milling. Next, mining excluded, come saw-milling of teak and other timbers. There are one or two sugar factories, operated by the Government, though production is quite inadequate to meet the national demands, and much sugar has to be imported. In most of the larger towns there is an ice factory and one or more aerated water plants. In Bangkok there are three or four match factories, a few soap works, and a large cement factory. And these, apart from local handicrafts such as hand-loom weaving, and boatbuilding, practically complete the list of Siamese industries.13

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13 Reeve, op. cit., p. 5.
Thus the chief exports of the country are rice, rubber, tin, and teakwood. Agricultural products in addition to rice are cocoanut, maize, soybean, groundnut, mungbean, sesame and sugar cane. These and fish and other meat products account for the statement made everywhere about Thailand's food surpluses. The importance of rice to the welfare of the country should be brought out here:

In a country where rice is the main item of food, political stability is often dependent upon the people having enough of it. So Thai rice has political importance. . . .

As far as the economy of the country is concerned, one can see from Table II that 48.53 percent of the total population are occupational workers, and hence an assumption can be made that 51.47 percent of the total population are not actively contributing to the country's economy. The 16.65 percent self-employed indicates that there is little mechanisation in the country. Thailand being under-developed industrially, it is difficult to improve the economy of the country, as is well realized by the various organisations of the United Nations that have been working with it. Most operations are performed by hand labor and this calls for high food consumption on the part of the workers. Less can be produced while more is needed to be consumed. Another evidence of the poor economic conditions of the land is found in the fact that over fifty percent of given occupational status (Table II) are unpaid. This signifies close economy. A student of economics explains this as "living off of each other."

Economic improvements undoubtedly are being attempted by the

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11 Armed Forces Talk, op. cit., p. 3.
TABLE II: OCCUPATIONAL STATUS AND DISTRIBUTION OF WORKERS IN 1947
ACCORDING TO PERCENT OF TOTAL POPULATION*

<table>
<thead>
<tr>
<th>Occupation</th>
<th>Total</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Percent</td>
<td>Number</td>
</tr>
<tr>
<td>Total</td>
<td>8,464,471</td>
<td>48.53</td>
<td>4,581,030</td>
</tr>
<tr>
<td>Employers</td>
<td>85,427</td>
<td>0.49</td>
<td>69,954</td>
</tr>
<tr>
<td>Self-employed persons</td>
<td>2,904,530</td>
<td>16.65</td>
<td>2,327,945</td>
</tr>
<tr>
<td>Employees</td>
<td>1,087,275</td>
<td>6.23</td>
<td>694,910</td>
</tr>
<tr>
<td>Unpaid Family Workers</td>
<td>4,387,239</td>
<td>25.12</td>
<td>1,488,221</td>
</tr>
</tbody>
</table>

*Total population 17,113,689.

Thai government and organisations of the United Nations. In 1951 the Thai Foreign Broadcast Information Service announced some of the measures the Government had carried out to improve the financial situation of the country. These were strict tax collecting, increasing irrigation service, establishing cooperatives for farmers, improving transportation both by sea and by land, negotiating foreign commerce, and procuring foreign currency. The increase in the percentage of exports to imports from 1948 to 1951 shows improvement of the state economy. In 1947 the imports exceeded the exports 30.17 percent, but the exports exceeded the imports 24.12 percent in 1950, and 20.45 in 1951. Considering the low production of the country this is promising in spite of the economic problems at the end of World War II:

... the inflation problem, though not as spectacular as in China or elsewhere, is fairly serious. Notes (money) in circulation have increased seven times since 1941, and amount to about 2,100 million. . . .

The bank of Siam cost-of-living index number is at present four and a half times that of December 1941; but prices of commodities and wage rates are about seven times what they were at that date. During the past two years the National Budget showed an annual deficit of about Baht 500 million, which includes items of capital expenditure. The biggest item in the ordinary expenditure is still, as in the pre-war years, defense, which takes up about 30 percent of the total. . . . . But, as elsewhere in the world, the core of the problem lies in production. Unlike many other countries, however, Siam has a large reserve of natural resources which have not yet been exploited. Production has recently shown signs of revival in many directions. Given general peaceful political conditions, it should not be difficult for this eastern country speedily to return to her normal surplus position.15

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Another source which supports the above statement is as follows:

Thailand's general economic problem, in the simplest terms amounts to an inability to realize her economic potentialities. There are abundant resources; the land is underpopulated; the country produces one of the few food surpluses in the area; labor is higher-priced than in almost any other country in the Far East; yet the standard of living of the Thais has remained depressed.16

But, most fortunately, the economic concerns of Thailand have become the concerns of the United Nations. Through ECA programs (such as that reported in the following statement) there is good prospect for development:

Many projects are underway. Technical assistance and equipment have been provided to help the State Railways maintain their rolling stock. Some small electric power units have arrived and others are en route. The arrival in June of a dredge provided by ECA assured the deepening of the Bangkok harbor channel. A highway construction program drawn up with the aid of an ECA highway engineer will be carried out with highway equipment already on order. ECA mining experts have stimulated explorations which gives promise of greater production of tin and tungsten; they have also aided the Thai government in planning the production of lignite briquettes for railway and industrial fuel.17

Thailand is being helped to realize her economic potentialities.

What is much more important for her to realize is revealed in the following statement:

Although a great many of the schemes to increase rice production, aid the working farmers, establishing new industries, standardise exports and improve the country's means of communication are aspirational rather than actual, their execution would undoubtedly benefit the country as a whole. What is seriously open to question is the discriminatory nature of other official policies aimed at benefiting a small group of Thai at


17Program in Southeast Asia, op. cit., p. 15.
It cannot be overemphasised that a country cannot become a democracy unless "conjoint enterprises" are taken for the common good of its people. From the various citations above, it is obvious that the core of all the problems is the social problem—the people. In attempts to build a society, many things can be done, but the root of the trouble remains forever if the people themselves do not realise that their own benefit must also benefit the larger whole. It is imperative that desirable qualities in human personalities be cultivated in order to reduce the widespread corruptions.

Social Trends

The term social is broad and inclusive. A definition given in Webster's Dictionary suitable for the purpose here is: "pertaining to human beings in their physical contacts." The United Nations in discussing World Social Situations says that the term social may embrace: "social structures, religions, systems of belief and cultural patterns and values . . . . human rights, crime and delinquency, narcotics addiction and similar social problems. . . ."¹⁹ Since the writer is not a student of sociology, the purpose here will be to point out typical ways of life and patterns of living in Thailand and to consider whether these are helpful to a society aspiring for democracy.


Social Structure

There is no such thing as caste in Thailand in the sense that India knows it, though in Thailand as elsewhere, classes exist. During the series of reigning dynasties members of the royal family have held the first socio-economic rank, followed in turn by the men of titles, the middle class, the trading class, the orchard-growers, the farmers, and last the day-laborers who live a hand-to-mouth existence. Above all classes are the Buddhist priests, as stated by Coughlin: "... the yellow-robed monks represent the highest positions in Siamese society."20 The abolition of slavery in 190521 signified some progress toward human rights in the legal sense, and the men of the Coup d'etat of 1932 inserted a significant section in the first constitution "All persons are equal before the law."

Social organisation in Thailand, as described by Graham three decades ago reflects the present society to a great extent:

The members of this society, while tendering the most respect and obedience to those above them, exacted an equal consideration from all those below, and there thus existed a sort of social pyramid round the base of which knelt a submissive populace while upon its slippery sides a throng of anxious courtiers precariously maintained itself, each individual engaged in rendering homage to those above him and to the king at the apex of all.22

The cleavage of such a "many graded" social organisation has in the


course of time been much lessened. The Thai are in fact deeply indebted to a social reformer, Rama V, probably the greatest in the history of Thailand. He was the grandfather of the present king, Rama IX. In 1905 during his reign slavery was abolished, and he decreed the end of bodily prostration of courtiers and others in the presence of the Sovereign and nobility. The omission of the sign of submission of inferiors to superiors in social status had a far-reaching implication as reported by Graham:

An impetus to social intercourse resulted from this change of manners, for the abandonment of the physical attitude of humility (any neglect of which by an inferior towards a superior had formerly been considered rudeness and presumption) by enabling persons of slightly different rank to meet on a more or less equal footing, naturally led to an easier interchange of ideas and sentiments, though superiority of positions continues to be fully recognised in the forms of speech and in other little ways.24

A change in manner does not immediately instill change of thought. Moreover, as Graham pointed out: "To decree a change in habits and manner of thought, and to bring that same decree into universal acceptance and practice, are two very different things."25 The comment holds true to the present; nobody can deny the fact that even though the Constitution provides that "All persons are equal before the law," that does not automatically equalise the Thai people in the fullest sense. Compared to many other peoples of the world, however, the Thai are freer in terms of class mobility.

23Jumsai, op. cit., p. 108.

24Ibid., pp. 240-241.

25Ibid., p. 247.
Class mobility. In Thailand mobility is seen in the fact that descendants of Majesty become merged in the people at the fifth generation and there is no such thing as an hereditary nobility in the land. Sons of aristocrats, though given status with the family name, have to earn their own rank and title, mostly by virtue of their office. Thus farmers' sons could become aristocrats as has happened in the past. Persons of great wealth who contribute their wealth to the welfare of the people were rewarded by titles. Too, education is a means of class mobility. A person of great knowledge is a revered person, regardless of the actual class in which he was born. Hence farmers, who constitute the largest group of the population, try their best to send their sons to the city to be educated in order to secure white-collar jobs. These groups of people constitute the middle classes in Thailand from which the "Siamese intelligentsia is drawn." Again, as the Buddhist priests rank at the top of the social classes, the openness of that order is an avenue to social position, and hence serves as a means of class mobility. People of all classes, who enter the priesthood, become equal as disciples of Buddha, the Great Teacher, the bearers of his teaching. In this regard, the teaching profession becomes another avenue of class mobility.

Religious culture. The influence of the Buddhist priests on the patterns of living or the social system, especially at the village level can be seen from the following statement:

In the Siamese social system the village is the unit. It was, in former days, a self-contained one in its economy and needs. The people's habits and customs were based mainly on agriculture and religion. Most villages had a Buddhist monastery
and a shrine for a village deity. The monastery served their spiritual needs as well as (providing the) people's education. . . . . From birth till death it centered round it. Its precincts were the meeting place for social gatherings on festive occasions. . . .

Culture in its simplest definition is— " . . . the sum total of the ways of doing and thinking, past and present, of a social group," thus it becomes synonymous with religion, as it has existed in Thailand. This is confirmed by a notable Thai authority:

Fundamentally, the culture of Siam may be summed up in one word, religion. For everything--arts and literature, social system, habits and customs--is developed and clustered around her religion. It is in quite recent times only that there have been some changes in the culture due to western influence. Thai culture tends to become secular in the progressive parts of the country; but to the people as a whole, religious culture is still a living force.

Buddhism is the national religion in Thailand. There has never been religious persecution in Thailand. Missionaries have always been welcome to spread their religions. Mohammedanism, Confucianism, and both Catholic and Protestant Christianity are found in minority groups. The fact that the King of Thailand, always a Buddhist, is the defender of all Faiths shows the liberal attitude of Buddhism. The Edicts of Buddhism are very well given by Graham:

. . . . a spirit of tolerance and a simple righteousness, inculcating obedience to parents, kindness to children and the


27 Emory S. Bogardus, Contemporary Sociology (Los Angeles: University of Southern California Press, 1931), p. 68.

28 Sathira Koses, Ibid., p. 5.
lower animals, indulgence to inferiors, . . . . suppression of cruelty, anger, passion and extravagance, the cultivation of humility, tolerance and charity.

The Buddha . . . . convinced of the Four Great Truths, namely, that sorrow ever attends existence; that with the extinction of desire must come cessation of sorrow; and that by holiness alone can desire be extinguished; set himself to teach the renunciation of all worldly desire and bodily pleasure and the attainment of a mental state which would cause mankind no longer to hanker after existence but to aspire to a perfect state of rest or nothingness. 29

The state "of rest or nothingness" or Nirvana is explained by Macmunn as: "the complete extinction of individuality, without loss of consciousness but where all pain, suffering and mental anguish have ceased."

The same author also points out the specific worthlessness of the "human body," "human activity" and "the individual." 30 These last points are contrary to the basic concept of democracy in which the individual, the human personality is to be cherished and safeguarded. Nevertheless, the democratic attitude can be seen in Hume's interpretation of Buddhism: "Man must be judged in terms of moral character, not primarily in terms of heredity or status, nor according to the externals of conventional religion." 31 No one can disagree that character is a stronger contributing factor to world peace or world understanding, the brotherhood of mankind, than pure knowledge, which, if applied without moral character may, and often does, mean disaster.


It seems probable that the "worthlessness" of human activity has been misinterpreted by many Thai people and therefore plain laziness results, which has a tendency to destroy incentive to progress. The conflicts caused by the Buddhistic point of view are brought out by Coughlin:

The problem in trying to raise the level of material development and production of Thailand is complicated by the fact that money and goods as goals for the individual in themselves are contrary to the basic doctrines of Buddhism, for Buddha teaches and the monks practice the extinction, not the creation and the satiation of desires. It seems apparent that in the present development programs either the material values of the West must be adapted to Thailand's social and religious system, or that Thailand's religious orientation and social structure change to conform to these material values inherent in all development programs. 

It goes without saying that the material values are important for people to live a happy, comfortable, effective life. Yet, moderation is to be considered in the sense that drives for material values must not be so strong that the Eightfold Path—right understanding, right mindedness, right speech, right action, right living, right effort, right attentiveness, and right concentration—which Buddha discovered from his meditation, cannot be followed. Failure to follow this path leads to a corrupt life.

However, Buddhism adopted by the Thai people has been somewhat modified and mixed with the other cults they found prevailing in the land upon their emigration, according to a Thai historian:

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32 Coughlin, op. cit., p. 417.
33 Macmunn, op. cit., p. 48.
Animism, with ancestor-worship, is the primitive belief of the Thai and their neighbors as well, and this formed the first layer of Thai religion. . . . . the Thai inherited a fair proportion of Hinduism through the influence of the Cambodians. . . . . Whatever cults and beliefs are adopted by the Thai, they are readily modified to suit their temperament and surroundings. When they adopted Buddhism, they greatly modified their basic beliefs of animism into the fold of Buddhism. Likewise when they embraced Hinduism, they adapted it as a subordinate to the former. As Buddhism and Hinduism were evolved from one and the same source, i. e. Brahminism, there was no hindrance to their assimilation. They became in time intermixed completely, and of course tinged with the former animistic belief. . . . .

Superstitions and folklore. These traditions are contributing factors in the life of the Thai people, especially those who are brought up with less scientific knowledge of life and its environment. Folklore, the "traditions, beliefs, and customs of the common people, or the knowledge of these," as defined in a dictionary, is closely related to superstition which "comes from roots meaning empty, groundless, and fear of superhuman power. In practice it is unreasoning awe or fear of something unknown."35

A superstitious belief is one that ascribes casual relationship to phenomena and objects which bear no such relationship to one another. . . . . In some instances it is difficult to separate superstitious beliefs and practices from certain religious beliefs and practices. Superstition is often defined as false religion. In view of the enormous differences in opinion as to what constitutes correct and false religion it is not altogether surprising that what is considered religion by one may be considered superstition by another.36

34 Sathira Koses, op. cit., pp. 5-6.


To distinguish religion from superstition is therefore important for one who searches for truth. The causes of superstitions may serve as criteria. They are "sheer lack of knowledge, misinformation, faulty education, faulty reasoning, inability to perceive proper relationship (cause and effect), emotional disturbances, anxiety, unwillingness to face distasteful reality, wishful thinking, and self delusion." The generalizations regarding mental health given earlier are the opposite of these. To protect the mental health of the population then, it is necessary to point out that superstitions have contaminated many lives.

Reginald Le May, who for a period of time was Adviser to the Thai Government in the Ministry of Commerce and Communication, in his Reflections on the Thai Tales which he translated, gives a thought provoking discussion on the superstitions of the Thai people:

. . . their thoughts are mostly tinged with religion, or at any rate with fears of the natural and supernatural phenomena all around them. Magic, both sympathetic and contagious, still plays a great part in their lives, and their ears and eyes are open to every wind that blows, every bird that calls, and every leaf that rustles in the mysterious, enchanted forest. Nowadays the townfolk are becoming more sophisticated, through their schools and contact with Western ideas, but the great mass of the people still remains untouched, . . .

No condemnation is intended in pointing out these superstitions as the writer agrees with Le May when he says:

But there is no doubt that many otherwise educated people will not sit thirteen at table, will still persist in throwing split salt over their left shoulder, and will not get married in the month of May, and do not consider their superstitions

37 Ibid.

in any way childish, which, in fact, they are, ... It is only a question of degree ... these trivial and uneventful superstitions must be a relic of the not very distant past, when education had not yet begun its work of differentiation among the peoples of the world. They are enough to prove what is only too often forgotten, namely, that all the peoples of this earth are fundamentally one.39

Due to the inability to relate cause to effect, the fears and worries due to superstitions result in damage to a healthy mind. Illustrations of the superstitions that have enslaved the minds of many Thai are:

Be Plan is a ghoul ... if Tong marries Be Plan, within three months she will have plucked out his liver and eaten it. ... 40

We may well believe that the dream which the Head Priest experienced might easily become a reality, for we have his own evidence that the second priest died of cholera, even as the dream foretold, ... 41

... they heard the full story of her illness, they all agreed, too, that she was under the spell of a sorcerer, who had given her a love philtre and had buried her waxen image in the ground. So, the astrologers were summoned, who sprinkled her with mystic words and holy water; ... 42

... asked his (the old priest) help in various ways—some for charms and amulets, others for holy water to sprinkle upon their houses.43

... Prasop invited the astrologer into his cell, and asked

39 Ibid., p. 134.
40 Ibid., p. 34-35.
41 Ibid., p. 78.
42 Ibid., p. 84.
43 Ibid., p. 85.
him to consult his horoscope and reveal to him what his fate would be, especially the name of his future wife.44

He obtained by stealth a small phial of oil, oil extracted from a human corpse, and seeking a suitable opportunity, he uncorked the phial and flung the contents over the unsuspecting girl. . . . Either the lady will be fired with a deep and lasting passion for the thrower, or she will go mad. In this case the young lady chose the latter course.45

All that the injured wife has to do is to collect a little of the water from under the boards at the bottom of seven sampans (boats) mix it in a bottle, and give it to her husband to drink of course unbeknown to him. It is said to be an excellent corrective. . . .46

It is very common to see a country-man tattooed on the chest or back with his horoscope, . . . it is used purely and simply as a charm to render the wearer invulnerable to bullets and knives.47

"Man's first medicine was a mental influence," but mental influence can be created in healthy ways on scientific bases. The loss of reasoning power is irreparable. Man has to have control over himself and over his environment, as says a wise man, "If we let go control and, so to speak, lose our reasoning powers, it is easily possible for such a state of mind to react on our bodies and make us, literally, seriously ill." But, "... joy and pleasure and happiness, once aroused, are able to drive away all thought of disease, and thus, the disease itself."48 Psychosomatic medicine of the present confirms this state-

44Ibid., p. 93.

45Ibid., p. 133.

46Ibid., p. 133.

47Ibid., p. 142.

48Phya Mamunet Banhan, note on Le May, p. 92.
ment. Nevertheless, the physical conditions of health cannot be neglected.

**Trends in Health**

The picture of social trends is not complete without a discussion of the health situation of the people and the country. WHO (World Health Organisation) confirms this statement:

"...it has been characteristic of the more prosperous and highly industrialised countries that improvements in health have gone hand in hand with social and economic advancement—in working conditions, housing, education, agricultural and industrial productivity and so forth; and it is indeed generally true that such improvements, unless accompanied by corresponding advances in other fields, can be little more than ephemeral or piecemeal."\(^{49}\)

What the Report says in discussing the "less industrialised" countries applies to Thailand which has very little industry.

If these countries are to incorporate fully in their own services the newer methods and techniques introduced from abroad, they must have the means of developing their own resources: until this is possible, any appreciable raising of the level of health—which could of itself do much to improve resources in manpower, and thus increase productivity—is financially impracticable.\(^{50}\)

Since an agricultural country like Thailand depends on "resources in manpower" to increase productivity, the core of the economic, political and social problems is health. Recognition of this fact is of the greatest concern in the present study.

Many of the following comments on the health situation in


\(^{50}\)Ibid.
Thailand that held true, universally in the past are still true in some areas:

The chief cause of Siam's under-population lies in the sanitary conditions that lead to the high death rate. The amazing listlessness that the Siamese have always shown regarding contagious diseases is partly due to ignorance but even more to the resignation of karma. There is no conception of quarantine, and no effort is made to avoid contact with those who are suffering from leprosy or smallpox. Internal parasites have for centuries infected every drop of water in the country except in Bangkok. Although they lead outdoor lives, the Siamese possess every disease known to man.51

"The resignation of karma" is the attitude toward life as suffering, and death as a means of extinguishing such suffering and a transition to the next better life. The health campaigns in the last few decades have altered the situation described above, especially in developed areas of Thailand. This can be verified by the records of vital statistics.

Vital statistics in Thailand are hardly adequate. The Demographic Yearbook 1948, prepared by the United Nations was forced to report "Thailand not included" in many of their health surveys. Recently more attention has been given to them, but those available are not up to date. However, ample data can be gathered to show the health situation in Thailand.

The monthly Bulletin of Statistics of Thailand in December, 1952 states that the annual increase of population from 1947-1952 is 9.8 percent. Table III shows 23.4 percent decline in crude birth rates and

40.4 percent decline in crude death rates. Thus an extraordinary reduction in death rates did result in a gain of population. Disregarding stillbirths, the percent of deaths to livebirths under one year of age has been very high. Table IV shows 51.7 percent decline of infant deaths under one month, 63.5 percent decline of deaths in the ages from 1-4 years, and 83.3 percent decline in deaths in ages 45-49, but it is evident that the percent of decline is smaller after that age. This accounts for the fact that Thailand is still underpopulated.

Records of illness are also pertinent evidence of the nation's health. Table V shows the fourteen principal causes of death in Thailand from 1946-1949, inclusive. Malaria was the most destructive disease throughout the period. Statements given below from different sources support the figures in the table.

Malaria is the most destructive disease in Thailand. It is estimated that three million cases of malarial illness occur yearly and that the disease accounts for 20 percent of deaths from all causes.

Yaws (similar to syphilis, but not venereal), leprosy, and tuberculosis present serious problems.52

Malaria cuts Thai Productivity, in both human and economic terms, more than any other single factor. Each year there are on an average 50,000 reported malaria deaths (plus an unknown number of unreported ones) and an estimated 3,000,000 cases in the country. Though malaria is found in all areas, certain parts of the country have a higher incidence of the disease. . . . 53

Malaria cuts productivity of Thailand due to the fact that its incidence is seasonal. The first epidemic occurs in July, August and

52 Armed Forces Talk, op. cit., p. 4.

### Table III. Distribution of Crude Birth Rates, Death Rates and Infant Births and Deaths under One Year of Age, Exclusive of Stillbirths for the Years 1937 - 1949

<table>
<thead>
<tr>
<th>YEAR</th>
<th>Crude Births per 1000</th>
<th>Crude Deaths per 1000</th>
<th>Infant Deaths and Deaths under one year exclusive of stillbirths</th>
<th>Deaths</th>
<th>Percent*</th>
</tr>
</thead>
<tbody>
<tr>
<td>1937</td>
<td>36.7</td>
<td>17.8</td>
<td>532,480</td>
<td>53,688</td>
<td>10.08</td>
</tr>
<tr>
<td>1938</td>
<td>33.5</td>
<td>15.1</td>
<td>494,508</td>
<td>46,300</td>
<td>9.37</td>
</tr>
<tr>
<td>1939</td>
<td>36.7</td>
<td>16.9</td>
<td>551,239</td>
<td>52,345</td>
<td>9.66</td>
</tr>
<tr>
<td>1940</td>
<td>36.3</td>
<td>17.3</td>
<td>555,444</td>
<td>57,677</td>
<td>10.38</td>
</tr>
<tr>
<td>1941</td>
<td>36.3</td>
<td>17.0</td>
<td>565,895</td>
<td>56,457</td>
<td>8.21</td>
</tr>
<tr>
<td>1942</td>
<td>34.9</td>
<td>16.2</td>
<td>554,028</td>
<td>52,457</td>
<td>9.47</td>
</tr>
<tr>
<td>1943</td>
<td>36.5</td>
<td>18.4</td>
<td>588,870</td>
<td>57,347</td>
<td>9.74</td>
</tr>
<tr>
<td>1944</td>
<td>32.0</td>
<td>17.6</td>
<td>525,406</td>
<td>51,887</td>
<td>9.88</td>
</tr>
<tr>
<td>1945</td>
<td>25.9</td>
<td>16.5</td>
<td>433,261</td>
<td>45,752</td>
<td>10.56</td>
</tr>
<tr>
<td>1946</td>
<td>24.2</td>
<td>15.2</td>
<td>411,835</td>
<td>38,957</td>
<td>9.46</td>
</tr>
<tr>
<td>1947</td>
<td>23.8</td>
<td>13.5</td>
<td>411,430</td>
<td>32,989</td>
<td>7.98</td>
</tr>
<tr>
<td>1948</td>
<td>24.1</td>
<td>10.8</td>
<td>426,052</td>
<td>29,000</td>
<td>6.81</td>
</tr>
<tr>
<td>1949</td>
<td>28.1</td>
<td>10.6</td>
<td>504,682</td>
<td>33,271</td>
<td>6.59</td>
</tr>
</tbody>
</table>


*Average death per year 9.18%

Percent decline from 1937-47 20.83
Percent decline from 1937-49 38.62
### Table IV: Comparison of Death Rates per 1000 Population by Age and Sex

For the years 1937 and 1947

<table>
<thead>
<tr>
<th>Age in year</th>
<th>1937</th>
<th></th>
<th></th>
<th>1947</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Both sex</td>
<td>Male</td>
<td>Female</td>
<td>Both sex</td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>All age</td>
<td>17.8</td>
<td>18.9</td>
<td>16.7</td>
<td>13.4</td>
<td>14.3</td>
<td>12.5</td>
</tr>
<tr>
<td>Under 1 month</td>
<td>104.0</td>
<td>114.9</td>
<td>92.8</td>
<td>53.8</td>
<td>57.1</td>
<td>50.1</td>
</tr>
<tr>
<td>1-4</td>
<td>26.9</td>
<td>27.7</td>
<td>26.0</td>
<td>17.1</td>
<td>18.1</td>
<td>16.2</td>
</tr>
<tr>
<td>5-9</td>
<td>7.4</td>
<td>7.7</td>
<td>7.1</td>
<td>7.4</td>
<td>7.7</td>
<td>7.1</td>
</tr>
<tr>
<td>10-14</td>
<td>6.1</td>
<td>6.3</td>
<td>5.8</td>
<td>4.5</td>
<td>4.8</td>
<td>4.2</td>
</tr>
<tr>
<td>15-19</td>
<td>7.6</td>
<td>7.9</td>
<td>7.3</td>
<td>5.1</td>
<td>5.4</td>
<td>4.7</td>
</tr>
<tr>
<td>20-24</td>
<td>7.0</td>
<td>7.3</td>
<td>6.8</td>
<td>7.0</td>
<td>7.3</td>
<td>6.8</td>
</tr>
<tr>
<td>25-29</td>
<td>10.0</td>
<td>10.2</td>
<td>9.9</td>
<td>9.2</td>
<td>9.3</td>
<td>9.0</td>
</tr>
<tr>
<td>30-34</td>
<td>10.0</td>
<td>10.2</td>
<td>9.9</td>
<td>9.2</td>
<td>9.3</td>
<td>9.0</td>
</tr>
<tr>
<td>35-39</td>
<td>12.2</td>
<td>12.1</td>
<td>11.2</td>
<td>12.2</td>
<td>12.1</td>
<td>11.2</td>
</tr>
<tr>
<td>40-44</td>
<td>13.0</td>
<td>15.0</td>
<td>12.6</td>
<td>13.0</td>
<td>15.0</td>
<td>12.6</td>
</tr>
<tr>
<td>45-49</td>
<td>19.2</td>
<td>21.9</td>
<td>16.4</td>
<td>16.0</td>
<td>18.3</td>
<td>13.7</td>
</tr>
<tr>
<td>50-54</td>
<td>19.7</td>
<td>23.4</td>
<td>16.2</td>
<td>19.7</td>
<td>23.4</td>
<td>16.2</td>
</tr>
<tr>
<td>55-59</td>
<td>24.0</td>
<td>26.0</td>
<td>21.0</td>
<td>24.0</td>
<td>26.0</td>
<td>21.0</td>
</tr>
<tr>
<td>60-64</td>
<td>31.9</td>
<td>36.1</td>
<td>27.7</td>
<td>31.9</td>
<td>36.1</td>
<td>27.7</td>
</tr>
<tr>
<td>65-69</td>
<td>55.9</td>
<td>57.1</td>
<td>54.6</td>
<td>43.5</td>
<td>48.6</td>
<td>38.3</td>
</tr>
<tr>
<td>70-74</td>
<td>55.6</td>
<td>57.1</td>
<td>54.6</td>
<td>43.5</td>
<td>48.6</td>
<td>38.3</td>
</tr>
<tr>
<td>75 over</td>
<td>113.3</td>
<td>123.1</td>
<td>106.3</td>
<td>113.3</td>
<td>123.1</td>
<td>106.3</td>
</tr>
</tbody>
</table>

September and greatly interferes with the cultivation of rice. The second epidemic begins in November and lasts until March, causing delay and loss in harvesting, since the work has to stop when family members are ill. Since the majority of the population are villagers, public health at the village level influences the health situation of the whole population. MSA (Mutual Security Agency) which has been working to aid Thailand in attacking its economic problems reports:

Yet all is not well in the village. There are no sanitary facilities, hence intestinal diseases are rampant and take an appalling toll, especially among infants. A sixth of the population each year undergoes sickness or death from malaria. Trachoma, which frequently causes blindness, affects approximately half of the children of school age. . . .

