

A SYSTEMS APPROACH TO THE DEVELOPMENT AND  
EVALUATION OF MASTER'S DEGREE PROGRAMS  
IN HOME ECONOMICS EDUCATION

By

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## CHAPTER I

### INTRODUCTION

Graduate schools are preceded only by Community Colleges as the fastest growing segment of American higher education. The decade of the 1960's saw enrollments soar. New programs were begun and existing programs were expanded. Quantitatively this has been called the "Golden Age" in graduate education (149).

This rapid expansion of graduate programs, both in colleges and universities which historically offered graduate work and in colleges and universities which had been largely undergraduate institutions, raised questions concerning the quality of the programs offered. Throughout the 1960's emphasis was placed on numbers, number of graduates and number of graduate programs. However, a tight job market developed in the early 1970's. This caused educators to begin reevaluating the numbers concept and to begin thinking in terms of quality, particularly the quality of the programs offered. Despite the tight job market, projections show that graduate enrollments should continue to rise until the early 1980's. Thus, while the number of students has increased, and may be expected to continue increasing, the job market has not kept pace. With reduced job opportunities, those graduates that can offer a quality product will have the best chance for employment. This fact has given increased urgency to educators' concern for the quality of programs offered (57) (149) (148).

Home economics has shown concern for the quality of its programs since the inception of the discipline. The Lake Placid Conferences (1899-1909) were concerned with defining home economics, gaining acceptance of home economics as a discipline, and securing a place for the discipline in the teaching world. A proposal for a four year college curriculum was presented to the 1903 Conference. In the proposal, teachers of home economics would, in addition to the proposed curriculum, need to receive technical training in normal schools or technical schools (97). Passage of the Smith-Lever Act in 1914, and the Smith-Hughes Act in 1917, founded the Extension Service and expanded the responsibilities of home economics into the public schools. As the profession's responsibilities expanded, concern for the quality of its programs increased.

The American Home Economics Association, outgrowth of the Lake Placid Conferences, sponsored studies for the improvement of home economics in higher education with various publications, one of which was Home Economics in Higher Education in 1949 (7). This book set forth standards for undergraduate programs in home economics and was a forerunner of accreditation for undergraduate programs in home economics. Following an elaborate process, the American Home Economics Association became the duly accepted accreditation agency for the profession, and in 1971, published Accreditation Documents for Undergraduate Programs in Home Economics (2).

Soon after publishing Accreditation Documents for Undergraduate Programs in Home Economics (2), the American Home Economics Association published Guidelines for Graduate Programs in Home Economics (6). This document was prepared by the "Commission on Graduate Programs which was

established in connection with AHEA's Council for Professional Development" (131, p. 747). Standards for the areas of Administration, Faculty, Library and other facilities, Programs, and Admission, Retention, and Placement of Students were established. A series of guidelines were given for each criterion describing the minimum standards for a graduate program (131).

Hurt, as Chairman of the Commission on Graduate Programs, and Ritchy, as a member, wrote of the value of the document and the philosophy of its presentation,

The long range value of the document lies in its use by institutions in the process of developing, up-dating, improving or eliminating graduate programs. It should be valuable to departments planning graduate programs and to institutions expanding into new areas of home economics. It also should be helpful to those institutions which have a strong undergraduate program but have a minimum of resources required for the establishment of advanced studies. . . .

The commission worked from a philosophy that the home economics profession has reached the point in its development where only the strong graduate programs should be continued. . . .

. . . these guidelines provide for the first time a set of general standards for graduate programs in home economics. Implementation rests with the profession (131, p. 747).

#### Statement of the Problem

The demand for home economics personnel with advanced degrees continues to surpass supply. Colleges and universities attempt to meet this need by establishing new graduate programs. While the need for personnel with advanced degrees is high, the need for those degrees to be from quality graduate programs is equally great.

The American Home Economics Association, recognizing the need for quality graduate programs, prepared and published Guidelines for

Graduate Programs in Home Economics in 1971 (6). These guidelines gave, for the first time, a set of standards for graduate programs and were for all institutions and all areas of home economics. Home economics education, as one of the areas of home economics, must also meet the standards set for teacher education. Since home economics education programs must meet these additional standards, there is an urgent need for identifying which of these guidelines are considered essential for quality graduate programs in home economics education.

The problem of this research has been to identify those guidelines considered essential for home economics education master's degree programs, and to develop a systematic controlled approach to meeting those guidelines.

#### Objectives of the Study

The objectives of this study are:

1. To determine the degree of importance Head Home Economics Teacher Educators in selected colleges and universities assign to guidelines in three sections of Guidelines for Graduate Programs in Home Economics, (1) Faculty, (2) Programs, and (3) Admission, Retention, and Placement of Students (6).
2. To determine the additional guidelines in these three categories which are in use at selected colleges and universities.
3. To formulate a systematic controlled approach to implementing guidelines in developing and maintaining a quality master's degree program in home economics education.

## Limitations

A study usually has limitations to make it more manageable. These add to the study in allowing a closer examination of data, and simplifies data collection and processing. Thus, this study has four major limitations.

1. Guidelines for Graduate Programs in Home Economics was written to be applied to all subject matter areas in home economics (6). In spite of the many commonalities, differences in application are assumed. Home economics education was selected for this study because of personal knowledge and interest.
2. The study was further limited to master's degree programs in home economics education rather than all graduate programs in home economics subject matter areas and the doctoral programs.
3. Harper and Woteki (68) list 149 institutions as having a master's degree program. Since only graduates in each program were listed and it seemed possible that a college or university might have a master's degree program and yet not have granted a degree, additional criteria seemed necessary for selecting institutions to query. The United States Department of Health, Education, and Welfare; Office of Education; Bureau of Adult, Vocational, and Technical Education; Division of Vocational Instructions lists the Head Home Economics Teacher Educator and institution in each state approved for teacher

certification (153). Only if a college or university appeared on both listings was it included in the study.

4. Guidelines for Graduate Programs in Home Economics offers criteria in six areas of concern: Administration, Faculty, Library, Facilities, Programs, and Admission, Retention, and Placement of Students. Of these, three (Faculty; Programs; and Admission, Retention, and Placement of Students) were chosen to be included in this study as they were the ones over which home economists could and would exercise more control.

#### Hypotheses

The hypotheses of this study, stated in the null form, are:

1. There is no significant difference in the degree of importance given each guideline by head home economics teacher educators in institutions according to whether the home economics education unit is placed in the home economics unit, the education unit, or some other unit.
2. There is no significant difference in the degree of importance given each guideline by head home economics teacher educators according to whether they are in institutions whose administrative type is land-grant, public, or private.
3. There is no significant difference in the degree of importance given each guideline by head home economics teacher educators according to whether they are in institutions

having a home economics doctoral degree program and those having a master's degree program only.

4. There is no significant difference in the degree of importance given each guideline by head home economics teacher educators according to whether they are in institutions with a total enrollment of less than 2,500, 2,500-5,000, 5,000-10,000, 10,000-15,000, or over 15,000.
5. There is no significant difference in the degree of importance given each guideline by head home economics teacher educators according to whether they are in institutions with a home economics undergraduate enrollment of less than 100, 100-200, 200-350, 350-500, or over 500.
6. There is no significant difference in the degree of importance given each guideline by head home economics teacher educators according to whether they are in institutions with a home economics graduate enrollment of less than 5, 5-10, 10-25, 25-50, or over 50.
7. There is no significant difference in the degree of importance given each guideline by head home economics teacher educators according to whether they are in institutions with a home economics education graduate enrollment of less than 5, 5-10, 10-15, 15-25, or over 25.
8. There is no significant difference in the degree of importance given each guideline by head home economics teacher educators according to whether they are working within institutional constraints and with institutional constraints removed.



## Procedure

The procedure for meeting the objectives was:

1. Review the literature related to:
  - (A) The development of home economics.
  - (B) The development of home economics education.
  - (C) Teacher education as related to home economics education.
  - (D) The master's degree program.
  - (E) The application of the systems approach to educational decision making.
2. Develop a survey form for adapting items from three sections of Guidelines for Graduate Programs in Home Economics, (1) Faculty; (2) Programs; and (3) Admission, Retention, and Placement of Students to (6):
  - (A) Determine the degree of importance accorded each guideline by Head Home Economics Teacher Educators in selected colleges and universities, working within institutional constraints.
  - (B) Determine the degree of importance Head Home Economics Teacher Educators in selected colleges and universities would accord each guideline if institutional constraints were removed.
3. Pre-test the survey form by sending it to a selected test panel.
4. Revise the survey form using suggestions from the test panel.

5. Mail the revised survey form to the Head Home Economics Teacher Educators in the 136 institutions having a master's degree program as listed by Harper and Woteki in Home Economics in Institutions Granting Bachelor's or Higher Degrees 1970-1971 (68), and by the U. S. Department of Health, Education, and Welfare; Office of Education; Bureau of Adult, Vocational, and Technical Education; Division of Vocational Institutions approved by State Boards of Vocational Education for the Training of Vocational Teachers in Home Economics, 1972 (153).
6. Analysis of data included the following:
  - (A) A cumulative frequency count, which was changed to percentages, was made for each of the 67 guidelines included in the survey form using the with constraints and without constraints responses, and according to the seven variables.
  - (B) A chi-square contingency table was run, combining categories where small cells existed, for each guideline to determine significance at the .05 level of confidence for each of the variables.
  - (C) Means were determined for each guideline in the with constraints and the without constraints responses.
7. Tabulate additional guidelines identified by respondents as being in use at their institutions.
8. Develop a systems approach to implementing guidelines for establishing and maintaining a quality master's degree program.

9. Summarize, make conclusions and recommendations based on the analysis of data.

#### Definition of Terms

Home Economics is a discipline that draws from the biological, physical and social sciences, and the humanities, the content needed to help people solve problems of food, clothing, shelter and relationship, and that deals with the development of understandings, skills, and attitudes essential to the improvement of the ways of living of individuals, families, and community groups (62, p. 271).

Home Economics Education is professional courses offered at the senior college and graduate levels for prospective teachers and teachers in service in the field of home economics (62, p. 271).

Council for Professional Development (CPD) "is the official accrediting body of the American Home Economics Association," had thirteen voting members of which six are elected by the Agency Member Unit (AMU); three are Commission Chairman (Commission on Undergraduate Programs, Commission on Graduate Programs, and Commission on Non-professional Programs); three are practicing professionals in non-academic positions; and one represents the AHEA Board of Directors (3) (154) (49).

