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MULLEN, JEAN YVONNE. Adequacy of Preparation in Undergraduate Home Economics Education from 1958-1967 at The University of North Carolina at Greensboro. (1968) Directed by: Dr. Mildred B. Johnson. 57 pp.

The primary purposes of this study were: (1) to identify the positions home economics education graduates have assumed since graduation and (2) survey the opinions of graduates concerning the adequacy of general and professional preparation for teaching home economics or assuming other positions. A questionnaire was developed and mailed to a random sample of 190 of the 1958-1967 graduates in home economics education at The University of North Carolina at Greensboro. The graduates were asked to check responses and to list or to supply appropriate information for the seventeen items on the questionnaire. One follow-up attempt was made which resulted in a 73.1 per cent return of the questionnaires.

The findings are summarized in relation to general information about graduates, specific information about graduates' opinions concerning general and professional education received in home economics education.

1. The majority of the graduates, 84.8 per cent, were married and over one-half of the graduates were employed full-time. Forty-five graduates, 53.5 per cent of those employed full-time, were currently teaching home economics. There was evidence that a variety of positions, other than teaching only home economics, had been assumed by graduates. For those graduates who were unemployed, "No Position Available" and "Preferred Homemaking" were selected with equal frequency as being the most important reasons for not being employed in a home economics position.

2. Over one-half of the graduates believed that adequate preparation had been provided in all of the subject areas in the general education grouping, except art. One-fourth to one-half of the graduates believed that preparation in all areas of home economics, except family relations and housing, had been "highly adequate."

3. There was evidence that graduates believed that laboratory courses in all areas except nutrition, and lecture courses in all areas had been intellectually stimulating, provided for adequate development of skills, and had provided for the adequate application of principles.

4. Graduates most frequently encountered difficulties in teaching concepts and generalizations, planning for a variety of learning experiences, evaluating student work, providing for individual differences, and managing time. Suggestions were offered by graduates concerning the curriculum requirements. Some of the suggestions offered were additional required courses, strengthening certain courses offered, and for placing greater emphasis upon the student teaching experience.

Implications from this study could be used as a frame of reference for planning programs in home economics education and for further study.

ADEQUACY OF PREPARATION IN UNDERGRADUATE HOME ECONOMICS EDUCATION
FROM 1958-1967
AT THE UNIVERSITY OF NORTH CAROLINA AT GREENSBORO

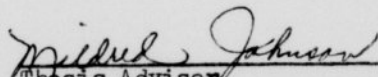
by

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Approved by


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APPROVAL SHEET

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CHAPTER I

INTRODUCTION

Effective programs in teacher education, including home economics teacher education, should provide the kinds of curriculum that are based on the social patterns of today and provide direction for the future. Curricula should be structured not only to meet the needs, interests, and abilities of students, but also to prepare students for their role in society. This is emphasized by Stratemeyer in the following:

The best in education will be realized when every experience of learners is worthwhile from the standpoint of the individual and of society, when every experience is one which helps to develop . . . women, able to meet their problems of daily living with competence and maintain their ideals.¹

Like other programs, those of teacher education require continuous evaluation. The results of the evaluations of such programs at all levels should give direction for modifications and improvements. The evaluative function serves as a guide for future programming.

In general, educators agree that this process should not be considered mere data gathering, but viewed as a cumulative series of check-points for determining strengths and weaknesses. The use of systematic check-points enables educators to determine where they have been, what is now being accomplished, and what directions for growth or improvement need to be followed.

¹Florence B. Stratemeyer, et al., Developing a Curriculum for Modern Living (2nd ed.; New York: Columbia University Press, 1963), p. 517.

For most evaluations of educational programs, a review of present methods, techniques, and course content should be made in relation to current technological and sociological advancements. Some program evaluations are made of the staff members, students currently enrolled, courses offered, and facilities provided.² The findings from these investigations may be useful in determining structure for curriculum. However, the evaluations would not be complete unless those graduates affected by the curriculum offered were actively involved in the evaluation. Lyle states:

Judgments of those alumnae of the strengths and weaknesses of their college education also provide material worthy of consideration by those responsible for present-day curriculum changes.³

It appears then that much may be learned when graduates are given an opportunity to express how they believe their education has prepared or failed to prepare them for the demands and challenges encountered in the various professions which they entered after completion of their formal training. This may be true of the graduates in home economics education since all do not teach home economics after graduation. It could be valuable to home economics teacher educators to know the types of employment frequently secured by graduates and how their education has helped them in the situations encountered daily.

Curriculum building is a continuous process and many kinds of facts and value judgments are needed in this process. Facts about the lives the alumnae have led after graduation are useful in deciding the probable experiences of today's students.⁴

²Ruth T. Lehman. "Appraising the College Program in Home Economics," (Washington, D. C.: American Home Economics Association, 1950), 3-6.

³Mary L. Lyle. "Graduates Reflect on Their Education," Journal of Home Economics, IL (January, 1957), p. 9.

⁴Ibid.

Graduates of a particular program are in a position to evaluate the adequacy of that program in terms of their needs after graduation. It seems reasonable that from some stand points they could evaluate the program more ably than anyone else. Evaluation is of course a multi-phase endeavor, and a program should not be seen from one point only, so that to seek the opinions of graduates concerning a program and to identify the positions which they have assumed since graduation would be appropriate and might also provide pertinent information as to the program under study.

Purpose of the Study

The primary purposes of this study were to: (1) identify the positions home economics education graduates have assumed since graduation; and (2) survey the opinions of graduates concerning the adequacy of general and professional preparation for teaching home economics or assuming other positions. Through descriptive analysis of the data, the information obtained could be of value to teacher educators, to State Department of Public Instruction personnel, and to the university administrators.

Study Design

The following procedures were used to procure the information concerning the adequacy of undergraduate preparation in Home Economics Education at The University of North Carolina at Greensboro.

A questionnaire was developed. It was based upon a review of literature. Using a table of random number, one-half of the members

of each class of home economics education graduates from 1958 through 1967 were selected as participants for this study. A cover letter, the questionnaire, and a self-addressed postage-paid return envelope were mailed to each of the 190 participants. One follow-up letter was mailed to those graduates who had not responded by the return date specified in the cover letter.

The questionnaire contained statements that requested the participants to supply and select responses. The data obtained from the questionnaire included: (1) the year of graduation, (2) employment status and employment history, (3) ranked-order reasons why "not" employed in home economics, (4) opinions of adequacy of preparation in the various undergraduate subject areas, (5) opinions concerning the value of laboratory and lecture classes, (6) major areas of difficulty encountered in home economics teaching, and (7) suggestions for improvement of courses offered. These data were compiled and analyzed descriptively. On the basis of the findings, recommendations were made.

Limitations

The study was limited to a stratified, randomly selected sample of 1958 through 1967 graduates in home economics education from The University of North Carolina at Greensboro. Residence within the United States was also mandatory.