Table VI shows a decline in malaria, but the percentage decline of certain other diseases is much greater than that of malaria. Deaths from tuberculosis, pneumonia, suicide, accidents and peuperal, however, have been increased. In Table VII it is seen that most diseases causing infant deaths show decline except for diarrhoea and enteritis and pneumonia.

Public health problems. The decline of the death rate is evidence that the Government of Thailand is well aware of the value of good public health. It also shows that there is increasing understanding and application of medical and sanitary science in the country. However, in practice many barriers to progress are found, as pointed out by Reeve:

---

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>Rate</td>
<td>No.</td>
<td>Rate</td>
<td>No.</td>
</tr>
<tr>
<td>Malaria</td>
<td>88,618</td>
<td>2.30</td>
<td>52,034</td>
<td>2.98</td>
<td>43,215</td>
</tr>
<tr>
<td>Diarrhoea &amp; Enteritis</td>
<td>17,314</td>
<td>1.00</td>
<td>19,323</td>
<td>1.11</td>
<td>9,995</td>
</tr>
<tr>
<td>Convulsions in Children under 5 years old</td>
<td>13,506</td>
<td>0.77</td>
<td>11,010</td>
<td>0.61</td>
<td>11,797</td>
</tr>
<tr>
<td>Dysentery</td>
<td>11,355</td>
<td>0.65</td>
<td>11,760</td>
<td>0.67</td>
<td>6,535</td>
</tr>
<tr>
<td>Disease of early infancy</td>
<td>13,126</td>
<td>0.76</td>
<td>10,384</td>
<td>0.59</td>
<td>9,734</td>
</tr>
<tr>
<td>Tuberculosis of the respiratory system</td>
<td>9,067</td>
<td>0.52</td>
<td>9,679</td>
<td>0.55</td>
<td>9,118</td>
</tr>
<tr>
<td>Pneumonia</td>
<td>5,365</td>
<td>0.31</td>
<td>4,518</td>
<td>0.26</td>
<td>6,085</td>
</tr>
<tr>
<td>Beri-Beri</td>
<td>1,895</td>
<td>0.11</td>
<td>1,478</td>
<td>0.08</td>
<td>1,208</td>
</tr>
<tr>
<td>Measles</td>
<td>748</td>
<td>0.04</td>
<td>1,352</td>
<td>0.08</td>
<td>652</td>
</tr>
<tr>
<td>Influenza</td>
<td>1,589</td>
<td>0.09</td>
<td>733</td>
<td>0.04</td>
<td>517</td>
</tr>
<tr>
<td>Homicide</td>
<td>1,561</td>
<td>0.11</td>
<td>1,666</td>
<td>0.09</td>
<td>1,389</td>
</tr>
<tr>
<td>Suicide</td>
<td>283</td>
<td>0.02</td>
<td>314</td>
<td>0.02</td>
<td>449</td>
</tr>
<tr>
<td>Accidental Death</td>
<td>1,952</td>
<td>0.11</td>
<td>3,193</td>
<td>0.13</td>
<td>2,346</td>
</tr>
<tr>
<td>Puerperal</td>
<td>3,047</td>
<td>7.40</td>
<td>3,093</td>
<td>7.48</td>
<td>2,952</td>
</tr>
</tbody>
</table>

Source: Statistical Yearbook Thailand, Vol. 1, 1952
Central Statistical Office, National Economic Council, Bangkok, Thailand
The organisation for the public health service is, on paper, imposing. There is a Department of Public Health, subordinate to the Ministry of the Interior, under a Director-General with a dozen kong or Divisions. There is an Inspectorate of Health under a Chief Medical Officer. Communicable diseases, Laboratory, Medico-Social Service, Mental Hygiene, Nutrition, and so on. But, in fact, this large central organisation appears to be somewhat top-heavy; it is out of proportion to the public health services actually functioning, and the efficiency of those that do exist.

This is, nevertheless, hardly the fault of the department. In spite of a somewhat limited budget—the Director-General and his staff (many of whom hold European or American medical degrees) are generally enthusiastic and competent. But the real difficulty is that the number of fully-qualified doctors in the country is pitifully insufficient. Their total number is probably between 1,000 and 2,000 in all, which gives one doctor to every 10,000 of the population.

Although in most of the seventy provincial centers there is at least one hospital or dispensary, administered either by the Government or by the local municipality, public health services in rural areas are inadequate and unsatisfactory. Bangkok itself, has however, large and well-run hospitals, some of them belonging to the State. The Red Cross Society also administers a large and efficient "Pasteur Institute" which makes large quantities of anti-rabies vaccine, snake-bite serum, and vaccine against smallpox, cholera, typhoid, and other endemic diseases.55

The heart of the problem is the insufficient number of trained medical doctors. Such a problem of course can be less severe if the public itself is well equipped with the knowledge of good health, how to achieve and maintain it, knowledge of symptoms of prevailing diseases and how immunisation works. If certain groups of lay leaders could do the screening, the work to be done by qualified medical men could become less of a burden, and more people be served.

It goes without saying that the problem of the low economic standing of the whole country makes it more difficult for the public

55Reeve, op. cit., pp. 53-55.
<table>
<thead>
<tr>
<th>Causes</th>
<th>Rate per 1000</th>
<th>Rate per 1000</th>
<th>Percentage decline or increase</th>
</tr>
</thead>
<tbody>
<tr>
<td>Malaria</td>
<td>2.30</td>
<td>2.10</td>
<td>8.7 decline</td>
</tr>
<tr>
<td>Diarrhoea &amp; Entiritis</td>
<td>1.00</td>
<td>0.65</td>
<td>35.0</td>
</tr>
<tr>
<td>Convulsions in children under 5 years old</td>
<td>0.77 (1947)</td>
<td>0.65</td>
<td>15.6</td>
</tr>
<tr>
<td>Dysentery</td>
<td>0.65</td>
<td>0.35</td>
<td>46.2</td>
</tr>
<tr>
<td>Disease of early infancy</td>
<td>0.76</td>
<td>0.68</td>
<td>10.5</td>
</tr>
<tr>
<td>Tuberculosis of the respiration system</td>
<td>0.52</td>
<td>0.58</td>
<td>11.5 increase</td>
</tr>
<tr>
<td>Pneumonia</td>
<td>0.31</td>
<td>0.38</td>
<td>22.6</td>
</tr>
<tr>
<td>Beri-Beri</td>
<td>0.11</td>
<td>0.09</td>
<td>18.2 decline</td>
</tr>
<tr>
<td>Measles</td>
<td>0.04</td>
<td>0.03</td>
<td>25.0</td>
</tr>
<tr>
<td>Influenza</td>
<td>0.09</td>
<td>0.05</td>
<td>44.5</td>
</tr>
<tr>
<td>Homicide</td>
<td>0.11</td>
<td>0.10</td>
<td>9.1</td>
</tr>
<tr>
<td>Suicide</td>
<td>0.02</td>
<td>0.03</td>
<td>50.0 increase</td>
</tr>
<tr>
<td>Accidental death</td>
<td>0.11</td>
<td>0.15</td>
<td>36.4</td>
</tr>
<tr>
<td>Puerperal (3,067)</td>
<td>7.10 (3,576)</td>
<td></td>
<td>17.4</td>
</tr>
</tbody>
</table>
### TABLE VII. INFANT DEATHS FROM 10 PRINCIPAL CAUSES IN THAILAND WITH PERCENTAGE DECLINE OR INCREASE IN 1946-1949

<table>
<thead>
<tr>
<th>Diseases</th>
<th>1946 Rate per 1000</th>
<th>1949 Rate per 1000</th>
<th>Percentage decline or increase</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>98.7</td>
<td>65.9</td>
<td>33.2 decline</td>
</tr>
<tr>
<td>Congenital debility</td>
<td>23.7</td>
<td>17.4</td>
<td>26.6 increase</td>
</tr>
<tr>
<td>Convulsions in children</td>
<td>21.7</td>
<td>13.7</td>
<td>36.9 increase</td>
</tr>
<tr>
<td>Diarrhoea &amp; enteritis</td>
<td>3.0</td>
<td>6.0</td>
<td>100.0 increase</td>
</tr>
<tr>
<td>Malaria</td>
<td>4.9</td>
<td>4.8</td>
<td>2.0 decline</td>
</tr>
<tr>
<td>Dysentery</td>
<td>2.1</td>
<td>1.1</td>
<td>47.6 increase</td>
</tr>
<tr>
<td>Pneumonia</td>
<td>1.1</td>
<td>2.4</td>
<td>118.2 increase</td>
</tr>
<tr>
<td>Influenza</td>
<td>1.0</td>
<td>0.3</td>
<td>70.0 decline</td>
</tr>
<tr>
<td>Dis. of nasal fossae &amp; broncho-pneumonia</td>
<td>1.9</td>
<td>0.7</td>
<td>63.2 decline</td>
</tr>
<tr>
<td>Dis. due to helminths</td>
<td>0.8</td>
<td>0.2</td>
<td>75.0 increase</td>
</tr>
<tr>
<td>Measles</td>
<td>0.4</td>
<td>0.2</td>
<td>50.0 increase</td>
</tr>
<tr>
<td>Others</td>
<td>38.1</td>
<td>19.1</td>
<td>49.9 increase</td>
</tr>
</tbody>
</table>
at the village level to have medical services. In Thailand there are few large cities and highways and other means of transportation from cities to villages are insufficient. There are projects to improve and construct more highways in the near future. Living conveniences in the villages are so underdeveloped that the following statement presents a true and realistic picture of the situation:

But throughout the provinces, not only is there a shortage of qualified doctors but there is a natural reluctance among the medical profession to undertake very poorly paid work in the remote country districts, i.e. in the districts remote from the province headquarters. . . .

Another writer points out the same difficulty in getting teachers, out to such places, and explains such "reluctance":

The problem of getting teachers becomes more and more acute as we get farther away from the towns and districts centers and reach distant villages in jungle areas where there are no adequate communications with the towns. These villages are almost cut off from civilization, there are no doctors, no modern comforts and the only lodgings available are those offered by generous villagers living in huts, or with the priests in spare rooms in the temples. These areas also abound in malaria and other forms of disease resulting from contaminated water and food. . . .

Very often it turns out that even the doctor and his family become victims of the prevailing diseases; their living is not only unpleasant but filled with danger. Too, villagers often prefer the so called herb-doctors, many of whom are Buddhist priests. "They normally rely on the local Chinese drug-shop, . . . . or consult the old fashioned doctor, a sort of local herbalist, who sells old, utterly unscien-

56 Reeve, op. cit., p. 54.

57 Jumsai, op. cit., p. 61.
The more difficult problem is to gain people's attention and interests in the new health projects. As has been said:

Half the battle in a rural project, and for that matter in any project, is to get the people interested. This has been achieved in some measure. 59

Approaches to the problems. Reeve summarises the health problems and some approaches to them thus:

Malaria, dysentery, cholera, and venereal diseases are the greatest scourges. Infant mortality is also very high. Much remains to be done to combat these evils. 60

A number of schemes have, from time to time, been propounded to try to overcome this difficulty. Various inducements have been given to students to take up medical courses at the Bangkok Universities. Training courses for "junior doctors" — a rudimentary medical training sufficient to make them qualified to do first aid and to prescribe for and treat malaria and other common diseases—have been started and jobs for those passing have been guaranteed. 61

To promote and improve public health is an enormous task. It is evident that the health of the public cannot be achieved and maintained without the understanding participation of the public itself. Fundamental to public health is a sanitary environment, therefore each person must be taught to keep his environment clean and conducive to healthy living. The importance of good sanitation is pointed out in the Report of WHO:

58 Reeve, op. cit., p. 55.


60 Reeve, op. cit., pp. 54-55.

61 Reeve, op. cit., pp. 54-55.
It is axiomatic that good sanitation is fundamental to public health and economic progress. The more advanced countries bear witness to the importance of a sound environment not only in improving the physical health of their citizens, but also in promoting general well-being and raising standards of living; in the less developed countries, without at least a minimum standard of environmental sanitation all plans for economic improvement must fall short. There are still unfortunately many people, including even some public health officials, who do not attribute to environmental sanitation its full importance; in fact, its value is often least understood in those parts of the world where it is most needed. . . . 62

Thailand unfortunately falls in this last category.

In 1951 the ECA reported the use of its funds by Thailand as six times as much spent in public health as for education and two times as much as that spent in agriculture, forestry and fisheries. This supports the following statement: "... the primary need is not for commodities to be fed in the economy to produce local currency, but rather for assistance in building essential services in public health and agriculture and in improving the system of public works." 63

The MSA has carried out the following project in order to improve health:

MSA has ordered materials to construct 4,000 shallow wells and to bore 500 deep wells, each approximately 100 feet deep. These will demonstrate the importance of pure water in a region where the germ theory of disease is not yet widely known. Few villages have any kind of toilet facilities. MSA's sanitary engineer shows village headmen how to construct a bamboo privy for a total cost, excluding labor, of about $1.50. 64

63 Program in South East Asia, op. cit., p. 15.
64 East Meets West in Thailand, op. cit., p. 6.
The project carried out in relation to maternal and child health

is reported by the Department of Health to include:

Physical examination of mothers and children, out-patient treatment for those sick, ante-natal care both inside and outside the clinic, advice to the mother during her pregnancy, delivery at home, post-natal nursing, post-natal examination.

Care to the new born babies, advice in feeding and looking after the new born baby up to school age, pediatric clinic—staffed by pediatrician and nurse, provides well baby clinic once a week, immunisation clinic is open each afternoon, and also serve the sick child.

Physical examination and hygiene inspection of school children at school, immunisation, treatment of minor ailments and first aid at clinic and at school; securing medical care for the sick and follow up contacts of infectious diseases by visiting nurse; dental examination and treatment is available at the clinic, dental health education has been started at selected schools.

Venereal disease clinic for mothers and child including blood examination for the men in the family, and also treatment, is arranged with the division of V.D. control.

X-ray mobile unit is arranged with the division of T.B. control.

Securing aid for those who are in any trouble, which might interfere with medical and nursing treatment.

Improvement in sanitation in the area of Bangrak and Yannawa. 65

Good progress in Thailand is shown by a review of the work of WHO in Southeast Asia:

Maternal and Child Health:

In Thailand, the work in Bangkok developed very well, while progress in Chiangmai was slower. The need for including both the preventive and curative aspects in such programmes was recognised, and this in itself is a gratifying result. 66

Mental Health:

The importance of mental health is beginning to be appreciated. Thailand had the services of a consultant of three months in 1951 and, as a result of his report,


the Government asked WHO to provide a psychiatrist in 1953, to establish a mental hygiene clinic.\textsuperscript{67}

Health Education collaborated with UNESCO'S Fundamental Education Project:\nA health educator was assigned to the UNESCO fundamental education project in Ceylon, where the establishment of a health education institute is planned. It is proposed to provide a school health officer and a school health nurse for a similar project in Thailand, . . . \textsuperscript{68}

Antimalaria Campaign:\nIn Thailand, the first phase of a five-year plan (started with help from WHO and expanded under United States bilateral technical assistance) is in operation, and covers one and a quarter million people; in 1956 the Government proposes to protect five million people.\textsuperscript{69}

Tuberculosis Services:\n. . . six WHO-assisted demonstration and training projects were in operation . . . . , with objectives based on the recommendations of the Expert Committee on Tuberculosis . . . . the areas surveyed extremely high rates of morbidity, long suspected, were confirmed.

At . . . . Bangkok the existing tuberculosis services have been greatly improved, and the attendance of patients has increased.\textsuperscript{70}

Yaw Control:\nProjects being carried out in Indonesia and Thailand with the assistance of WHO and UNICEF are now on a scale seldom previously attained in medical history. They have been conducted as mass campaigns in rural areas with field teams under the guidance and supervision of the medical officers, and with the active cooperation of the civil administrations. . . . \textsuperscript{71}

\textsuperscript{67}Loc. cit.
\textsuperscript{68}Loc. cit.
\textsuperscript{69}The Work of WHO 1952, op. cit., pp. 95-96.
\textsuperscript{70}The Work of WHO 1952, op. cit., p. 97.
\textsuperscript{71}Ibid., p. 97.
Leprosy:
Leprosy is endemic in all the countries. . . . consultant
will make a survey in Thailand in 1953.\textsuperscript{72}

The projects which receive Technical Assistance funds are tuberculosis
project, BCG programme, maternal and child health, nursing, rural
health demonstration units, school health service, control of trepon-
ematoses, training of midwives, improving environmental sanitation,
and five out of the twelve fellowships awarded were under Technical
Assistance.\textsuperscript{73}

It cannot be overemphasised that raising the standard of
public health is the most direct and fruitful means of increasing
manpower and hence the productivity of the country. The 50 percent
of the total expenses of the country spent on public health does not
indicate the actual annual cost of sickness to the country, but it
leaves no room for doubt that poverty is an effect and disease often
a cause, though in some cases it may be the other way round. Many
campaigns against the diseases listed above show weakened human
resources, and thus it would not be inaccurate to predict that Thai-
land has a long way to go before she can enter the period of maximum
productivity.

It is certainly clear that the cost of preventable
diseases imposes a staggering burden upon the human race.
Every step that can be taken toward lessening this
burden will not only diminish suffering and prolong human
life; it will also increase productivity and promote
prosperity. This prosperity, in turn, must not be con-
sidered as an ultimate end in itself. If wisely conducted,

\textsuperscript{72}Ibid., p. 98.

\textsuperscript{73}Ibid., p. 105.
economic improvement may make it possible for peoples—limited in the past for bare existence—to enjoy a fuller and a richer existence. "That they might have life, and that they might have it more abundantly" is the objective of the programme of public health. 74

Hence, further thought should be given to the main activities of daily living that can "diminish suffering and prolong life." Food is one factor for consideration in healthful living.

Food preferences and standard of living. The importance of rice to the economy of Thailand has been previously pointed out; its importance in the health of the Thai people, the rice-eaters, cannot be overlooked. The Ministry of Agriculture in its annual report to FAO in 1949 gives a clear picture of the Thai diet:

It should be noted that all Thai dishes serve as accompaniment of the main item, rice, and therefore taken in very small portions, in direct contrast to the meat eating peoples who make meat the main item accompanied by bread. The amount of protein intake is therefore bound to be small, and although indications are that there is an increased consumption of meat because of these eating habits the consumption of rice will not be lessened thereby. On the contrary, it may be even increased, because the meat is consumed in the form of curried dishes highly seasoned with chilies, and other condiments as accompaniments to rice, more of which may be consumed due to increase in palatability of the accompaniment.

As these feeding habits are of very long standing, it will need a great deal of education to alter them. 75

Thus, rice is to be evaluated in the light of its nutrition. The FAO in its nutritional survey has made excellent studies of rice diets:


In the rice eating areas of the world the general level of health—using the term health in its widest sense—is low in comparison with levels which have been attained in Western civilization. Among the criteria by which health in this broad sense may be assessed are mortality rates, expectation of life, the prevalence of disease, physical development, and working capacity. All these are influenced by nutrition, though nutrition is only one of the many factors concerned. More specific evidence of malnutrition can be obtained by investigating the incidence of food deficiency states, or by studying groups in the population, e.g., infants, children, and mothers, and applying certain methods of procedures—clinical, anthropometric, physiological, and biochemical—by which it is believed that state of nutrition can at least be approximately assessed. According to both these criteria, malnutrition is exceptionally prevalent among rice eaters.

As infant mortality rate is very high and beri-beri is on the list of the ten leading causes of death in Thailand, the following statements cannot be denied:

Beri-beri is the best known deficiency disease. . . . remains prevalent in Siam and in parts of China, India, and Malaya. Special emphasis must be laid on infant beri-beri, a disease which is often unrecognized. Investigations . . . during the years 1939-45 showed that infant beri-beri was much more common than had formerly been supposed and was responsible for a high mortality among infants. The disease in its acute form often leads to the sudden death of breast-fed infants during the second to the fourth month of life. . . .

Apart from beri-beri, numerous other deficiency states such as keratomalacia, stomatitis, glossitis, cheilosis, "burning-feet," and hepatic cirrhosis occur much more frequently among rice eaters . . . of the poorer classes;

These nutrition studies have supported the Ministry of Agriculture's report to FAO, that "rice supplies over 70 percent of total calories and that other foods, e.g., foods of animal origin, are present in


77 Ibid., p. 9.
relatively small quantities." A more recent report was given in 1953 by the FAO nutritionist of Southeast Asia, Dr. S. S. De in collaboration with Dr. Yong, Director of Food and Drug Division of the Department of Health:

The dietary surveys conducted in different parts of Thailand indicate a high deficiency of protein in the diet. The little protein consumed is in the form of fish and meat amounting to 12 grams of animal protein daily; milk is practically unknown and negligible amount of milk consumed is imported milk in the form of evaporated or condensed milk. There is no well-established diary in the cities. Consumption of pulses is almost nil except occasionally in the form of sprouted mungo beans. Oiled like peanut is processed for oil extraction and also consumed either boiled or fried. Soya bean is grown extensively in certain parts of Thailand, particularly in the North. The beans are used for manufacture of soya paste, soya sauce and tohu (bean cake).

Large proportion of the beans are exported. Though soya milk is known and consumed in many countries in South East Asia, soya milk is unknown in this country. Soya milk has been recognised as a nourishing drink for infants and children.

... it was decided that a small scale production of soya milk should be started in Cholburi for feeding school children and determine the acceptance and the cost of production. This was considered as a pilot project and if the demonstration was successful, introduction of soya milk on large scale would be considered in the country.78

Such dietary and nutrition surveys are sound basic approaches, on which educational activities can be well based. An experimental nutrition laboratory was set up with the aid of both FAO and MSA. Its purpose is to "carry out chemical, bacteriological, and biological experiments to obtain knowledge as to the nutritive values of foods of Thailand and to study the nutritive condition of people in Thai-

land," which are essential to scientific advances of nutrition campaigns. There is also a nutrition committee on the national level with advisory functions.

Machine milled rice is a problem which cannot be solved through controlling the degree of milling. Enriching rice with thiamine, riboflavin, niacin, and iron pyrophosphate is carried out under the Hoffman La-Roche process, but this is done on a very small scale. The parboiling of rice is under consideration but has not yet been attempted. All possible means have been employed to educate the public in washing and cooking rice to conserve as many nutrients as possible. In improving the rice diets, soyabean milk has been introduced, fish supplies have been increased, shark liver oil has been extracted, and experiments have been made in feeding such vulnerable groups as school children.

As most Thai people live in the rural areas, the diets of these people are the chief concern of the campaigns. Every study made on the diets came to the same conclusion:

The Thai rural diets seem to be ill-balanced and do not provide for normal growth and optimal health. There is considerable room for educating the people in these rural areas in order to urge them to increase their consumption of meat, fish, eggs and vegetables, as shortage of protective foods results from habit as well as from economic condition.79

In many cases the economic condition is by far less important as a contributing factor than are eating habits and food patterns, as pointed

In general it may be said that the people in this part of North Thailand are completely well off if compared with the North East Region but that many of them are in reality quite poor by any other standard. Their diets are mostly marginal from the nutritional standpoint and any new factor which makes them worse is likely to cause symptoms of a definite nutritional deficiency.