Commission on Graduate Programs is one of the three commissions under the CPD functioning to recommend criteria for the evaluation of programs in home economics at the level of designation (2).

Guideline is a composite of two words, guide which can be used both as a verb and as a noun, and line which is used as a noun. In the first context, it is used to assist in reaching a destination in an area in which the way is not known, or to supervise in an advisory capacity.

As a noun, it is something for quick reference. The second word in the composite "guideline" is line, which is sometimes defined as a short written message. Guideline is defined in The Random House Dictionary of the English Language as "any guide or indication of a future course of action" (141). For this study, guideline is one of the standards presented in Guidelines for Graduate Programs in Home Economics (6).

Home Economics Unit as used in this study, is the Division, College, School, or Department of Home Economics, whichever is the administrative unit in a particular institution.

Education Unit as used in this study, is the Division, College, School, or Department of Education, whichever is the administrative unit in a particular institution.

Program is the total offerings of an educational administrative unit which for this study is home economics education. It includes at least one curriculum and may include several. From the total offerings students may choose courses which will meet their needs and lead to the completion of requirements for the master's degree.

Systems Approach. One of the confusing aspects of the use of system is the many ways in which the term is used. Many areas of industry use the systems approach in diverse ways. A system may be very simple or complex. A very general definition from The Encyclopedia of Education calls a system a group of components integrated to accomplish a purpose (46). In continuation, the systems concept is explained as being very general and can be applied to many different situations. Some aspects seem basic in that a systems approach recognizes a clear statement of purpose and a proper integration or coordination of the parts of the system so that it accomplishes its purpose with efficiency.

Other definitions go into more detail, are more complex, and suit the particular purpose for which that particular system was designed. The definition which seems most appropriate for this study is: "A system is the structure or organization of an orderly whole, clearly showing the interrelationship of the parts to each other and to the whole itself" (21, p. 367).

### Summary

The significance of the study, statement of the problem, and objectives of this study have been presented in the first chapter. A step-by-step procedure for meeting the objectives and the definition of terms has also been included. Chapter II includes a review of literature tracing the development of home economics as a discipline and of home economics education as a part of the home economics movement, and the search for quality as related to both home economics and home economics education. The literature relating to the master's degree and systems approach to education are also reviewed in Chapter II. A detailed procedure is given in Chapter III, followed by presentation of the analysis of data in Chapter IV. Chapter V presents a systematic controlled approach to meeting guidelines. The summary, conclusions, and recommendations are offered in Chapter VI.

## CHAPTER II

### REVIEW OF LITERATURE

The search for quality and the setting of standards runs like a thread through the development of home economics. This study draws upon those concepts as reflected in the literature from the Proceedings of the First Lake Placid Conference (1899) through the ideas presented at and flowing from the Eleventh Lake Placid Conference, October, 1973.

The first recorded application of scientific principles to the betterment of family living occurred less than two hundred years ago. This was only one hundred and fifty years after the first philosophical writings appeared concerning the need to study simple everyday things such as food, shelter, and clothing. Development of the "idea of home economics" came about a hundred years after the first experiments in the application of scientific principles to the so-called simple, everyday problems.

In 1909, the year the American Home Economics Association was founded, only a few scattered home economics education programs existed in secondary education and in the land-grant colleges. Although few home economics education programs existed, there were about 700 individuals eager to work in the new national organization (9).

At the present time, secondary education programs are offered in each of the fifty states. Undergraduate programs are offered in nearly 400 institutions of higher learning, with about 150 of these

institutions offering work leading to the master's degree; and more than thirty offering work leading to the doctorate.

Rapid growth of the home economics profession followed the Smith-Hughes Act (1917) and the First World War, and growth continued until the 1930's, a period of retrenchment. After World War II, the profession again turned its attention to the search for quality. The search was intensified during the period of the 1940's, waned, and became very active again in the 1960's. The efforts of the sixties culminated in the adoption of accreditation procedures by the profession and subsequent publication of Guidelines for Graduate Programs in Home Economics (6). The search continued as delegates to the Eleventh Lake Placid Conference (October, 1973) related to other members of the profession their concerns and ideas for further improvement of the profession. This chapter presents, in the order given, excerpts from the literature related to: the development of home economics, the search for quality, home economics education as a part of the larger movement, teacher education as related to home economics education, the master's degree, and the systems approach to education.

## Home Economics

### What Is It?

Home economics is an applied field of study, built upon many disciplines for the purpose of achieving and maintaining the welfare or well-being of homes and family life in an ever changing society. Its uniqueness as a field of study lies in its integrative power, because it utilizes basic principles from many disciplines and applies them as a composite in solving the problems faced by individuals and families in day-to-day living (106, p. 4).

This is a recent definition of the field, definitely not the only

definition, as home economics has been and is defined in several ways. This definition seems to reflect the spirit of the beginnings of the field. It is certainly an applied field, growing out of the application of the principles of natural science to areas of everyday living. The philosophical ideas concerning the application of scientific knowledge to everyday living comes out of the Sixteenth Century. Up to and during this time acquiring knowledge was an end unto itself. Frances Bacon, writer, philosopher, and scientist, wrote of the application of knowledge to everyday affairs in the late Sixteenth Century.

#### First Record of Idea

According to Budewig (29, p. 73), "The first discernible thread of the home economics idea" is found in the writings of Frances Bacon. At a time when intellectual pursuits were considered worthy of study and the everyday items beneath notice, Bacon wrote of ordinary affairs. His writings include details of such everyday concepts as food, clothing, housing, parents and children, marriage, and customs and education. The germ of his ideas lay dormant for 150 years and came to the surface in the work of Benjamin Thompson, Count Rumford.

Rumford devoted years to the study of heat and the application of the principles of heat transfer to everyday uses. He was, first, a respected scientist, searching for answers on purely intellectual basis, thus, when he wrote and spoke of his application of heat principles to solving everyday problems he retained a favorable audience. His work in ridding cities of large numbers of beggars, feeding them and providing jobs for them gained him the attention of kings. He later redesigned chimneys to make them smoke free, invented the Rumford



roaster (an early oven), and developed, for ordinary people, the idea of a separate room in which to do the cooking. Credited with founding the Science of Nutrition, he worked to develop methods of improving the taste of food and insisted that science and the arts must work together in increasing the convenience and comfort of life and increasing domestic economy. Again, the idea of home economics lay dormant for a number of years before surfacing during the Nineteenth Century (36).

#### Growth in Nineteenth Century

Home economics as a field of study grew out of the changing social conditions of the Nineteenth Century. The expansion of industry and the beginning of mechanization on the farm speeded the migration from rural to urban areas. Families changed from producers, supplying their needs with their labor, into consumers dependent upon others. Family members became more independent and less dependent upon kinship groups. Increased technology further increased the interdependency of families in sanitation, medical, and social affairs. Women were relieved of much drudgery by work-saving appliances. Life styles changed with such rapidity that families often were unable to cope with these changes (69).

Various philanthropic organizations worked to provide services to assist families. Lay and professional personnel were instrumental in developing cooking schools, teaching household arts to children, and applying scientific principles to the preparation and preservation of foods (14).

Authors produced books in the areas of foods and nutrition, sewing, and domestic economy. Catherine Beecher was one of the first, writing

A Treatise on Domestic Economy (1942) outlining a course of study to be used in New England schools. Her books, adopted and long used as textbooks by the state of Massachusetts, are considered to be the beginning of domestic education (14) (22). Others followed, with men contributing much to the movement during the beginning years. In the last quarter of the Nineteenth Century, women became the leaders of the movement. Mary Hemenway was instrumental in getting classes in Boston's Winthrop School. Other schools followed in establishing classes in domestic science. Ellen Richards, applying Rumford's idea of feeding large groups, established the first school lunch in Boston in 1894. Before 1890, Domestic Science was included in the curriculum of three midwestern land-grant institutions, Illinois Industrial University, now the University of Illinois; Iowa State College, now Iowa State University; and Kansas State Agricultural College, now Kansas State University. The Boston Normal School of Cookery (1887) had the first teacher training institution, which was later transferred to the State Normal School at Framingham, Massachusetts (14).

The First Lake Placid Conference, in 1899, was attended by eleven people interested and active in the future direction of domestic science. With Mrs. Richards acting as chairman, the group decided upon the name "Home Economics" (95). Ten Lake Placid Conferences were held prior to the formation of the American Home Economics Association, each working to further home economics as a profession. From these conferences, home economics emerged as a field of study with a clear purpose. At the fourth conference, the group adopted the definition:

Home economics in its most comprehensive sense is the study of the laws, conditions, principles and ideals which are concerned on the one hand with man's immediate physical environment and on the other hand with his nature as a social being,

and in the study especially of the relation between those two factors.

In a narrow sense the term is given to the study of the empirical sciences with special reference to the practical problems of housework, cooking, etc. . . (96, pp. 70-71).

At a later meeting, Mrs. Richards presented the following creed:

Home economics stands for the ideal home life for today unhampered by the traditions of the past. The utilization 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 interest of the home and of society (98, p. 31).

The Tenth Lake Placid Conference, held in July, 1908, closed with the recommendation for the establishment of the American Home Economics Association. Before the year was finished this was done, with Mrs. Richards elected its first president. The purpose of this new organization was, "the improvement of living conditions in the home, the institutional household and the community." The Journal of Home Economics had its birth at the first organizational meeting and the first issue, edited by Dr. B. R. Andrews, was published in February, 1909 (40).

### Rapid Growth

The period following the organization of the American Home Economics Association was one of rapid growth. Henderson (69) says this rapid growth resulted in some confusion of purpose. The passage of the Smith-Lever Act (1914) establishing the Agricultural Extension Service increased the need for trained personnel to work with farm women. This was the first legislation concerning the home. The Extension Service provided information concerning home economics and

agriculture to farm families forming a bridge between the college and the farm.

Experiment stations were set up in conjunction with the Land-Grant Colleges and monies were appropriated for use by both disciplines but were usually administered by the agricultural service. This contributed to the confusion in purpose by both professional and lay personnel. This uniting by public law of two fields fostered the thinking that the two fields were synonymous. Subsequent legislative acts continued this practice, making it seem as if home economics existed "simply for service to agriculture, for farm homes, and for the sale of agricultural products to urban families" (69, p. 9).