Organization of the Remainder of the Report

Chapter II consists of a review of related literature concerning evaluations of undergraduate home economics education programs and of

methods of evaluation in general. The procedures which were followed in selecting the participants, constructing the questionnaire, and collecting the data are described in Chapter III. Chapter IV contains the descriptive analysis of the data obtained. Chapter V includes the summary and recommendations for further study.

The cover letter, questionnaire, and follow-up letter sent to the randomly selected sample of graduates are included in the Appendix.

CHAPTER II

REVIEW OF RELATED LITERATURE

A review of the related literature was undertaken for three primary reasons. First, it provided a basis upon which to formulate a concept concerning evaluation. Second, it was necessary to identify some of the theories and beliefs of some authorities in home economics teacher education concerning educational program structure. Third, evaluations of home economics teacher education programs were reviewed and provided a basis for developing the instrument used in this study.

Evaluation of Educational Programs

Forces exerted by a complex society have created equally complex educational programs, which change as new discoveries and advances are made. Educators constantly evaluate programs offered to determine the adequacy with which the change in behavior--the end product of education--has occurred in the subjects of the programs offered. Many processes and procedures of evaluation are employed, each being selected and planned for when the objectives of the program are established. The type of evaluation device or procedure to be used may be selected in terms of the points of view which educators hold toward education. Lehman has said:

At least two distinct points of view have operated in current evaluation practices. In effect the one says that the accumulation of knowledge is the end of education. Hence, evaluation consists simply in measuring the amount and kind of information which the student possesses. The second point of view . . . says that the function of education is changed behavior; that is, the development of skills, the acquisition of a broad range of interests, the building of sound attitudes and values, the development of ability to

think effectively, and so on. Those behavior changes which are desired are thus actually the objectives of the school. The success of the school then is to be seen in the degree to which it is reaching these goals with students.⁵

Thus, it seems that in addition to the effectiveness of a specific program, the degree to which the overall goals of a program are being achieved may be determined through evaluations undertaken.

The process of evaluation is a complex endeavor. Anderson noted that:

The process of evaluation involves (1) clarification of objectives, (2) determining and gathering the evidence needed, (3) interpreting the evidence, and (4) using the information gained to make decisions. It is far broader than measuring, counting, or determining what proportion of pupils achieved beyond a certain score.⁶

As part of an improvement process, continuous evaluation of all facets of the program should be planned for and examined. Each individual involved in a program can ". . . contribute information or judgments concerning the program, to the extent of his expertness and his willingness to be objective about results."⁷ As Wyse has remarked:

. . . appraisal activities should be conducted in such a way as to evaluate qualitative accomplishments, stimulate improvement in educational effectiveness, encourage sound educational experimentation, and permit innovations.⁸

⁵Ruth T. Lehman, Appraising the College Program in Home Economics, Study of Some Procedures, (Washington, D. C.: American Home Economics Association), p. 4.

⁶Vernon E. Anderson, Principles and Procedures of Curriculum Improvement (2nd ed.; New York: Ronald Press Company, 1965), p. 218.

⁷Ibid., p. 222.

⁸Olive G. Wyse, "Will Criteria for Accreditation Permit Flexibility and Experimentation?" Journal of Home Economics, LVII (April, 1957), 274.

Much may be said in relation to clarifying objectives; this element is a basic component of the foundation for evaluation that can not be ignored. Clearly stated objectives provide the basis for evaluation.

Many other factors must also be considered. Influences from a changing society impose restrictions which need consideration when preparing objectives for and evaluating undergraduate educational programs. Thus, Jefferson has stated:

The first set of conditions is influenced by strong economic, social, and educational forces demanding high-level knowledge and skills for the professional home economics worker. The changes are: (1) increasing diversity of social, educational, and business positions unfolding to meet the complex needs and wants of an increasing population in each age group; (2) a more sophisticated society with higher expectations and demanding high-level performance brought about as a result of urban living, changes in the roles of men and women, education, and the availability of information by mass media; and (3) competition with professionals trained in the root disciplines on one hand and nonprofessionals or vocationally trained persons on the other hand. It would seem that home economics could ill afford to settle for mediocre professional preparation.⁹

Philosophies of Home Economics Teacher Education

In "Goals for Home Economics," Hutchinson suggested that a truly liberal education is provided for in a multi-lateral curriculum consisting of a solid foundation in the basic subjects and providing specialization in four or five of the areas in home economics. This type of curriculum is offered as general home economics in some colleges and universities. It was stated that home economics departments must critically appraise the adequacy of provisions for effective programs of

⁹Ruth Bryant Jefferson, "At Issue: Need for Establishing Standards for Undergraduate Professional Education," Journal of Home Economics, LIX (April, 1967), p. 254.

this nature.¹⁰ In agreement with Hutchinson, Lyle found that the employment records of graduates indicated the need for a well-rounded preparation rather than strict specialization in one area.¹¹

In opposition to the views of Hutchinson and Lyle, Henderson pointed out that:

The purpose of home economics from the beginning at Lake Placid has been to expand the study to all aspects of human development, health, and welfare--as these are affected by everyday life in homes and communities--and to prepare professional leaders, competent in one segment of family life . . . but not in every segment. Such specialization competence was, of course, to be supplemented by appropriate professional skill¹²

O'Toole reported that a combination of liberal and professional education must be provided for professional competency. Carefully planned and effectively combined programs are a function of home economics. O'Toole also commented on the responsibilities of the home economics faculty in planning curriculum. She proposed five responsibilities in planning a well-balanced liberal and professional education: (1) direction for well-balanced curricula are founded in the purposes and philosophy of home economics; (2) breadth and depth are provided by the best balance of liberal and professional education; (3) general education is planned cooperatively with other areas of education; (4) purposes and offerings of institutions provide basis for programs of guidance,

¹⁰C. B. Hutchinson, "Goals for Home Economics," Journal of Home Economics, XXXX (March, 1948), 117-118.

¹¹Mary L. Lyle, "Graduates Reflect on Their Education," Journal of Home Economics, IL (January, 1957), p. 11.

¹²Grace M. Henderson, "Issues Confronting Home Economics in Colleges and Universities," Journal of Home Economics, LVII (December, 1965), 762.

evaluation and planning; and, (5) choice, number, and requirements of professional curriculum are planned realistically.¹³

Teacher education is fundamental to home economics programs offered in colleges and universities. The views expressed by Wiles on foundations for teacher education programs could be the basis upon which evaluations of these programs may be made.

Hypotheses on desired competencies should be stated; this step is necessary if valid judgments are to be made about the effectiveness of a given program in producing the desired type of teacher or, even more important, the contribution of a certain type of teacher in a specified school situation.

.....
The specialists in the discipline must develop a program of courses which give the structure of the discipline and the necessary investigative skills. When the student finishes the courses required, he should know the dimensions of the field well enough to deal with the specific problems included in the public school curriculum in terms of the basic generalizations of the discipline.¹⁴

Dolan said that higher education's greatest contribution to women would be to develop their special aptitudes and talent, and to help them to understand demands and withstand stresses of a modern world.¹⁵

In a study of graduates of the University of California at Los Angeles, Leaky reported that a general education in home economics was believed needed for all professionally trained home economists. She said that few professional home economists received some training in all areas

¹³Lela O'Toole, "Home Economics in Higher Education--Implications for Curriculum," Journal of Home Economics, LIII (May, 1961), 345-347.