Thus, in spite of the abundant food supply in Thailand, the diets of the average Thai are reported to be deficient in Vitamin B and A group, animal protein, fat and to a lesser extent calcium, which is to be confirmed in further investigation. Dietary studies show that, in addition to the rice diets, low economic conditions, poor eating habits, and low standards of living, account for "ill-diets." Many of the foods needed can be produced in Thailand, but to improve health in general, technological knowledge in food growing is needed, so that a smaller percent of the population will have to spend their time in food production. Religious taboos on certain meats and unintelligent attitudes toward foods have to be abolished; poor eating habits and some other poor health habits, especially those concerning sanitation have to be overcome.

From personal observation it is the belief of the writer that of all the factors accounting for poor hygiene, the low standard of living and poor eating habits are greatest. Many well-to-do and educated people do not pay attention to securing a well-balanced meal. The foods they know are good for them and what they like and actually eat are very different things. Their diet depends on food preferences,

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the attitudes of their parents toward foods, and the standard of living and health under which they grew up. Education has to be started with the families, in the families. It is therefore the purpose here to show the interrelation of family culture, food preferences, health habits and standard of living and the importance of education in these areas as a means of improvement.

Education can and should affect the standards of living to a great extent. Through education people are helped to form better value judgment, and to break poor habits. The task of education is tremendous as has been pointed out:

... if we want civilisation, democracy, humanity, we shall have to cultivate discrimination, analysis, reflection, a healthy skepticism and the delayed responses that are inseparable from these.81

Family Patterns

The fact that the family is a basic social unit makes discussion of it fundamental in an analysis of a social situation. The picture of Thai society cannot be clear without insight into patterns of family living; the ways it culturalises the child and the way it fortifies the children of the nation from the standpoint of healthy personality development. Campbell has said: "The health of the body politic is bound up with the health of the family, which in many respects may be more justly regarded as the unit of the state than the individual being."82

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The type of family. In Thailand the family is a kinship group or extended family. In the family group there are not only father, mother, and child or children but relatives, lodgers and hired-hands. Table VIII indicates the high percent of children. The family unit was larger than it is now, when polygamy was legal. Some fifty years ago polygamy was extensively practised among royalty, aristocrats, and the comparatively well-to-do. Now that only monogamy is legal, and the family unit has become smaller, the cost of living has gone up and children have become economic responsibilities. A young married couple usually live with either the parents or the parents-in-law, in the same home or in a newly built one in the same compound of land. It is thus not uncommon to find three generations, plus others, living together.

Cultural factors are positive attributes of this type of family. Being Buddhists, the Thai's attitudes towards parents and old age can be traced to the teaching of Buddha. Children have strong moral obligations to their parents, who are considered donors and protectors of their lives, without whose loving care the survival of the child is impossible. "The duties of children toward their parents are taking care of them when they are old; helping them in their work, keeping the good name of the family, obedience, trustworthiness, using their properties sensibly, and remembering them after their death."[83]

Children are brought up with the idea that it is also a privilege to

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care for aged parents and that "The mother, the father must not be treated improperly under any circumstances." Treating properly in its simplest sense would mean showing respect, giving physical comfort, tending to their wishes and desires, and often mean subordinating to the good intentions they have for the younger generation. "Whosoever being rich does not support mother or father when old and past their youth, let one know him as an outcast," indicates that financial aid is desirable, though the parents may not be in need of it. In Thailand, however, the filial obligation may not be as strong as that in China or in Japan. But that parental respect is strong can be seen from The Family Law in the Civil and Commercial Code on the Rights and Duties of parents and children: Section 99 "Children are bound to maintain their parents."

Old age, hence, is much less of a problem in Thailand than in the United States. Obedience and gratitude toward the parents are ingrained in the mind of the children. Old age often symbolises respect, sagacity. Because of their longer life experience older people are believed to be far-sighted. Their opinions naturally become authoritative, and as a matter of fact, young married sons and daughters make few decisions of their own, for fear they would clash with the decisions of the elders. In many cases frustration is sup-

85 Fausboll, Ibid., 1898, p. 21.
TABLE VIII, DISTRIBUTION OF FAMILY MEMBERS BY SEX AND RELATIONSHIP

1947

<table>
<thead>
<tr>
<th>Relationship</th>
<th>Total Population</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Percent</td>
<td>Number</td>
</tr>
<tr>
<td>Head</td>
<td>3,545,151</td>
<td>22.04</td>
<td>3,220,939</td>
</tr>
<tr>
<td>Husband</td>
<td>19,068</td>
<td>0.11</td>
<td></td>
</tr>
<tr>
<td>Wife</td>
<td>2,914,936</td>
<td>16.71</td>
<td></td>
</tr>
<tr>
<td>Child</td>
<td>9,046,648</td>
<td>51.88</td>
<td>4,558,146</td>
</tr>
<tr>
<td>Parent</td>
<td>109,305</td>
<td>0.63</td>
<td>32,801</td>
</tr>
<tr>
<td>Brother &amp; Sister</td>
<td>233,692</td>
<td>1.34</td>
<td>121,575</td>
</tr>
<tr>
<td>Other relative</td>
<td>611,777</td>
<td>3.51</td>
<td>306,641</td>
</tr>
<tr>
<td>Lodger</td>
<td>478,907</td>
<td>2.74</td>
<td>353,518</td>
</tr>
<tr>
<td>Servant or hirehand</td>
<td>181,183</td>
<td>1.04</td>
<td>109,447</td>
</tr>
<tr>
<td>Total</td>
<td>17,422,689</td>
<td>100.00</td>
<td>8,722,155</td>
</tr>
</tbody>
</table>

pressed because of the obligation they feel toward the parents.

Marriage choice is somewhat simplified with the respect to elders' opinions in conventional families. Since parents have a duty to assist their children in matrimony, their approval of the bride and groom is usually considered necessary. Often a go-between is sent by the boy's parents to negotiate the matter with the girl's parents. Then comes a formal acceptance of the future son-in-law; an astrologer is consulted for a betrothal, and in case the parents can afford it, a certain amount of capital is given to the would-be bride and groom in order that they may begin life together right after the marriage.

There is no child marriage in Thailand as in India, or childhood engagement as in China. Marriage is legal when the groom is over seventeen and the bride over fifteen. They have to receive the consent of the parents, and must not be blood relations. The consent of the parents or guardians is unnecessary if they are of age (21). Statistics are not available for the average age at which men and women marry.

A few decades ago when polygamy was legal, women were not only unequal to men but also unequal among themselves. There were wives given by the parents, those given by the king, wives who were the sole housekeeper, and others. The legal status of these women varied. Finally, in 1934 the Government introduced the draft of the Civil and Commercial Code Book V dealing with the family. These reasons were given by those who favored polygamy:

Polygamy was a tradition which the Thai people practiced for hundreds of years and there was no harm in it. (2) As there are more women than men, it would be difficult for all the
women to marry. (3) It is hypocrisy to pass a law forbidding it, because many people will practise it and evade the law. (4) There would be many illegitimate through this new law. (5) Let future events shape their course, because the country itself is slowly turning towards monogamy as the best marriage practice, because the people are getting better education, and the cost of polygamy makes it possible for only the comparatively well-to-do. (6) The law would upset the system as practised in the southern towns bordering Malaya where most of the people were moslems.87

Without examining these reasons carefully, one should think that the men who were in favor of polygamy meant well, and thought of the benefits to women and children. There was no harm in polygamy, if harm means physical damage. But no one can deny the fact that interactions among one father, two or more mothers and several children are apt to be more complicated than those of a father, a mother and a child or children. Feelings of inferiority and superiority and frustrations would be inevitable. However, when this draft was passed into a law it was criticised as being "a step backward" because "it deprives the concubines of their former legal status."88 But from a democratic point of view it was a big step forward, it raised the status of women, their dignity, and their worth as human beings.

At present a woman has practically an equal legal status with men, but between husband and wife inequalities do exist, as Virginia Thompson points out:

The law has shown a marked preference for the independent status of the married woman, along with its concept of an absolute legal equality for both sexes outside marriage. . . .

87 Direk Chaiyanam, "Thai Family Laws," an address made at the American Association of Bangkok, 1952.

88 Thompson, op. cit., p. 684.
the civil and commercial code in 1926 unintentionally puts the married woman, formerly on an equal footing with her husband, on a lower status as property owner than before. Even if her husband disappears or goes insane, she can only bind her share of common property and can only dispose of their joint property with her husband's consent, whereas her husband can bind both their properties on his sole responsibility.

... the adultery of a wife entitles her husband to a divorce but not vice versa. Moreover, once a divorce is registered, the husband is free to remarry immediately, whereas the wife must wait 310 days. An explanation for the wife having to "wait 310 days" is that the wife may be pregnant before the divorce, so it is really a protection for the coming child. With an appeal to court and its approval, she may re-marry as soon as she wishes.

Another part of the present Family Law showing inequality between husband and wife is Article 1454. This declares that the husband is the head in the marriage partnership, he makes the choice of living quarters and decides means of supporting the family.

Aside from what the law says, the feeling of superiority and inferiority between the two sexes is still prevalent: "Man is paddy, woman is rice", is a proverb much mentioned to point out that man reproduces his kind, whereas woman does not, in spite of the biological fact that reproduction does not occur without both and that a child receives 23 chromosomes from each parent. Marriage as companionship for the mutual benefit of both with the give and take that secures the happiness of all concerned is the hope for the future.

Divorce as well as marriage is regarded as a family, and hence

89 Thompson, loc. cit.
private, enterprise. It usually is the point of view of a wife that if she married the wrong man, she would have to suffer until released by death. The comments made by Virginia Thompson in this respect are quite accurate:

For both sexes divorce is comparatively easy, though slightly harder for a woman. Separations are frequent; for with a dowry and with a native ability to feather her nest, a Siamese woman can look forward to security alone. Upon divorce the wife receives back her dowry, one-third of the money made since her marriage, and custody of half of the children. Even married women have full control over their property and may incur contracts. Divorce cases under these circumstances are so rare that, when they do occur, the law courts are crowded. The matter is usually settled by the couple themselves. The husband, unless something outstanding occurs, prefers simply taking a concubine to a divorce; . . .

K. P. Landon quotes the Siam Chronicle in discussing divorce:

One divorce to 2½ marriages in Siam. Isn't it a world record? Siam perhaps holds the distinction of being the country with the lowest divorce rate in the world.91

Landon comments further:

Marriages are not broken casually. This may be because it is still possible for a man to add another woman to his household if he tires of his old wife. The statistics quoted above, however, give a somewhat untrue picture. While the number of divorces is not large, there are a great many separations where no divorce is secured.92

In the Monthly Bulletin of Statistics of the United Nations on marriage and Divorce rates, Thailand was not included. But the Statistics Yearbook of Thailand93 reports in 1947, the last year available,

90 Thompson, op. cit., p. 681.
that the divorce rate of the male is 1.67 of the total number of the 
males married, and 4.64 percent of the total number of married females. 
Since there is evidence that not all the people who got married before 
the new marriage law registered their marriage, and separations are 
pREFERRED to divorce, these percents hardly represent the true situa­ 
tion of marital status in Thailand. One assumption is that married 
life in Thailand, as in other lands, is not always a success.

Housing undoubtedly has a great influence on the family standard 
of living and family life. There are all kinds of houses in Thailand, 
ranging from a village hut or shack of bamboo with thatched roof to a 
modern home of tiles and stucco. The kitchen is usually built away 
from the living quarters as there is no smoke stack of any kind to 
draw off the smoke. The following description of the village housing 
gives a good picture of how the majority of the population lives:

A typical country village stands out as distinctly as an 
island in the sea. It is surrounded by rice fields which 
are dry in the hot season and ankle deep with water during 
the rice season. The approach to the village is across a 
checker-board of rice fields. From ten to thirty or forty 
houses are clustered together under the shelter of palm 
trees. Each householder fences off his compound from his 
neighbors with bamboo or some sort of hedge, perhaps of 
cactus, or barbed wire. The hub of the village is the tem­ 
ple, the grounds of which form a social and religious center 
for the people. The average house stands in the middle of a 
small compound, raised about five feet from the ground on 
posts. There are many advantages to building so: the house 
is out of the water during flood, the family animals may be 
kept under the house, and at night the ladder may be drawn 
up, thus making entrance slightly more difficult than other­ 
wise for thieves. The steps, a shaky bamboo ladder, lead 
to a verandah. Opening off the verandah, but about five 
inches higher, are two or three rooms, according to the size 
of the family. The house is made of wood or bamboo, with 
attap for the roof. The buffalo, cow, the pigs and the 
chickens are kept under the house. There, too, is the weaving 
frame on which the women make cloth for family needs, although
it must be added that the frame is more and more falling into disuse as cheap Japanese textiles come into the markets. There may be one or two parish dogs which warn the family of the approach of strangers.94

The same author describes a home in town:

The town home of a salaried worker is very different from the home of a peasant. The average house is small, two-storeyed, with wooden walls and a tiled roof. The lower floor is of cement. There is a large room or verandah for receiving guests. It is equipped with a set of antlers for hats, a table, a few straight chairs, about twenty framed pictures of friends, a rack for canes, and a raised platform covered with a rug or pillows for those who prefer to lounge and chat there. The room behind has a well for drinking and bathing purposes. Behind that room is the kitchen, separated from the house by a covered passage. Upstairs are two bedrooms and a large hall which may be used for intimate guests. The floors are well polished. The equipment is not expensive unless the family is well-to-do, but it is comfortable.95

An upper class home is also described:

A certain wealthy home in Bangkok was sharply divided to suit two cultures. One side was decorated after the French pattern: it had French tapestries, French chairs and tables, and many copies of famous paintings. The library was full of English and French books. The radio and phonograph stood ready for use. The other part of the house was decorated with old ivory tusks, Siamese porcelains, meillo and silver work, Chinese and Japanese prints, and other objects of art. The floor was beautifully polished, and no one wearing shoes was allowed to walk upon it. The library was well equipped with fine Siamese books. It was, needless to say, an upper class cultured home.96

The income per capita is not included in the Statistical Yearbook of Thailand. An indication of probable extent of low income group is the high percentage of illiteracy and the fact that the major occupational

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95Ibid., pp. 167-168.
96Ibid., p. 168.
group is agricultural and fishery (43.4% percent of the total population).

Keeping the animals under the house is very unsanitary, but the rural people have to do it in order to protect the animals from robbers. Also, they are little aware of the importance of sanitation. Thus to attack the problem of the low standards of living, multiple causes have to be treated.

Poor housing does not afford much privacy, which is probably less valued by the easy going Thai people than by many. It is not uncommon to find the family sleeping together in one crowded room or two, and the children sleeping apart from the parents only when they enter late childhood or early adolescence.

Thai life in the villages is well described by Virginia Thompson:

Life in the country is toilsome and monotonous; but the provision of food, clothing and heat involves practically no effort. Festivals—family, religious, and national—are the chief business of the Siamese life.97

Life is toilsome because hardly any modern facilities are used. The family works together in the rice planting and the harvest seasons. Those who can do the cooking cook, and those who are too young and immature watch the water buffaloes or run errands. The physically able farm, and women have the greater share of the work, since the men supervise and go out more to the social gathering of the village to keep abreast with what is going on. After the harvest, there is more

97 Thompson, op. cit., p. 685.
relaxation, the lazy ones gamble and drink and the more ambitious raise poultry, go fishing and accumulate food stuff for the harvest festivals.

On the village level, the preparation of food requires little effort, as those people eat whatever they have, rice, vegetables and fish and little meat. The middle class with domestic helpers, spend a great deal of time and effort in preparing three or four meals a day:

The Thai, like the French, have a generous palate which is accommodated to any good foreign dish. Thus all foreign delicacies have been assimilated into the Thai cookery book. However, there is a real core of national cooking which bears no resemblance to any other. Living in a land of plenty where all kinds of fruits, herbs and spices grow in profusion, the Thai have come to regard cooking as at once a fine art and a science with recondite formulas and methods denied to the uninitiated. Visitors to this land have only to taste our curries, salads and sausages to realize the truth of these words.98

Simple equipment such as grinders, peelers, graters used in American kitchens would shorten the cooking process in a kitchen in Thailand. Though many of these articles are available in Bangkok, most people do not use them, as they see little need for saving time and effort. For example, though different kinds of ready mixed curry powder are found in the market, many people prefer to make their own and are very independent of the few cook books available.

On account of the heat, not much clothing is needed. The Thai peasants are often found without an upper garment, but at festivals they are clad in the best clothes they can afford to pay for. Landon

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gives an accurate statement on Thai clothing:

... modern Siamese in the towns are fully clothed. Their dress is hardly distinguishable from that of the foreigner. The traditional Siamese mode of dress is fast disappearing in the city, especially now that civil officials are required to wear trousers, coat, shirt, and tie at their work.99

Many people learn to make their own clothes, since few ready-made clothes are available in the shops. Tailors and dress-makers, many of whom are Chinese, make them to order using designs in magazines and catalogues from the western world.

Child rearing. This is the most important of family activities. Since statistics show a high rate of death during the first year this throws great responsibility on the family. The comment that "Siam is a paradise for young children"100 is rather questionable, as the following points out:

The saving factor in the lives of young children is that they are generally breast-fed until a younger child appears. It is the transition from a milk diet rich in proteins to a rice diet with little or no proteins that causes hardship, and the ensuing rounded abdomens do not retreat until the children are seven or eight years old. But their sufferings are not over then; for soon come intestinal parasites and possibilities of malarial infection.101

This statement applies mostly to the lower class of uneducated people. The well-to-do people show disinclination to breast-feeding their babies, and use imported powdered milk instead. On the whole, diets of children of the better off are more nourishing than those of the less

99 Landon, op. cit., p. 168.
100 Thompson, op. cit., p. 685.
101 Ibid., p. 713.
privileged. Parents of middle socio-economic groups have a certain degree of schooling and have learned that meal times should be regular and punctual, and hence they may refuse to listen to the hungry cries of the baby. But the Thai baby in general has no anxiety regarding food during infancy; most parents cannot stand the cries and hence follow the self-demand schedule rather extensively.

Parent-child relationships in many middle class families start as soon as a woman recognises that she is pregnant. Her husband is especially careful of all she does and tries to meet all her wishes and desires, especially her craving for special foods. The religious activities of the family during this period of expectancy are emphasised, in the belief that it might secure all their good wishes for the coming infant. It was once customary to place in the little wicker basket where the baby was laid after birth a needle and thread, and a book which were supposed to inculcate in the newly born a sharp wit and a literary talent.

During infancy the infant is usually given utmost care. His basket is hung up and he is usually put to sleep with singing and swinging, which makes it more pleasant in the hot climate. From the song "No ant and insect are allowed to disturb thee, nor the least trifle to frighten thee and make thee shudder" it can be seen how great is the love of the parents, especially the mother. Most naturally such love and care can easily become overprotection, which is common in the middle class and above.

Sibling relationships are less of a problem in Thailand because the younger children are taught submission to the age hierarchy, and
the older to look at the younger as the less mature and therefore more
demanding and more dependent. In a modern Thai home there is less
evidence of the age hierarchy, and the older children take less responsi-
sibility in helping the parents care for the younger ones. The more
lenient attitude toward the younger, especially the youngest of the
family on many occasions often makes him "the baby of the family" the
rest of his life.

Boys and girls can play together until the signs of puberty in
the girls appear. The segregation of the two sexes then begins. Boys
are allowed more freedom. In conventional families the virginity of
the girl is to be strictly guarded before her marriage, so she is well
chaperoned wherever she goes. It remains to be seen how the modern
family will educate its children, and how well it will perform the
function entrusted to it by society.

Education in the home is fundamental to all other education.
Such daily education is "ground into the bones" of the person and it
becomes a foundation or a background of later educational enterprises.
Since it is so important, it needs examination.

Thai parents are often referred to as the first teachers of the
child, so, undoubtedly they do the best they can to perform these
duties as prescribed in the Buddhist teaching: "These are the duties
of parents to their children: giving food, clothing and shelter, for-
bidding wrong doing, encouraging right conduct, giving education,
assisting them in matrimony, and transferring properties to them in
good time."

In the families where parents have had schooling, reading and
writing are taught at home. Good manners are especially emphasised, as the Thai are aware of the proverb: "The tones of voice indicate the language," so are manners indicative of family background. Particularly "girls should be seen but not heard." A well-bred person talks softly, goes about noiselessly, eats without making any sound, chews without opening the mouth and without spilling. He is calm, well composed and does not show any excitement.

In the days when a girl had little chance of schooling, at home she learned to be a good housekeeper, a good cook, to be able to prepare a delicate and tasty meal for the family, and a banquet if necessary. There was a saying that "the best way to choose a wife is to go into the kitchen of the family with a daughter." The daughter was taught that "the charm from the tip of the cooking spoon is the charm that ensures a husband's love till the end of his days." Now the women are admitted to the same types of education as men, ability in cooking is no longer much of a criterion in choosing a wife in the more educated class. Women were expected to be able to sew, to embroider, crochet and arrange flowers. Mending and darning were also considered important for a housewife. Nowadays, these things are little taught in the home.

Few present-day families let their children handle their personal finance, let alone the household finance, though the value of money is emphasised, especially in the families where the parents work hard to support the family.

Personal health is more or less taught in the home. Positive health habits such as keeping clean, staying well through exercise,
good food habits, and fresh air and sunshine receive their due emphasis in the enlightened family.

Sex education is seldom given in the family. This is indicated by Le May's statement:

It is not usual for parents to talk about these matters before their children, nor for the children to ask direct questions, nor for brothers and sisters to discuss them together; but both boys and girls can learn them gradually from the general family life of the house, because there is no attempt to hide them.

Yet a girl, however indirectly she might come to learn the facts of life, would never be told by her mother what would be expected of her on marriage. She would be left to find out herself.

But among the lower class of people, as is true in general, sexual knowledge is not "much left to the children's imagination," as the grownups make no attempt to hide anything.

Character education is probably the kind of education for which the Thai family could be given most credit. To be truthful, honest, to be forgiving, to be considerate of others, to stand on one's own feet, to be grateful to one's benefactors, and the like are stressed again and again. This, of course, is done in varying degrees in different families. The Thai, like the rest of the orientals, spend more time in meditating than acting, so much has been philosophised that each one develops his philosophy of life in the family.

The following comments on the Thai character support the above statement and serve to reveal the nature of the Thai character.

The first characteristic of the Thai culture to strike an observer from the west, . . . . is the individualistic behavior of the people. . . . . the almost determined lack of regularity,

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102 Le May, op. cit., p. 152.
discipline, and regimentation of Thai life. In contrast to Japan, Thailand lacks neatness and discipline; in contrast to Americans, the Thai lack respect for administrative regularity and have no industrial sense of time.\textsuperscript{103}

Work is not regarded as good in itself. There is, on the contrary, a good deal of attention paid to things which give enjoyment. Pleasure is often considered a good thing per se.\textsuperscript{104}

Another writer supports this statement:

The Siamese are a pleasure loving people, as is shown by their ready laughter. The people they like are those who make them laugh. The Siamese have remarked that they respect those who made them afraid and like those who make them laugh.\textsuperscript{105}

The same author makes this further comment:

Another aspect of Siamese character is indicated by the word "phu'ng." It means to depend on someone or something. The idea of dependence is similar to the old Italian one of having a patron for one's art or work. It fits a feudal state where the people look to their lord for protection and in return serve and help him. Thus wealthy and important persons often had an enormous entourage of poor relatives, children of friends, servants and the families of servants, slaves and the families of slaves, all dependent upon them.\textsuperscript{106}

The desire to "phu'ng" developed out of the days when slavery was still practiced, as the author points out. Slavery was abolished in 1905, but this idea of leaning on someone still lingers on. A reflected glory is still cherished. Then there is this thought-provoking aspect of character:

Another aspect of Siamese character is lassitude or lethargy. Whatever of this spirit cannot be traced to such diseases as hook-worm can probably be blamed on the climate and on the

\textsuperscript{103}Embee, \textit{op. cit.}, p. 182.

\textsuperscript{104}Ibid., p. 190.

\textsuperscript{105}Landon, \textit{op. cit.}, p. 143.

\textsuperscript{106}Ibid., p. 145.
ease with which one can secure enough to eat. Siam is under­
populated. It is a land of plenty where no one needs to starve.
It is so warm that clothing, except for style and appearance,
is of no great importance. No one could freeze to death. Not
unnaturally, jobs involving manual labor go begging in many
country districts. A peasant will work for a limited length of
time, but, when he has money in his pocket, he prefers to sleep,
gamble, and enjoy life in his own way. The idea of working hard
every day simply to add to his wealth seems absurd.107

Jealousy is manifest in an unwillingness to allow others to get
ahead.108

A comment such as the following is also revealing of Thai character:

One of the most serious handicaps to progress is the Siamese
characteristic of "kan kreng chai," or diffidence. It means a
respect for one's superior tinged with fear. . . . The word
and person of a superior were not questioned. Orders were
carried out by inferiors even when the orders were unwise. The
result was the destruction of initiative and independent think­
ing. . . .

The following are comments in favor of the Thai character:

The Siamese are one of the most polite races. Manners are
taught from childhood. . . . . The poorest peasant will pro­
vide a welcome to unknown guests. There is a spirit of will­
ingness to share what they have, a genuine friendliness, that
is at the root of Siamese hospitality.110

The same author continues, quoting Le May:

. . . but the people, being of a free and independent turn of
mind, have a lively sense of humour, somewhat broad, of a
Chaucerian kind, . . . . and their thoughts are mostly tinged
with religion, or at any rate with fears of the natural and
supernatural phenomena all around them. . . . the peasants are
a hardy loveable race, rooted to the soil they till. It is

107Landon, op. cit., p. 147.
108Ibid., p. 148.
109Ibid., p. 149.
110Ibid., p. 149.
remarkable how all the oppression and all the tyranny of the past centuries have left them still free and uncomplaining. I have been often among them, sat with them at their village councils, and marvelled at their independence of thought and bearing, their patience, and their responsive, sidelong glances at any glimpse of humour. Trust them as a friend, as an equal, and they will open their hearts. . . .

The well known cultural anthropologist, Ruth Benedict, presents a picture of the Thai culture which is worth presenting here, though the author admits that it is inadequate. The discussion is more relevant to the northern Thai.

The psychic security which makes possible Thai cheerfulness, easy conviviality, and non-violence is grounded in a long and remarkably permissive infancy during which no disciplines are imposed either in feeding or sleeping routines or in toilet training, and no attention at all is paid to infantile erections or to the child's playing with his genitals. The Thai as adults are not pursued by a sense of catastrophe, and they have faith that the world is not fundamentally against them. . . .

. . . in later life they stress self-responsibility as the chief tenet of Buddhism. In relatively unpatterened relationships which lie outside the hierarchal arrangements, this self-responsibility becomes the virtue of bringing any situation to a this-worldly satisfactory conclusion, a procedure in which guile may be used without censure, on one's opponent's ignorance, greed, etc. . . .