The Smith-Hughes Act (1917) provided appropriations for "vocational" education in high schools and adult programs. The programs in home economics were planned to give instruction in occupations related to home economics and in home making. This "vocational" designation led many educators and the public in general to consider home economics as a special subject for a select few rather than a broad general subject "important to every individual and to resulting society" (69, p. 11).

Another facet of this rapid growth and confusion of purpose was the subject matter specialization. New vocations were defined, requiring specialized training in one of the several areas of home economics resulting in specialization at the college level. Institutions of higher learning offered "programs for dietitians, designers and teachers, without . . . much concern for their responsibilities to families" (69, p. 10).

Following the period of rapid expansion and the end of the third

decade in the Twentieth Century came a period of retrenchment. The national economy was in chaos. Consumer economics became a great concern. Further defining of subject matter was considered a need by the leaders in this period (14).

After World War II, home economics leaders turned their attention back to the needs of the family and the profession. Concern for the quality of programs offered in colleges and universities precipitated the appointment of a Committee on Criteria for Evaluating College Home Economics Programs. The five years work of this committee culminated in the publication of Home Economics in Higher Education (7). Writing in the Foreward of this work, Tyler sees this as an important step in the development of home economics. He gives several ways in which the report is of value:

1. It helps to clarify the major purposes of departments of home economics.
2. It describes characteristics of good departments.
3. It provides detailed criteria to identify the points of strength and the points needing improvement (7, p. v).

The report provided guidelines for self-evaluation of college and university programs in home economics. According to Zuill, "This effort to encourage self-evaluation received high commendation as an initial step toward future consideration of accreditation" (160, p. 521).

### Fifty Years of Achievement

The fiftieth anniversary year of the AHEA, 1959, was a time of taking stock. Zuill (160) recounted the achievements of the profession and of the American Home Economics Association for the last fifty years at the annual meeting in Milwaukee, calling them the stepping stones of

the future. Some of the achievements of the AHEA, as she listed them, were:

- It has achieved a remarkable degree of solidarity among the active and the potential home economists.
- It has helped to create and enliven the interest in home economics in secondary schools and a variety of out-of-school programs.
- It has brought into closer association the home economists of the world.
- It has provided strong leadership for clarifying the philosophy and objectives of the home economics program.
- It has emphasized continuously the need for strengthening standards in universities and colleges for preparation of future workers.
- It has raised the qualification of the membership.
- It has encouraged the expansion of graduate study.
- It has stimulated research and defended its support in all areas of the home economics program.
- It has interpreted the home economics program for its members and the public throughout its publications.
- It has provided through its meetings and committee work, forums for testing new knowledge and new ideas in all phases of home economics.
- It has provided an adequate place where these activities can be carried on (160, p. 523).

During the same anniversary year, Brucher, in her presidential address, recounted some of the recommendation of the American Home Economics Association Committee on Philosophy and Objectives. The committee strongly emphasized the need for the instinct for improvement to be coupled with informed expectancy of change. She listed new directions which had been charted by some professional groups within home economics. These include:

- Education for leisure, in the best sense of the word.
- Participation in programs concerned with the aging population.
- Contributions to the programs of "homemakers" services, planning to help families in temporary need of services in the home.
- Programs designated to aid the handicapped homemaker or member of her family.
- New programs in education for adults.
- Increased recognition of the need for understanding infant development and the complete cycle of human growth and development through its various stages.
- The need for finding ways to help families determine individual values, as well as family goals (much needs to be done in helping individuals develop meaningful value systems).
- Expanded international co-operation, based on a 'two-way' exchange of young adults and professional workers (28, pp. 529-530).

Brucher commends the various professions for their planning and observes that

. . . such far sighted planning as this underlines the fact that our professional programs can never be--and have never been--static. It is not only our responsibility but our duty to plan ahead. If we do not, the point of diminishing returns will soon be reached (28, pp. 529-530).

The Committee for Philosophy and Objectives presented New Directions (9) to the profession during this same year and gives this definition:

Home economics is the field of knowledge and service primarily concerned with strengthening family living through:

- educating the individual for family living.
- improving the services and goods used by families, conducting research to discover the changing needs of individuals and families and then means of satisfying these needs.

- furthering community, national and world conditions, favorable to family living.
- home economics synthesizes knowledge drawn from its own research from the physical, biological, and social sciences and the arts and applies this knowledge to improving the lives of families and individuals (9, p. 4).

#### A Continued Search for Definition

The unrest of the sixties is mirrored in the continued search for definition and purpose (or purposes) for home economics. Creekmore (42, p. 95) retained the part of the definition presented to the Fourth Lake Placid Conference, in 1902, that states, "home economics is the study of man as a total human being, his near environment, and the interaction between them." She then recommends a change in the academic structure which would allow students a clearer view of the meaning of home economics. Several university home economics units, acting independently, changed their academic structure for home economics concepts and several changed their name to reflect this definition, and to include especially the interaction between man and his environment.

Byrd (32) called Creekmore's definition an abstraction, very meaningful for research but carrying no "culturally defined values, judgments nor implicit preferred action or direction" (32, p. 412). She continued with, "The basic needs of a definition of home economics are identification and verbalization of an inner center or wholeness, a delineation of a knowledge spectrum, and a basic research and mission orientation" (32, p. 412). She proposes the following definition: "Home economics is the study of the human and material forces affecting homes and families and the utilization of this knowledge for the benefit of mankind."



She concludes with:

[This definition] retains the basic identity of the profession while providing for viability over time. Those concepts which lose their significance become a part of the old order and are replaced by new and more useful concepts. Those areas of concern which knowledge, culture, and technology rendered non essential are relegated to their place in the historical order of things. Creativity and ingenuity replace the lock-step linkage of tradition and give vitality to the profession (32, p. 414).

#### Quest for Quality in Home Economics

The search for quality in home economics education was a concern of the eleven pioneers who met at Lake Placid, in 1899, to discuss the need for educating students at all levels for family membership. One of the needs expressed by the group was for trained leaders. Committees were established at the first conference with members expected to study various aspects of "the home economics movement," and report to the next meeting. The Second Lake Placid Conference (1900) disclosed other areas of concern, with additional committees designated to study and report on these areas.

Under active discussion at the Second Lake Placid Conference was the professional school of home economics to provide graduate work in pure research and applied science for college graduates as undergraduates in order to train for homemaking or other professions such as teaching, social service, household engineering (institution & management), health, and sanitary engineering. A detailed tentative outline for the work to be carried on in the professional school was submitted (40, p. 14).

At the same time, Bevier reported to the conference on the course work then being offered at the University of Illinois.

The Fourth Lake Placid Conference (1902) was devoted primarily to defining the complex new discipline, concern for teacher education, and

declaring that home economics is a fit part of the college curriculum. Not until the Eighth Lake Placid Conference (1906) was a committee appointed to study teacher training, however. When the committee reported at the Ninth Lake Placid Conference (1907), it was revealed that Normal Schools were now placing more emphasis on teacher training, with seven schools offering some work in teacher training, and three training specialists in the field. The agricultural colleges were strong in technical work and required considerable work in the liberal arts, but accorded teacher training a secondary place. State universities, however, gave an important place to teacher training for secondary and higher education (40).

Among the early publications sponsored by AHEA in its search for quality in teacher training was Syllabus of Home Economics, published in 1913. This was an outline of subject matter offered in home economics and an outgrowth of the work by committees in studying the nature of home economics (14). According to Baldwin (14, p. 96), "scarcely is there a noun that appears more frequently on the pages of AHEA history than the word 'standards'." This is readily understandable in that most people think in terms of standards when they think of quality. Thus, committees were constantly aware of this as they performed their functions.

Committees to work on the various concerns of the home economics movement have been a part of the home economics organization from the First Lake Placid Conference, however, some were seemingly appointed to serve an immediate need only. The Committee on Standards of Home Economics in College is mentioned as a standing committee in the September, 1922, issue of the Journal of Home Economics (90). Previously, this

committee had been asked to work on a statement of standards. They reported that the American Council on Education planned to formulate such a statement and declined to do so as it would be a duplicate effort. Later it was found that the American Council on Education statement would not give the results AHEA wanted (14).

Succeeding years found the AHEA and the Committee on Standards concerned with other items in an effort to improve the quality of programs in home economics offered in schools and colleges. In 1925, the AHEA Education Section was asked to work with college entrance examination boards in an effort to have credit in home economics courses accepted as satisfying college entrance requirements. The Committee on Standards of Home Economics in Colleges was asked, in 1927, to observe the Land-Grant survey then in progress, which was published in 1930. The publications resulting from this survey sets forth the basic philosophy of the Land-Grant institutions, and from this can be drawn their contribution to the home economics movement (69). This led AHEA to appoint a committee to study recognized agencies for accrediting colleges and universities and the place these agencies accord home economics (14).

Individuals as well as committees were concerned about the various aspects of home economics. Blunt (24), thinking in terms of graduate work, asked the question, "What is graduate work in Home Economics?" In this article, she outlined in detail the types of programs a person seeking a master's degree in home economics should follow. She stressed the need for research which had two purposes, research to solve a problem and application of that research to human needs. She further

recommended that one area of study be chosen for the work toward the master's degree, and study in several areas be combined for work toward the doctorate.

Committees continued to study various aspects of home economics, with the results of their findings often becoming publications sponsored by AHEA. Home Economics in Junior Colleges was the result of such a study (138). At the request of the American Association of Junior Colleges, a committee, headed by Ivol Spafford, studied the curriculum, objectives, and philosophy of the 103 junior colleges in the organization. They found the emphasis at that time (1944) to be concerned with transfer credits and the offerings, which were almost identical to the offerings in four year colleges. Also, it was found the courses were often very similar to those offered in high school. Very few of the junior colleges had programs designed to meet the needs of their students. This committee recommended that home economics should be concerned with both general and vocational education (138).

Various home economics groups were interested in home economics in higher education and sponsored activities showing their concern and interest. The Department of Colleges and Universities of the AHEA, in addition to special committees, sponsored studies for the improvement of home economics in higher education. The Land-Grant College Association, through its Home Economics Criteria Committee, also conducted studies and published their findings. In addition to all these organizations, a joint study sponsored by the Land-Grant Association, the North Central Association of Colleges and Secondary Schools, and the AHEA studied home economics in liberal arts colleges.