¹⁴Kimball Wiles, "They Said This: The Kind of Teacher We Need," Journal of Teacher Education, XVII (Summer, 1966), 262-264.

¹⁵E. F. Dolan, "Higher Education for Women: Time for Reappraisal," Higher Education, XX (September, 1963), p. 13.

except those preparing for teaching. It was pointed out that professional home economists should have excellence in knowledge, understanding, and skill in one area of home economics and a general understanding or knowledge of all phases of home economics.¹⁶

Albanese reported that the planning committee of the French Lick Seminar challenged participants to:

Develop curricula at all levels of education that reflect a reasonable balance and interrelationship between general-liberal education and purely professional-technical specialization.¹⁷

She also said that home economics undergraduates cannot cover all areas, but the education of home economics students should include a liberal foundation which will help them in adapting to the requirements of modern life.¹⁸

Martin, in "Trends in Home Economics Education," said:

For the future well-being of home economics, we must find more effective ways to grow together, to keep the scene in focus, and to give our people confidence in their ability to change when the way is not easy but is at least charted.¹⁹

A review of literature on home economics education programs and related studies showed efforts which have been undertaken to determine strengths and weaknesses of programs offered.

¹⁶Dorothy M. Leaky, "Education for General and Professional Home Economics," Journal of Home Economics, IIL (May, 1966), 331-333.

¹⁷Naomi G. Albanese, "Education in a World of Change: Home Economics in Higher Education," Journal of Home Economics, LIV (September, 1962), p. 534.

¹⁸Ibid., p. 535.

¹⁹Edna Martin, "Trends in Home Economics Education," Journal of Home Economics, VL (January, 1953), 23-24.

Evaluations of Home Economics Education Programs

In 1953, a study was conducted at The Woman's College of the University of North Carolina to determine opinions of senior students majoring in home economics education concerning their preparation in the various areas of home economics. A questionnaire was developed and used to obtain the desired information. Students were asked to respond either "yes" or "no" to indicate that they had: (1) had preparation in, and/or (2) felt secure as a teacher in the various areas of home economics education. It was found that one-half or more of the students included in the survey believed that they had had sufficient preparation to feel secure in teaching the following areas: food preservation; food for the sick; remodeling garments; constructing slip-covers, draperies, etc.; care of the sick and emergencies; and public health and sanitation.

One-third to one-half of the students indicated they were insecure as a home economics teacher in the following areas: physical and personality development, child behavioral problems, quantity food preparation, clothing selection for children, home finance, and the renovation of furnishings. One-fourth to one-half of the students indicated they were insecure as a teacher in: freezing foods, food for children, clothing construction for family members, care of personal and household textiles, management for a working mother, and understanding of art principles.²⁰

²⁰Faye T. Coleman, "Opinions of Senior Students in Home Economics Education Concerning Their Technical Preparation at The Woman's College of the University of North Carolina" (unpublished Master's thesis, Woman's College of the University of North Carolina, 1953), 34-36.

Alexander also obtained opinions of graduates in home economics education at The Woman's College, The University of North Carolina, concerning their preparation and compared them with the results of the Coleman study. The opinionnaire used in this study was designed to determine if graduates believed they had either received preparation in the area of study or had received adequate preparation in the area of study. Suggestions for improving the curriculum were sought. The majority of graduates surveyed and the seniors in the Coleman study believed that they were adequately prepared. However, it was found that more electives were desired. Graduates believed that methods of teaching home economics needed strengthening and more instruction was needed in altering commercial patterns.²¹

Kiger, in a study of seniors majoring in home economics education at The Woman's College, the University of North Carolina, developed a questionnaire based upon certain basic tenets needed in the areas of study by home economics teachers. The responses of students who had completed their supervised student teaching experience were compared with those students who had not had student teaching experience. It was found that students who had completed the student teaching experience showed a greater degree of preparation in all areas of study and the student teaching experience increased their feeling of security.²²

²¹Josephine Alexander, "Opinions of Graduates and Seniors of the Woman's College Concerning Their Preparation for Teaching Home Economics" (unpublished Master's thesis, Woman's College the University of North Carolina, 1954), 46-58.

²²Iris Marie Kiger, "Opinions of Senior Students in Home Economics Education Concerning Their Professional Preparation for Teaching" (unpublished Master's thesis, Woman's College, the University of North Carolina, 1953), 1-13.

Jones conducted a study of graduates who had completed their preparation for teaching during 1949 through 1951 in home economics education at The Woman's College of the University of North Carolina, and who were employed as home economics teachers in North Carolina during 1953-1954. The results of this study were compared with the results of the Kiger study. Jones found that more than one-half of the graduates and students in the Kiger study believed they had received adequate preparation in all elements of "The School Program, Philosophy, and Principles of Teaching," except in the following areas: the total school program in North Carolina; organization and administration of schools; laws relating to both public education in North Carolina, and vocational education; and North Carolina teacher certification. The place of adult education in the total school program was believed inadequate in preparation by graduates.

Both graduates and seniors believed that inadequacies in home economics education were in the areas of: vocational home economics program in North Carolina, adult education, school lunch program, and guiding Future Homemakers of America chapter and in teaching mixed classes in homemaking. Graduates indicated inadequacies in making departmental improvement, using community resources, guiding pupils, and planning home experiences.

One-fourth or more of the graduates and seniors listed the following courses as being of value; meal study, home management house residence, housing, nutrition, pattern study and construction, and

supervised teaching in home economics. However, child development and clothing construction were not listed as being of value by seniors.²³

The opinions of home economics graduates from 1941-1960 at West Virginia University were surveyed to determine the adequacy of the home economics curriculum. "Very Helpful and Adequate" was indicated by 35.09 per cent of the 1946-1960 graduates in the area of preparation for marriage and family life. More than half, 53.03 per cent, of the graduates considered their preparation for professional work as "Helpful but not Adequate."

Laboratory work was believed to be challenging by 26.32 per cent of the 1941-1945 and 37.35 per cent of the 1956-1960 graduates in home economics. A majority of the graduates believed that classroom work had been partially stimulating. More than half of the 1956-1960 graduates thought that their home economics courses contained too much "busy work," and none of the graduates believed the courses were too hard. Approximately one-third of the graduates believed that although not completely practical, the course work stimulated individual creativity.²⁴

Smith, in a study of home economics education graduates at Texas Technological College, compared the opinions of graduates who had taught home economics with the opinions of graduates who had not taught home economics. It was found that more emphasis should be placed on:

²³Bertha Pate Jones, "Opinions of Graduates of The Woman's College Concerning Their Professional Preparation for Teaching Home Economics" (unpublished Master's thesis, Woman's College, the University of North Carolina, 1954), 49-55.