Another anthropologist supports this:

The permissiveness of individual behavioral variation in the culture does not mean that the society is poorly integrated. On the contrary, the loose integration is a functional one, allowing not only variation in individual behavior but also in national behavior . . . . In such a society the process of acculturation may produce fewer disfunctional social situations . . . . a loosely integrated structure such as the Thai may adjust to external influences with less drastic overall

111 Ibid., p. 144 quoting Le May, op. cit., pp. 128-29.

changes than a more rigid structure such as the Japanese or
the Vietnamese. . . .

Thus it can be seen that the Thai family contributes to the nation as a whole. Such comments as presented in this discussion help the Thai to see themselves more clearly, as it is natural that no one can see the dust in his own eye. To look objectively at such analyses should be a help to further improvement. Landon points to the possible change in Thai character which may result from modern trends:

In describing the characteristics of the Siamese people it is not intended to imply that the Siamese have an exclusive claim to any of them. Certain characteristics have been selected for description because they represent the development of important aspects of the national life. Some of these are being changed by the type of life that is developing under the constitutional monarchy. Thus the friendly spirit of the Siamese may be lost in a calculating, competitive world where people scarcely know their neighbors. Unwillingness to allow a neighbor to succeed, the common pattern may be lost in a monogamous, individualistic, educated state. Excessive respect, "kan kreng chai," may vanish in a democratic economy.

This statement is very challenging to the Thai families. It is true that they have much to gain by cooperating with educational institutions in order to accomplish such a democratic economy. The family should also strive to cherish the desirable characteristics of the Siamese culture. It should also be aware of the fact that outside agencies and resources can be of great help to aid them in performing their function to the best of their ability.

\[113\] Embree, op. cit., p. 191.

\[114\] Landon, op. cit., p. 51.

\[114\] Land
Trends in Education

Education in Thailand originated in the Buddhist temples scattered all over the country. Since the priests are not allowed to touch girls, only the boys had a chance to live with them and learn "reading, writing, arithmetic and moral precepts, along Buddhist lines." Vocational education was carried on in the family; children learned from their own parents or as apprentices to well-known teachers of arts and crafts.

Learned people were found around the royal court, and during the reigns of certain kings, great impetus was given to literature, for the kings themselves were literary leaders, great poets who "have defied all competition even to the present day."

Forerunners of the modern educational system who made great contributions to its development, were the French Catholic Mission and the American Presbyterian Mission. The French Missionary work started in 1660 A. D. and in 1684 King Narai sent six students to study in France. In 1852 the Presbyterian Mission established a school and in 1867 "a school for ladies" was set up. This was the beginning of women's education in formal schools. Since the Thai are free to profess any faith, they eventually came to appreciate missionary schools. Due gratitude for such help can be seen in the following statement:


116 M. L. Pin Malakul, "Recent Advance in Thai Education," The March of Thailand, op. cit., p. 36.
A nucleus of private schools arising out of this system of missionary schools soon sprang up side by side with the State schools, and during the early days when the Government was endeavouring to enforce education it was able to recruit teachers from these schools. In fact, when there was no budget for education and the country needed the help of all its people, the numerous schools started by private enterprise helped to share the burden of education. It has, therefore, always been the policy of the Government to help private schools in every possible way. 117

In 1871 King Chulalongkorn founded the first secular school in the Grand Palace. Only the King's sons and sons of courtiers, and probably very few royal daughters, if any, had the opportunity of attending. The King's enthusiasm for education was so influential that many government schools were opened beyond the palace's walls. In 1889 the Ministry of Education was established to supervise educational activities. The leaders of the country were well aware that there was danger of losing their independence since the English, French and Dutch were seeking colonies in the East. The King who was a shrewd statesman realised that to deal with these people the status of the country would have to be raised, and this only through education. As a matter of first importance, study of foreign languages was initiated, as well as scholarships to Europe, especially England. In 1897 the King himself went to Europe and had "the English system of education investigated for application to his country. 118 In the following year a plan of education along the lines of the English system was submitted to the King and approved. The plan was revised and improved from time to time, but basically it remains the same, though recently with the

117 Jumsai, op. cit., p. 18.

118 Jumsai, op. cit., p. 108.
help of UNESCO experts, the need to change methods and procedures in education has been recognised in some quarters.

Many educational projects were carried out in the reign of King Vajiravudha, King Chulalongkorn's son, who before his ascension to the throne had his education in England. He introduced the Boy Scout Movement, and founded Chulalongkorn University, the first institution of higher learning, and of still greater importance promulgated the Primary Education Act in 1921, by which children of seven years and over are required to attend school until they are fourteen or have finished the primary course. (fourth grade). Unfortunately the law could not actually be enforced for some time as in remote villages schools were not available. Even in the districts where they are available, an inadequate supply of teachers has been and still is, a severe problem.

The change of Government from absolute monarchy to democracy in 1932 called for participation of the people in governmental affairs. The census in 1937 shows the percentage of literacy above ten years of age to be 31.2 percent of the total population, and in 1947 37.9. The percent increase within ten years is 6.7, a slow process resulting from many causes, the most outstanding being World War II. Nevertheless the state policies in education as set forth in the Constitution are sound:

Section 62. Education shall have as its aim the development among the Thai of good citizenship, sound body and health, knowledge and ability to earn their living and a democratic spirit.

Section 63. The State shall foster and support education. It is the sole duty of the State to set up an
educational system. All educational institutions are under the control and supervision of the State.

The State shall make arrangements to enable academic institutions to manage their own affairs within the scope defined by law.

Section 64. Primary education in educational institutions set up by the State as well as by the municipalities shall be provided free of charge.

The State shall assist in furnishing educational equipments to a reasonable extent.

Section 65. The State shall support research in arts and science.

The educational system of Thailand cannot be fully understood without knowing the set-up of the Ministry of Education, which has as its head the Minister of Education. Appointees in this office change along with the political party of the Government. The work in the Ministry is administered by the Office of the Under-Secretary, which in turn controls the following departments:

Department of Elementary Education.

Department of Secondary Education.

Department of Vocational Education.

Department of Physical Education.

Department of Educational Techniques.

The Physical Education Department also works in collaboration with the Department of Public Health in student health activities. The Educational Techniques Department was set up recently to acquire and approve textbooks, and to develop educational research. The following analysis of this system gives an idea of the degree of centralization:

The arrangements by which the educational system is administered are highly centralised, the direction and control of all institutions being in the hands of the Ministry of Education. Except in a few cases where before the war certain municipali-
ties and districts collected small sums of money, the necessary funds come solely from the National Government, in whom of course the power of taxation is vested. Educational requirements throughout the Kingdom like the local administrative structure are identical in all respects. Textbooks are subject to approval by the Department and a uniform examination system is prescribed and supervised by the Ministry. The natural result is that the pupils in all grades regard the passing of these examinations as the supreme objective at every stage of their education.

The administrative organisation as shown in Chart I shows centralisation which has been necessary to carry out the work when there is inadequate leadership. It also indicates limited power of each administrator and hence limited responsibility. The implications are that not only is leadership development retarded but the growth of the program is limited. A uniform curriculum and uniform examinations are questionable in terms of meeting personal and local needs, which vary according to the geographic location. This is emphasised by the UNESCO report:

(a) In the south where rubber and tin predominate the stress should be on those products in the vocational subjects, and in the geography and social studies courses the emphasis should vary accordingly.

(b) In the north-east where there is considerable cattle land and silk-weaving, the curriculum in all the grades should give the boys and girls a working knowledge and understanding of those conditions and prepare them in a preliminary way for effective participation in the control and utilisation of those resources.

(c) In the central region fishing and farming are the main occupations.

(d) In the north, the material in the lessons should include as much as possible about tea, tobacco, soya bean, and teak, and the pupils should be given opportunities to

learn how to produce, conserve, and utilise those products to prevent waste and to ensure maximum production.

Though there is little evidence of effort at meeting the local needs, opportunities are given for both privileged and under-privileged people through various types of schools.

Types of Schools

Schools in Thailand are of four types:

1. Local schools consist of four elementary grades. They are managed by provincial administrative bodies out of the primary school budget of the Ministry of Education. This kind of school was set up according to the Compulsory Education Act of 1921.

2. Municipal schools are the elementary schools set up by the municipal authorities. Usually a local school within a municipality is supported by the municipal funds. If these are insufficient an additional sum is given from the primary school budget.

3. Government schools are administered by The Ministry of Education out of the national budget. This type of school comprises elementary, secondary, teacher training, vocational, technical schools and institutions of higher learning.

4. Private schools are organised and administered by private enterprises and organisations and are governed by the Act on Private Schools in 1927, revised in 1939. Accredited private schools obtain subsidies from the Ministry of Education.

Fig. 2. Thailand's Administrative Organisation for Education

Kinds of Education

Types of education are divided into three categories: general (fundamental knowledge which is basic and non-vocational in character) vocational and higher education. Teacher training is found at various levels and may be part of vocational or of non-vocational education.

General education. The general fundamental knowledge required of everybody is provided in primary and secondary schools, which comprise a total of ten years, four primary grades, three lower and three upper secondary grades. But, as shown in Chart II, after the fourth primary grade, or the third or sixth secondary grades, boys and girls may branch off to vocational education. They may go on to finish the sixth secondary and then to college preparatory. After the second year of college preparatory they may take the entrance examination into the university. Those who do not want to receive higher education usually go into special training schools which are largely teacher training, after having finished tenth grade or sixth secondary grade. Most of these training schools have a three-year curriculum, though a few hope to extend to a four or five year program.

All primary instruction is based on the syllabus issued by the government. All teaching must be in the Thai language, except in some private schools where approval of a special syllabus may be granted. Electives are limited to certain hours in the week.

Subject matter taught in the primary grades covers Thai, arithmetic, geography, history, science, civics, morality, drawing, handwork, singing, and physical education which includes scouting for boys and junior red cross for girls. In the secondary grades courses of
the same nature but more advanced are offered with English.

In the college preparatory, the last two years of high school, students concentrate on extensive courses either in arts or in science in accordance with their choice of studies in the University.

**Vocational education.** Vocational study is provided at three levels for those finishing the primary grades, the lower secondary or the upper secondary as indicated in Chart II.

The primary vocational school offers courses in carpentry, agriculture, weaving, woman's crafts, sewing, boat-building, metal work, blacksmith work, leather work, barbering, pottery, dress-making, and others. The intermediate level offers carpentry, agriculture and woman's craft. At the higher level (a continuation of the upper secondary) courses include teacher training, commerce, foreign language, mechanics, building, arts and craft, woman's craft, dress-making and agriculture. Of these, weaving, woman's craft and sewing are only for girls. Teacher-training, commerce, arts and craft are co-educational.

**Higher education.** In Thailand higher education is mainly understood as university education or education beyond the last year of college-preparatory (twelfth grade), while technical institutions accept students who have finished tenth grade. University education came into existence in Thailand with the inauguration of Chulalongkorn University in 1916.\(^1\)\(^2\)\(^1\) The offerings in this university are far more numerous than in any other. The University of Moral and Political Sciences, the University of Medicine, the College of Agriculture and

\(^1\)\(^2\)\(^1\) Jumsai, *op. cit.*, p. 109.
Fig. 3. Relations of Secondary and Vocational Education
the College of Fine Arts complete the list of universities. These are all in Bangkok, the capital. The School of Medicine used to be in Chulalongkorn University, which is under the auspices of the Ministry of Education, but it is now detached and is a separate institution under the control of the Ministry of Public Health. This will indicate that the word university is not used in Thailand as in America.

Included in Chart III are also offerings in technical education under the various ministries, the Ministry of Agriculture, Communications, Ministry of Interior, of Defense and Ministry of Cultural Affairs. These special schools have become popular, but the student body of each has never become large, on account of the shortage of teaching staff, and because admission is based on the entrance examination, which in most cases does not consider high school records.

The total number of university students has shown marked increase in recent years. In 1949 the total number of university students was 30,143, including a high proportion of part time students in the University of Moral and Political Sciences. Popular demand for higher education is mentioned by Landon:

Only within the last decade has there been a popular demand for sixth and eighth matyom secondary education (tenth and twelfth grades). Few parents even considered the university for their children. Now the educational vision has broadened, and more families are seeking a higher education for their sons and daughters. The movement is more sweeping among the families of civil officials and of those engaged in highly remunerative work than in other classes. For the first time there is not room enough in Chulalongkorn University for all who would study. It is frequently remarked that other universities are needed. The government, however, does not desire too large a white collar class. It is afraid that the nation cannot use the abilities of a large number of university
<table>
<thead>
<tr>
<th>Areas of Higher Education</th>
<th>Pre-primary</th>
<th>Secondary</th>
<th>Univ. Preparatory</th>
<th>University</th>
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<tr>
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<td>1-4</td>
<td>1 2 3 4 5 6 7 8 1 2 3 4 5 6</td>
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<td>Forestry</td>
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<td>Geodesy</td>
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<td>Military Education</td>
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<td>Naval Education</td>
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<td>Police Education</td>
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<td>Railway Education</td>
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</tbody>
</table>

Fig. 4 The Points of Entrance and Completion in Higher Education

* Number of years.
Diploma is given after 3 years of study.
Degree is given after 4 years or more of study.
graduates. This seems somewhat absurd when it is considered that there are only 500 or so doctors in all Siam, to mention but one department.122

Considering that the scheme of national education was instituted in 1937 when it became "more extensive in scope and better financed and organized than any that had hitherto been provided"123, the progress made within a decade was not too discouraging. The deteriorated economic situation after World War II formed great barriers which the government tried to meet through "providing free textbooks to as many of the lowest primary classes as possible, and by abolishing school fees at all government schools from the lowest classes to the universities, . . . ."124 But, the fact that Table IX shows the total number of students at all levels to be only 16.13 percent of the total population also implies that Thailand has a long way to go.

The number of higher institutions has increased to a total of five. Enrollment figures at this level show a tremendous increase of student body between 1930 and 1949; the increase in men students being from over 300 to 30,000 and that of the women from 34 to over 2500. The percent of women students of the total number in 1930 was 9.22 and in 1949 was only 8.38. The small percent of women students does not conform with the statements made in one of the Ministry of Education's publications:


124 Malakul, op. cit., p. 40.
### Table IX. Age Range and Distribution of Students Enrolled in Various Types of Schools in 1952

<table>
<thead>
<tr>
<th>Type of School</th>
<th>Age range</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>University (5 Univ.)</td>
<td>18—30</td>
<td>4,142</td>
<td>1,579</td>
<td>5,721</td>
</tr>
<tr>
<td>Adult Education</td>
<td>16—</td>
<td>11,371</td>
<td>9,036</td>
<td>20,707</td>
</tr>
<tr>
<td>Teacher Training (Including Home Economics)</td>
<td>15—26</td>
<td>2,276</td>
<td>2,621</td>
<td>4,897</td>
</tr>
<tr>
<td>Vocational</td>
<td>10—30</td>
<td>20,786</td>
<td>11,207</td>
<td>21,993</td>
</tr>
<tr>
<td>Pre-University</td>
<td>15—22</td>
<td>4,157</td>
<td>2,225</td>
<td>6,382</td>
</tr>
<tr>
<td>Secondary</td>
<td>10—18</td>
<td>123,163</td>
<td>54,381</td>
<td>177,544</td>
</tr>
<tr>
<td>Elementary</td>
<td>6—14</td>
<td>1,512,909</td>
<td>1,313,674</td>
<td>2,826,583</td>
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<tr>
<td>Pre-School</td>
<td>3½—6</td>
<td>6,119</td>
<td>5,522</td>
<td>11,941</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>1,685,223</td>
<td>1,400,345</td>
<td>3,085,568</td>
</tr>
</tbody>
</table>

*Part-time students in the University of Moral and Political Science are 25,181.

Total population 19,163,900. Percent of students to total population 16.23.

Source: Department of Education Techniques, Ministry of Education report from each university.
Women do not lag behind in any way. Wherever there is a chance for them they have come up to the front rank and virtually eclipsed the men in their energetic fervour for knowledge. They go for law and jurisprudence, they go in for medicine, for the teaching profession, for arts and science. The figures in recent years show an overflux of women students in many faculties of Chulalongkorn University and a depressing dwindling of men students.  

The role of women in a democratic society cannot be overlooked. Women have no less social responsibility than men, though this is not saying that women have the same responsibilities. In studying the educational improvements of Thailand it remains to be seen to what extent the education of women as women can be developed. 

The concern for the education of the total population of the country includes a concern for higher education, for leadership. This for a democratic country is imperative as the UNESCO Mission indicates:

We understand that Thailand aspires to become a democracy in the fullest sense of the term. Of all forms of policy a democracy stands in the greatest need of leaders and experts in a university or some institution of university standing which affords the necessary facilities for advanced study and research as well as for human contacts. No system of education can be regarded as fundamental in the UNESCO sense if it fails to provide the fullest opportunities for the potential leaders and experts it grows up to proceed to the highest stages of education irrespective of their means.

The marked progress mankind has made in the past has been due to outstanding individuals, therefore, it goes without saying that providing education for leadership is a function of a democratic society. A first measure toward provision of leadership is training teachers for instruction at the various levels as shown in Chart IV.


126 Ibid., pp. 31-32.
Teacher training. Because of the severe shortage of teachers, every effort has been made to train as many teachers as possible. As illiteracy is the main problem, a high standard of efficiency for all teachers is impossible, hence there are a variety of levels of training and different classifications of teachers. These include:

1. Teacher training school for early childhood education or kindergarten. Pupils finishing tenth grade are accepted in this kind of school.

2. Teacher training schools for teachers of local schools. Pupils finishing fourth grade are selected from localities where there are no accommodations for teachers from outside. A local certification is given at the end of the three years.

3. Teacher training schools for students graduating from seventh grade who are prepared in two years to teach local schools with a provincial certification.

4. Primary teacher training schools admit students who finish tenth grade. The program is one year.

5. Post-primary teacher training schools undertake to train both general and vocational teachers. The program is a three-year course following the tenth grade. A certification on the national level is given for the elementary school teaching.

6. Secondary teacher training is a two-year program continuing from the above post-primary certified as junior secondary teachers. This group is prepared for the upper secondary school teaching.
7. Senior secondary teacher training is a three-year curriculum in the university or a special teacher training institute admitting students who finish the twelfth grade.

8. Post graduate university diploma is a diploma given to students who spend one year in teacher education after having received a bachelor's degree.

The most recent innovation in teacher education is the degree Bachelor in Education for graduation from a four year curriculum offered at Chulalongkorn University. In addition to this, in-service education is also given to teachers on the job, who have the B. A. and a diploma in education with three years of teaching experience, and to those with only a B. A. degree and five years' teaching experience. Selection of these teachers is made before this privilege of in-service education.

Chart IV also shows teacher training in vocational education. Recent development in this phase of education is a Technical Institute with a three-year curriculum beyond higher vocational schools. From the chart it should be noted that the number of years of training required of elementary school teachers is less than that of secondary teachers. A question should be raised whether as foundation education primary or elementary education should not receive greater emphasis and be handled by those who are really well prepared? The conflict of great demand of teachers and selection in teacher education remains to be solved.
<table>
<thead>
<tr>
<th>Pre-primary</th>
<th>Secondary</th>
<th>Univ. Preparatory</th>
<th>Higher Education</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Lower Vocational</td>
<td>Middle Vocational</td>
<td>Higher Vocational</td>
</tr>
<tr>
<td>*1</td>
<td>1 2 3 4</td>
<td>1 2 3 4 5 6</td>
<td>7 8 1 2 3 4 5 6</td>
</tr>
</tbody>
</table>

- Kindergarten Tohr. Cert.
- Local Kl. Tohr. Cert.
- Sr. Secondary Tohr. Cert.
- Bachelor of Education
- Post-Grad. Univ. Ed. Diploma
- Secondary Tohr. Cert.

**Vocational**

**Tohr. Training Courses for Higher Vocational**

- Home Economics
- Building Trades
- Commercial Education
- Agricultural Edc.
- Tailoring


*Fig. 5 Types of Teacher Education Showing the Points of Entrance and Number of Years for Certificates and Diplomas*

*No. of years.*
Home Economics and Home Economics Education

In time past family life education in Thailand was taught and learned in the home as a matter of course and time, mainly with hit-or-miss methods. It was then a fashion that the upper classes sent their daughters to the homes of royalties as apprentices in fanciful and elaborate handcrafts and handwork, cooking, sewing, weaving, arrangement and decoration of flowers, fruits and foods, with emphasis on good manners and perhaps a little reading and writing.

A school for women's handcrafts came into existence about three decades ago. It is a vocational school of three levels—lower, middle and higher. Students graduating from 4th grade are admitted into a two-year curriculum, from 7th into a three-year curriculum and from 10th into a three-year or more. The main emphasis in the curriculum is on clothing or sewing, cooking and elaborate flower arrangement are also included. The higher vocational schools which are available only in Bangkok include embroidery, knitting, tatting, crafts, carving, toy-making and making small home equipment.

Thus, home economics in Thailand, as in many other countries, started with its tangible aspects—cooking and sewing. Family life education on the elementary level comes under subjects entitled Ethics, Junior Red Cross for girls and Scouting for boys. (See Appendix D). In the lower secondary schools some homemaking courses are available as electives.

Vocational teacher training offers courses in clothing, foods and nutrition.

In 1948 another type of schools was opened which offers more
homemaking courses than others. At present the scope and nature of courses offered of this school are not as extensive as those of vocational homemaking in the United States. It is more similar to a vocational school than any others. But being under the Department of Secondary Education it is not called a vocational school. The curriculum of this school is three years beyond tenth grade. The courses in home economics are Cooking, Nutrition, Clothing, Handicrafts, Home decoration, Home management, Hygiene, Mother and Child Care and Home Nursing. The first two years are spent in these special subjects and general subjects, and the last year includes the so-called method courses in teacher training. Those who graduate from these schools go into nursery school teaching or home economics teaching in elementary and secondary schools. Information given the writer from the Director-General indicates that there is an immediate plan to develop this field of education into a three year curriculum beyond high school. It is doubtful that this will be in the university.

At present in Thailand there is little home economics on the college level. Quite recently some courses in foods and nutrition were offered at the College of Agriculture. There too, no marked progress can be made due to the lack of personnel and equipment, but there is a plan to expand its curriculum in home economics. Back in 1948, when three scholarships were granted to graduate students to study home economics in the United States, there was some prospect for developing home economics in Chulalongkorn University. But a recent interview with an administrative authority of the university indicated that there was little prospect in the near future.
Only a few technically trained home economists can be found in Thailand. Educational developments in Thailand show that education in this field is needed. But since this is largely an unrecognised need and the supply of trained home economists is far below the demand, the development of home economics in Thailand is a great challenge to those few who believe in it as a means to promote democratic family living as a basis for democracy in government.

**Educational Improvements**

Thailand became a member of UNESCO in January 1949. The Mission UNESCO sent to Thailand published a Report in 1950. The high light of the report is that "education must be directly related to the needs and interests of the individuals and the community where they live; there should be well defined goals and means to attain them." The ultimate goal set by the Report is important:

- **A system of free and universal education** that meets the educational needs of all children, youth and adults, regardless of sex, social and economic status, and occupations.

- **A flexible educational programme** that will enable all persons of varying capacities and aptitudes to make the most of themselves.

- **A system of education that will cooperate with other agencies in community improvement.**

The report goes on to say that adult education courses should be practical and designed to increase the ability and competence of the adults for better living.

The Mission has undoubtedly stimulated many educational develop-

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ments as can be seen in the International Yearbook of Education 1951. The educational budget was increased for primary and adult education more than for vocational education. A department of educational techniques and a research office were set up. More schools were built and greater incentives were given to individuals who are capable of writing textbooks. After a national seminar of representatives of all concerned, including nurses, doctors and architects, a new system of education was decreed. A new type of secondary school, semi-vocational in character, under the name of "Popular school" was undertaken at Chacheongsao, where many other educational experiments are being tried on the basis of a ten-year plan.

Adult education is naturally a problem to be attacked along with the problem of illiteracy and the problem of a low standard of living. Since a large percent of the total population earns its living in agriculture and fishery to live, little time is left for reading and writing. The literacy campaign had a sound aim:

... to include in the reading lessons of the adults useful information about health, irrigation, farming, industry and other occupations, peace and order, citizenship, and other subjects of common interest in order that reading about these subjects may not only vitalise the literacy programme but also make the students more efficient.128

Most unfortunately nothing of the literacy campaign is left but sign posts, like epitaphs, as an observer says. It was realised that the project did not apparently meet the needs of those adults, so the fundamental education of UNESCO is being attempted, with the purpose thus stated:

The purpose of fundamental education is to help people to understand their immediate problems and to give them skills to solve their problems through their own efforts and with their own resources. Unesco and other specialised Agencies of the United Nations have defined the term fundamental education as "the phase of education that aims to help people—both children and adults—-who have not had sufficient schooling to live fuller and happier lives in adjustment with their changing environment; to recognise their rights and duties as members of society as well as individuals; and to participate more effectively in the economic and social development of their communities."

Unesco considers fundamental education to be an emergency solution designed to help masses of illiterate adults and children in countries whose educational facilities have been inadequate. Consequently, fundamental education includes the work of adult education; on one hand its scope is narrower than that of adult education, because it does not cover further education; on the other hand the scope of the fundamental education is wider, for in many countries where primary compulsory education is not fully developed, primary school children must be taken care of in the fundamental education programme.129

Thailand has become one of the two centers in the Far East.

The staff of this training programme will comprise both foreign and national members. Unesco has proposed to send five experts including the Director, and $10,000 for the initial equipment. The services of experts from three other Specialised Agencies have also been promised tentatively—one or two from the World Health Organisation, one from the International Labour Organisation, and one or two from the Food and Agriculture Organisation. Unesco has at the same time planned to award fellowships to 5 Thai experts, ... The purpose of this center is to train fundamental education specialists along the line that Unesco has set up. The following areas of work will be emphasised:

1. Health—community and personal health, hygiene and sanitation.
3. Literacy.
4. Social Education—community responsibilities, recreations, and use of leisure time.
5. Primary Education—this area is included because it is

recognized that primary in this region needs to be improved and should be considered as part of fundamental education.\(^{130}\)

In short, it can be said that fundamental education is education to improve the standard of living. FAO in reporting the progress in Thailand mentions a great development in education for living:

A technical institute of large size at high school and junior college level is now under construction by the Ministry of Education with MSA aids, equipment, and counterpart fund; this is located in the suburbs of Bangkok and shall be devoted entirely to the technical training of young men and women in various fields. Nutrition, home economics and dietetics will be included in this college training and a special building is earmarked for foods and nutrition. It is expected that the college will open during this year and this is another step forward in the progress of nutrition in Thailand.