The work of all these associations was crystallized with the

appointment by AHEA in 1944 of the Committee on Criteria for Evaluating College Home Economics Programs. This committee explored the accreditation system developed by various professional associations and the accrediting procedure used by the North Central Association of Colleges and Secondary Schools. The committee believed that stimulating interest in evaluation studies would assist in improving home economics programs. Criteria for evaluation studies were obtained by gaining a wide knowledge of existing programs. After much research, a pilot study was made using sixteen institutions. This study was deemed successful. However, it was felt an additional study using more institutions was warranted (7).

A second study using sixty schools was made. The institutions were visited by members of the committee who used criteria formulated in workshops under the direction of Ralph Tyler, evaluation authority from the University of Chicago. The findings of this committee were compiled and published for use by the profession. Its stated purposes were:

1. To stimulate college home economics staff members to a greater interest in evaluating and strengthening their own departments and programs.
2. To provide materials for this purpose (7, p. 3).

Spafford (136, p. 6) writing in 1944 of the work of this committee and of the future of home economics felt that the colleges held the key to the future. "Only as they see clearly and do well the job can home economics reach its full possibilities." She wrote also of the strengths and weaknesses of college home economics programs. Our strength lies largely:

1. In extending the scope of subject matter content.
2. In increasing the emphasis on social and economic aspects.

3. In improving the quality and extent of our preparation for wage earning.

Our weaknesses, she continued are:

1. Our unwillingness to accept preparation for home and family living as a first concern.
2. Our failure to extend our leadership and our offerings toward making such preparation a major objective of the total institution (136, p. 5).

Through the work of the Committee on Criteria for Evaluating College Programs in Home Economics, institutions were provided criteria whereby they could evaluate their own programs. Descriptive materials which gave the characteristics of good college departments accompanied the criteria. But the real value of this study lay in its use by college departments of home economics. The profession had high hopes for the self-evaluation procedure in improving the quality of college and university home economics programs.

### Accreditation

In 1958, the College and University Section of AHEA appointed a committee to study ways of improving standards for college and university home economics programs. This committee later asked to be discharged and that an all association committee be appointed to explore the possibility of accreditation. Previous efforts of the AHEA, especially the self-evaluation program, had not brought about the hoped-for improvements in home economics programs in colleges and universities (71).

In September of 1961, a new committee was formed which had seven members and represented a wide range of interests, specialization, experience, and philosophy. These members represented private, state,

city, land-grant, and denominational schools. This committee was charged with the responsibilities to:

1. Establish criteria for accreditation.
2. Work out plans for the process of accreditation.
3. Find ways to finance accreditation.
4. Secure the approval of the National Commission on Accreditation.
5. Consider possible differentiation of membership in AHEA.
6. Ask for the appointment of subcommittees and resources people.
7. Keep the membership informed throughout the whole process (126, p. 688).

The same report gave the purposes of accreditation with the overall purpose "to strengthen and improve training for professional work in home economics" (126, p. 688).

Specific purposes which might be accomplished through accreditation were:

1. To describe characteristics of worthy professional home economics programs.
2. To stimulate improvement of professional programs.
3. To contribute to the status of home economics.
4. To serve as a basis for membership requirements in AHEA.
5. To guide prospective students in the choice of professional programs of high caliber.
6. To serve as a guide in inter-institutional relationships, e.g., transfer of students, placement of graduates, cooperative arrangements for certain curricula, selection of faculty (126, p. 688).

At this time, the committee felt that setting up one college program for accreditation of professional home economists was impossible due to varied professional activities. Developing accreditation

criteria for the various specific professional segments within home economics seemed preferable (126).

The National Council for Accreditation of Teacher Education (NCATE) had established the machinery for accreditation of teacher education, therefore, the teacher education segment of AHEA seemed a logical starting point for accreditation since 97.9 per cent of the institutions offering degrees in home economics had teacher education components (126). The target date of 1970 for the beginning of actual accreditation of institutions was proposed.

At the 55th Annual Meeting of AHEA (1964), the accreditation committee submitted a report detailing their activities of the past year. The committee membership had changed, and the report included a restatement of the purposes of the committee as well as a restatement of the purpose of accrediting home economics programs. Paul, as spokesman for the committee, prefaced the committee's report of a proposal for minimum academic standards with:

Since home economics purports to synthesize knowledge gained from the physical, biological and social sciences and the arts, we believe that courses preparing professional home economics teachers should be built upon relevant knowledge from these areas. Accordingly, the general education section of the proposed criteria indicates as requirements those root disciplines upon which the professional home economics courses should rely most directly (126, pp. 689-690).

At the time, NCATE had been asked by NCA (National Council on Accreditation) to re-examine its procedures and consider possible revision in its plan of operations. "The Committee of One Hundred" met in Chicago, in 1963, to accomplish this objective. Rather than allowing participants to either defend or attack current NCATE operations, participants were asked to note the problem faced by the council and propose many alternate solutions. Criteria for evaluating undergraduate



programs in various subject matter areas was one of the basic issues discussed.

No decisions were reached at this meeting, yet, it seemed possible that NCATE would welcome the development of criteria for evaluating home economics programs (75). The first progress report on accreditation had asked that reactions to the proposals be made by the membership.

Horn (75, p. 659) prefaced her report on accreditation with a definition of a profession:

A Profession is considered to be a field which not only has as its main purpose service to society but also represents some specialized body of knowledge, exercises some selection over applicants for entry to the field, accepts the obligations to increase knowledge in the field, and encourages the continued growth and education of its members. Some form of official accrediting is one of the distinguishing attributes of a profession, since the establishment of meaningful criteria for the evaluation of professional programs helps to define the qualifications of those permitted to practice within it.

The debate occupied the profession for three years. Issues were presented in writing and on the floor of the assembly of delegates. One group doubted that one set of accreditation materials could be used in all subject matter areas. Others doubted that AHEA was the proper agency to attempt accreditation. Still others were as firm in their belief that AHEA could develop materials with enough flexibility to be used with all subject matter areas and could be accepted as the duly appointed accrediting agency for the profession.

The report of the accrediting committee for the 58th Annual Meeting of AHEA was presented in the June, 1967, issue of the Journal of Home Economics. East (52), as chairman of the committee, made a plea for the acceptance and early implementation of standards for

programs in home economics. The recommendation of the committee was either a full-fledged accreditation effort or a membership eligibility program because in either case there would be sanctions for encouraging improvement of weaker programs.

The assembly of delegates to the 58th Annual Meeting of AHEA were asked to vote on the issue of establishing standards. The answer was affirmative and the delegates were then asked to state a preference for procedures with which to implement the standards. With the acceptance of the proposal to establish minimum standards for undergraduate programs by the assembly of delegates, the work of the accreditation committee was completed. A new agency was to be formed to implement the standards set. An interim committee was appointed to conduct regional meetings to discuss policies and procedures.

Meetings were held in Los Angeles, Seattle, Chicago, Fort Worth, Atlanta, and New York City, during February and March, 1968, with approximately 400 institutional administrators or representatives attending. Participants in these meetings were asked to give their reactions and opinions in writing so that further analysis could be made. From these reactions, a proposal was formulated (49).

The proposal to establish the Agency Member Unit (AMU) as the body to continue the efforts toward establishing minimum standards for undergraduate programs was accepted by the assembly of delegates of the 59th Annual Meeting of AHEA. A resolution was presented which read:

That the assembly of delegates of the 59th Annual Meeting of the American Home Economics Association in convention assembled grant permission for the creation of the agency member unit, and further direct that said unit shall develop its own special rules of operation, subject to the approval of the board of directors, and that it be directed to organize at this 1968 meeting if possible (81, p. 576).

With the adoption of this resolution, the assembly of delegates dissolved the accreditation committee (49).

Three commissions were established to assist in establishing standards for professional education in home economics. The Commission on Undergraduate Programs was composed of four committees: Home Economics in Education; Home Economics in Business; Home Economics in Extension and in Community Agencies; and Home Economics in Dietetics and Food Service. The Commission on Graduate Programs consisted of one committee on graduate programs. The Commission on Nonprofessional Programs had two committees: Contributions of Home Economics to General Education, and Home Economics in Junior and Community Colleges and in Post Secondary Vocational and Technical Programs.

With the Agency Member Unit formed and the three commissions established, the remaining tasks to complete the structure for accreditation was the naming of the Council on Professional Development.

This, the accrediting body, is to be composed of six representatives of the agency member unit, three commission chairmen, two practicing professionals from committees on undergraduate preparation and one representative of the board of directors. The AHEA president-elect, the AHEA executive director, and the director of the office of professional development are ex officio members without vote. It is proposed that once established the accrediting activity will be conducted by the Council for Professional Development which will use procedures and criteria previously ratified by the agency member unit. The board of directors and the assembly of delegates will retain ultimate responsibility (155, p. 446).

Pilot studies in seven institutions were conducted early in 1970. These seven schools were selected from a list of volunteers. No accreditation was given during the pilot studies (154).

Sears Roebuck Foundation had partially financed the work of the committee on accreditation in laying the groundwork for forming the

Council on Professional Development. This support was completed with the pilot studies. Other monies would have to be sought to finance the accrediting program (125) (58).

The accreditation documents, as prepared, approved by the Agency Member Unit, tested in pilot studies, and then revised, were presented to "the National Commission on Accreditation for recognition of the American Home Economics Association as the official accrediting agency for undergraduate programs in home economics" (43, p. 455). These documents were accepted and the NAC approved AHEA's request (1). During the first year the accreditation process was initiated by 41 institutions.

According to AHEA,

The primary purpose of accreditation in home economics is to provide opportunity for students to receive quality professional education and to identify those institutions which offer professional programs which are meeting the needs and demands of society. . . .

The AHEA intends to accomplish through accreditation the following objectives:

1. To provide guidelines for program planning that will assist home economics units in developing professional programs of highest quality, and to encourage self-evaluation and continued study toward improvement.
2. To apply established criteria for the accreditation of home economics units in institutions of higher learning and to revise these criteria and guidelines when advisable.
3. To recognize changing needs of individuals, families, and society, and accordingly to implement advances in knowledge and professional ability.
4. To identify institutions adequately prepared to offer professional programs in home economics and to publish a list of such institutions in order to:
  - (1) Provide assurance to students and parents seeking professional education that the home economics unit

provides a competent faculty, sound curricula, adequate library, appropriate physical plant, and sufficient equipment, and is capable of attaining its announced objectives.