²⁴Barbara Nottingham Armstrong, "Evaluation of the Home Economics Curriculum at West Virginia University Based on Opinions of Graduates 1941-1960, Inclusive" (unpublished Master's thesis, West Virginia University, 1961), p. 89.

understanding human development after childhood, providing experiences for various approaches used in teaching, understanding influences on personal development, controlling behavior, and transmitting information. It was recommended that experiences in several pre-teaching situations be provided. Thus, the student teaching experience might be strengthened.²⁵

In a study of the home economics teacher education program's in three Michigan College, Irland reported that:

They [home economics students] feel that the length and number of laboratory classes is discouraging, that too few electives are permitted, and that the required professional education courses are too theoretical. Some concern was evidenced regarding the adequacy of the student teaching experience and the counseling provided.²⁶

A study of home economics graduates was conducted by Brown. It was found that:

(1) that the home economics curriculums were not meeting adequately the needs of all students; (2) that some courses were not functional and practical enough; (3) that some graduates received more professional and personal benefits than did others; (4) that the physical facilities in the home economics department were inadequate; and (5) that 56 graduates [there were 72 in the study] would remain in some phase of home economics if they were to repeat their formal training.²⁷

Brown recommended that home economics faculties re-examine programs to discover if professional and family living needs were being met.²⁸

²⁵Donna Jane Wilke Smith, "An Analysis of the Opinions of Graduates of Texas Technological College Regarding Their Professional Training in Home Economics Education" (unpublished Master's thesis, Texas Technological College, 1966), 2-41.

²⁶Marquita Irland, "An Analysis of the Home Economics Teacher Education Program in Three Michigan Colleges" (unpublished Doctoral dissertation, Wayne University, 1956), abstracted in Dissertation Abstracts, XVII, 1957, 135-136.

²⁷Theresa Kennedy Brown, "A Study of Home Economics Graduates at Morgan State College, Baltimore, Maryland, from 1944 to 1953" (unpublished Doctoral dissertation, New York University, 1959), abstracted in Journal of Home Economics, LII (March, 1960), p. 209.

²⁸Ibid.

Cross studied the activities of first and second year home economics teachers and home agents to identify areas in which they believed their college preparation had been adequate or had been inadequate. The majority of the graduates believed their college preparation adequate for most of their activities. However, inadequate preparation was indicated by both groups in the following aspects of teaching:

food production, housing, home improvement, and community relationships, and for participating in the total program and in community activities. Teachers expressed inadequate college preparation for working with an advisory council, with boys, and with FHA and NHA groups, . . .²⁹

A need for improved assistance in selecting textbooks and facilities, in planning the home experience program, in guiding the Future Homemakers of America club, and in interpreting the home economics program to others were indicated in a study of first and second year vocational home economics teachers in Nebraska. It was also found that the teachers believed that pre-service courses for home economics education majors needed to be evaluated. Workshops and conferences for in-service training by the college student teaching supervisor was recommended by the majority of graduates.³⁰

Nall, in a study of home economics education graduates at Alabama Polytechnic Institute, made the following recommendations:

²⁹Aleene A. Cross, "On-the-Job Activities and Feelings of Adequacy of Preparation of Homemaking Teachers and Home Agents" (unpublished Doctoral thesis, Teachers College, Columbia University, 1959), abstracted in Journal of Home Economics, LII (March, 1960), p. 210.

³⁰Bonnie Rader, "Beginners Need In-Service Education," Journal of Home Economics, LIII (January, 1961), 26-28.

The recommendations for future college teaching include a continuation and extension of these aids, an emphasis on the practical application of basic principles in all areas of home-making, and a clearer understanding of the adaptation of these principles to the changing needs of the modern family.³¹

A survey of selected American Home Economics Association members in each professional area, except the college club section, was made to determine the elective subject areas professional home economists believed were needed or should be included in a home economics curriculum. The most frequent responses were in the areas of: effective word usage; liberal education, i.e., English literature, history, etc.; the arts; business finance; and areas to promote international understanding.³²

It was apparent from the studies of undergraduate programs in home economics education reviewed that the majority of the graduates believed they had received adequate professional preparation. However, some of the graduates indicated that: preparation for teaching in certain courses in the curriculum was inadequate, practical aspects of teaching home economics needed to be included in methods classes, adult education in the total program was not defined, experiences in teaching boys were lacking, and that experiences in and working with the Future Homemakers of America chapters were needed.

The review of literature provided a basis for developing the questionnaire used to obtain opinions concerning adequacy of preparation

³¹Earline Goldsmith Nall, "A Study of the Problems and Practices of Home Economics Graduates to Indicate the Implications for the Evaluation and Development of Curriculum" (unpublished Master's thesis, Alabama Polytechnic Institute, 1957), iii-iv.

³²"Electives and Activities in Retrospect," Journal of Home Economics, LIII (December, 1961), 855-856.

of home economics education graduates of the University of North Carolina at Greensboro. The procedures which were followed in selecting the participants, constructing the questionnaire, and collecting the data are given in Chapter III which follows.

CHAPTER III

PROCEDURE

Choice of Techniques of Appraisal

The home addresses of graduates in home economics education from 1958 through 1967 revealed that graduates resided in several states and in three countries outside of the United States. In order to obtain a random sample of the graduates, it was believed that the use of a mailed questionnaire would allow for a larger sample to be selected. For purposes of this study the only restriction, in regard to geographic area, was that the graduates reside within the United States.

Questionnaire Design

After a review of available literature a questionnaire was developed to meet the objectives of this study. These objectives were: (1) identify the positions home economics education graduates have assumed since graduation; and (2) survey the opinions of graduates concerning the adequacy of general and professional preparation for teaching home economics or assuming other positions. The questionnaire was designed to obtain both general and specific information. The first part requested information concerning the present marital status and current address of each respondent. The participants were asked to check responses, to list, or to supply appropriate information for each of the seventeen items as they applied to the individual situation.

The next section of the instrument was structured to elicit responses concerning the year of graduation, additional educational attainment, and major area(s) of study. The employment history was requested to determine length of employment, employer, and kind(s) of position(s) held.

More than one reason could affect an individual's decision to be employed in a position unrelated to home economics. Therefore, the respondents were requested to rank the reasons why "not" employed in a home economics or home economics related position with a "1" for the most important, "2" for the second in importance, and "3" for the third in importance.

The subject areas were divided into two groups for the items which related to adequacy of preparation. The first was that of general education and the second was that of home economics. The respondents checked the following opinions concerning degree of adequacy as it related to each subject area: highly adequate; adequate; helpful, but not adequate; inadequate; and, don't know. A column headed "comments" was provided for further responses or explanations.

In order to further define graduates' opinions of their preparation, especially as they related to professional preparation, two classifications of home economics subject areas were made. The first classification related to laboratory courses and the second classification related to lecture courses. Each classification was further fractionated into three judgments: provision for intellectual stimulation, provision for adequate development of skills, and provision for adequate application

of principles. The response for each of these was structured so that "yes," "no," or "don't know" was elicited.

One item of the questionnaire was designed for those graduates who had taught or were currently teaching home economics. It was designed so that difficulties encountered by graduates employed as home economics teachers could be identified. Graduates were given an opportunity to write suggestions which they believed could improve curriculum requirements for a major in home economics education.