The Ministry of Education, with assistance from Unesco, MSA and FAO, has organised an educational demonstration in schools and communities at Chachoengsao and hopes to introduce home economics as part of this program and also as part of a fundamental education program in North East Thailand. The Department of Health is cooperating by placing a nutrition team and a small soybean production plant at Chachoengsao.\(^{131}\)

In the above, nutrition and dietetics are mentioned apart from home economics. Actually they are areas within the broad field of home economics, but no doubt the Nutrition Committee which made this report wished to emphasise these. With the health conditions as discussed in Thailand, nutrition stands in a position of great, if not greatest, importance. It can be sensed that nutrition education is identified with fundamental education. It is fundamental to living as are health habits in eating, clothing, keeping clean, staying well physically and

\(^{130}\)Thailand Unesco Fundamental Education Centre, op. cit., pp. 27-28.

emotionally.

Summary of Thailand Today and Some Educational Needs

Education for better living is urgently called for in Thailand. Various avenues can be used to attack health problems. To cultivate a health-minded people is one of the best means. To contribute to this goal has become the chief concern of this thesis, in the belief that the families of the nation and the heritage they give their children are central to the problem. Educating family members for democratic, healthful family living and helping them to achieve wholesome family life are major challenges to education in a democratic country.

Thailand is a tropical country. The main income of the country comes from agriculture. Being unindustrialised, many manufactured products have to be imported. Neither coal nor natural gas has been found. Therefore man power is very important.

The government changed in 1932 from an absolute monarchy to a constitutional monarchy; frequent changes of government in the last years have made it difficult for democracy to work. Many concepts of Feudal Siam, which are contrary to democratic concepts, still persist. To do away with these, education is necessary to develop both good leaders and followers, so that all can contribute to the best of their ability to the welfare of the whole.

Lack of knowledge of simple health practices in everyday living and of the knowledge of communicable diseases account for the prevailing ill-health of the nation at large. Though high infant mortality rates have declined recently, a nation-wide campaign to combat disease and promote health is called for. Ill-health is an economic burden and a
social waste.

An analysis of the political, economic, social and educational situations in Thailand shows that some attempt has been made to promote child health and welfare. The recent developments through studies of nutrition, maternal and child health and juvenile courts, are evidence of increased concern of agencies in the welfare of children. But only as the families are aware of and use such resources can such attempts succeed. Only as education of the family members in relation to child needs takes place, will these agencies be able to function effectively. Experiment in fundamental education to reach adults as well as the young, should bring about much needed changes in ways of living. If people can get a vision of what is possible for them to accomplish through improved health and education, they should be able to carry on on their own power.

Such fields of education as agriculture, bacteriology, economics and sociology make contributions to healthful living. It is through educating women in the homes and making them realise the importance of health practices and putting these into action, that health principles will function in everyday life, and children will have a real chance for healthy all-round development. It is the thesis of this study that home economics may and should contribute to such education.
Principles Basic to Healthy Child Development

An analysis of the existing situations in present-day Thailand as reviewed in the preceding chapter reveals certain problems related to child health. Forty-five basic beliefs, understandings and abilities believed important for Thai parents and prospective parents to develop if these problems are to be reduced and child well-being promoted were developed. A group of Thai leaders in education, health and welfare were requested to appraise these basic principles as to relative importance and the possibility of developing them through teaching children in the schools and adult education programs. It was believed that the extent to which such principles would be accepted as important educational needs of the country could thus be identified as basis for early developments in a home economics program.

The statements which were incorporated in the checklist-inquiry were:

1. Child rearing starts with the hygiene of pregnancy, provision of special needs of foods, clothing, exercises, medical care, emotional adjustment and parental responsibility.

2. The child should be accepted as he is, since his sex is beyond control, and his individual differences and potentialities of development somewhat limited by his hereditary patterns.

3. Breast-feeding meets the infant's physical and psychological needs of food, physical comfort, need to suck and to be cuddled.
4. Child rearing should not be trusted to ignorant hands; if domestic help is required, guidance and supervision by a trained person is needed.

5. Wide variations of normal growth should be recognised within the characteristics of growth patterns of different age levels.

6. Requirement of a child to conform to cultural and class impacts should be modified in consideration of his immediate physiological needs.

7. Consistency in affection, discipline, care and protection on the bases of sound physical health, good medical care, legitimate praise, creates sound mental health for a child.

8. Adult encouragement and allowance of reasonable standards create self-confidence in a child.

9. Opportunities to become independent, to make decision, without unreasoned demand of obedience cultivate self-dependence and initiative.

10. Adult concept of a child and acceptance of his strengths and weaknesses influence his self-concept and his accomplishment.

11. Relative permissiveness is necessary in creating the individual's sense of direction, his concept of right and wrong.

12. The older child should be prepared for the coming of the younger one for the mental health of the former and for good sibling relationships later.

13. The extent of responsibility expected of older children for younger children should be limited.

14. Opportunities for interactions among agemates should be provided for a child to learn to get along and make satisfying contact with realities of life.

15. Children should be seen with other children of varying age and maturity levels to help their parents understand them better.

16. Opportunities to play, balanced nutritious diets, adequate rest should be regulated for physical as well as social, emotional, and intellectual growth.
17. Religious beliefs, mores, and folklore should be interpreted to the child in the light of the technological knowledge, relating causes to effects.

18. Hardships, contact with realities of life problems can be used to develop a sporting spirit, willingness to take the inevitable and an attitude toward life as a game.

19. Adequate nutrition means more than calorie consumption, it requires nutrients—protein, minerals, vitamins—all essential to health and more vitality.

20. Good food habits are formed through provision of well-balanced meals, an awareness of the necessary supplements for rice diets and the deficiency diseases they cause.

21. Nutritious values of food can be retained and infections guarded against through appropriate methods of preparing and cooking.

22. Selecting and buying of food should be done with awareness of sanitation in the matter of production and sale.

23. Caring, storing and preserving of food can be carried out with proper sanitation with or without the aid of refrigeration.

24. Knowledge and provision of food needs of different age levels of family members when well and sick is essential for health.

25. Appropriate selection and use of textiles and clothing should be practiced for proper body temperature, their practicality, and for enhancing personality.

26. Homemakers should be aware of the impacts of housing on housekeeping efficiency, and on the health of the dwellers in relation to home planning, space allotment, lighting, ventilation, sound control and freedom from accident hazards.

27. Home management processes of thinking, deciding, planning, and controlling the plan and the uses of family resources of money, time and energy should be used to cultivate personal and family satisfactions.

28. Selecting and using the best tools in the home, and conforming the tools to the body should be considered in relation to work efficiency and the health of the worker.

29. Family recreation can be used to promote both physical and mental health and better relations of family members.
30. Emphasis should be placed on acceptance of male and female biological and social roles, how they supplement one another, and how the success of the family can be brought about through the cooperation of the two.

31. Wholesome attitude toward sex and marriage can be cultivated so that sex is seen as a normal process of life and marriage as partnership of privileges and responsibilities.

32. Family members should have satisfying relationships with each other, especially with in-laws, as one avenue to happy married life.

33. For the good of society, a married couple should accept childbearing and child rearing as direct functions and responsibilities of the family.

34. The number of children should be limited to the capacity of the family to care for them.

35. Belief in the sacredness of the human personality must be implemented in family living before its political implementation can be fully achieved.

36. An individual should maintain his own physical and mental health and share the responsibility for the health of others, especially that of the family.

37. Vital and economic statistics correlate, the prosperity of one is conducive to that of the other.

38. A healthy person is a source of new wealth whereas an ill person is an economic burden and premature deaths are economic loss.

39. A modern, comprehensive public health program comprises sanitation, preventive medicine, curative medicine, health promotion and improvement of standards of living; the family holds the key, especially in health promotion, without which little can be accomplished.

40. The fundamentals of environmental sanitation are safe water supply and sewage disposal as a means of direct control of gastro-intestinal diseases.

41. Curative medicine costs ten times more than preventive medicine and many diseases are preventable, nevertheless the earlier the cure the better.

42. Personal hygiene is basic to health promotion, particularly in maternal and child health; good care of the fetus gives life a good start.
43. Reduction of infant mortality rates is desirable but what is more important is to make life worth living for the newly born.

44. Minimum standards for personal, family and community health should be the goals of the individual and the family.

45. Better health laws and practices in the community and nation, especially as related to public sanitation and disease control, are to be encouraged and promoted by all concerned.

Part I of the inquiry listed the above forty-five items with three columns for checking each item. (See Appendix E.). Respondents were asked to check column one if they believed the stated understanding or ability to be important for Thai parents to acquire, column two if it should be a goal of teaching in the schools, and column three if it should be a goal of adult education. Part II asked two questions. The respondent was asked 1) to name the most serious problem(s) in the existing health situations in Thailand, to explain the specified problem(s) and 2) to give suggestions for promoting education for child health and welfare and to indicate whether home economics teaching can be one effective means to meet such needs.

The group of selected leaders was made up of administrators in the Ministry of Education, physicians and health workers, those engaged in home economics education, or in related fields such as biology, social welfare, cultural affairs and teacher education. Respondents were requested to indicate their educational background, profession and marital status.

Response from Thai Leaders

The inquiry was sent to 32 Thais and a foreigner, 26 in Thailand and 7 in the United States. (See Appendix F). Responses were received
from 28 individuals, of whom 27 or 83 percent of the total, checked the list; 23 checked the list and answered the questions; 4 did the checking without answering the questions and 1 answered the questions and discussed the items without checking the list. A letter came later on from the foreign physician, indicating his absence when the checklist arrived. Nevertheless he showed interest in the study.

Of the total group of respondents, one physician in the Government Division of Maternal and Child Health made comments and suggestions on 10 of the 45 principles. Some indicated an unwillingness to check the list due to such factors as feelings of inadequacy, fear of misinterpretation of the purpose of the inquiry, and lack of understanding the questions and directions for checking the list.* Although no respondent questioned whether each item could be checked in all columns if appropriate, four respondents only checked one column on each item.

Approximately 25 percent of the respondents indicated some difficulty in understanding certain parts of the inquiry. There seemed to be more uncertainty on the word “school” than anything else. Two questioned the kinds of schools, that is, did the question include elementary or secondary, or teacher training, boys or girls, vocational or general homemaking. One respondent questioned the meaning of the term “adult” as used in the inquiry.

*Parents referred to those who have children or to youth who will some day have children, present and prospective. The term schools is intended to include both elementary and secondary and preparatory schools for both sexes in Thailand. Adults referred to those beyond the age of 21, already out of formal schooling.
## Table X. Distribution of 45 Principles According to the Percent of That Leaders Checking Them as Important Educational Goals

<table>
<thead>
<tr>
<th>Category</th>
<th>By all Items</th>
<th>By 75 Percent or more Items</th>
<th>By 50 Percent or more Items</th>
<th>By less than 50 Percent Items</th>
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<td>Total No.</td>
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Analysis of the responses to each of the 45 principles basic to healthy child development was made according to those on which there was: 1) a completely favorable response by 100 percent of respondents, 2) a favorable response by 75-99 percent of the jury, 3) favorable response by over 50 percent, 4) favorable by only 49 percent and less and, 5) no favorable response.

Item 3 had one hundred percent approval as an educational goal for parents, 32 other items were approved by 75-99 percent of respondents and 12 other items were approved by over 50 percent respondents. Thus all items were approved by over 50 percent of the jury as shown in Table X. Table XIV in the Appendix gives the exact number of checks received by each of the 45 principles.

As goals for instruction in schools—9 items received approval by 75 percent or more of respondents and 19 more items were checked by over 50 percent. The other 17 items did not receive approval by 50 percent of the group, but in many cases even these qualified their checking. Undoubtedly the uncertainty as to the interpretation of the word "schools" had an effect on the checking of these items as goals to be taught in schools. Three respondents who did not check all items as appropriate for schools remarked that they could and should all be goals in schools, particularly high schools, with well-adjusted methods of teaching for certain age levels.

As goals for adult education—23 items had 75 percent or better of the group approving, 22 other items had 50 percent or more approving and no item was rated by less than 50 percent of the respondents as
inappropriate to adult education.

These 15 principles are important for any democratic society, any family member of either sex. They are desirable goals for all. Parents, youth as prospective parents and all adults should be educated equally. Many principles as stated may sound inappropriate for teaching children or youth but the content and method used to teach the basic idea must be flexible, appropriate and adjusted to certain age levels. Those in schools should be thought of as present family members and prospective parents. With family life education for this group, both present and future home living can promote the well-being of the child.

In view of the fact that prospective parents become parents and parents are adults, the reactions to the relative importance of the principles as goals for parent education are presented below in the order of the percent of their checks.

Items Receiving Over Ninety Percent of Response

3. Breast-feeding meets the infant’s physical and psychological needs of food, physical comfort, need to suck and to be cuddled.

2. The child should be accepted as he is, since his sex is beyond any control, and his individual differences and potentialities of development somewhat limited by his hereditary patterns.

7. Consistency in affection, discipline, care and protection on the bases of sound physical health, good medical care, legitimate praise, creates sound mental health for a child.

15. Children should be seen with other children of varying age and maturity levels to help their parents understand them better.

1. Child rearing starts with the hygiene of pregnancy, provision of special needs of foods, clothing, exercises, medical care, emotional adjustment and parental responsibility.

4. Child rearing should not be trusted to ignorant hands; if domestic help is required, guidance and supervision by a trained person is needed.
6. Requirement of a child to conform to cultural and class impacts should be modified in consideration of his immediate physiological needs.

11. Relative permissiveness is necessary in creating the individual's sense of direction, his concept of right and wrong.

12. The older child should be prepared for the coming of the younger one for the mental health of the former and for good sibling relationships later.

13. The extent of responsibility expected of older children for younger children should be limited.

16. Opportunities to play, balanced nutritious diets, adequate rest should be regulated for physical as well as social, emotional, and intellectual growth.

12. The number of children should be limited to the capacity of the family to care for them.

Items Receiving Over Eighty Percent of Response:

9. Opportunities to become independent, to make decisions, without unreasoned demand of obedience cultivate self-dependence and initiative.

10. Adult concept of a child and acceptance of his strengths and weaknesses influence his self-concept and his accomplishment.

14. Opportunities for interactions among age mates should be provided for a child to learn to get along and make satisfying contact with realities of life.

25. Appropriate selection and use of textiles and clothing should be practiced for proper body temperature, their practicality, and for enhancing personality.

33. For the good of society, a married couple should accept childbearing and child rearing as direct functions and responsibilities of the family.

8. Adult encouragement and allowance of reasonable standards create self-confidence in a child.

18. Hardships, contact with realities of life problems can be used to develop a sporting spirit, willingness to take the inevitable and an attitude toward life as a game.

19. Adequate nutrition means more than calorie consumption, it requires nutrients—protein, minerals, vitamins—all essential to
health and more vitality.

20. Good food habits are formed through provision of well-balanced meals, an awareness of the necessary supplements for rice diets and the deficiency diseases they cause.

22. Selecting and buying of food should be done with awareness of sanitation in the matter of production and sale.

26. Housekeeping efficiency and on the health of the dwellers in relation to home planning, space allotment, lighting, ventilation, sound control and freedom from accident hazards.

27. Home management processes of thinking, deciding, planning and controlling the plan and the uses of family resources of money, time and energy should be used to cultivate personal and family satisfaction.

43. Reduction of infant mortality rates is desirable but what is more important is to make life worth living for the newly born.

5. Wide variations of normal growth should be recognised within the characteristics of growth patterns of different age levels.

21. Nutritious values of food can be retained and infections guarded against through appropriate methods of preparing and cooking.

23. Caring, storing and preserving of food can be carried out with proper sanitation with or without the aid of refrigeration.

32. Family members should have satisfying relationships with each other, especially with in-laws as one avenue to happy married life.

42. Personal hygiene is basis to health promotion, particularly in maternal and child health; good care of the fetus gives life a good start.

Items Receiving Over Seventy Percent of Response

28. Selecting and using the best tools in the home and conforming the tools to the body should be considered in relation to work efficiency and the health of the worker.

29. Family recreations can be used to promote both physical and mental health and better relations of family members.

31. Wholesome attitude toward sex and marriage can be cultivated so that sex is seen as a normal process of life and marriage as partnership of privileges and responsibilities.
17. Religious beliefs, mores, and folklore should be interpreted to the child in the light of the technological knowledge, relating causes to effects.

24. Knowledge and provision of food needs of different age levels of family members when well and sick is essential for health.

30. Emphasis should be placed on acceptance of male and female biological and social roles, how they supplement one another, and how the success of the family can be brought about through the cooperation of the two.

36. An individual should maintain his own physical and mental health and share the responsibility for the health of others, especially that of the family.

44. Minimum standards for personal, family and community health should be the goals of the individual and the family.

45. Better health laws and practices in the community and nation, especially as related to public sanitation and disease control, are to be encouraged and promoted by all concerned.

39. A modern, comprehensive public health program comprises sanitation, preventive medicine, curative medicine, health promotion and improvement of standards of living; the family holds the key, especially in health promotion, without which little can be accomplished.

Items Receiving Over Fifty-nine Percent of Response

35. Belief in the sacredness of the human personality must be implemented in family living before its political implementation can be fully achieved.

36. A healthy person is a source of new wealth whereas an ill person is an economic burden and premature deaths are economic loss.

41. Curative medicine costs ten times more than preventive medicine and many diseases are preventable, nevertheless the earlier the cure the better.

37. Vital and economic statistics correlate, the prosperity of one is conducive to that of the other.

40. The fundamentals of environmental sanitation are safe water supply and sewage disposal as a means of direct control of gastro-intestinal diseases.
The 12 items which received over 90 percent of response are mostly understandings and abilities concerning the intangible aspects of child rearing. The next 18 items rated above 80 percent deal more with the tangible aspects of living, such as food, clothing and shelter. Most of the next ten items approved by over 70 percent are understandings of aspects of family living which are important but not essential. The last five items which received the lowest rating are those understandings which help individuals to see the importance of their relation to the welfare of the whole. It is worth noting that item 35—"Belief in the sacredness of the human personality must be implemented in family living before its political implementation can be fully achieved"—is in this group. It may be that in light of the situation in Thailand, this is too abstract to be of great concern at present. However, this challenge is found in the theme of this study—"The role of home economics in democratic family living. . . ." Democratic family living appears to be in great need of a sound interpretation in Thailand.

Figure 6 shows the distribution of the responses to each item as to importance (I), and acceptance as goal for education in schools (II), in adult programs (III). Greatest fluctuation is seen in opinion regarding teaching in the schools. Item 19 (adequate nutrition) received 26 checks and hence most favorable response, while item 34 (birth control) received only five checks. This does give a picture of what respondents believe appropriate for school age groups. The uncertainty of the term schools pointed out earlier is undoubtedly a factor in this fluctuation and accounts for the less favorable reaction
Fig. 6 Distribution of Response to 45 Principles as to Importance as Educational Goals.
to the items as goals for children in the schools.

Eighty-nine percent of the total jury who responded answered the questions in Part II. By and large, respondents were realistic and generous with their comments. The following, original and translated statements, are very challenging and hence cited here. The comments below were made by a university professor of biology who had his education in the United States:

Principles are ideas of Westerners and they are mostly new. I suppose the first thing to do is to adjust them to the situations of Thailand. If we are to make use of these principles, they should be used simultaneously with all groups, parents and adults for the present and in schools for the future.

A recent statement made by a minister of State was that an account of improved health, schools could not be increased up to the need of the quantity of children born in Bangkok. This does not agree with your item 43 (Reduction of infant mortality rate is desirable but what is more important is to make life worth living for the newly born.)

Item 34 (The number of children should be limited to the capacity of the family to care for them) is understood to be birth control. I have lately found an article saying that this theory does not work. Intelligent people have a few children while the lower class are prolific. Eventually the intellectual class might be swallowed. England has seriously considered this problem. (translated)

Another respondent, a committee member of the National Institute of Culture also commented on item 34:

... these 4 principles will enable people to understand the importance of life and the policy of the state which promotes the well-being of individuals; but item 34 is against the Buddhist teaching of kindness, sharing, sportsmanship ... therefore care should be given to all. (translated)

It would appear that he may not have interpreted item 34 as birth control. However, the comment made by a theologian, Secretary of Minister of the Ministry of Cultural Affairs indicates the acceptance of these
principles by authorities of Thailand:

These (principles) have become our concern and interest. They were already put into practice in schools and in radio education by the Bureau of Spiritual Culture, the Bureau of Woman’s Culture and the National Institute of Culture. (translated)

Suggestions for Strengthening Some Statements of the Principles

A physician in the work of Maternal and Child Health who had her training in Thailand, Germany, England and the United States (in Child Welfare) made some suggestions to improve and clarify the principles in the checklist.

<table>
<thead>
<tr>
<th>Principles</th>
<th>Suggestions</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Breast feeding should be given to meet the infant’s physical and physiological needs of food, physical comfort, need to suck and to be cuddled.</td>
<td>3. Breast feeding should be given to meet the infant’s physical and physiological needs of food, physical comfort, need to suck and to be cuddled, with equal stress on emotional needs to physical needs for healthy development.</td>
</tr>
<tr>
<td>6. Requirement of a child to conform to cultural and class impacts should be modified in consideration of immediate physiological needs.</td>
<td>6. Requirement of a child to conform to cultural and class impacts should be modified in consideration of his physical, emotional and intellectual readiness.</td>
</tr>
<tr>
<td>9. Opportunity to become independent to make selection without unreasoned demand of obedience should cultivate self-dependence and initiative.</td>
<td>9. Opportunity to become independent to make decision under wise guidance without unreasoned demand of obedience, should cultivate self-dependence and initiative.</td>
</tr>
<tr>
<td>17. Religious beliefs, mores and folklore should be interpreted to the child in the light of the technological knowledge, relating causes to effects.</td>
<td>17. Religious beliefs, mores and folklore should be interpreted to the child in the light of the technological knowledge, relating causes to effects. Don’t make it too serious or serious and formal.</td>
</tr>
</tbody>
</table>
19. Adequate nutrition should mean more than calorie consumption, it requires nutrients—proteins, minerals, vitamins—all essential to health and more vitality.

22. Selecting and buying of food should be done with awareness of sanitation in the matter of production and sale.

34. The number of children should be limited to the capacity of the family to care for them.

36. An individual should maintain his own physical and mental health and be responsible for the health of others, especially that of the family.

41. Curative medicine costs ten times more than preventive medicine and many diseases are preventable, nevertheless the earlier the cure the better.

43. Reduction of infant mortality rate is desirable but what is more important is to make life worth living for the newly born.

Though the above suggestions are not drastic, in view of the situation in Thailand most of them help strengthen the original statements. The addition in item 3 denotes inadequate recognition of the importance of emotional needs in comparison to the physical needs.

"Living" in item 19 designates its importance from the medical standpoint. "Cooked" food in item 22 is suggestive of the situations in
Thailand where the sanitation of cooked food is very uncertain despite the fact that many people like to buy cooked food from food vendors and portable cafes. Such suggestions are wholeheartedly welcome, their implications are of interest and are evidence of the understanding of the fundamental purposes of the study as well as insight into the work of the person who made the suggestions.

The Most Serious Problems in Existing Health Situations

Most respondents had some idea of the basic problems of health in Thailand, though we refer to better sources of information. It can be sensed from their comments that a majority realize that the problems are perennial and complicated making it difficult to put a finger on any particular one. The following statements support this:

"The problems of people's health are tremendous, they are the result of related problems in education, economics and communications." and "There is not any one most serious health problem, but each problem has significant bearing and each is closely related to the others."

Educational Problems

Table XI shows that the lack of simple health knowledge is mentioned most frequently as a result of a low educational status. One of the authorities in education explained the situation:

The standard of education of the general public is very low as education is only compulsory up to fourth grade. There are approximately 260,000 pupils finishing fourth grade and out of these only about 50,000 have a chance of going on to fifth grade. Lower secondary (5th - 7th grades) schools are being expanded. In the near future it is the hope that this level of education will be available to the general public. (translated)

One respondent believes that low educational status or the high per-
cent of illiteracy, makes it impossible for a good public health program, and that the program is made inadequate because of the lack of public support.

Health education is undoubtedly being given in schools, but the inadequacy of the curriculum is pointed out by a physician as being "too crowded yet insufficient in many ways, too far removed from everyday life, too academic." Many respondents believed that the ineffectiveness is due to methods of teaching. One said "new methods in health education must be used." One teacher pointed out that health and homemaking taught in schools is not effective because it lacks the support of parents.

**Social Problems**

The social problems are said to be the main attributes of health problems—satisfaction with the existing standards of living, easy-going habits, resistance to change, belief in quacks, superstitions, food taboos and other outmoded practices. None related the easy-going habits to the tropical climate of the country. A physician said:

> Immaturity and irresponsibility of the people in general, traced to non-readiness to a too sudden (yet mostly unrealised) change in the way of life, in the pattern, from a small self-contained village life to that of a big town therefore unprepared to cope with sanitation, caring for people on a large scale, etc.

A teacher educator and a social worker agreed that change will be difficult and a long-time process:

> To change the beliefs of people would take generations. To try to point out to parents what they should do in rearing their children, the way they were not brought up, would natur-
### TABLE XII. HEALTH PROBLEMS INDICATED BY 26 THAI RESPONDENTS

<table>
<thead>
<tr>
<th>No.</th>
<th>Items</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Ignorance of simple health knowledge; carelessness food habits; highly seasoned food; little sanitation in handling foods.</td>
<td>15</td>
<td>62.50</td>
</tr>
<tr>
<td>2</td>
<td>Low education status; inadequate health education, exclusion of nutrition in the curriculum, theory without emphasis on practice.</td>
<td>10</td>
<td>41.67</td>
</tr>
<tr>
<td>3</td>
<td>Poverty housing problem, expansion of slums on account of mobility of rural people into urban areas.</td>
<td>8</td>
<td>33.35</td>
</tr>
<tr>
<td>4</td>
<td>Resistance to change; beliefs in quacks, superstitions, food taboos and other outdated practices, especially on the part of pregnant and lactating women.</td>
<td>8</td>
<td>33.33</td>
</tr>
<tr>
<td>5</td>
<td>Insufficient doctors and nurses, especially in isolated rural areas.</td>
<td>7</td>
<td>29.17</td>
</tr>
<tr>
<td>6</td>
<td>Satisfaction in the existing standards of living; easy going habits, lack of will power to self-improve.</td>
<td>7</td>
<td>29.17</td>
</tr>
<tr>
<td>7</td>
<td>Inadequate city planning; lack of sanitation in drainage and sewage disposal, insufficient public parks and recreation resources.</td>
<td>6</td>
<td>25.00</td>
</tr>
<tr>
<td>8</td>
<td>Lack of simultaneous and closely connected program for the development of communication, education, sanitation, health and medical care; no &quot;pooling&quot; together from government agencies and services.</td>
<td>5</td>
<td>20.83</td>
</tr>
<tr>
<td>9</td>
<td>Insufficient budget for public health promotion.</td>
<td>5</td>
<td>20.83</td>
</tr>
<tr>
<td>10</td>
<td>Public health program lack the support of the public; therefore inadequate.</td>
<td>1</td>
<td>4.17</td>
</tr>
<tr>
<td>11</td>
<td>Lack of sufficient facilities for preserving or transporting food.</td>
<td>1</td>
<td>4.17</td>
</tr>
</tbody>
</table>
ally be met with resistance. They do not trust in innovation and change. (translated)

... but I believe that lying beneath all these "lags", is the philosophy of the people, which has a great deal to do with the attitude toward changing. We tend to cling to the old habit of doing things, reluctant to try out new ways of living because walking along the already established path is safer, it saves the doors from being embarrassed with mistakes they make. We cuddle around the idea that "my grandmother and my mother used to do it that way." Another point is we are inclined to be short-sighted, we cannot credit ourselves much on making provision for the days to come or planning ahead of time. With the condition, always changing, we cannot contend ourselves to the crowning success of the past practices.