- (2) Assure business, the professions, government, and graduate schools that graduates of said institutions have the educational background for satisfactory and productive performance (2, p. vii).

### Development of Guidelines for Graduate Programs

#### in Home Economics

In developing the structure for accreditation of undergraduate programs as recommended by the accreditation committee, the structure for establishing standards for graduate programs was also developed. The proposal submitted to the assembly of delegates of the 59th Annual Meeting of AHEA included a discussion of the Council for Professional Development and also stated: "In addition to its accrediting function it also would be concerned with the improvement of graduate level programs . . ." (53, p. 455). Later reports emphasized that even though the Commission on Graduate Programs was developing standards for graduate programs, these standards would serve as guidelines only (155).

The use of guidelines was one of the alternate proposals for establishing minimum standards submitted to the assembly of delegates and AHEA membership for consideration in 1967. According to Jefferson (86), these guidelines would be used to supplement other accrediting agencies, especially the National Council for Accreditation of Teacher Education (NCATE). They would be established as a resource for use by colleges and universities for establishing, evaluating, and improving professional education programs.

The use of guidelines is an inexpensive procedure. Its

effectiveness in improving the education program is limited because implementation does not carry immediate rewards or penalties. Furthermore, implementation of guidelines is voluntary, a major disadvantage in that it is highly probable the standards recommended would be in the main ignored by those colleges and universities most in need of improving and strengthening their professional education programs (86).

Even though Jefferson's analysis of the use of guidelines was written for use with undergraduate programs, much of the same philosophy prevailed with the Commission of Graduate Programs in their work in developing standards.

Standards were developed for both master's and doctoral level programs and were presented in one publication, Guidelines for Graduate Programs in Home Economics (6). Standards for several areas important to graduate study in home economics were established including Administration; Faculty; Library and Other facilities; Programs; and Admission, Retention, and Placement of Students. "A series of guidelines for each criteria describes the minimum standard for a graduate program at the particular level" (132, p. 747).

A pilot study was conducted with diverse institutions using the guidelines for graduate programs in a self-evaluating study (131). Slight alterations were made on the recommendations by the participating institutions. The Commission of Graduate Programs presented the guidelines to the Council for Professional Development, which approved the guidelines and recommended they be published.

The philosophy from which the commission worked was that the home economics profession has developed to the point that only the strong programs should be continued. Weak programs should either be improved

or discontinued. The value of the guidelines is in their use by institutions in developing, updating, improving, or eliminating programs.

"These guidelines provide for the first time a set of general standards for graduate programs in home economics. Implementation rests with the profession" (132, p. 747).

#### Home Economics Education

Home economics education as one of the several subject matter areas of home economics has shared in the development of the larger movement. As a part of the whole, it shares the needs of the profession and contributes to fulfilling some of those needs, often interpreting concepts of professionals and non-professionals. Some aspects of the development of home economics education are worthy of separate consideration.

Teaching concepts of home sanitation, chemistry of food, sewing, and household management was the concern of the early leaders in the movement which became home economics. The late Nineteenth Century saw the growth of cooking schools, classes in domestic science in the public schools, and the beginning of home economics in higher education. Legislative acts helped in developing home economics education at all levels including the components in higher education.

The Morrill Act (1862) provided for a grant of land to be given by each state to found an institution of higher learning devoted to mechanical and industrial arts. In these land-grant institutions "the industrial classes could, at low cost, attack directly the everyday problems of the farm, the shop, and the home" (69, p. 3). Later, the Hatch Act provided for the establishment of Agricultural Experiment Stations in connection with the land-grant colleges. Home economics was included

in program offerings of the land-grant institutions with the University of Illinois, in 1874, introducing the first four-year college course in Domestic Science. Iowa State College and Kansas State Agricultural College, now Kansas State University, developed similar programs in the early 1870's, preparing leaders for the emerging profession (69).

But the preparation of teachers was not the main focus of these institutions. Normal Schools, as the teacher preparatory institutions, required only two years of study, while home economics in the land-grant colleges was a four-year degree program. The Normal School of Framingham, Massachusetts, now Framingham State College, is credited with being the first to train teachers for the new subject and soon moved from a two-year to a three-year program (40).

Home economics was offered by 15 colleges by 1900, and by 1915, this number had grown to 96. By 1913, 19 persons had received a master's degree in home economics and by 1915, 20 universities were prepared to give the master's degree in household science or home economics. The University of Chicago, by 1915, offered a PhD degree in the Department of Household Administration (40).

#### Cooperation with Other Agencies

At the Second Lake Placid Conference, resolutions were presented asking the National Education Association (NEA) to create a Department of Home Economics in the NEA because, "the time has come when public interest demands the recognition of home economics as a training of the child for efficient citizenship" (14, p. 14). The National Education Association asked Abby Marlatt, Head of Home Economics at the University of Wisconsin and a Lake Placid Leader, to lead the roundtable discussion



on home economics at the next meeting. This was the beginning of a professional cooperation between the two areas. Today, the National Education Association maintains a Home Economics Education Association with membership drawn from all home economists involved in elementary and secondary teaching and in teacher education.

Social forces during and following the Civil War reconstruction period created the need for trained industrial workers. The opening of the West left shortages of skilled workers in all phases of industry, and vast numbers of untrained European immigrants replaced the trained personnel who were moving west. No adequate means of training was available. The schools had not felt obligated to train skilled craftsmen. Business and educational leaders became interested in expanding the manual training movement, which had begun in the 1880's. By 1906, the need for training had sparked enough interest to gain legislative attention. The Douglas Report recommended "Vocational Industrial Education" as a means of supplying the needed trained personnel. This report was influential in getting the Smith-Hughes Act passed (111).

Early in 1906, 13 men, either leaders in manual training education or very interested in industrial education, met to discuss their mutual interest. They planned a second meeting for November, 1906, which was attended by 250 educators and prominent business men. "At this meeting the National Society for the Promotion of Industrial Education--soon to become the organization that laid the foundation of the modern American Vocational Education--was born" (111, p. 30).

This movement expanded rapidly and two other areas, agricultural education and home making education, were drawn into the organization.

With this addition, the organization was strengthened and later the name was changed to The National Society for Vocation Education, which still later became the present day American Vocational Association. Home economics has continued to be a vital force in the American Vocational Association down to the present and has shared in the provisions of legislation concerning vocational education (111).

### Legislative Acts

Prior to 1917, teacher training did not form a major part of the curriculum in many colleges, even though it was given to some extent. Two legislative acts influenced greatly the future of home economics in education and particularly the training of teachers.

The Smith-Lever Act of 1914, the first official record of legislation related to the home, provided for the Agricultural Extension Service. This program, designed to work with rural segments of society, was a bridge from college to farm and included practical demonstrations of home economics.

The Smith-Hughes Act of 1917, provided funds for vocational instruction in agriculture, trades and industry, and home economics in public schools below the college level. Every student 14 years or older in the day school and every student 16 years or older in the evening school was eligible if they planned to enter the vocation of homemaking, agriculture, or trades and industry. The act also stipulated that teachers of vocational subjects have four years or more of college work in their specialized fields. Later legislative acts provided funds for research. The funds for research were administered by the Department of Agriculture. Henderson (69) sees this tying of research funds to

agriculture as giving the research performed by home economics an emphasis away from concern for the family, and as making home economics an arm of agriculture to perform research for the utilization and marketing of agricultural products. This emphasis served to confuse both the professional and lay public as to the purpose of home economics.

The Smith-Hughes Act of 1917, also provided federal aid for home economics in school programs. Before this, some states had provided aid but this was the first federal aid (41). Some provisions of the Smith-Hughes Act related to home economics were:

1. That education be given in schools under public control-- all day, evening, and part-time schools.
2. That education shall be made available to any person fourteen years old or older in the all day school and sixteen years old or older in the evening schools planning to enter the vocation of homemaking.
3. That the state or local community provide the necessary plant and equipment with the approval of the Federal Board.
4. That at least one-half the time of instructions be given to practical work on a useful basis.
5. That teachers of vocational subjects have at least four years of college work in their special fields (40, p. 24).

Few of these provisions could be met. Legislation in the individual states was needed to assist in meeting these provisions which necessitated:

1. Expansion of teacher training institutions to include one in each state and upgrading teacher certification in vocational home economics to require a four year college program for all teachers.
2. Organization of a state-wide program in home economics to include state supervisors for each state. (In Tennessee the state supervisors were called high school inspectors. The visit of the inspector was dreaded rather than viewed as an opportunity to increase teacher effectiveness) (85).

Later legislation either expanded or confirmed the provisions of the Smith-Hughes Act. The George-Reed Act (1929) expanded financial support for vocational education in agriculture and home economics as a temporary measure, which was made more or less permanent by the George-Eilzay Act of 1934. The George-Deen Act (1936) further expanded appropriations for education in agriculture, home economics, and trades and industry, and for the first time included distributive education. The George-Barden Act (1946) authorized more funds to be used in vocational education, and authorized the use of funds for teacher training and research in vocational education (119).

The Vocational Education Act of 1963, again appropriated funds to be used for vocational programs. A major addition to this bill was the emphasis on training for gainful employment. The appropriated funds were to be used:

. . . for vocational education programs to prepare people for employment in an occupational field not requiring a baccalaureate degree. The program could be conducted in comprehensive or specialized high schools, area vocational schools, junior and community colleges or universities that offer terminal vocational programs. . . .

In addition to preparation for homemaking, home economics funds will be directed toward the homemaking skills that hold employment opportunities. A minimum of ten per cent of the home economics funds, under provisions of the Smith-Hughes and George-Barden Acts, must be used for job-oriented training (119, p. 99).

Later amendments to the act reemphasized the gainful employment phase of home economics and consumer economics. Thus, the development of home economics education has been greatly influenced by legislative acts.

Two movements, one in education and the other in home economics, emerged in the Post-Sputnik period beginning in the late 50's and greatly influenced home economics education. The first was a general

movement toward curriculum reform in the secondary schools and the other was the movement within home economics to reexamine its purposes and goals. New Directions (9), published by AHEA in 1959, presented a definition dealing with two ideas:

1. home economics as the field of knowledge and service primarily concerned with strengthening family life;
2. home economics as a field which synthesizes knowledge drawn from its own research, from the physical, biological and social sciences and the arts, and which applies this knowledge to improving the lives of families and individuals (4, p. 12).