Population Sample

The list of names and addresses of home economics education graduates was secured from the files in the Home Economics Education Department. From this list and the records at the Alumni Office, the most current address on record at the University was located. The total number of graduates was 394. All graduates residing outside the United States of America and ten graduates for whom no current address could be found were deleted from the list. Thus, 14 graduates were eliminated from the population. Using a table of random numbers, 190 graduates in home economics education from 1958 through 1967 were selected. One half of each class was chosen. Graduates from each class were selected at random so that the findings would be representative of graduates in home economics education at the University of North Carolina at Greensboro.

Collection of the Data

A cover letter, the questionnaire, and a stamped self-addressed return envelope were mailed to each graduate selected as a participant

in the study. The cover letter explained the purpose and the importance of the study, and asked for the graduates' assistance. A date for the return of the questionnaire was also specified. Each questionnaire was numbered. A follow-up letter was sent to those graduates who had not responded by the return date stated in the cover letter. A final total of 139 questionnaires, 73.1 per cent, was returned.

Responses to the returned questionnaire were tabulated. The free responses were summarized. Data were obtained from 17 items to which 109 possible responses could have been made by each respondent.

The tabulated responses were analyzed to determine the present and previous employment status of the graduates, and to determine the adequacy of preparation as indicated by graduates' opinions. The analysis and summary of these data are presented in Chapter IV.

CHAPTER IV

ANALYSIS OF DATA

The major objectives of this study were: (1) to identify the positions home economics education graduates have assumed since graduation and (2) to survey the opinions of graduates concerning the adequacy of general and professional preparation for teaching home economics and for assuming other positions. A questionnaire was developed to obtain information concerning positions held and graduates' opinions concerning the adequacy of undergraduate professional preparation.

The questionnaires were mailed to 190 of the 1958 through 1967 graduates in home economics education at the University of North Carolina at Greensboro. The data obtained from 139 returned questionnaires, 73.1 per cent, were considered in terms of the following:

1. Groupings of the respondents and the percentage of returned questionnaires
2. Summaries of additional educational attainment of graduates
3. Employment status of the entire sample as percentages
4. Summaries of employment history according to type of employment
5. Reasons for employment in an area unrelated to home economics
6. Summaries of responses to adequacy of preparation for the areas of general education and home economics
7. Responses to questions relating to laboratory and lecture courses

8. Difficulties encountered in teaching home economics
9. Suggestions for improving curriculum requirements

Descriptions of Home Economics Education Graduates

The population for this study was limited to 1958 through 1967 graduates in home economics education at the University of North Carolina at Greensboro. Graduates who resided outside of the United States of America were excluded from the study. One-half of the eligible graduates in each graduating class from 1958 through 1967 were selected at random. The number of graduates selected from each class is tabulated in Table I.

TABLE I

NUMBER OF GRADUATES SELECTED FROM EACH GRADUATING CLASS
FROM 1958 THROUGH 1967

Year of Graduation	Number Selected
1967	20
1966	19
1965	25
1964	19
1963	15
1962	16
1961	14
1960	19
1959	25
1958	18

Of the 190 graduates selected for this study, 139, 73.1 per cent, responded. The majority of the graduates, 84.8 per cent, were married and twenty-one graduates, 15.1 per cent were single.

Educational Attainment of Graduates

The graduates were requested to indicate the highest level of education which they had attained beyond the Bachelor of Science in Home Economics degree. Data concerning educational attainment were categorized into the following eight levels: Bachelor of Science in Home Economics plus additional hours, Master of Education degree, Master of Education degree plus additional hours, Master of Science in Home Economics degree, Master of Science in Home Economics degree plus additional hours, Education Specialists degree, Doctor of Philosophy degree, and Doctor of Education degree.

Forty-one graduates, 29.4 per cent, indicated that additional education had been completed beyond the Bachelor of Science degree. Thirteen graduates had successfully completed the requirements for a Master of Science in Home Economics degree and one graduate had completed course work beyond the Master of Science in Home Economics degree. One response was given to each of the following levels of educational attainment: Master of Education degree plus additional hours, Master of Arts in Education degree, and Master of Science degree.

Employment Status and History

The responses to the item concerning the present employment status of graduates are shown in Table II. It was found that forty-five graduates, 53.5 per cent of those employed full-time, were currently teaching home economics. Many of the graduates had been employed in more than one type of position since graduation. Eighty-two of the graduates who responded reported that they had been or were presently

TABLE II

FREQUENCY OF RESPONSES TO EMPLOYMENT STATUS

Employment Status	Number of Graduates
Full-time	84
Part-time	9
Unemployed	46

employed in a home economics teaching position. Of these eighty-two, thirty-nine graduates had taught home economics, twenty-four had taught both home economics and other subject matter areas, and nineteen had taught home economics and had assumed positions in home economics related occupations. Fourteen graduates reported that they had taught only subject areas unrelated to home economics. The subject and grade levels most frequently taught were: science, seventh grade, eighth grade, special education, and kindergarten.

Eleven graduates had assumed positions as home economists for utility companies, eight graduates reported employment with the extension services, and six graduates were employed in various food services. Other positions held by four or fewer graduates were: welfare, Department of Defense, personnel, receptionists, secretary, bank teller, and graduate assistantships.

Reasons for Employment Out of Field

Graduates were requested to indicate the three reasons they were not employed in a home economics or home economics related position. They were requested to rank the reasons selected by placing a "1" by the most important, "2" by the second in importance, and "3" by the third in importance. "No position available" and "Preferred homemaking" were

selected with equal frequency as being the most important reasons for not being employed. The reasons most frequently selected as second in importance were "No suitable arrangements for care of child," "Spouse prefers I do not work," and "Preferred homemaking." The reasons most frequently selected as third in importance were "Can't work hours required," "Salary not worthwhile," and "No suitable domestic help." Among the other reasons supplied by graduates were: "Move frequently," "Distances too great to travel," and "Pregnant" (Table III).

TABLE III
FREQUENCY OF RESPONSES TO REASONS FOR NON-EMPLOYMENT
IN HOME ECONOMICS

Reasons	Order of Importance		
	First	Second	Third
No position available	25	2	3
Cannot work hours required	2	5	8
Salary not worthwhile	2	5	8
Health
Lost interest in profession	2	3	1
Preferred homemaking	25	10	5
No suitable arrangements for care of child	9	14	5
Spouse prefers I do not work	4	11	6
No suitable domestic help	..	1	8
No suitable transportation	..	1	1
Full-time student	2
Hesitant--inactive too long	..	1	3
Other	6	4	7

Opinions Concerning Adequacy of Preparation

The subject areas were divided into two groups which related to adequacy of preparation. The first was that of general education and the second was that of home economics. The graduates were requested to

indicate the adequacy of their preparation received in each subject area by checking one of the following opinions: "highly adequate;" "adequate;" "helpful, but not adequate;" "inadequate;" and "don't know." Some of the graduates had received part of their education at other schools, therefore, the responses to this item varied in number.