A pediatrician brought out the negligence in child rearing. Most respondents agreed that eating habits are the main source of health problems.

General public is still careless with their food habits. The highly seasoned food, frequent eating, the lack of attention and interest in personal health and family health and the use of a quack in time of illness are all problems. (translated)

Most people eat what they like without being aware of food value. To these people the taste of the food is the most important. The majority of them never have any knowledge of nutrition. Thus, not insufficiency of food, but ignorance is the main problem. (translated)

One respondent mentioned that food taboos prevent pregnant and lactating woman from having nutritious food. A respondent who was born and had lived in another culture before living in Thailand made a thought-provoking comment on the rice eaters:

There seems to be a blissful unawareness of food values and of diet and its relation to health. The people in general eat too much rice and too little of other foods. The poor and lower classes make almost a fetish of plain boiled rice. They sincerely believe that so long as one can and does eat rice, one will live and keep well. Sometimes because of poverty, sometimes because of ignorance, but frequently because of laziness, they are content to make a meal of rice and fish,
soy and chillies. Those who have the wherewithal tend to consume expensive but not particularly nutritious, fancy delicacies.

Coupled with this is the time honored custom of nibbling. If there are set meal times, they serve little or no purpose for a person whose appetite has been dulled by nibbling between meals.

Still another person pointed out that there are other customs and beliefs that are contrary to healthful living:

The head is considered high and vulnerable while the feet are considered low. This is against the fact that all parts of the body, all organs, need equal care. It would be all right just to protect the head on account of the brain.

The cleaning work is regarded as unrespectable and only that of the servants . . . . regardless of the fact that living in a dirty house is dishonorable.

The kitchen and the bathroom need as much cleaning as a living room or guest room. (translated)

**Geographical and Legislative Problems**

The scarcity of water especially in eastern Thailand, was mentioned as a barrier to healthful living. The low level of land makes drainage difficult. In areas where a modern system of water supply is used, it is still insufficient. There are problems in city planning, sanitation, drainage, sewage disposal, and insufficient public parks and recreation resources. Several people mentioned inadequate budget for a public health program and lack of transportation, hospitals, doctors and nurses. A physician stated:

Insufficiency of trained personnel, wide difference in standards of living between the capital and rural areas lead to great difficulty in sending highly trained people to isolated rural areas.

Here inadequate transportation and communication create many difficulties. A few administrators said that those who maintain low standards of living lack communication, and hence opportunities to see
better standards of living. Modern facilities which make many contributions to healthful living, are not available for the majority of the population.

The people in the lower income brackets have no convenient means of keeping fresh or perishable foods for any length of time. They, therefore, are the victims of vicious cycle of waste, therefore daily marketing—buying in small expensive bits—the necessity of consuming the day's purchases before they spoil. This is an insufficient, expensive, extremely wasteful system. The housewife gets less food value for her money. The vendors profit at her expense. In this post-war period when domestic help is so expensive and hard to procure that many housewives have to do their own cooking, this system becomes a real tax on the housewife's strength.

Lack of sufficient facilities for preserving or transporting perishable fruits, fish, vegetables, etc., is also an important factor in prevention of waste and extending the area of availability.

Evidence from several respondents shows the lack of a simultaneous and closely knit program, or sufficient "pooling together" of government agencies and services. One writer sums it up as,

Impossible to get a simultaneous and closely connected program for the development of communication, education, sanitation, health and medical care, with the establishment of law and order going on at the same speed in the same place.

Another respondent supports the above:

I am afraid nothing much can be done. The problems you are undertaking are great—the ways of living, the culture of the Thai people, have to be changed. This necessitates a nation-wide attack with cooperation of several agencies and services. (translated)

The problems are certainly great. They cannot all be solved, at least not immediately. But from an optimistic viewpoint, a well-coordinated program will do much to insure some desirable progress.
Suggestions for Improving Health Situations in Thailand

Suggestions from 24 respondents were grouped into 11 items, of which new methods in health education with emphasis on practicality, was mentioned most (See Table XIII) frequently. A physician suggested:

Health education should be integrated as part of the general teaching program, e.g. learning about food and digestion should tie up with geography and botany and agriculture concerning the food; physiology, anatomy of the digestive system; waste products, bacteria, putrefaction, nightsoil, disposal, water pollution, latrine, water sanitation, wells, geology (soil strata, concerning the spread of polluted water to drinking wells) etc.

Build up a healthy, positive interest in health.

Two woman-doctors and one other respondent pointed out the knowledge of child development as an avenue to child health. The same writer continued:

... teachers, parents and those who handle children must know the development of the normal child, his physical, intellectual, emotional, social needs, and how to apply this knowledge and understanding in helping the child to grow up healthy and well-adjusted.

They must know and apply the principles of sanitation in the home, school, community.

There should be a P.T.A. in Thailand.

All respondents who are home economists believed that the education of parents and adults will help with the solution to the problems.

The home is a place where a child spends most of his time, therefore it is in the home that habits are formed. Good education in the home brings about good citizens, ones with aspirations ... Good homes have direct bearing on physical and mental development. (translated)

A pediatrician suggested good preparation of prospective parents:

All prospective parents should be prepared for child rearing ... this should be based on the 15 principles. ... 

A university professor replied:

The program you propose in part I (15 principles) should be
Two home economists and a homemaker who is in teacher education suggested the school lunch as a means of forming positive health habits:

Diet and health should of course eventually become a part of the experience of every school girl and boy—not through being taught as a school subject in which the children must pass a written examination, but by daily practice. At school, for example day after day the school lunch could be a well planned meal designed to encourage children to eat vegetables, eggs, meats, fruits, etc., until with a little coaching a new type of diet will become a habit.

Five respondents believe that for better health of children, school health service must be promoted and well coordinated with school administration. A few said that it needs cooperation of teachers, therefore better preparation of teachers is important especially that of elementary school teachers.

In the rural areas elementary school teachers should be so prepared with knowledge that they believe in the importance of health. Thus can the ideas be spread to their pupils.

Environmental sanitation as well as communication and economics, are pointed out as legislative responsibilities. Two men mentioned Unesco Fundamental Education, which is education for better living.

A good point was brought out by one respondent who has lived in two cultures:

Another important consideration for the modern western trained home economist is: any changes must be based on the existing Thai economy and cuisine. The changes must then be learned by doing, not by the expounding of theories.
Home Economics as a Means of Meeting the Problems

Table XIII shows the distribution of opinions of the effectiveness of home economics in meeting health problems of five groups of respondents: administrators, home economists, physicians and health workers, teacher educators, those in the related fields. Fifty-four percent of the total respondents were favorable to home economics. The home economists naturally had more confidence in home economics than any other group. Over half of teacher educators and half of those in the related fields thought well of home economics. One senses, from the opinions of the different individuals, a feeling of uncertainty as to what home economics can do. It is understood that those that gave unfavorable response thought of the health problems in terms of present legislative difficulties and hence beyond the potentialities of home economics as curative measures. Since it is hard to know how many of the respondents understand home economics as such or its potentialities, the response for this question is probably not a reliable indicator of how acceptable home economics can be in Thailand. A few respondents point out the limitations of home economics at present in Thailand. An administrator said:

... in practice it is offered in limited scope. People are not interested in "Karn rum," the Thai term for home economics, as it does not bring high salary. (translated)

Home economics can meet these problems. But at present it is very limited. It has not yet reached the underprivileged groups. ... (translated)

The four home economists in the group naturally gave a favorable response to home economics as an effective means of meeting the needs:
## Table XII. Suggestions from 24 Thai Respondents for Improving Health Situations in Thailand

<table>
<thead>
<tr>
<th>No.</th>
<th>Items</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Develop new method to put health education into practice, to build up positive health habits</td>
<td>10</td>
<td>41.67</td>
</tr>
<tr>
<td>2</td>
<td>Parent education, adult education for their cooperation in school</td>
<td>5</td>
<td>20.83</td>
</tr>
<tr>
<td>3</td>
<td>Better and more school health service, coordination in school</td>
<td>5</td>
<td>20.83</td>
</tr>
<tr>
<td>4</td>
<td>Better preparation of teachers, especially of elementary school teachers: interpretation of the program to public</td>
<td>4</td>
<td>16.67</td>
</tr>
<tr>
<td>5</td>
<td>Improvement of public health, environmental sanitation, communication and economics</td>
<td>4</td>
<td>16.67</td>
</tr>
<tr>
<td>6</td>
<td>Education based on 45 principles</td>
<td>4</td>
<td>16.67</td>
</tr>
<tr>
<td>7</td>
<td>Revision of school curriculum, integration of health in other subject matters, curriculum made less academic, nutrition course</td>
<td>3</td>
<td>12.50</td>
</tr>
<tr>
<td>8</td>
<td>School lunch</td>
<td>3</td>
<td>12.50</td>
</tr>
<tr>
<td>9</td>
<td>Support of fundamental education</td>
<td>1</td>
<td>4.17</td>
</tr>
<tr>
<td>10</td>
<td>Use of family doctors</td>
<td>1</td>
<td>4.17</td>
</tr>
<tr>
<td>11</td>
<td>Changes based on Thai economy and cuisine</td>
<td>1</td>
<td>4.17</td>
</tr>
</tbody>
</table>
If all homemakers have a knowledge of house care, execution and administration of a home, child rearing, family budgeting, and a stable vocation or profession, things will be better. Home economics courses help to promote stability in the home. Management, tradition, religion which should be considered important in Thailand are all covered in this field. (translated)

If homemakers have knowledge in this field, family members can be helped to achieve better personal care and better living. (translated)

A physician sees home economics as important:

Home economics will help indirectly through teaching prospective mothers and teachers proper child care and making good and happy homes conducive to physical well-being, mental health and stability.

A teacher educator also supports home economics though the major emphasis is on food and nutrition education.

Surely home economics will help to improve the health of this rich country. The foods are here, but it is up to the home economics teacher to tell us the values of these foods and how to prepare them in order to retain their maximum food value.

Only time can tell of the services home economics can and will give to the health and well-being of Thai children. Many more home economists as well as cooperation of all other disciplines are needed. There is much preliminary planning interpretation and campaigning to be done if home economics is to be well established in Thailand.

Home economics is an effective means to meet such needs. But methods must be devised that will be appropriate to situations, time and place. This new program requires adequate appropriations, administrators and sufficient personnel. It should be operated continuously. Cooperation is needed from other divisions of work. Preliminary to this there should be curriculum planning and recruitment of teacher education. Report of the work to the public must be put into practice to assure good results along these lines - medicine, public health, communication and economics should receive more attention. (translated)
TABLE XIII. DISTRIBUTION OF 28 THAI RESPONDENTS ACCORDING TO THEIR OPINION OF THE EFFECTIVENESS OF HOME ECONOMICS IN MEETING HEALTH PROBLEMS

<table>
<thead>
<tr>
<th>Degree of Effectiveness</th>
<th>Respondents Grouped According to Profession</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>I</td>
<td>II</td>
<td>III</td>
</tr>
<tr>
<td>1. Very helpful</td>
<td>1</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>2. Helpful</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>3. May be some help</td>
<td>1</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>4. Could help</td>
<td>1</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>5. Cannot help at present</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. No response</td>
<td>1</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>6</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

*Key to Group Numbers*

I. Administrators
II. Home Economics Teachers
III. Physicians, Health Workers
IV. Teacher Educators
V. Social and Cultural Workers
Summary

Principles of healthy child development were formulated and proposed as basis in meeting certain family life education needs in Thailand. A group of Thai leaders were requested to appraise these principles as to their importance and possibility of becoming educational goals. Most favorable response was given to them as important for parent education. More approved of teaching them to adults than to children in schools.

Such tangible phases as food preparation and preservation were checked less often than such intangible phases as child guidance. The problems relating to health pointed out by respondents are similar to those revealed from the analysis of available literature on Thailand. The suggestions of most jury members gave evidence of the need for new methods of teaching in health education. Many seem to think of health only in terms of physical health. It was pointed out that the effectiveness of education rests on the education of the parents for understanding school programs and cooperating with teachers. Other proposed means of attack are coordination of existing services for better health service to school children, better preparation of teachers, and improvement of environmental sanitation. It was agreed by some leaders that health education should be based on the principles listed in the checklist.

The members expressing attitudes favorable to home economics as a factor in promoting parent education for child care and as effective means of meeting the needs or attacking health problems, was not as high as was the acceptance of the principles as educational goals.
for home economics. This is, by all means, a great challenge to a sound interpretation of home economics programs to meet health needs as well as to give emphasis to the relatedness of emotional and physical health, and encouragement to preventive medicine.
CHAPTER VII

PROPOSALS FOR PROMOTING CHILD WELL-BEING THROUGH HOME ECONOMICS IN THAILAND

Home Economics and Educational Needs in Thailand

It is the thesis of this study that bases of a healthy personality can only be instilled in the early years of life and that this is best achieved through good parent-child relations as a part of democratic family living. Home economics, as a field of education has potential and substantial contributions to make to material, economic and social well-being of individuals and hence to promotion of improved family life and more healthful childhood. It is believed further that Thailand through promoting education in home economics as a part of family life education, could improve the well-being of families and hence promote the health of Thai children so important to the nation.

The importance of the home to national well-being cannot be overemphasized. Material developments of the nation become important only when their ultimate use is in terms of significant human values. The home, as the only institution of childbearing can and should nourish human values. Closely associated family living patterns personalities. Thus healthy family associations contribute to the development of healthy personalities basic to a democratic nation.

Various fields of education can be directed to the above ends, but home economics deals directly with values and practices of family living. Since the quality of living in the home determines the
child's overall development, it is proposed that home economics be accepted as one effective means to meet some of the present needs of Thailand. Many Thai respondents indicated recognition of health problems and of need for multiple and simultaneous attacks. They agree that pooling resources to obtain ideas, time, energy and money is urgent. The task to be done is tremendous calling for all-out effort, regardless of the "labels and tags" of the approaches and approachers. Home economics is here proposed as one of the several means of a cooperative and interdisciplinary approach.

The Potential Contribution of Home Economics

Thai educational leaders state that home economics in Thailand is not yet in demand. This may be from lack of recognition of needs, or lack of knowledge of the functions home economics serves or of understanding of how such functioning could meet existing needs. In Thailand there is little realization or recognition of home economics in its broadest interpretation. It is not unusual for the Thai people to have such a limited concept of home economics, as the following quotation indicates as true to a degree even in the United States:

"Some people still have the idea that homemaking education is just learning how to cook and sew. Its expansion into the area of human relationships, the development of leadership, child care and guidance, family health, more security through wiser financial management, and many other areas of service needs to be interpreted. . . ."  

The present study reveals a general acceptance of the 45 principles set up, as basic to healthy child development, as goals of education.

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but too few Thai respondents recognize these as accepted goals of home economics and hence fail to see the role of home economics in solving problems relating to child well-being. Thus, it is essential in laying a good foundation for enriching and promoting home economics in Thailand, to provide a sound interpretation for leaders in various fields as well as lay people of the nature, scope and goals of home economics programs.

The Thai terminology for home economics and present emphasis on elaborate handicrafts overemphasizes housekeeping. Handicrafts are by all means a part of the culture to be preserved for pleasant living, but a hungry or sick person cannot enjoy delicacies without food value. Home economics whether it is known as domestic economy, domestic science, domestic art, household arts, homemaking education or family life education, deals with people and their physical and social needs in day by day living. The importance of human development cannot be oversimplified. It calls for knowledge, basic science, art and social techniques. The fact that nearly everyone is a family member and some day becomes a homemaker, gives him a share in developing human beings, himself as well as others, through "right living."

Since life is dynamic and complex, the hows and why's of right living in the everchanging present should be helpful in solving life's inevitable conflicts. It is with these hows and why's home economics should be concerned. Can home economics of this type help meet some of the more crucial Thais' problems related to child well-being?

The most obvious needs to improve physical and mental health of the Thai children have to be met through healthful living or
"right living." Home economics has contributions to make to such living in terms of food, sanitation, application of science to living and wise use of resources. Functional education as it is and should be directly tied into Fundamental Education, the type being promoted in Thailand by Unesco. Then as it directly concerns home and family responsibilities, it is appropriate for women's education.

Home economics and School Health Division. The responsibility of the School Health Division is at present limited to the health of school children. It has a very limited staff. The findings of this study indicate health education in both the community and schools is of necessity exceedingly limited.

Health is promoted through positive health habits which are best learned in the homes, taught by informed parents. Home economics teachers, either in their daily contact with the masses of pupils or in working with other teachers in the nursery and elementary schools, may promote health habits of pupils as well as the parents. Thus the very limited facilities of School Health Division can be reinforced through a home economics program.

Home economics and resistance to change. Findings reveal that tradition, outmoded customs, food taboos and food superstitions can be

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School Health Division is under the administrative organization of the Department of Health, Ministry of Health. Its office is in Bangkok. Information from Dr. Payan Netravisej, physician on the staff of School Health Division indicates eight physicians and some nurses on the staff, and that its service is available to only 12th schools in Bangkok and its vicinity. The services given when asked for are: physical health examination, immunization, advice on curriculum of health education, personal hygiene, prevention and control of communicable diseases. Local schools may obtain these services from Public Health Center or any medical service in the locality.
traced as causes of malnutrition and endemic diseases, the major obstacles of health promotion. New knowledge, new ideas, new practices desirable for nutrition, health, mental hygiene and important goals of human development and advancement are often rejected, since they were not practiced during early childhood. Accepting them is often seen by adults as humiliation, loss of dignity, or denial of the right of free choice. The task of interpretation relating to human values, thus becomes the core of many problems. Hence to attack such resistance to change requires understandings of immediate personal and family problems and needs and the abilities and skills necessary to solving the problems through use of available resources. An incentive to learn and to use knowledge for such practical purposes should be instilled in child rearing practices that formulate good habits through flexible, resilient, and reasonable experiences of early childhood, and the ability to relate cause and effect. The child thus learns his culture "at his mother's knees." Home economics with its principles basic to healthy child development has responsibility for helping the mother provide the best possible home life and guidance and later for teaching the child basic values and practices in health.

Home economics and scientific ways of living. Since the above discussion suggests that educating a woman is educating a family and that educating families can educate the whole nation, the implication is that home life education is far-reaching:

Due to the nature of her responsibilities and the skills and knowledge needed to carry them out successfully, the homemaker has been called an administrator and an executive. The managerial aspects of homemaking, together with the responsi-
sibilities related to personality development of family members, call for a well rounded program of preparation.2

Generation after generation of people have lived without going to school to learn how to live. Undoubtedly it is difficult for many to realize the need for such education, but in this scientific age the value of scientific ways of living becomes important and must be practiced in everyday living. Several factors make waste of time, money and energy in the hit-or-miss methods in homemaking used in great grandmother's days, outmoded. More married women work and help in the home is hard to secure, therefore physical and mental skills in living are needed to get the most done in shortest time so that some of the 24 hours of the day are left for guiding the social and intellectual development of all family members. Scientific methods in homemaking and housekeeping are designed for these ends.

Home economics and economic problems. Scientific methods of living are economical ways. Wealth and welfare have the same origin and poverty is surely one of the causes of ill health. Literature on conditions in Thailand indicates a low standard of living for the population at large. Only a few respondents mentioned that people are satisfied with the present standards of living. It is imperative to attack poverty and raise standards of living through an increase in production of goods and services, and wise use of resources, as well as through wise saving and investment. Education in home economics can create values for better living and provide ways and means by

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which such values can be achieved. It is interesting to note that the word economics came from the Greek root meaning household management. Home economics with its managerial aspects has direct concern with home production, wise use of resources and budgeting of time, money and energy. Home economics does more than help people to live at the best possible level within an available income; it strives for better standards of living through efficiency of living. Its goal is the fullest and happiest life possible through the best adjustment to one's environment.

Home economics and functional education. Unesco's Fundamental Education as defined in Chapter V (see p. 198) is to attack the problem of illiteracy and provide education which is useful in real living. It is designed to help people, particularly those who are out of school, to live fuller and happier lives and to make better adjustment to environment. It is obvious that since home economics deals with daily living, problems of child care and guidance, clothing, feeding the family and managing family finance, health and relationships, it has a real role to play in this program. It is fundamental education. It is education for what is real.

Most recent (1954) information on the plan of TUFEC (Thailand Unesco Fundamental Education Center) at Ubolratchathani is that a committee of government officials after studying the problems of living, constructed a one-year curriculum of general home economics for in-service training of teachers for the above program.

In the schools and colleges also there is need for functional education. An objective examination of learning and teaching in Thai-
land indicates that learning at all levels is too academic. There is a great need in Thailand for practicality in education. Methods of learning and teaching need revision and change so that theories and practice are more directly related. The "either or" philosophy is prevalent in Thailand as elsewhere. Learning is abstract and academic or simple and practical. Since graduates of higher education represent only .03 percent of the total population, the ratio of the people in the "ivory tower" to those on the street is one to 10,000. Can democracy be promoted without helping the masses to live a better life, so each person can contribute to the welfare of the whole to the best of his abilities? Have educational programs been evaluated in terms of meeting the realities of life? Several salient points for education for what is real as set up by an American educator are: 3 learning must be in terms of purpose; knowledge must be formed in "wholes"; learning is provided through experiences so that ideas may emerge and self-confidence develop; rural and urban communities are used as learning resources; and problem-solving approach with group planning and cooperation, is used as a method of teaching. Home economics in content and method fulfills these. Its learning is made of life's everyday activities for the major purpose of personal and family well-being, so it should by all means be practical, real and fundamental.

Home economics and education for women as women. The fact that women are different from men raises the question as to what type of education helps women perform their role successfully. In the United

States the question of what is appropriate and gainful education for women has become an issue. The American Council on Education has appointed a commission to study needs of modern women to discover "the fields in which women have been adequately and inadequately prepared for their changing and increasing responsibilities." The Commission has not yet given a report of these studies. The biological and social roles of wives and mothers, the problems women face in marriage and homemaking call undoubtedly for education.

Many subscribe to the potential contribution of home economics to women's education, especially when it is well integrated with liberal arts. It cannot be overemphasized that home economics at its best is both practical and liberal education—it is education for the head, heart, hand and health. The fact that it is practical and deals much with right living makes it attractive to the less academically oriented students, while at the same time the fact that its roots are in the basic sciences and arts, makes it intellectually stimulating to the most able. Understanding of foods, nutrition, textiles and equipment courses requires basic physical and biological sciences, family economics and management as well as child development and family relationships are based on the social sciences, while clothing, housing and interior design have their root in art and architecture.

Regardless of the fact that home economics in the United States is fairly well established among college subjects, its contribution is

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not always fully understood and accepted. Whether part of women's education should be directly for homemaking is still an issue:

The colleges can encourage recognition of homemaking as a profession, but they have been slow to place it in its proper focus. Women, too, have been slow in demanding it.\(^5\)

For one reason or another, the Thai women are said not to have such an interest. The statement is made occasionally that all forms of education, as well as professions, accessible to men are obtainable to women and that "there has been no need to make any efforts to improve their status."\(^6\) The fact that no study has ever been made of women's education in Thailand, and that the ratio of women to men in higher education is so low,\(^7\) raises questions as to whether women really are satisfied with their educational status, or interested in only the type of education now available. How can it be verified that women if given an opportunity to study home economics at the college level in Thailand would not see it as an opportunity for professional service and personal use?

Proposals for Strengthening Home Economics in Thailand

The Present Scene

Some home economics instruction is included in the school curri-

\(^5\)Ibid., p. 126.


ouIum of elementary schools but there is very little in the high schools of Thailand. (See Chapter V, p. 194). As is evident in available course listings (see Appendix D), its scope varies within narrow limits. It is mostly theoretical instruction in a narrow range of subjects unaccompanied by practical work. In general, home economics offerings consist of cooking, sewing and some handicrafts. First aid, health care, nutrition and child care are included to a limited extent. There is a tendency to put most emphasis on nutrition, but little evidence that family relationships and practical home improvements receive emphasis. The percentage of the school population that is reached by home economics teaching is not available, but it is undoubtedly very small, since it is unlikely that it reaches those in the rural areas. Even in the larger schools of the towns and cities, it is a recognised fact that instruction is hampered by limited funds for equipment and materials and by a lack of trained personnel. The teaching is often unrealistic, based on other standards than pupils' needs.

In the vocational teacher training schools there is a very limited program of home economics with courses in handicrafts, foods and nutrition. The Sunanda School of Home Economics with three-year curriculum beyond tenth grade is the only institution with any breadth to its program for training home economics teachers. Examination of the program reveals a need for clarifying and implementing its philosophy and objectives (see Appendix D). Funds, facilities, time and well-trained personnel are by no means adequate as the following statement indicates:
There is a school of home economics here.... The director, a graduate of the Home Economics College at the University of the Philippines is the only trained worker. Her staff are homemakers who are capable but who have had no scientific or technical experience.

At the university level only a few courses in home economics are offered in the College of Agriculture in Bangkok. There is no preparation for leadership through advanced study. A few leaders in home economics have obtained degrees from foreign countries and a few have been sent to the United States for a non-degree program or study tours. Higher institutions in Thailand need to face the problem and take decisive steps to build up professional training in home economics to the point of a diploma or degree program.

No organized home economics program exists for working with homes and families at the community level.

Regardless of the present limited scope, facilities and recognition of the potentialities of home economics on the part of many, and reported developments in Thailand indicate real opportunity and immediate need for expansion and future development both as education for personal growth and for professional opportunities.