Home economics study groups, using New Directions, made attempts at curriculum reform. At the same time they recognized new and emerging problems in curriculum reform. They found problems such as:

1. How to set realistic goals in teaching.
2. How to select from rapidly accumulating knowledge that which is needed to attain teaching goals.
3. How to organize programs of instructions to bring results (4, p. 12).

Out of the need to find answers to these questions, home economics educators were cooperating in seminars and sponsoring studies to further define their purposes.

One of these seminars, at French Lick, Indiana, in 1961, sponsored by the Executive Committee of the Home Economics Division of the Association of State Universities and Land-Grant Colleges, was concerned "with articulation and differentiation of home economics subject matter at various teaching levels" (8, p. 1). This seminar was historic in that it brought together for the first time representatives from all levels of home economics education--college and university, extension and secondary--to work together on mutual problems.

The seminar basically was organized around work groups in eleven

subject matter areas: food, nutrition, child development, family relationships, clothing, textiles, housing, home furnishings, equipment, home management, and family economics. The central focus became an "exploration of the 'concept approach' as a possible way of identifying, organizing, structuring, and unifying the significant subject matter of the field" (8, p. 1). The seminar was a testing of the potential of the concept approach. Other seminars and workshops followed each sharing working papers and materials.

An earlier conference sponsored by the Home Economics Education Branch of the U. S. Office of Education discussed the issues involved in curriculum planning. This group of 40 educators agreed that "identification of basic concepts and generalizations would provide structure for the various subject matter areas" (4, p. 19). They felt that developing a curriculum through unifying concepts would give the curriculum flexibility, permit adjustments to changing local conditions, provide a basis for sequential learning, and facilitate evaluation of the teaching-learning process (4, p. 19).

This conference was followed a year later by another in which long-range plans were formulated and two workshops were planned for the summer of 1962. Six workshops were conducted in the years 1962, 1963, and 1964, which accepted the task of identifying the basic concepts in home economics. The nearly 200 participants of these workshops represented all levels of home economics education and supporting disciplines. The materials produced at the workshops were edited and further revised as suggestions by consultants were received.

A seventh workshop was conducted in June of 1964, at the University of Missouri. Again materials from the other workshops were reviewed

and revised. Some preliminary work on using these concept outlines in curriculum development led to suggestions for their use at the state and local level. The publication, Concepts and Generalizations: Their Place in High School Home Economics Curriculum Development reported the findings of these workshops and made available the basic outline for use by the profession (4).

A suggestion made during one of the seminars grew into a week's seminar at the University of Nevada in October, 1964, in which 23 home economics educators met under the sponsorship of the U. S. Department of Education. Their purpose was to identify the structure of the knowledge important to the field of professional home economics education at the undergraduate level. This structure was developed as objectives and generalizations which are related to selected concepts (45).

A second conference was called to meet at the University of Nebraska in October, 1966, for the purpose of:

1. Evaluating and refining the materials in "Concept structuring of Home Economics Education Curriculum," developed at the University of Nevada Seminar.
2. Identifying comparable structure appropriate for the content of graduate courses in home economics education.
3. Planning for the use and evaluation of the materials developed.
4. Offering suggestions for research on testing the validity of the materials (93).

The educators in this conference were working with five concepts believed to comprise the fundamental ideas around which both the undergraduate and graduate programs of home economics education are based.

These five were:

1. Philosophy of home economics education.
2. Professional role of home economics education.

3. Program planning in home economics.
4. Evaluative process in teaching home economics.
5. Research in home economics education.

Objectives and generalizations for each of the concepts were formulated which were appropriate for the undergraduate program and again for the graduate program.

The Nebraska Conference (93) was an attempt by some home economics educators to put into specific terms what they thought the content of home economics education should be. It was not the purpose of the group to arrive through consensus at a well-defined outline of precisely what constitutes the content of home economics education, but it was an attempt to develop structure in the belief that in identifying the fundamental ideas, instruction can be planned for efficient and effective learning of ideas. This seminar was for the purpose of exploring ideas and attaining what a number of people at a given time thought the fundamental ideas of home economics education to be.

In an Invitational Conference at Iowa State University in February, 1974, selected home economics educators revised the "Objectives and Generalizations Related To Selected Concepts" into competencies for home economics education at both the undergraduate and graduate level. Working papers from the conference were distributed for the use of the participants and others (5). A conference was called in conjunction with the Annual AHEA Meeting in June, 1974, to consider these competencies.

The development of home economics education and the development of home economics presents many parallels. Each has influenced the other in curriculum, philosophy, and objectives. Home economics education was



and is one of the interpretative bodies working with subject matter in elementary and secondary schools. On the college and university level, it is the branch of home economics for training teachers, and the requirements placed upon students by certification regulations often dictate course offerings in other areas. The influence has flowed both ways. New findings and methods for the subject matter areas have also influenced certification requirements. Home economics education has shared in the changes and growth of home economics and has been a part of the search for quality.

#### Teacher Education

Home economics education as the teacher education branch of home economics has shared the vicissitudes of the large total field of teacher education. Like all of education, teacher education, shared in the post-Sputnik criticism. At that time, the demand was for quantity rather than quality.

Now, with the present surplus of teachers in some areas, more attention can be focused on the quality, as the profession attempts to meet demands (118) (143). A look at the past is often helpful in deciding action for the future.

Pomroy (127), recounting the accomplishments in teacher education of the years following World War II, listed six items which he considers of lasting importance:

1. Identification of teacher education as an appropriate and important function for all types of higher education institutions and not just for specialized institutions.
2. Structuring of a national association of higher education institution committed to improving teacher education supported by cooperative institutional initiative and administered by professional staff.

3. Acceptance of the shared responsibility for teacher education by higher education, teachers, and the lay public, as evidenced by a broadly based accreditation program.
4. Development of a cadre of professionals equipped by training and experience to meet the expanded demands of teacher preparation.
5. Joining together by academicians and pedagogues in cooperative approaches to meet the needs of prospective teachers.
6. Expansion of governmental involvement in teacher education, particularly at the federal level, with all its new opportunities and resources as well as new problems (127, p. 29).

These achievements have pointed the way to other changes. Curriculum reform has allowed for less emphasis in theory and more emphasis on field experiences. The changed curricula has also given more attention to the affective training of teachers, believing that "teachers transmit information and inculcate values" (89, p. 166). They also believe that before teachers can teach children desirable characteristics, they must first have those characteristics themselves. "Teacher education must emphasize that both the technical and emotional processes of teaching and learning are as important as the course content" (89, p. 169).

The field experiences begin earlier in the student's college career and take many forms. One of the early attempts at including more clinical experiences was stated in the requirements for the Master of Arts in Teaching. "A central thrust of the degree requirements was to relate the study of theory and knowledge about education to the internship" (142, p. 390). The National Teacher Corps, another field experience, was planned to assist the student in various situations. Their approach was "primarily tutorial and clinical with interns working in small teams

under the supervision of expert teachers" (142, p. 390). Micro-teaching, an experience combining some aspects of theory and field experience, allows prospective teachers to refine skills of instruction. "This procedure reemphasizes the fact that teaching techniques make a difference in learning and finds that intellectual analysis as well as experience is necessary to professional development" (142, p. 390).

Instruction has become more individualized with students helping plan their program. Emphasis has changed to developing competencies rather than piling up credits. Performance based teacher education according to Mitchell is:

. . . goals of instruction designed to prepare teachers, derived from analysis of teaching behavior, are stated publicly in advance of the instruction in terms of evidence regarding the students performance which will be accepted as indicative that the goals of teacher preparation have been attained. . . . instruction is guided and individualized as much as possible through systematic feedback from frequent assessment of the degrees of attainment of the instructional goals, and that instructional assignments are completed only when the performance criterion are met. . . . Such instruction is usually more field oriented than has been customary and decision making is more broadly based and learner-influenced than in the past (118, p. 75).

Many questions of the teaching-learning process are still unanswered. Some teacher educators are finding answers to some of their questions by returning for a short period to the public schools. George (59) wrote of his experience after a week's teaching in a small school: "The experience . . . was, in all respects, a positive one. I rediscovered my confidence and my credibility. . . . I recommend it" (59, p. 216). Conrad writing in a similar vein, predicts that the college professor "will spend as much time in the schools, neighborhood and communities, as he will in his classroom, library and conference hall" (38, p. 55).

Denemark, speaking before the 25th Annual Meeting of the American Association of Colleges of Teacher Education, called this a time for decision and listed ten goals for teacher education:

1. Resolve the controversy over the governance of teacher education.
2. Rebuild public confidence in higher education and teacher education.
3. Encourage individual differences among institutions.
4. Develop an adequate data base for decision making.
5. Liberate education from its traditional parameters, yet stay within the bounds of wise use of resources.
6. Resolve the conflict between theory and practice.
7. Remedy the serious inadequacies of in-service education for teachers and specialists.
8. Establish multi-cultural programs and policies.
9. Make the teaching in teacher education programs more like precedents to be emulated.
10. Respond to the new federal economics policies possibly by assuming more responsibility for improving teacher education (66, p. 14).

Gross (66) called these ten goals "putting the pieces together again." Gross concluded with:

Inevitably, because it is home base, teacher education faculties have oriented themselves inwardly, toward the university or the college, and we have become accustomed to having students come to see us for a time and then go away again. But, like every other profession, the points at which we apply our art and our science are all out in the world. That's where our clients live and work, and that's where the great base of our public support lies. I suggest we go out there and join them (66, p. 22).

#### The Master's Degree

Dating back to the founding of the first university, the master's degree has undergone many vicissitudes in the ensuing years and in the

early medieval universities was considered appropriate preparation for college teaching (110) (139). The Master of Arts degree was the highest degree offered in medieval universities by the Faculty of Arts, usually requiring about seven years to attain. The holder of such a degree could study for the doctorate with other faculties, such as medicine, law, or theology (139).

England, using the magic number of seven, awarded the master's degree to anyone in good standing three years after receiving the baccalaureate, which required four years. This practice was brought to the United States with the founding of Harvard. Anyone who wanted to pay fees and study was awarded the master's degree. Gradually the degree became less and less used (139).