General education.--Less than one-fourth of the graduates believed their preparation had been "highly adequate" in all subject areas in the general education grouping except for science. All of the subject areas, except art, were found to have been "adequate" by one-half or more of the graduates. One-fourth to one-half of the graduates indicated that the preparation in art had been "helpful, but not adequate" (Table IV).

TABLE IV
FREQUENCY OF RESPONSES TO OPINIONS OF ADEQUACY
FOR GENERAL EDUCATION SUBJECT AREAS

Subject areas	Opinions of adequacy				
	Highly adequate	Adequate	Helpful, but not adequate	Inadequate	Don't know
Art	8	57	47	18	3
English	25	83	11	1	4
Foreign language	24	84	15	5	3
History	16	84	17	10	3
Physical education	25	97	7	2	2
Psychology	15	78	27	12	3
Science	37	75	17	3	2
Social studies	12	90	13	5	7

Home Economics.--Over one-half of the graduates indicated that preparation received in the area of clothing had been "highly adequate." One-fourth to one-half of the graduates indicated that all areas except

family relations and housing had been "highly adequate." Over one-half of the graduates indicated "adequate" preparation in family relations, foods, home economics education, home management, housing, and nutrition. Less than one-fourth of the graduates considered preparation received in home economics subjects "helpful, but not adequate," "inadequate," or "don't know" (Table V).

TABLE V
FREQUENCY OF RESPONSES TO OPINIONS OF ADEQUACY
FOR HOME ECONOMICS SUBJECT AREAS

Subject areas	Opinions of adequacy				
	Highly adequate	Adequate	Helpful, but not adequate	Inadequate	Don't know
Child development	46	62	20	4	1
Clothing	72	47	13	3	..
Family relations	22	72	32	7	2
Foods	37	78	17	1	1
Home economics education	34	66	17	8	5
Home management	37	81	14	3	1
Housing	25	68	30	9	3
Nutrition	37	82	16
Textiles	34	54	23	12	12

Laboratory Courses

The data concerning the laboratory courses are found in Table VI. An examination of these data showed that over three-fourths of the graduates responded that the laboratory courses were intellectually stimulating for: child development and family relations, clothing, foods, home economics education, and for home management. Nutrition was the only area to which more than one-fourth of the graduates responded that the course was not intellectually stimulating (Table VI).

TABLE VI
 FREQUENCY OF RESPONSES TO ITEMS CONCERNING
 LABORATORY AND LECTURE COURSES

Item on Questionnaire	Frequency of responses		
	Yes	No	Don't know
10. Were LABORATORY courses intellectually stimulating?			
a. Child Development and Family Relations	110	22	7
b. Clothing	119	16	4
c. Foods	109	26	4
d. Home Economics Education	113	20	6
e. Home Management	108	23	8
f. Housing	101	27	11
g. Nutrition	66	39	34
h. Textiles	86	22	31
11. Did the LABORATORY courses provide for adequate development of skills?			
a. Child Development and Family Relations	91	36	12
b. Clothing	125	13	1
c. Foods	104	32	3
d. Home Economics Education	105	26	8
e. Home Management	113	17	9
f. Housing	113	17	9
g. Nutrition	63	36	40
h. Textiles	81	22	36

TABLE VI--Continued

Item on Questionnaire	Frequency of Responses		
	Yes	No	Don't know
12. Did LABORATORY courses provide for adequate application of principles?			
a. Child Development and Family Relations	98	32	1
b. Clothing	127	8	4
c. Foods	106	24	9
d. Home Economics Education	110	20	9
e. Home Management	115	16	8
f. Housing	88	38	13
g. Nutrition	66	28	45
h. Textiles	81	24	34
13. Were the LECTURE courses intellectually stimulating?			
a. Child Development and Family Relations	106	26	7
b. Clothing	100	32	7
c. Foods	89	43	7
d. Home Economics Education	80	51	8
e. Home Management	74	51	14
f. Housing	101	26	12
g. Nutrition	88	45	6
h. Textiles	80	30	29
14. Did the LECTURE courses provide for adequate development of skills?			
a. Child Development and Family Relations	86	39	14
b. Clothing	102	29	8

TABLE VI--Continued

Item on Questionnaire	Frequency of Responses		
	Yes	No	Don't know
c. Foods	92	35	12
d. Home Economics Education	80	44	15
e. Home Management	79	42	18
f. Housing	83	37	19
g. Nutrition	82	38	19
h. Textiles	77	25	37
15. Did the LECTURE courses provide for adequate application of principles?			
a. Child Development and Family Relations	90	38	11
b. Clothing	107	19	13
c. Foods	94	28	17
d. Home Economics Education	82	37	20
e. Home Management	87	29	23
f. Housing	88	32	19
g. Nutrition	78	40	21
h. Textiles	83	20	36

In relation to the provision for the adequate development of skills in laboratory courses, over three-fourths of the graduates indicated that preparation was adequate in clothing, home economics education, and home management. More than one-fourth of the graduates responded that preparation was not adequate in the areas of child development and family relations, housing, and nutrition (Table VI).

Over three-fourths of the graduates responded that the laboratory courses in clothing, foods, home economics education, and home management had provided for the adequate application of principles. More than one-half of the graduates responded that courses in child development and family relations, housing, and textiles had provided for adequate application of principles. Over one-half of the graduates indicated "no" or "don't know" in response to the adequate application of principles in nutrition courses. It was frequently indicated that nutrition courses were not laboratory courses and that textile courses were not required. This suggested that some of the graduates had no way of evaluating whether or not the adequate application of principles had been provided (Table VI).

Lecture Courses

The data concerning the lecture courses are found in Table VI. In relation to lecture courses in home economics, one-half to three-fourths of the graduates responded that provision for adequate development of skills was provided in all subject areas of home economics. Less than one-fourth indicated "no" for the areas of clothing and textiles and less than one-third indicated "no" that lecture courses did not provide for adequate development of skills for all other subject areas of home economics (Table VI).

In response to the question concerning the provision for the adequate application of principles in lecture courses, over one-half of the graduates responded "yes" for all the areas of home economics. Over one-fourth of the graduates responded "no" for child development

and family relations, home economics education, and nutrition. Less than one-fourth responded "no" for the other areas of home economics (Table VI).

Difficulties Encountered in Teaching Home Economics

Those graduates who had taught home economics were requested to check or supply the areas of difficulty which they had encountered in their first home economics teaching position. The difficulties listed on the questionnaire were divided into the following categories: "teaching," "providing for," "planning for," "managing," and "general" category. Space was provided for respondents to list other areas of difficulty.

The difficulty most frequently selected in the category of "teaching" was concepts and generalizations. Other items indicated in order of frequency were: consumer education, heterogeneous classes, boys, and sex education. The difficulties most frequently selected in the category of "providing for" were: individual differences and teacher-pupil planning. The difficulties most frequently selected in the category of "planning for" were: variety of learning experiences and laboratory experiences. In the category of "managing," difficulties selected were: time, student records, and classroom. The difficulties most frequently selected in the category of "general" were: evaluating group work, evaluating projects, and disciplining effectively. Some graduates listed clerical duties and teaching on the level of the students in the category for "other" (Table VII).