1. Thailand Unesco Fundamental Education Center has a home economics curriculum for better living given as in-service education to teachers for an immediate program of adult education, including primary education.

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*Numbers 1-10 documented in Chapter V, 11-13 information given in conference with Thai officials visiting in the United States.
2. A Technical Institute sponsored by the Mutual Security Agency is in the process of developing courses in nutrition, dietetics and home economics.

3. School food service is recognized as a most desirable project for the immediate future.

4. Vocational education is planned to be enlarged in scope to include more phases of home economics by the Department of Vocational Education, Ministry of Education.

5. Many nursery schools have been opened, and there is a plan to open one in each changwat in the entire country.

6. Nutritional studies and surveys have been made by the Food and Drug Division of the Department of Health in collaboration with FAO in Bangkok to determine food consumption, levels, food habits, physical health and deficiency diseases.

7. The Maternal and Child Health Division was set up under the Department of Health to safeguard and promote the health of mothers and children. It is carrying a project demonstrating a pattern of community health and also serves as a training center for domiciliary (pertaining to a dwelling place), midwifery, social service and sanitation.

8. A Juvenile Court was set up a few years ago in the Ministry of Justice. Protection, care and education are included in the plan for young offenders, victims of circumstances, and homeless children. Knowledge of problems of child development is considered essential qualification of a juvenile court judge and

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*Thailand is divided into 71 changwats.*
9. The Department of Social Welfare is carrying several educational projects concerning the crippled, housing orphans, old people, and vocations, to help people of both sexes at all age levels to live better lives.

10. In the Ministry of Cultural Affairs, mobile units have been carried out to help urban and rural people improve their standards of living, and the Club of Women's Culture has activities to enrich family life.

11. There is to be an extension of the three-year program of the present school of home economics teacher training into a five-year program in the Department of Secondary Education.

12. Expansion of home economics courses is planned at the College of Agriculture.

13. The Department of Industrial Promotion has a plan to encourage home industries along with other small-scaled industries, some of which may well be related to aspects of home economics.

Home economics programs should be planned to fit into this picture of expansion. Opportunities for trained home economists with the above agencies and services are numerous. To meet the new demand, means have to be devised to produce qualified workers and leaders.

Foreign training of home economists is very expensive and therefore only a few have been afforded such education. In the long run, Thailand will have to employ more economical measures and a wider approach to
leadership training than at present. This responsibility falls on higher education. A challenging question for higher institutions in Thailand at present is "should home economics be accepted as a field of higher learning and professional education and hence offered at the college level?"

In view of the health problems reviewed earlier in this study, education related to personal and family living is urgently called for. Since no such focus has been given, home economics has a real challenge and opportunity to meet the needs of the masses through schools and adult programs. Cooperation and collaboration of every available agency is necessary. The urgent need for the preparation of adequate leadership personnel for such programs must be accepted and met by higher institutions. Immediate as well as long-time goals are essential. Some possible first steps toward overall goals are proposed below.

**Immediate Goals**

The program should be operated on the positive approach, with effort to strengthen and enrich the existing instructional programs. Introduction and emphasis should be placed on education for personal and family living including feeding and clothing the family and better parent-child relations in terms of the 45 principles formulated in this study. For the interpretation of the home economics program and its role a conference is necessary to develop better understanding and hence willingness to support and cooperate. A Commission on home economics should be appointed as well as sub-committees and a headquarters established. For adult education, work must be done at community levels, while education through schools begins with interpretation of the home-
making programs to meet needs at elementary, secondary and college levels. Higher education must be urged to prepare teachers and extension workers both through pre-service and in-service education. A possible organization for attack on these three levels is shown in Fig. 7.

A conference on home economics and health. To cultivate a growing awareness of the health problems, the interrelatedness of the physical and mental well-being, and to stimulate interest in the field of home economics and a realization of the importance of the improvement of home and family life as basic to the health and well-being of children, a conference should be held under the sponsorship of education, health and welfare. Participants should be those whose concerns are with the development of children and improvement of family living—administrators, teachers, health and welfare workers.

This conference should 1) focus on the fact that many organizations, international, national, and private offer various types of programs of assistance, 2) develop ways to coordinate these services and those proposed for home economics, and 3) do immediate planning to insure the strengthening and enrichment of home economics programs. Through the conference a better understanding of the health problems and other problems of family living should be derived. A review of the purpose and the progress of the various approaches to these problems, the possibility of their achievement and delegation of responsibility, should determine the next steps.

A Commission on home economics with representatives from each province, should be formed to develop a sound overall program; set up
Commission on Home Economics

Representatives from Health Education and Welfare

Rural Communities

A home economist for lay training working with extension - agriculture and fishery personnel.

Schools

Nursery - Elementary Secondary

Sub-committee of home economists advising with schools and school representatives

Local schools work out own programs

Higher Institutions

Sub-committee of home economists working with teachers and leaders in related fields in higher education

Expansion of Sunanda School of Home Economics

Higher Institutions

1) In-service Home Economics education for immediate goal,
2) Degree and non-degree program for long-time goal.

Fig. 7 Proposals for Promoting Home Economics Education in Thailand
criteria for curricula in schools and colleges; and sponsor local short courses of training, lectures, visits of experts and other measures devised to establish and strengthen this field of work.

A sub-committee of home economists and teacher educators should be formed to advise on appraising and strengthening home economics in the schools at all levels, in terms of its philosophy and purpose, the objectives or goals of students, and the provision of adequate teaching and administrative personnel, facilities and curriculum. The 45 principles formulated in this study could serve as criteria or goals of first importance for home economics programs. That is, at this stage, the ultimate goal of home economics should be for promoting the physical and mental health and well-being of the families. In light of the relation of these two aspects of health, emphases should be placed on courses in child guidance, family relationships, family health, marriage, foods, nutrition, management, and housing, as they promote personal and family health and well-being.

Representatives from each province, should plan a local conference. With collaboration of staff of School Health Division a workshop should be held on how to promote child well-being through family life education with emphasis on health education. Parents, leaders in the locality should be asked to participate in this workshop.

Analysis should be made of practices and problems of family living. The 45 principles formulated for this study could be used to classify the problems. A "thumb-nail" sketch could show family problems that may be improved by the family members themselves and those that depend on government or legislative improvement.
Interpretation of the home economics program should be made. Its contribution to fundamental education at the community level and to health education with its implication for national welfare through an enriched program in the schools, should be discussed and made clear.

Work at the Community Level

By and large rural communities in Thailand are isolated and deprived of modern conveniences available to the urban communities. Thus first efforts in education for home and family living should be directed with special attention to the rural communities. They have been reached to a very small degree by the work of the government agriculture and fishery departments, to help increase production, and hence family income. It is possible that this program can be extended to include attention to community problems concerning adequate nutrition, better housing, sufficient and safe water-supply, sanitary facilities, better home management, care of the children and other problems related to the well-being of the families. It is proposed that systematic effort be made to coordinate education for better home life with that related to farming and fishing practices.

Those who can collaborate and serve in such a program as lay extension workers are teachers, special teachers in handicrafts, teachers of adult education, nurses, sanitary inspectors, maternal and child health workers, health educators, housing authorities, probation officers, and cultural and welfare workers. The services of non-governmental organisations such as Young Men Buddhist Association and Young Women Buddhist Association and Parent-Teachers' Association, should be encouraged, trained and utilised in such a program.
In the beginning of the program, a qualified home economist can help prepare and coordinate the work of the people mentioned above, who work in the communities, to determine family problems, and services which should be given to meet the most urgent needs of the people in the community. Before enough specialists in home economics and family life could be prepared to be sent out into the communities, a voluntary group of community workers could be formed to receive in-service education. The home economics headquarters in Bangkok, should be the center for such a program. Later when more teachers are available, training centers should be opened one in each division—north, east, central and south Thailand.

The program for this group should be short courses for a minimum period of three months. Courses should be centered on problems of family living with major emphasis on health and well-being of the family: adequate nutrition, nutrition and sanitation in cooking and food preservation, practical home improvement which includes better housing, furnishing, equipping, environmental sanitation, management in child rearing, foods, finance, clothing with special emphasis on making over clothes, personal and mental hygiene in child rearing based on the child's physical and emotional needs.

Workers should have understanding of the social and cultural patterns of each community as well as its economic resources. Basic training should also include methods of community approach and organization and the use of simple teaching aids. Emphasis should be made on adaptation to local conditions, using materials and equipment with which people are familiar.
Programs should be carried out in schools "on waves" rather than schools "on wheels" wherever communication on waterways is easier than by roads. Teaching methods of such mobile units should be mainly demonstrations, carried out in family homes, rather than in public places. The homes of persons regarded as community leaders can be used as a good influence for the rest of the community. Participation of observers should be encouraged.

The training center should be responsible for preparing teaching aids, the compilation of which by all concerned should be encouraged. For such purpose, printed materials should be very simple and illustrative. The use of films, and other visual materials should be stressed.

**Education through Schools**

Education for better living should be given in schools at all levels, elementary, secondary, preparatory schools and colleges for both sexes. The focus of such education should be on understandings basic to family living and well-being in terms of the 45 principles formulated in this study, with content and methods adjusted to the specific age level. Emphasis should be given to practicality of learning to make teaching effective. Groups of parents of the school children could be invited to meetings which might resemble the parent-teachers' association. Other adult education programs can be integrated with the school programs to promote sound public relations. Emphasis should be placed on practical education such as school lunch and school garden.

**Interpretation of homemaking programs.** While the potential role of home economics at its best is recognised by a few in Thailand, a
strong program of interpretation is necessary. Although schools in
Thailand are not directly supported by the public, it should be real-
ised that public understanding, appreciation, and willingness to help
implement educational programs outside classrooms and make it possible
for schools to progress.

Interpretation and planning of the home economics programs
should be in terms of both immediate and long-time goals. Media of
interpretation are newspapers, radio, television, talks or programs for
civic groups, advisory committees made up of outstanding community
leaders, parents' visits to the schools, teachers' visits to the homes,
leaflets for parents, exhibits at the community fairs and the like.
The school, the services and assistance it gives to the community and
to families for better living, should become real through these media.
Service to the community may be through students' participation of
supervision of play-grounds, child care centers, orphan homes, health
clinics. Service to the families may be through students' home pro-
jects, such as flower and vegetable growing, care of children, family
meals, plan for better kitchens, refinishing old furniture, and the
like.

Getting adults into the program and meeting their needs and
interests will make them unofficial ambassadors of the program. The
school can be opened for consultation services on homemaking problems.
Capable adults may be invited to serve as members on the advisory
committee. In making them feel an integral part of the school plan,
it is most likely that they will put their best foot forward and make
contributions to the best of their abilities.
Another important aspect of interpretation is the way the home-making teacher lives. What she thinks, how she feels and acts will have a great deal to do with acceptance of the program itself.

Elementary schools. Since the major proportion of the Thai population obtains its schooling at this level, more can be reached through a functional program of home life education here than any place else: positive health habits, understanding of self and others, characteristics of good family members and happy family living, fundamental home skills in cooking, sewing, clothing care, practical home improvement—the use of simple tools to produce simple articles for household use and making simple home repairs are important learning experiences. The school lunch, and school garden program as a part of education should also make contributions to pupils' personal and social development.

Parent-teachers' associations should be organized to help promote school-home relationships through parents' better understanding of school programs and hence cooperation with the school and teachers, resulting in better understanding on the part of teachers of family living problems and hence better assistance to the families.

Secondary schools. As a large percentage of the Thai population does not have any schooling beyond the secondary level, crafts and industrial arts for home industries should be emphasized as well as work with smaller children for better understanding of human development. Learning should be organized into units with the problem solving approach. Units such as "Our Body," "The Food We Eat," "Meal
Preparation," "Entertaining," "Personal Appearance," "The Responsibility of Parenthood," should be the "must" in the curriculum. Dramatization of learning units should be encouraged to fit in with the interest of this age level.

Equipment and materials used in the laboratory should be similar to that used in the home and methods should be demonstrated on how to use home equipment and materials effectively, with less time and energy and for better health of consumers.

Classrooms should be moved out into the community and vice versa. It is therefore suggested that personnel, organisations and interesting real life situations be used as learning resources. Home and community projects should be developed to foster personal and social growth of the students.

School lunch programs coupled with health records should be initiated and encouraged, with students assisting. Students should participate in the preparation of the school lunch to develop physical skills and encourage better food habits and social behavior. Parents should also be invited to participate in the school lunch program. When funds and school staff are limited, and large groups of children need school meals, consideration should be given to serving a simple nutritious snack, such as milk and fruits to all children in the school.

Home production should be encouraged in the school so that it will stimulate similar interest in the homes and be used as means to improve family food supplies. School flower garden, kitchen garden, poultry raising, fish hatchery should all be practical work coupled with necessary recitation and group discussions. Time spent in these
units of work should be after class hours. The teacher should urge and encourage students to cultivate plots at home under their supervision through home visits. Emphasis should be placed on cultivation of vegetables and fruits that correct the prevalent nutritional deficiencies and hence promote better nutrition. For those whose living quarters are deprived of lots, school grounds should be used. Such learning experiences could be tied in with lessons on nutrition. Thus children can be helped to see the relation of the growth of the crops and their own growth and development.

School gardens should be directed for use in feeding programs at school or for home use at low cost. Such gardens should also be used for teaching media for agricultural education for the whole community.

Youth clubs should be initiated by the school for those who leave school before completing home economics courses in secondary schools. In such a club home economics teaching may be possible. In the long run this should be another goal of extension work.

Vocational guidance and placement should be initiated and made functional. One goal might well be to encourage more students to go on to higher education, or to prepare for leadership.

For teachers to maintain close contacts with parents in the homes, to discover their needs, a parent-teacher association should be organized and used to the best advantage for all concerned—students, parents and teachers.

For a long-term policy of homemaking education in secondary schools the fundamentals of homemaking; foods, clothing, relationships,
child development, the house, health and home nursing, home management, and consumer buying should be included in the curriculum of as many as possible.

Training of Teachers, Extension Workers and Other Workers

Universities and Institutions for Advanced Training

There are in Thailand only a few home economics teacher training programs and these are of limited scope. At present, the Sunanda Teacher Training is the only available school that prepares teachers for nursery schools and home economics instruction in elementary and secondary schools. It is generally recognised that it is essential to raise the extent and standards of teacher training of home economics so that needs can be met and a higher level of teaching attained. With so few home economists, technically trained in the West at present, personnel from related fields in the physical and social sciences can collaborate in preparation of leaders. Every effort must be made to expand the existing programs to produce adequate teachers of home economics for nursery schools, elementary, secondary and preparatory schools in Thailand.

The program of Sunanda School should be strengthened and extended to include a four, five and/or six-year program. Resources from Chulalongkorn University, the College of Agriculture, the Technical Institute and Prasammitr Teacher Training School can be pooled together to construct a program of home economics at the college level. The Commission on home economics recommended above should appoint a committee on higher education to work with leaders from the above institutions. It should
give first attention to home economics in higher education for the purposes of leadership preparation. In the long run, higher institutions should be fully responsible for producing capable teachers of home economics, extension leaders in home economics, and workers for other vocations relating to home economics, along with development of publications and other teaching aids.

The committee should sponsor short courses for in-service education of teachers through schools and at the community level as mentioned previously. Then for a longer-time goal, the commission should work along with each institution to expand its own curriculum to become fully independent of one another, when the offerings can be enriched to form both degree, and non-degree programs.

General proposals as to desirable development for each institution are presented below.

Sunanda School of Home Economics. A sub-committee of home economists and teacher educators should be set up to evaluate the purposes and practices of this school—its curriculum, methods, facilities and staff in relation to students' and families' needs and socio-economic status of the students. To promote health education through home economics, courses and course content should be reviewed in terms of the 45 principles formulated for this study. Courses such as nutrition, family relationships, family health, child guidance and home management should receive emphasis.

The practical application of learning should be considered along with the theories, thus "learning by doing" through student-teacher planned activities must be used to develop critical thinking, initia-
tive and independence on the part of the students. One teacher should thus be able to supervise direct and guide more students in one class and hence increase the teacher-pupil ratio. This is especially necessary during the period of teacher shortage. Personnel of the school should be given opportunities for in-service education at the school in the evening or incorporated with the in-service program at the University.

A plan to extend the school into a five-year program should be immediately carried out so that diplomas can be awarded to students completing the five years. At the end of that period the status of the school should be raised to that of the college level, three years beyond high school. In a long-term policy one more year should be added and dual enrollment* should be allowed so those who have five years of home economics education there could get their methods courses either at the Prasanmitr Teacher Training School or Chulalongkorn Teacher Training. When funds and personnel are adequate this school should be promoted to a four-year college program, when homemaking courses at the secondary level are available in most secondary schools.

The school should collaborate with the Technical Institute where foods, nutrition and dietetics are to be initiated. With the dual enrollment students who have completed courses in general home economics may choose fields of specialization in institution management with the above courses at the Technical Institute. This school should take the responsibility of interpreting the homemaking programs as

*Students could enroll in both institutions and be allowed to take required courses wherever they are available.
previously discussed and suggested.

**Higher institutions.** For an immediate goal it should be possible for Chulalongkorn University in collaboration with the College of Agriculture, and the Technical Institute to serve as a center for the preparation of workers in home economics by means of short courses, lectures, seminars in home economics and short residence programs. This should be a short course with special emphasis on nutrition, family health, home management, child development, family relations and curriculum planning. Assistance for staff if necessary should be requested from FAO, UNESCO and WHO. Efficient trainees should be selected from teachers, nurses, public health workers, welfare officers and voluntary workers from every province, so that on their return they may utilise their training in conducting a workshop for extension workers and in-service education for teachers in the locality. Help for such trainees should be available at the center. This should help enlarge the scope of Unesco Fundamental Education. Trained home economists should be available as consultants for each region, North, North East, Central and South Thailand.

Leaders in the immediate plan should be selected members of the Committee on Home Economics in higher education, with representative members from the Health Divisions of Maternal and Child Health, Food and Drug, the Social Welfare Departments and the Departments of Elementary, Secondary, Vocational Education and Educational Techniques of the Ministry of Education. The responsibilities and functions of the Commission include revision of the present curricula in elementary and secondary schools and curricula of home economics teachers to meet the
professional needs at the elementary and secondary levels. The Commission should also serve as a clearing house of text books, references and other teaching aids.

For a long-term policy, it is suggested that Chulalongkorn University within the College of Liberal Arts and Teacher Training with the cooperation of the College of Science, Architecture and Business offer home economics courses leading to a B. Sc. degree. This should be operated on the experimental approach, with general home economics courses in the beginning. The courses suggested as the core of the program are: philosophy, psychology, family relationships, family health, foods and nutrition, clothing and textiles, housing equipping and furnishing, home management, natural and social sciences. Emphasis should be given to nutrition, child development, family health and personal hygiene.

There should be a university school from kindergarten to twelfth grade under the control of the university to serve as a demonstration school. As a laboratory of human development there should be a nursery school, also for the demonstration purpose. Pencil-paper tests should be reduced and supplemented by students' self-appraisal and evaluation in changed attitudes and behavior. Personal and social growth of students should be the ultimate goals to be achieved.

The home economics staff at the university should serve as consultants in homemaking programs at all levels, including public services for problems in family living in order to promote better public relations.

A placement program should be initiated in order to help balance
supply and demand in jobs. A follow-up program should be started to help beginning teachers and to be used in evaluation.

Publication and other teaching aids. Responsibility for preparing publications and other teaching aids should be delegated to the Commission. For immediate use a compilation of publications and films on family life education should be made for the use of trainees. At first, text books and references will have to be in English. For a long-time goal, the Department of Educational Technique and Division of Audio-Visual Aids of the Ministry of Education should encourage individuals and agencies to produce illustrated pamphlets and leaflets on home problems in simple Thai language. Such materials should help to make teaching effective.

Summary

There are many health problems in Thailand due to the lack of simple health knowledge and the low educational status of the population at large. Hence there is need to improve public education in all matters affecting healthful living and healthy parent-child relations in order to raise the physical and mental well-being of Thai children and emphasize the concept of parental responsibility for the child's development. Home economics in terms of the 45 principles formulated in this study can help to meet this urgent need. To make it effective, attack needs to be made at all levels, in schools—elementary, secondary and college and in adult education programs both in schools and at the community level through extension work.

Orientation as to the need for and nature of home economics
through a national conference is an important first step. An advisory commission should be appointed at the national level with subcommittees to extend and strengthen curricula in schools and colleges, promote short courses of training, lectures, visits of experts, workshops and other measures for immediate goals of in-service education. It is necessary also that higher institutions assume the responsibility of preparing leadership personnel and workers for achievement of long-time goals. Meanwhile, health, agriculture and education should collaborate at the community level in giving pilot demonstrations on the improvement of family nutrition and sanitation at low cost and promote healthful living by better use of existing resources in improvement of home and family living. Thus, family living can become increasingly effective in developing healthy citizens who will be capable of meeting the responsibilities of a democracy.
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THE CALLIGRAPHICAL CHARTER

APPENDIX A
THE CHILDREN'S CHARTER

PRESIDENT HOOVER'S WHITE HOUSE CONFERENCE ON CHILD HEALTH AND PROTECTION, RECOGNIZING THE RIGHTS OF THE CHILD AS THE FIRST RIGHTS OF CITIZENSHIP, PLEDGES ITSELF TO THESE AIDS FOR THE CHILDREN OF AMERICA

I For every child spiritual and moral training to help him to stand firm under the pressure of life.

II For every child understanding and the guarding of his personality as his most precious right.

III For every child a home and that love and security which a home provides; and for that child who must receive foster care, the nearest substitute for his own home.

IV For every child full preparation for his birth, his mother receiving prenatal, natal, and postnatal care; and the establishment of such protective measures as will make child-bearing safer.

V For every child health protection from birth through adolescence, including: periodical health examinations and, where needed care of specialists and hospital treatment; regular dental examinations and care of the teeth; protective and preventive measures against communicable diseases; the insuring of pure food, pure milk, and pure water.

VI For every child from birth through adolescence, promotion of health including health instruction and a health program wholesome physical and mental recreation, with teachers and leaders adequately trained.

VII For every child a dwelling-place safe, sanitary, and wholesome, with reasonable provisions for privacy; free from conditions which tend to thwart his development; and a home environment harmonious and enriching.

VIII For every child a school which is safe from hazards, sanitary, properly equipped, lighted and ventilated. For younger children nursery schools and kindergartens to supplement home care.

IX For every child a community which recognises and plans for his needs, protects him against physical dangers, moral hazards, and diseases; provides him with safe and wholesome places for play and recreation; and makes provision for his cultural and social needs.
X For every child an education which, through the discovery and
development of his individual abilities, prepares him for life;
and through training and vocational guidance prepares him for
a living which will yield him the maximum of satisfaction.

XI For every child such teaching and training as will prepare him
for successful parenthood, home-making, and the rights of citi-
senship; and, for parents, supplementary training to fit them
to deal wisely with the problems of parenthood.

XII For every child education for safety and protection against
accidents to which modern conditions subject him—those to which
he is directly exposed and those which, through loss or maiming
of his parents, affect him indirectly.

XIII For every child who is blind, deaf, crippled, or otherwise physi-
cally handicapped, and for the child who is mentally handicapped,
such measures as will early discover and diagnose his handicap,
provide care and treatment, and so train him that he may become
an asset to society rather than a liability. Exposes of these
services should be borne publicly where they cannot be privately
met.

XIV For every child who is in conflict with society the right to be
dealt with intelligently as society's charge, not society's out-
cast; with the home, the school, the church, the court and the
institution when needed, shaped to return him whenever possible
to the normal stream of life.

XV For every child the right to grow up in a family with an adequate
standard of living and the security of a stable income as the
surest safeguard against social handicaps.

XVI For every child protection against labor that stunts growth,
either physical or mental, that limits education, that deprives
children of the right of comradeship, of play, and of joy.

XVII For every rural child as satisfactory schooling and health
services as for the city child, and an extension to rural families
of social, recreational, and cultural facilities.

XVIII To supplement the home and the school in the training of youth,
and to return to them those interests of which modern life tends
to cheat children, every stimulation and encouragement should be
given to the extension and development of the voluntary youth
organizations.

XIX To make everywhere available these minimum protections of the
health and welfare of children, there should be a district,
county, or community organization for health, education, and
welfare, with full-time officials, coordinating with a state-wide program which will be responsive to a nation-wide service of general information, statistics, and scientific research. This should include:

(a) Trained, full-time public health officials, with public health nurses, sanitary inspection, and laboratory workers.

(b) Available hospital beds.

(c) Full-time public welfare services for the relief, aid, and guidance of children in special need due to poverty, misfortune, or behavior difficulties, and for the protection of children from abuse, neglect, exploitation, or moral hazard.
APPENDIX B

PLEDGE TO CHILDREN
PLEDGE TO CHILDREN

TO YOU, our children, who hold within you our most cherished hopes, we, the members of the Midcentury White House Conference on Children and Youth, relying on your full response, make this pledge:

From your earliest infancy we give you our love, so that you may grow with trust in yourself and in others.

We will recognise your worth as a person and we will help you to strengthen your sense of belonging.

We will respect your right to be yourself and at the same time help you to understand the rights of others, so that you may experience cooperative living.

We will help you to develop initiative and imagination, so that you may have the opportunity freely to create.

We will encourage your curiosity and your pride in workmanship, so that you may have the satisfaction that comes from achievement.

We will provide the conditions for wholesome play that will add to your learning, to your social experience, and to your happiness.

We will illustrate by precept and example the value of integrity and the importance of moral courage.

We will encourage you always to seek the truth.

We will provide you with all opportunities possible to develop your own faith in God.

We will open the way for you to enjoy the arts and to use them for deepening your understanding of life.

We will work to rid ourselves of prejudice and discrimination, so that together we may achieve a truly democratic society.

We will work to lift the standard of living and to improve our economic practices, so that you may have the material basis for a full life.

We will provide you with rewarding educational opportunities, so that you may develop your talents and contribute to a better world.

We will protect you against exploitation and undue hazards and help you grow in health and strength.
We will work to conserve and improve family life and, as needed, to provide foster care according to your inherent rights.

We will intensify our search for new knowledge in order to guide you more effectively as you develop your potentialities.

As you grow from child to youth to adult, establishing a family life of your own and accepting larger social responsibilities, we will work with you to improve conditions for all children and youth.

Aware that these promises to you cannot be fully met in a world at war, we ask you to join us in a firm dedication to the building of a world society based on freedom, justice and mutual respect.