Efforts were made to revive the earned master's degree during the last half of the Nineteenth Century. The University of Michigan has been credited with being the first to rehabilitate the degree, requiring course work, an examination, and a thesis. Other universities soon followed and by 1869, the earned master's degree, requiring at least one year above the baccalaureate degree, had replaced the three year degree, which required neither residence nor examination (139).

Studies by various groups have attempted to revitalize and rehabilitate the master's degree. In the 1930's, committees of the American Association of University Professors and the Association of American Universities attempted to develop standards for the degree. It was noted that the master's degree could be a research degree, a professional degree, a teacher's degree, or a cultural degree (139).

Later groups continued with studies making recommendation leading to some standardization of the degree. The Council of Graduate Schools

in the United States (CGS) defined the master's degree as:

The Master's Degree is a respected academic award given in recognition of the successful completion of substantial post-Baccalaureate study in a chosen field in preparation for scholarly and professional activities (44, Foreward).

At the same time, the Council (CGS) adopted a general statement outlining desirable conditions which institutions offering the degree should meet. The statement also summarized present thinking about the program. The Council of Graduate Schools recommended that the master's program should:

. . . consist of coherent sequences of lectures, seminars, discussions, independent studies or investigations designed to help the student acquire an introduction to the mastery of knowledge, creative scholarship, and research in his field. Completion of the program should require one to two years of full-time study beyond the Bachelor's degree (44, p. 8).

The Council urged the institutions offering the master's degree to accept the responsibility of establishing and maintaining only high quality in the experiences provided the students, and also reminded the institutions that the cost of providing these experiences is much greater for the master's than the baccalaureate degree. They continued with:

It may be appropriate to establish a Master's program at a particular college or university only if the resources and special tradition available at that institution makes it practicable and desirable to establish and maintain a good quality program (44, p. 2).

Just as the program leading to a master's degree has changed, so has the nomenclature associated with the degree. The Master of Arts degree has expanded to include over a hundred varieties offered in colleges and universities in the United States, while the Master of Science has aided more than 250 varieties. These varieties do not include the various professional master's degrees such as Master of

Fine Arts, Master of Library Science, or Master of Business Administration (134).

The diversity of names is representative of the diversity of the meaning of the degree. For many it is the stepping stone to further study leading to the doctorate, or a consolation prize for those not able to complete the doctorate in departments which accept students into the doctoral program directly after achieving the baccalaureate degree. It may be an insurance policy just in case efforts to obtain the doctorate are unsuccessful. In 1966, 36 per cent of the master's degrees awarded were in education, thus one might assume that the master's degree is largely for teachers (139).

McGrath (114) found that of all the degrees offered in home economics, only ten per cent are offered at the graduate level. At the same time, one-fourth of all degrees granted by American Colleges and Universities are at the master's level.

Harper and Woteki (68) report that 149 institutions offer a master's degree in home economics, a ten per cent increase in the two years between 1969-70 and 1971-72. These institutions had an enrollment of 6,768 majors in the fall of 1971. For the year 1970-71, 2,249 master's degrees were granted by the 139 institutions reporting. Of these, 813 were in home economic education. The actual number of master's degrees offered in home economics education had increased over the period 1968-1971, but the percentage of home economics graduates receiving home economics education degrees during that period had decreased.

The McGrath study revealed that the master's degree is the terminal degree for most of those home economists who go on for advanced study (114). About three-fourths of the state extension leaders and slightly

less than two-thirds of the college and university teaching staff hold the master's degree as a terminal degree.

McGrath (114), in addition to giving statistical information concerning degrees, suggests a change of degree structure so that, especially for home economics education, the professional education courses become a part of the fifth year's work. His rationale for this recommendation is based on his belief, and on the belief of others, that providing an adequate general education and the essential specialized instruction in home economics plus professional teacher preparation is no longer possible in a four-year period. He recommends a strong generalist program for the four years with teacher preparation comprising a part of the fifth year. He foresees a need for a similar master's degree for those entering extension service and possibly those entering business.

For the master's degree, he recommends at least two tracks for professional specialization. One of these tracks would involve an internship, working with the professionals in the area of the student's professional aspirations. The other track would involve a research internship. With each of these tracks, the master's degree would be directly oriented to professional preparation.

#### Systems and Systems Approach to Problem Solving

According to Hill (72), the systems approach is rapidly becoming the nucleus of decision making in the highly complex world that is developing in the age of automation and cybernetics. He concludes that this approach to decision making involves thinking through all program plans in terms of objectives, goals, and the interdependent activities



required to achieve these ends. Using this approach, the total system is considered in terms of the various programs available for accomplishing the objectives and goals, subject to the constraints in human resources, facilities, and financial capabilities; and choosing from among them.

A systems approach offers the process for bringing organization into the planning of programs or curricula. Morgan and Bushnell (122) have worked with curriculum improvement using the systems approach. Their work is basically with course content, however. Working with secondary programs, they have planned for ways in which to integrate general education and vocational education. In their system, the emphasis is on the learner rather than the subject matter.

Byster, Executive Director of the Appalachian Adult Basic Education Demonstration Center, recommends using the systems approach to planning as a method of reducing the "panic attack" on problems (22). He considers a system as a management tool, supplying the necessary information to allow for successful completion of a project, program, or plan; as giving insightful directions to meeting objectives. He considers four processes to be essential:

1. Development of objectives.
2. A plan.
3. A schedule.
4. Evaluation.

The objectives, clearly defined, give direction to the plan. The plan shows the interrelationship between activities, and furnishes alternatives. The schedule assists in translating the plan into action in time segments. The evaluation assesses the progress made in

accomplishing the objectives, and helps in the decision for the direction of future progress.

Kentucky accepted the recommendations of Dennard and used the systems approach in building its state plan for vocational education in 1970. The plan's authors believed that,

The purpose of a systems approach to program planning is to employ a methodology which systematically transforms relevant data in such a manner as to provide an improved informative base upon which decisions can be made (73, p. 31).

They feel the systems approach, as designed for their use, provides the process of decision making with more relevant and specific information, and aids in developing a set of goals and objectives to meet the vocational needs of the people. Furthermore, they believe it assists in the design of possible alternative programs, services, and activities; and that it encourages systematic analysis and review of established priorities.

Banathy (15) recommends the use of the systems approach to educational planning, believing it to be common sense by design. He sees it as a self-correcting and logical methodology of decision making to be used for the design and development of man-made entities. Component strategies of this methodology include the formulation of performance objectives, the analysis of functions and components, the scheduling, and the testing of the system. He explains that the system is rooted in such diversified fields as logic, philosophy, communication theory, psychology, and others. He calls it a pragmatic application of the scientific method and states that it is a synthesis of successful methodologies in problem solving, planning, and development. He also contends that the method of problem solving is not new but has been used by people for a long time. In fact, Miller (117) traces the use of the

systems approach back to ancient civilizations and that this approach can be regarded as a functionally relevant logical logica construct for use in studying any given context.

Industry and the military have reduced the systems approach to solving problems by the quantitative method. Cook (39) sees this quantitative approach as being a deterrent to the application of the systems approach to solving education problems, because they cannot be reduced to numerical quotations.

Some research and some application of the systems approach to solving educational problems has been made. Yee (159) gives a report of a University of Wisconsin project for improving the quality of selected elementary teachers. A system was designed using four components: input, teacher-learner, output, and elementary schools, with feedback a part of the research design rather than the system design. This is a longitudinal study and although the researchers have the design, no report of findings have been made.

Numerous authors recommend the use of a systems approach to curriculum planning or revision. Greenwood (60), in working with curriculum planning in Fashion Merchandising, concluded that she could design a systematic controlled program. She suggested that faculty curriculum meetings be scheduled to clarify overall objectives of the department; that time be allowed for reviewing each faculty member's proposal for change; that integrative ways to unify course sequences and maximize development of competence be found; that innovative ways to attain more relevance in learning activities be sought; and that a method of continuous evaluation and curriculum revision be devised. She "believes that this systematic approach to the development and evaluating of . . .

curriculum can be a means by which to direct with greater clarity and relevance the quality of . . . home economics programs" (60, p. 173).

### Summary

In tracing the development of home economics from its inception to the present, one finds the search for quality running like a thread through the literature. The participants of the First Lake Placid Conference (1899) were concerned about the quality of training that students were receiving in the household arts. The search during the years intervening from the First to the Eleventh Lake Placid Conference, held in October, 1973, moved from pointing to the need for quality and urging the profession to comply, to full acceptance of accreditation for the undergraduate program, to further identifying the goals of the profession. In the process of developing accreditation procedures, guidelines for the graduate programs and the post-secondary programs were also developed.

Home economics education has shared in this search for quality. Many factors such as legislative acts and funding by federal and/or state agencies have determined the direction of home economics education. As these factors influenced home economics education, so have they also influenced the total home economics movement.

The development of home economics education is also interrelated with the development of teacher education and of the master's degree. Teacher education has shared in and contributed to the post-Sputnik educational changes, which have included curriculum reform and changes in philosophy toward the field experiences.

The master's degree has undergone many changes from medieval times

to the present. It is once again a respected academic degree, having gained its present structure since the Civil War Period. The master's degree has taken many forms and has served several purposes. It may become a stepping stone to the doctorate, or remain a terminal degree as it has for large numbers of teachers.

All strata of education have searched for more effective ways of making decisions. A systems approach has been one suggestion. Borrowed or adapted from the military and industrial complexes, it is a way of looking at a problem as a "whole," a management tool designed to bring organization into the decision making process.

## CHAPTER III

### METHODS AND PROCEDURES

The purpose of this study has been to examine three sections in Guidelines for Graduate Programs in Home Economics to determine the degree of importance assigned each guideline by Head Home Economics Teacher Educators in selected colleges and universities, and to formulate a systematic controlled approach to meeting those guidelines in the establishment and maintenance of a quality master's degree program in home economics education (6). This chapter gives (1) the design of the study, (2) the selection of population to be studied, (3) the procedure used in developing, refining, and administering the questionnaire, and (4) the procedures used in the analysis of data.