TABLE VII

FREQUENCY OF RESPONSES TO AREAS OF DIFFICULTIES ENCOUNTERED
WHEN FIRST TEACHING HOME ECONOMICS

Area of Difficulties	Frequency of Responses
<u>Teaching:</u>	
Heterogeneous classes	17
Boys	16
Consumer education	20
Sex education	15
Health education	7
Concepts and generalizations	37
Adults	12
<u>Providing for:</u>	
Teacher-pupil planning	24
Teacher-pupil evaluating	19
Good public relations	4
Individual differences	30
<u>Planning for:</u>	
Laboratory experiences	25
Daily lessons	16
Home projects	20
Program of work	13
Variety of learning experiences	27
FHA	21
Community resource people	21
Conferences	6
Home visits	10
<u>Managing:</u>	
Time	30
Department finances	9
Student records	15
Classroom	15
<u>General:</u>	
Constructing tests	16
Evaluating projects	30
Evaluating group work	38
Making home visits	8
Disciplining effectively	26
Disciplining appropriately	21
Understanding school policies	2
Assuming extra-curricular activities	11

TABLE VII--Continued

Area of Difficulties	Frequency of Responses
Participating in professional organizations	8
<u>Other:</u>	18

Graduates' Suggestions

On the last item of the questionnaire graduates were asked to write suggestions which they believed would improve the curriculum requirements for home economics education majors. Many graduates offered no suggestions, some offered suggestions for the improvement of curriculum requirements, and others noted weaknesses in their preparation. Weaknesses mentioned in relation to their preparation for teaching home economics included: understanding of students and their environment; experiencing realistic problems in teaching; evaluating student's work; planning high school home economics curricula; teaching students with special problems, i.e. slow-learner, handicapped, etc.; disciplining effectively; managing laboratory classes; and keeping records of all kinds. Several graduates responded that required home economics courses needed to be strengthened. Those courses most frequently listed were: family relations, housing, textiles, and foods.

It was suggested that more opportunities be provided prior to the actual student teaching experience for observations, and that pre-student teaching experiences be required. It was also suggested that more time be allotted for the student teaching experience. Other suggestions

frequently offered were that more emphasis should be placed on skill subjects, the specific skills to be taught, and how to demonstrate these skills to high school home economics students. It was also suggested that courses in sex education, adolescent psychology, and practical economics be required.

The summary and implications based on the data collected are presented in Chapter V.

CHAPTER V

SUMMARY AND IMPLICATIONS

Evaluation of educational programs is a systematic process. Evaluation enables educators to view programs critically and facilitates effective decision-making in planning sound educational programs.

The Problem

The primary purposes of this study were to: (1) identify the positions home economics education graduates have assumed since graduation and (2) survey the opinions of graduates concerning the adequacy of general and professional preparation for teaching home economics or assuming other positions.

Limitations

Since this study was limited to graduates in home economics education at the University of North Carolina at Greensboro, the findings of this study apply only to those graduates. Graduates for whom no current address could be found and those graduates who resided outside of the United States were excluded from this study.

Study Design

A questionnaire was developed to record general information about graduates, specific information about graduates' opinions concerning general and professional education received in home economics education

at the University of North Carolina at Greensboro. The graduates were asked to check responses and to list or to supply appropriate information for the seventeen items on the questionnaire.

A listing of names and addresses of home economics education graduates was secured from the files in the Home Economics Education Department. From this list and the records at the Alumni Office, the most current address on record at the University was located. Questionnaires were mailed to one-half of the eligible graduates in each class from 1958 through 1967 who were selected at random. A total of 190 questionnaires were mailed. After one follow-up attempt was made a final total of 139 questionnaires, 73.1 per cent, were returned.

Major Findings

Major findings of this study of the opinions of home economics education graduates concerning the adequacy of professional and general preparation at the University of North Carolina at Greensboro were:

1. The majority of graduates were married.

Of the 139 graduates who responded, twenty-one graduates, 15.1 per cent, were single.

2. There was evidence that less than one-third of the graduates had pursued education beyond the Bachelor of Science in Home Economics degree.

Forty-one graduates, 29.4 per cent, responded that additional education had been completed. Thirteen of those graduates had completed the requirements for a Master of Science in Home Economics degree.

3. The majority of the graduates in this study were employed, and over one-half of those graduates employed full-time were teaching home economics.

Of the 84 graduates employed full time, 53.5 per cent were currently teaching home economics.

4. There was evidence that almost one-half of the graduates who were unemployed were full-time homemakers.

Twenty-five graduates responded that "no position available" was a primary reason for being unemployed or employed in a position unrelated to home economics.

5. Preparation in all subject areas of general education, except art, was believed adequate by one-half or more of the graduates.

One-fourth to one-half of the graduates indicated that the preparation in art had been "helpful, but not adequate."

6. Graduates indicated that preparation in clothing had been highly adequate.

Over one-half of the graduates indicated that preparation in all areas except child development and textiles had been adequate.

7. There was evidence that graduates believed that laboratory classes had been intellectually stimulating, provided for the adequate development of skills, and had provided for the adequate application of principles in all areas except nutrition.

Less than one-half of the graduates indicated that laboratory classes in nutrition had been intellectually stimulating, provided for the adequate development of skills, and had provided for the adequate application of principles.

8. There was evidence that the majority of graduates believed that lecture courses in all areas of home economics were intellectually stimulating, provided for adequate development of skills, and provided for the adequate application of principles.

Less than one-half of the graduates believed that the lecture courses were not intellectually stimulating. Less than one-third of the graduates believed that the lecture courses did not provide for the adequate development of skills or did not provide for the adequate application of principles.

9. Graduates most frequently encountered difficulties in teaching concepts and generalizations, planning for variety of learning experiences, evaluating student work, providing for individual differences, and managing time.

Other difficulties indicated with less frequency were: teaching consumer education, planning for laboratory experiences, and disciplining.

10. Graduates indicated weaknesses in some required courses in home economics.

The courses indicated were: family relations, housing, textiles, and foods.

11. Graduates offered a variety of suggestions for improving curriculum.

Some of the suggestions were: additional courses could be added, skills should be emphasized, and that observations and more pre-student teaching experiences should be provided. It was also suggested that the student teaching experience be made longer.

Implications

Implications resulting from this study could be used as a frame of reference for planning programs in home economics education. Implications drawn from this study are grouped into two categories: (1) home economics education programs and (2) further study.

1. Home Economics Education Programs

a. Opinions of graduates concerning adequacy of general and professional preparation could be of value in the planning of home economics education programs. Teacher educators might use opinions of graduates concerning various areas of general and professional education with information from other evaluations in determining where possible changes in existing programs could be made.

b. In the preparation for teaching consideration could be given to specific problems encountered in teaching home economics.

There was evidence from the responses given by graduates who had or were teaching home economics that numerous difficulties were encountered.

2. Further Study

a. Further research is needed as a basis for recommending specific changes in the general and professional curriculum.