SO MAY YOU grow in joy, in faith in God and in man, and in those qualities of vision and of the spirit that will sustain us all and give us new hope for the future.
APPENDIX C

HOME ECONOMICS CAREER WHEEL
APPENDIX D

HOME ECONOMICS PROGRAMS IN THAILAND
TRANSLATION OF PROGRAM OF 3rd, 4th GRADES IN ETHICS

A. Buddha and His Teaching: 1
   How to pay homage to the Triple Gems, Buddha, Buddhist Teaching, Buddhist priests.
   Five precepts of Buddha: exemption from injuring others, from lies, and theft. Help parents earn a righteous living, be useful to others, make merits and be kind.

B. Table Manners and Etiquettes:
   How to sit down and get up from the dining table, to set the table, to use table utensils, how to chew, to eat; conversation at meal time and behavior in general.

C. Respect:
   Respect due to teachers, parents, adults, priests; behavior in respectable places; the use of proper language to show respect, appropriate to places and occasions.

D. Obedience:
   People to obey—teachers, parents, relatives, adults and priests; results of obedience and disobedience.

E. Honesty:
   Abstinence from lies and deceitfulness, return found things, confess faults, keep word and be honest.

F. Punctuality:
   Self-discipline at work

G. Steadiness in Work:
   Carry-out assignments, keep class-room clean, help parents work, be responsible.

H. Neatness:
   Keep things in order and be well-groomed.

I. "Common Good":
   Priority of common good, civic pride in public property.

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TRANSLATION OF PROGRAM IN HANDICRAFTS AND MANUAL WORK

FOR 3rd, 4th GRADES

Weaving, making toys and equipment, gardening, raising poultry and fish hatchery, simple carpentry, use and care of simple equipment in carpentry, sewing, housekeeping, sewing, flower-arrangement, furnishing and cleaning, laundry, clothing care, food preparation.

Work should be so planned that it can be finished at school or divided into two parts, and the remaining part to be finished at home. Learning experiences should be appropriate for the locality and age levels of pupils. Relationships of subject matters should be stressed.

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TRANSLATION OF JUNIOR RED CROSS PROGRAM

3rd, 4th GRADES

Hygiene

Personal care, physical growth, food—choice of good food, exercise, rest, clothing care, posture, prevention of communicable diseases, sanitation, first aid—accident prevention and cure, helpful deeds.

Boy Scouting

Tying different kinds of knots

Meaning and byword of boy scout

Trip-on-foot, camping

Swimming

Cooking simple meals (practice at home, examination given at school)

First aid
TRANSLATION OF EXTRA-PROGRAM IN HOMEMAKING FOR THE LOWER
SECONDARY SCHOOL
1952
(GRADES 5, 6, 7th)
Foods and Nutrition
Furnishing and Management
Mother and Child Care
Clothing and Handcrafts

Scopes and contents of each area are similar to those of the
School of Home Economics, only more limited.

Ministry of Education, Bangkok, Thailand
TRANSLATION OF PROGRAM OF VOCATIONAL TEACHER TRAINING, 1951

(A CONTINUATION OF UPPER SECONDARY OR 10th GRADE)

Women's Crafts:

Designing, Dress-making—Women's Outfits:

Principles of dressing, colors, lines, proportions, appropriateness for age, time, occasion and personal hygiene.

Clothing care, use of clothes and costumes to enhance face and figure.

Designing clothes for different age levels, times and occasions.

Men's shorts, pants, different types of shirts, men's jackets, alterations of jackets and pants.

Foods and Nutrition:

Nutrition:

Definition of nutrition, chemical components of food, types of food based on food values, digestion, metabolism, salary needs according to age, weight, and type of work.

Feeding children, old people, pregnant women, patients.

The use of sodium bicarbonate in food preparation.

Foods:

Characteristics and values of materials to cook, cooking methods with conservation of food values.
TRANSLATION OF EXISTING PROGRAM OF SUMANDA SCHOOL OF HOME ECONOMICS TEACHER TRAINING

Introduction

Home economics program is a continuation of tenth grade. It is three years for teacher training and only two for homemaking.

There are six days of school in a week and 200 days in a year.

Subject matter is divided into three areas: homemaking, general education, method courses.

Extra-program activities include contributions to public organisation, merit making and religious rites and other social work.

Examination is to be carried out according to the rules and regulations of the Ministry of Education.

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Homemaking  
Cookery:  
Kitchen  
Importance of locality, condition of good kitchen, use and care of equipment.

Hygiene of a cook.  
Body, clothes, cleanliness in food preparation.

Food  
Quality and value of food, menu planning, marketing, food selection, care and presentation of food.

Serving  
Place to eat, table setting, food serving, meal etiquette, occasional feasts and banquets.

Laboratory  
1st, 2nd year, Sufficient practice to make use of knowledge in ordinary occasions.
3rd year, Sufficient practice for special occasions plus ability to teach others.

Sewing  
**Hand sewing:** Ordinary sewing, seams, button holes and seam binding

**Machine sewing:** Use of sewing and embroidering attachment, care of the machine and handling of machine troubles.

Cutting  
Measurement, choice and construction of designs, use of patterns, cutting, characteristics and kinds of textiles, choice of textiles in terms of kinds, colors and design for appropriate occasions and personalities.

**Assignment**  
1st year. Apron, half-slips and slips, school girl uniforms, sarongs, and baby clothes.
2nd year. Children's clothes, blouses, skirts, dresses, skirt blouses, sport shorts, evening dresses.
3rd year. Men's shirts, skirts, dresses and evening dresses.

**Handwork**  
Embroidery, knitting, crochet, mending and darning.

**Assignment**  
1st year  
Embroidery with thread and silk, hand-loom, knitting-baby outfits, jackets, bonnets, socks, darning, cloth and silk.
2nd year  
Embroidery with silk and metallic thread, tatting, darning wool.
3rd year  
Embroidery, animal designs with gold silk and metallic thread.
Creative Work:

Assignment

1st year. Use of banana leaves to make elaborate "Katenga" (bowl like shaped) of different kinds, fresh flowers wreaths of different kinds.

2nd year. Flower arrangements, intricate lei's.
  Artificial flowers made of paper, cloth, silk and wax binder.
  Fruit arrangement, carving, seeding and arranging fruits.

3rd year. Flower arrangement - elaborate lei-making.
  Artificial flowers made of silk and velvet.

Interior Decoration and Home Making

Characteristics of the house: Locality, compound, old Thai homes, modern homes, division of rooms, kitchen-garden, flower-garden, raising animals.

Furnishing and housekeeping and interior decoration.

Characteristics and qualities of homemakers: personality of good homemaker.

Duties of work: Routine and special work

Family Economics: Budgeting

Family Relationships

Assignments: Laundry and creative work from waste materials

Physical anatomy and hygiene: Introduction to anatomy, internal systems and hygiene of the organs: bones, structure muscles, digestion, expiration and circulation, excretion, nerves, reproduction and glands.

Health: Food, rest, clothing and exercise.

Home Sanitation: Drainage, sewage disposal, lavatory and sanitation in general.

Infant Care: Daily care, mother's milk and formula and other food, infant growth, premature baby, diseases pertaining to infancy, hygiene and habit forming.

Home nursing  Necessity of home nursing
Choice of room and care for the patient, making bed, cleaning, taking temperature and pulse and respiration, giving enema, feeding the patient, kinds of food.
Use and care of home remedies, taking care of such sickness as headaches, dizziness, stomach-aches, constipation and loose bowel movement, introductory to symptoms of different diseases, communicable diseases and their prevention, first aid.

General Education

English
Reading and conversation from text of at least one each year, conversation is based on family affairs.
Translation From English into Thai and Thai into English from text of the class or equivalent from others.
Letter writing Personal letters and simple formal letters.

Social Studies

Moral
History of Buddha and Buddhism, five precepts of Buddhism, important days in Buddhist calendar.
Religion
Civic
History of constitution: executive and election, House of Representatives and its work and duties.
Legislative and its independence, municipalities, kinds and duties and work.
Income per capita of the land, cost of living, saving, shares, companies and association, cooperatives, public agencies, United Nations.

Social Activities: Importance, visits, gifts, introduction, entertainment, social pleasantries, invitations and answers, dressing up for various occasions, feasts and banquet tables, manner and etiquette, traditional rites and ceremonies, family law pertaining to engagement, marriages: duties of husband, wife, properties, divorce, inheritance, wills, contracts, principles of contrast-making, census, compulsory education income, drafting, how to report on communicable diseases, tax paying.

Drawing and Designs  life pictures, designs, Thai designs.

Singing and Music Basic theories of modern music, music note, reading, singing of classical Thai song (no less than ten)
Physical Education: Exercises, plays, sports and games indoor and outdoor.

Psychology: Meaning and use of psychology, mentality and mental growth, relations of physical and mental growth at different age levels, heredity, behavior, reflective behavior, instincts and tendencies, emotion, habits, character, consciousness, attention, interest, sensation, perception, observation and experimentation, memory, imagination, concept and decisions.

Principles of Education: Definitions and purposes, different levels of education, characteristics of an educated, educational institution, categories and duties and responsibilities, school-home relations. Characteristics and categories of teachers, duties and discipline, habit correction. Types of education, fundamental, vocational and adult education, school management pertaining to locality, plan, class teacher, curriculum, syllabus, schedules, library or reading room, museum, and statistics.

Principles of Teaching: Teaching and learning, mentality of different age levels, methods of teaching, questions and answers, teaching aids, preparation for and note of teaching, lessons and teaching procedures, bright and slow learners, exercises, correction and grading work, encouraging self-study, measurement of knowledge.

Method of Teaching Home-making: Purposes, relationships of different areas of homemaking subject matters, teaching aids, the use of blackboards, making teaching aids, school visiting and observation student teaching.
APPENDIX E

LETTER TO JURY AND CHECKLIST—ENQUIRY
Dear __________,

I am a teacher on leave from the Pre-University School, Bangkok, Thailand. I received a government scholarship in 1949 to study home economics in the United States. Now I am at Ohio State University working on a dissertation problem in home economics education, with Professor Dorothy D. Scott. The other five members of my committee represent higher education, teacher education and child and family development.

The chief concern of this dissertation is identification of needs for education in family living to promote health, personality and physical growth of children in Thailand, and to determine the potential contribution of home economics to such an education. From personal experiences and observation, I feel that a person is much of what his parents made him in the early years of his life. Healthy citizens of a democratic government of tomorrow have to be healthy children of today in whose homes wholesome democratic family living has been practiced.

An analysis of existing situations in present-day Thailand as reported in the literature revealed certain problems related to child health that it is believed can be reduced through family life education. A list has been developed of those abilities and understandings which it is believed important for parents and prospective parents to develop if these problems are to be reduced and child welfare promoted.

It is desirable that other Thai educators appraise these abilities and understandings as to 1) importance to child health (physical and social), and 2) possibility of developing these understandings and abilities.

Being an educator, you are interested in the health and welfare of our children and know much of the needs of our country. Will you serve as one of the twenty-five educators, experts selected to appraise this list as indicated above? Your contribution to this study is very important. Checking the list does not commit you in any way. No signature is requested. We are interested only in knowing which items on the list the majority of the jury consider 1) important and 2) appropriate goals of teaching in the schools and/or in adult education programs.
Enclosed is the list to be checked. Since the distance between us is half way around the world, and much time is already lost in transportation, I should very much appreciate your prompt reaction to it, so that I may have the completed form, with any additional suggestion you wish to make, before the end of January.

May I extend my appreciation and gratitude to you for your interest and cooperation, without which this study would be impossible?

Very sincerely yours,

(Miss) Daviras Dhanagom

DDimg
Part I

Thailand Today

Education for better living is urgently called for in Thailand. Various avenues have been used to attack health problems. To cultivate a health minded people is one of the best means.

Thailand is a tropical country. The main income of the country comes from agriculture and being unindustrialised many manufactured products have to be imported. Neither coal nor natural gas has been found, therefore manpower has become very important.

The Thai government has advocated democracy, but it is not strange in view of the shortness of time since 1932 that many concepts of Feudal Siam, contrary to democratic concepts, still persist. To do away with these, education is necessary to develop good leaders and good followers so that all can make contributions in their best abilities to the welfare of the whole.

Much that accounts for the prevailing ill-health of the nation at large is the lack of knowledge of simple health practices in everyday living and the knowledge of communicable diseases. Though the high infant mortality rates have declined recently, a nation-wide campaign to combat diseases and promote health is called for; such ill-health becomes an economic burden and is by all means a social waste.

An analysis of the political, economic, social and educational situations in Thailand shows that attempt has been made to promote child health and welfare. The recent developments in nutrition studies, maternal and child health and juvenile court are evidence of more concern of agencies outside the families in the welfare of children. Only the families' awareness of such resources makes such attempt worthy and practical. Only as education of the family members in relation to child needs takes place, will these agencies be able to function most effectively.

Various fields of education make contributions to healthful living. It is the position of this thesis that home economics may contribute to the goal for child health. It is through educating women in the homes and making them realise the importance of health practices and putting them into action, that health principles will function in real life, and children have real chance for healthy development.

Below are listed some of the abilities and understandings which it is believed important for parents and prospective parents to develop if the above problems are to be reduced and child welfare promoted.

Checklist of Possible Educational Goals

Forty-five principles basic to child growth and development are listed. Check ( ) each principle as follows:

in column 1 if you believe this understanding or ability is important for the Thai parents to acquire.

in column 2 if you believe it should be a goal of teaching in the schools.

in column 3 if you believe it should be a goal of adult education.
<table>
<thead>
<tr>
<th>Column</th>
<th>Principles Basic to Child Growth and Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Child rearing should start with the hygiene of pregnancy, provision of special needs of foods, clothing, exercise, medical care, emotional adjustment and parental responsibility.</td>
</tr>
<tr>
<td>2.</td>
<td>The child should be accepted as he is, as his sex is beyond any control, and his individual differences and potentialities of growth are somewhat limited by his hereditary patterns.</td>
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<td>3.</td>
<td>Breast-feeding should be given to meet the infant's physical and psychological needs of food, physical comfort, need to suck and to be cuddled.</td>
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<td>4.</td>
<td>Child rearing should not be trusted to ignorant hands; if domestic help is required, guidance and supervision by a trained person is needed.</td>
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<td>5.</td>
<td>Wide variations of normal growth should be recognized within the characteristics of growth patterns of different age levels.</td>
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<tr>
<td>6.</td>
<td>Requirement of a child to conform to cultural and class impacts should be modified in consideration of his immediate physiological needs.</td>
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<td>7.</td>
<td>Consistency in affection, discipline, care and protection on the bases of sound physical health, good medical care, legitimate praise, should create sound mental health for a child.</td>
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<tr>
<td>8.</td>
<td>Adult encouragement and allowance of reasonable standards should create self-confidence in a child.</td>
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<td>9.</td>
<td>Opportunities to become independent, to make decisions, without unreasoned demand of obedience should cultivate self-dependence and initiative.</td>
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<td>10.</td>
<td>Adult concept of a child and acceptance of his strengths and weaknesses influence his self-concept and his accomplishment.</td>
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<td>11.</td>
<td>Relative permissiveness is necessary in creating the individual's sense of direction, his concept of right and wrong.</td>
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<td>12.</td>
<td>The older child should be prepared for the coming of the younger one for the mental health of the former and for good sibling relationships later.</td>
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<td>13.</td>
<td>The extent of responsibility expected of older children for younger children should be limited.</td>
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<td>14.</td>
<td>Opportunities for interactions among age mates should be provided for a child to learn to get along and make satisfying contact with realities of life.</td>
</tr>
<tr>
<td>Column</td>
<td>Principles Basic to Child Growth and Development</td>
</tr>
<tr>
<td>--------</td>
<td>--------------------------------------------------</td>
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<tr>
<td>1</td>
<td>15. Children should be seen with other children of varying age and maturity levels to help their parents understand them better.</td>
</tr>
<tr>
<td>2</td>
<td>16. Opportunities to play, balanced nutritious diets, adequate rest should be regulated for physical as well as social, emotional, and intellectual growth.</td>
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<tr>
<td>3</td>
<td>17. Religious beliefs, mores, and folklore should be interpreted to the child in the light of the technological knowledge, relating causes to effects.</td>
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<tr>
<td></td>
<td>18. Hardships, contact with realities of life problems should be used to develop a sporting spirit, willingness to take the inevitable and an attitude toward life as a game.</td>
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<td></td>
<td>19. Adequate nutrition should mean more than calorie consumption, it requires nutrients—protein, minerals, vitamins—all essential to health and vitality.</td>
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<td></td>
<td>20. Good food habits should be formed through provision of well-balanced meals, an awareness of the necessary supplements for rice diets and the deficiency diseases they cause.</td>
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<td></td>
<td>21. Nutritious values of food should be retained and infections guarded against thru appropriate methods of preparing and cooking.</td>
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<td></td>
<td>22. Selecting and buying of food should be done with awareness of sanitation in the matter of production and sale.</td>
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<td></td>
<td>23. Caring, storing and preserving of food should be carried out with proper sanitation with or without the aid of refrigeration.</td>
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<tr>
<td></td>
<td>24. Knowledge and provision of food needs of different age levels of family members when well and sick is essential for health.</td>
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<tr>
<td></td>
<td>25. Appropriate selection and use of textiles and clothing should be practiced for proper body temperature, their practicality, and for enhancing personality.</td>
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<tr>
<td></td>
<td>26. Homemakers should be aware of the impacts of housing on housekeeping efficiency, and on the health of the dwellers in relation to home planning, space allotment, lighting, ventilation, sound control and freedom from accident hazards.</td>
</tr>
<tr>
<td></td>
<td>27. Home management processes of thinking, deciding, planning, and controlling the plan, and the uses of family resources of money, time and energy should be used to cultivate personal and family satisfactions.</td>
</tr>
<tr>
<td>Column</td>
<td>Principles Basic to Child Growth and Development</td>
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<tr>
<td>--------</td>
<td>-----------------------------------------------</td>
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<tr>
<td>28.</td>
<td>Selecting and using the best tools in the home, and conforming the tools to the body should be considered in relation to work efficiency and the health of the worker.</td>
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<td>29.</td>
<td>Family recreations should be used to promote both physical and mental health and better relations of family members.</td>
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<tr>
<td>30.</td>
<td>Emphasis should be placed on acceptance of male and female biological and social roles, how they supplement one another, and how the success of the family can be brought about through the cooperation of the two.</td>
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<tr>
<td>31.</td>
<td>Wholesome attitude toward sex and marriage should be cultivated so that sex is seen as a normal process of life and marriage as partnership of privileges and responsibilities.</td>
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<tr>
<td>32.</td>
<td>Family members should have satisfying relationships with each other, especially with in-laws as one avenue to happy married life.</td>
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<tr>
<td>33.</td>
<td>For the good of society, a married couple should accept child-bearing and child rearing as direct functions and responsibilities of the family.</td>
</tr>
<tr>
<td>34.</td>
<td>The number of children should be limited to the capacity of the family to care for them.</td>
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<tr>
<td>35.</td>
<td>Belief in the sacredness of the human personality must be implemented in family living before its political implementation can be fully achieved.</td>
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<tr>
<td>36.</td>
<td>An individual should maintain his own physical and mental health and be responsible for the health of others, especially that of the family.</td>
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<tr>
<td>37.</td>
<td>Vital and economic statistics correlate, the prosperity of one is conducive to that of the other.</td>
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<tr>
<td>38.</td>
<td>A healthy person is a source of new wealth whereas an ill person is an economic burden and premature deaths are economic loss.</td>
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<tr>
<td>39.</td>
<td>A modern, comprehensive public health program comprises sanitation, preventive medicine, curative medicine, health promotion and improvement of standards of living; the family has the greatest shares of all these, especially in health promotion.</td>
</tr>
<tr>
<td>40.</td>
<td>The fundamentals of environmental sanitation are pure or safe water supply and sewage disposal as a means of direct control of gastro-intestinal diseases.</td>
</tr>
<tr>
<td>Column</td>
<td>Principles Basic to Child Growth and Development</td>
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<td>1</td>
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<tr>
<td>41.</td>
<td>Curative medicine costs ten times more than preventive medicine and many diseases are preventable, nevertheless the earlier the cure the better.</td>
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<tr>
<td>42.</td>
<td>Personal hygiene is basic to health promotion, particularly in maternal and child health; good care of the fetus gives life a good start.</td>
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<tr>
<td>43.</td>
<td>Reduction of infant mortality rates is desirable but what is more important is to make life worth living for the newly born.</td>
</tr>
<tr>
<td>44.</td>
<td>There are minimum standards for personal, family and community health which should be the goals of the individual and the family.</td>
</tr>
<tr>
<td>45.</td>
<td>Better health laws and practices in the community and nation, especially as related to public sanitation and disease control, are to be encouraged and promoted by all concerned.</td>
</tr>
</tbody>
</table>
Part II

Use the blank sheet to answer questions A and B. You may use extra sheet(s) if it is not enough.

A. What do you consider the most serious problem(s) of the existing health situations in Thailand at present? Explain you specified problem(s).

B. Please give the suggestions you have in promoting education for child health and welfare; it is interesting to know whether you think home economics teaching is one of the effective means to meet such needs.

Part III

General information on your background is important in the light of the opinion you have. Your name need not be given.

A. Your Education: Field or Area

   No. of years of school at home

   No. of years of study abroad

   Name of the country where you studied or study

B. Your Profession: in the past No. of years

   at present No. of years

   or prospective career

C. Marital Status: Single

   Married No. of Years

   No. of children boys girls
APPENDIX F

LIST OF JURY MEMBERS AND POSITIONS
JURY MEMBERS AND POSITIONS

Administrators

M. L. Phin Malakul
Under-Secretary of State for Education

Laang Sawadi Sarasartbuddhi
Director-General, Department of Secondary Education, Ministry of Education

Laang Pramodya Chanyavipaj
Director-General, Department of Vocational Education, Ministry of Education

Mr. Apai Chantavimal
Director-General of Primary and Adult Education, Ministry of Education

Mr. Reng Syamandaa
Dean, Faculty of Arts and Education, Chulalongkorn University

Mr. Saran Sumit
Director of the Technical Institute

Pra Pradat Santhrarasara
Cultural Counselor and Superintendent of Thai Students,
The Royal Thai Embassy, Washington, D. C.

Teacher Educators

Mrs. Nopakun T. Tengyai
Lecturer in Teacher Education, Chulalongkorn University

Mrs. Poonchaya Nanmorung
Acting Chairman of Teacher Education Department, Chulalongkorn University

M. L. Benaula Kanjera
Assistant-Director of the Pre-University School, Lecturer in Teacher Education

Mr. Sarej Bancri
Director of Prasammitr Teacher Training Institute

Miss Lameimas Saradatta
Instructor in Teacher Education, The Pre-University School
Home Economics Teachers

Mrs. Sanaiwong Tengchua
Former Director of School of Home Economics; at present Assistant Superintendent of Thai Students, Washington, D.C.

Mrs. Min Bunamitvarasaatr
Principal of Petchaburi Teacher Training School

Mrs. Pimpee Pitayaapart
Director of Nursing School, Siriraj Hospital

Mrs. Krachangri Baktakanit
Principal, Sunanda School of Home Economics

Mrs. Praehnabchit Varavan
Instructor, Sunanda School of Home Economics

Mrs. Pratin Vitayakorn
Instructor, The Technical Institute

Physicians, Health Workers

Dr. Samadi Dangsawang
Director-General, Department of Public Health

Dr. Chintapa Sayanhaviggit
Division of Maternal and Child Health, Department of Public Health

Dr. Amara Chandrapanend
Division of Food and Drug, Department of Public Health

Miss Sanjuanvan Phuangphol
Director of Nursing Division, Chulalongkorn Hospital

Dr. Yowalakorn Arthesinda
Ministry of Public Health

Dr. D. S. De
Head of the FAO Headquarters in Bangkok

Related Areas in Education, Social and Cultural Workers

Madame La-ied Phibul Songram
Chairman of the National Institute of Culture

Mr. Sacheep Sanyasaparb
Secretary to the Minister of Cultural Affairs
Udom Pongpensawadi
The National Institute of Culture

Mr. Supachai Vanitwatana
Professor and Chairman, Department of Biology, Chulalongkorn University

Luang Sri Smerth Vijjakich
Professor of Biology, Chulalongkorn University

Mr. Malai Havananda
Assistant Director of the Department of Public Welfare

Mrs. Renoo Lusananda
Department of Public Welfare

Miss Nualnart Amatayakul
Instructor, Dharmastra University

Miss Phava Xato
Division of Foreign Affairs, Public Relations Department
APPENDIX G

TABLE XIV. RAW SCORE OF RESPONSE TO EACH ITEM OF THE PRINCIPLES FROM 27 RESPONDENTS
### TABLE XIV. RAW SCORES OF RESPONSE TO EACH ITEM OF THE PRINCIPLES FROM 27 RESPONDENTS

<table>
<thead>
<tr>
<th>No. of Response</th>
<th>Goals for Parent Education Group I Item</th>
<th>Teach in Schools Group II Item</th>
<th>Teach to Adults Group III Item</th>
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<td>5</td>
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<td>34</td>
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</tbody>
</table>
AUTOBIOGRAPHY

I, Daviras Dhanagou*, was born in Bangkok, Thailand, on March 12, 1917. My secondary education was received in the Presbyterian Missionary School in Bangkok, Wattana Wittaya Academy. I graduated from this school in 1934.

I entered the Liberal Arts College of Chulalongkorn University in the following year and received a Bachelor of Arts degree in 1939. The year following was spent in studying teacher education at the same institution and a diploma of education was received at the end of the same year.

After graduation I taught English in the Pre-University School of Chulalongkorn University in Bangkok. In 1942 a branch of the school was opened in Chiangmai where I was sent to serve for one year. During World War II, I was serving at Lopburi, one of the school branches, as assistant principal. In 1948 teacher training was opened in the same school, and I was chosen one of its staff and also taught English in the Prep-school.

In October 1948 the Government offered scholarships in various fields including home economics. There had been no home economics beyond the high school level, but with the visit of Dean Iva Milam, the Ex-Dean of Oregon State College, there was a hope for home economics on the college level, and three scholarships were given. It was planned that two students go to Oregon State, and one to Kansas State, as recommended by Dean Milam. As one of the scholarship students, my choice was the School of Home Economics at Kansas State College.

At Kansas State College, basic courses in home economics and
related areas on the undergraduate level were taken before graduate courses were attempted. Because of limited Science background, my work was concentrated on Child Welfare and Euthenics and Textiles and Clothing. Having decided that the intangible aspects of life are more important and its basic principles more universally applicable, I decided to work for a master's degree in Child Welfare and Euthenics with a minor in Textiles and Clothing. I graduated in May 1951.

Having realized that two years of home economics were hardly adequate preparation for leadership especially during the pioneering stage, I applied to the educational authorities in Bangkok for the extension of the scholarship which was readily granted. I selected Ohio State University where I could work toward the advanced degree in home economics education, which will be my career after my return to Thailand.