Areas of difficulty that could be considered are: teaching concepts and generalizations, planning for variety of learning experiences, evaluating student work, providing for individual differences, and managing time.

b. A study concerning the relationship between graduates' opinions of adequacy of preparation and their grade point average in the various subject areas could be considered.

Evaluation is a process and as such should not be held as an end in itself. Rather, continuous evaluation is one of the processes through which educational programs can be made more realistic and effective if findings are incorporated into existing programs.

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Aug 2, 1968

Dear _____

The _____ faculty at the University of North Carolina- _____ are interested in providing a more educational opportunity for _____ professional preparation for students who enter in this area. It will be to be accomplished, the _____ education program will be _____ evaluated and revised to meet the needs of students preparing to assume responsibilities in a changing society.

This study is being conducted to assess the adequacy of professional _____ for students entering in new _____ education. You are one of _____ selected to participate in this study. You were _____ the following _____

APPENDIX

_____ of _____ for a _____ of _____ in _____

Cover Letter

_____ you _____ would be willing to help _____

Questionnaire

_____ the _____ about the _____ of _____ for the _____ you _____

Follow-up Letter

_____ by _____ on the _____ questionnaire _____ the _____? You may be _____ that all responses will be held in strict confidence. Please _____ the _____ in the self-addressed stamped envelope _____, 1968.

Your _____ and _____ in response to the questionnaire will be _____ appreciated.

Sincerely,

Richard Johnson, Acting Chairman
New Science Education

Tom Miller
Assistant Director

Enclosure: Questionnaire
Self-addressed envelope

May 9, 1968

Dear Graduate:

The home economics education faculty at the University of North Carolina-Greensboro are interested in providing optimum educational opportunities and adequate professional preparation for students who major in this area. If this is to be accomplished, the home economics education program must be continuously evaluated and revised to meet the needs of students preparing to assume responsibilities in a changing society.

This study is being conducted to assess the adequacy of professional preparation for students majoring in home economics education. You are one of 190 graduates selected to participate in this study. You were chosen for the following reasons:

completion of requirements for a Bachelor of Science in Home Economics Education degree between 1958 and 1967

as a graduate you are interested and would be willing to help

you are the only person to provide the information about the adequacy of professional preparation for the position(s) you have assumed

Won't you assist us by completing each item on the enclosed questionnaire concerning the adequacy of your professional preparation? You may be assured that all responses will be held in strict confidence. Please return the completed questionnaire in the self-addressed stamped envelope by May 30, 1968.

Your cooperation and promptness in responding to the questionnaire will be greatly appreciated.

Sincerely,

Mildred Johnson, Acting Chairman
Home Economics Education

Jean Mullen
Graduate Assistant

Enclosure: Questionnaire
Self-addressed Envelope

SURVEY OF HOME ECONOMICS EDUCATION GRADUATES OF THE UNIVERSITY OF NORTH CAROLINA AT GREENSBORO

Miss
Mrs.

_____	_____	_____	_____
Last Name	First Name	Middle Initial	Maiden Name
_____		_____	_____
Home Address		City	State
			ZIP Code

PLEASE CHECK THE ITEM(S) FOR EACH SECTION WHICH APPLY TO YOU

1. Year in which you completed the requirements for a Bachelor of Science in Home Economics Education.

1958 1959 1960 1961 1962 1963 1964 1965 1966 1967

2. Highest Educational Attainment	3. Name of Institution	4. Date of Graduation	5. Check Major Area of Study:					
			Cl. Tex.	Foods Nut.	CD FR	Hous. H. Mgt.	H. Ec. Ed.	Other: Specify
B.S.H.E. plus additional hours								
M.Ed.								
M. Ed. plus additional hours								
M.S.H.E.								
M.S.H.E. plus additional hours								
Education Specialist								
Ph. D.								
Ed. D.								

6. Present Employment Status:

Full-time

Part-time

Unemployed

9. PLEASE CHECK THE COLUMN WHICH APPROPRIATELY DESCRIBES YOUR OPINION AS TO THE ADEQUACY OF PREPARATION FOR EACH OF THE FOLLOWING AREAS.

Subject Area	Highly Adequate	Adequate	Helpful, but Not Adequate	Inadequate	Don't Know	Comments
--------------	-----------------	----------	---------------------------	------------	------------	----------

General Education

Art						
English						
Foreign Language						
History						
Physical Education						
Psychology						
Science						
Social Studies						

Home Economics

Child Development						
Clothing						
Family Relations						
Foods						
Home Economics Education						
Home Management						
Housing						
Nutrition						
Textiles						

PLEASE ANSWER QUESTIONS 10-15 BY CHECKING (✓) EACH ITEM "YES," "NO," OR "DON'T KNOW" AS IT APPLIES TO EACH AREA.

	10. Were LABORATORY courses intellectually stimulating?			11. Did the LABORATORY courses provide for adequate development of skills?			12. Did LABORATORY courses provide for adequate application of principles?		
	Yes	No	Don't Know	Yes	No	Don't Know	YES	No	Don't Know
Child Development and Family Relations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Clothing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Foods	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Home Economics Education (Student Teaching Experience)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Home Management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Housing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nutrition	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Textiles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	13. Were the LECTURE courses intellectually stimulating?			14. Did the LECTURE courses provide for adequate development of skills?			15. Did the LECTURE courses provide for adequate application of principles?		
	Yes	No	Don't Know	Yes	No	Don't Know	Yes	No	Don't Know
Child Development and Family Relations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Clothing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Foods	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Home Economics Education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Home Management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Housing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nutrition	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Textiles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

16. Answer ONLY if you have taught or are presently teaching home economics.
Think back to your FIRST employment; check (✓) any of the following items which were difficulties you encountered.

Teaching:

- heterogeneous classes
- boys
- consumer education
- sex education
- health education
- concepts and generalizations
- adults

Planning for:

- laboratory experiences
- daily lessons
- home projects
- program of work
- variety of learning experiences
- FHA
- community resource people
- conferences
- home visits

General:

- constructing tests
- evaluating projects
- evaluating group work
- making home visits
- disciplining effectively
- disciplining appropriately
- understanding school policies
- assuming extra-curricular activities
- participating in professional organizations

Providing for:

- teacher-pupil planning
- teacher-pupil evaluating
- good public relations
- individual differences

Managing:

- time
- department finances
- student records
- classroom

Other: (Please specify)

17. Please write suggestions which you believe would improve the curriculum requirements for a major in Home Economics Education at the University of North Carolina at Greensboro.

June 5, 1968

Dear Graduate:

About three weeks ago a questionnaire was mailed to you concerning the adequacy of your undergraduate professional preparation at the University of North Carolina at Greensboro.

Your questionnaire has not been received. Since you were one of a select group chosen to participate in this study, your response is urgently needed. You are the only one who can provide the needed information.

If you have misplaced your copy of the questionnaire, please send me a card and I shall be happy to send you another questionnaire.

Thank you for your cooperation. Your promptness in this matter will be deeply appreciated.

Sincerely,

Mildred Johnson, Acting Chairman
Home Economics Education

Jean Mullen
Graduate Assistant