#### Research Design

Research may take many forms, each design developed to obtain the data needed. Problems under study in the behavioral sciences and education seldom lend themselves to true experimentation. Problems to be investigated in home economics often follow the research pattern of the behavioral sciences, as does this study, which is defined as *ex post facto* in nature. Kerlinger defines *ex post facto* research as,

. . . that research in which the independent variable or variables have already occurred and in which the research starts with the observation of a dependent variable or variables. He then studies the independent variables in retrospect for their possible relations to, and effects on, the dependent variable or variables (92, p. 360).

Stein (141) defines *ex post facto* research as that which is done afterward. Research which is done afterward does have value according to Kerlinger (92) in that it can get at concepts not researchable by other means. He lists the limitation of *ex post facto* research as "(1) the inability to manipulate independent variables, (2) the lack of power to randomize, and (3) the risk of improper interpretation (141, p. 371).

Barnes in discussing *ex post facto* research reiterates that the major advantage is that it allows investigation into problems that otherwise could not be researched. He continues, "the *ex post facto* pattern in effect compresses time, permitting study of the effect of many years experience now, rather than waiting for the experiment to happen" (16, p. 71).

*Ex post facto* research may be designed in several ways one of which is a descriptive survey. Stein (141) defines survey as "to view in detail, especially to inspect, examine, or appraise formally or officially in order to ascertain conditions or value" (141, p. 1432). Monts (121) describes one purpose of a survey as a method of establishing a base for future studies. Good (62) gives three possible purposes of a descriptive survey as:

- (1) To secure evidence concerning an existing situation or current condition.
- (2) To identify standards or norms with which to compare present conditions, in order to plan the next step.
- (3) To determine how to take the next step (having determined where we are and where we wish to go).

This study, a survey, descriptive in nature, is designed to study

the degree of importance Head Home Economics Teacher Educators assign selected guidelines.

#### Selection of the Sample

The population for this study was identified as those institutions of higher learning offering a master's degree in home economics education. This was a small select population, hence the decision was made to survey the entire population. The institutions appeared on a list by Harper and Woteki (68) as the 149 institutions of higher learning offering a master's degree in home economics. These institutions also appeared on a 1972 list published by the United States Department of Health, Education, and Welfare (153), as being approved by their state for vocational home economics certification. Of the 149 listed by Harper and Woteki (68), 138 also appeared on the United States Department of Health, Education, and Welfare (153) list. Oklahoma State University and The University of Tennessee at Martin both appearing on the two listings were removed from the study due to personal involvement in their programs. The Head Home Economics Teacher Educators of the remaining 136 institutions were contacted to obtain the necessary data for the study. The group surveyed contained 48 land-grant, 77 public, and 10 private institutions. These institutions have varying enrollments and 34 offer a doctoral degree in at least one area of home economics in addition to the master's degree. At least one institution from each state, except Alaska, offers a master's degree in home economics.



## Development of the Instrument

The data needed for the study was obtained by a questionnaire adapted from Guidelines for Graduate Programs in Home Economics (6). The Instrument (see Appendix A, pp. 160-170) was designed to obtain three types of information from the respondents.

- (1) Background information about the institution.
- (2) Degree of importance accorded each guideline using institutional constraints and the degree of importance if these constraints were removed.
- (3) Additional guidelines the respondents feel should be included.

The questionnaire was divided into two parts for ease and accuracy of tabulation and analysis.

### Part One - BACKGROUND INFORMATION

Seven items, that called for checking (✓) the appropriate blank or supplying the needed number, were included in the background information asked of the respondents. Information requested was:

- (A) Type of administrative unit for home economics education.
- (B) Total institutional enrollment.
- (C) Home economics undergraduate enrollment.
- (D) Home economics graduate enrollment.
- (E) Home economics education graduate enrollment.
- (F) Number of home economics education graduate degrees awarded in 1973.

- (G) Number of faculty members in home economics education.

Part Two - DEGREE OF IMPORTANCE ASSIGNED TO GUIDELINES

Three sections from Guidelines for Graduate Programs in Home Economics (6), Faculty, Programs, and Admissions, Retention, and Placement of Students, were selected to form the basis of this study. (These three sections seemed to have more possibility of being controlled by home economics teacher educators than the sections of Administration, Library, and Facilities.) Using only those guidelines intended for use with a master's degree program, items on the questionnaire were adapted from these guidelines, retaining the original idea but changing the format for simplicity in answering.

Part two was divided into two sections. Section one asked the respondent to choose the degree of importance assigned each item working within institutional constraints. Section two asked the respondent to choose the degree of importance they would assign each item if institutional constraints were removed.

The respondents were asked to circle a number following each item for both section one and section two according to the degree of importance they accorded each item. These numbers were arranged on a five point Likert type scale with the following definitions:

- (1) Essential - This guideline must be present in a quality program.
- (2) Significant - This guideline is of great value to a quality program but is not essential.
- (3) Beneficial - This guideline is of great value to a quality program but is not essential.

and is given a lower priority than those items rated as significant.

- (4) Useful - This guideline is useful in a quality program but is of minor value.
- (5) Of little or no value - This guideline is of little or no value to a quality program.

Four non-home economics teacher educators who were extremely interested in graduate programs in home economics education were asked to pretest the questionnaire. They were asked to be especially critical of the wordage in the cover letter, the directions, and the individual items. Based upon their recommendation several changes were made.

#### Data Collection

The data for the study was obtained from a questionnaire mailed to 136 Head Home Economics Teacher Educators located in institutions of higher learning listed as having a master's degree program in home economics and approved by their state for vocational home economics certification. These home economics teacher educators represent land-grant, public, and private institutions with varying institutional, graduate, and undergraduate enrollments. The home economics education units represented were administered by the home economics unit, the education unit, or other units.

A cover letter containing the purposes of the study and instructions for returning the questionnaire (see Appendix A, p. 158) and a stamped, self-addressed envelope were mailed with each questionnaire. The return envelope was coded so that returns could be identified in order that reminders would be sent only to those who had not responded to the

original mailing within thirty days. The envelope and questionnaire were then separated to assure complete anonymity for the respondents. Home economics teacher educators were also asked if they would like an abstract of the completed study. If they wished an abstract, they were asked to write their name and address on a sheet attached to the questionnaire (see Appendix A, p. 158). The sheet also was separated from the questionnaire.

By the end of a month, a 61 per cent return was realized. A follow-up card (see Appendix A, p. 171) was sent to those who had not responded to the initial mailing. One remainder seemed sufficient. A total of 91 questionnaires were returned of the 136 sent out, giving a 67 per cent response.

Two of the independent variables were available from sources other than being asked on the questionnaire. Harper and Woteki (68) list those institutions which offer a doctoral degree and those which offer a master's degree in home economics. The 1972 edition of the Encyclopedia Americana Annual lists institutions and their classification as land-grant, public, or private (54).

#### Method of Data Analysis

The data from the questionnaire was transferred to computer cards. These cards were processed to determine the total frequency count of those responses with "institutional constraints" and those responses if "institutional constraints" were removed. An additional frequency count was run according to the following variables:

- (1) The placement of home economics education in the institutional organization.

- (2) Total institutional enrollment.
- (3) Home economics undergraduate enrollment.
- (4) Home economics graduate enrollment.
- (5) Home economics education graduate enrollment.
- (6) Type of institution, i.e., land-grant, public, or private.
- (7) Type of program offered.

These frequency counts were converted to percentages from which tables were made showing the percentages of responses in the five degrees of importance for each statement. (See Appendix B, pp. 178-194).

The frequency count according to the variables was used to determine categories for combining. In cells with a very small number of responses the categories were combined. In all instances, except with the variable, administrative unit to which home economics education is assigned, the 4 and 5 responses were combined.

To test the differences between with and without constraints, a  $2 \times 4$  contingency table for chi-square was used. Siegel (134, p. 175) states:

When frequencies in discrete categories (either nominal or ordinal) constitute the data of research, the  $\chi^2$  test may be used to determine the significance of the differences among  $k$  independent samples. The  $\chi^2$  test for  $k$  independent samples is a straightforward extension of the  $\chi^2$  test for two independent samples.

He continues:

. . . that for chi square tests with  $df$  larger than 1 (that is, when  $k$  or  $r$  is larger than 2), fewer than 20 per cent of the cells should have an expected frequency of less than 5, and no cell should have an expected frequency of less than 1 (134, p. 178).

The chi square formula given by Siegel (134, p. 175) for  $k$  independent samples is:

$$\chi^2 = \sum \frac{(O - E)^2}{E}$$

$$df = (k - 1)(r - 1).$$

The 0.5 level of critical value was selected as the level for the differences found among  $k$  independent samples to be significant.

The chi-square test was continued for the seven remaining variables using the appropriate contingency table. To test the seven variables the following tables were developed:

- (1) Administrative unit, a  $2 \times 5$  table.
- (2) Institutional enrollment, a  $4 \times 4$  table.
- (3) Home economics undergraduate enrollment, a  $4 \times 4$  table.
- (4) Home economics graduate enrollment, a  $4 \times 4$  table.
- (5) Home economics education graduate enrollment, a  $4 \times 4$  table.
- (6) Type of institution, a  $3 \times 4$  table.
- (7) Type of program, a  $2 \times 4$  table.

In addition to chi-square, means were computed for each guideline using the with and without constraints responses. The means were ranked within the sections, (1) Faculty, (2) Programs, and (3) Admission, Retention, and Placement of Students. The group means were calculated for each section.

Institutional enrollment categories were combined to form two categories. The three lower categories were combined to form an enrollment category of those institutions with an enrollment of less than 10,000, and the two higher brackets of enrollment were combined to form an enrollment category of over 10,000. Further combinations were made giving

five categories of type of program by enrollment:

- (1) Land-Grant Master's, with total enrollment over 10,000.
- (2) Land-Grant Master's, with total enrollment under 10,000.
- (3) Land-Grant Doctoral, with total enrollment over 10,000.
- (4) Public Master's, with total enrollment over 10,000.
- (5) Public Master's, with total enrollment under 10,000.

Means for each of these categories were calculated as were the group means for each category.

Five categories contained cells with 2 or less responses, hence were not analyzed. They were:

- (1) Land-Grant Doctoral, with total enrollment under 10,000.
- (2) Public Doctoral, with total enrollment over 10,000.
- (3) Public Doctoral, with total enrollment under 10,000.
- (4) Private Doctoral.
- (5) Private Master's.

To develop a systematic controlled approach to implement guidelines, an example of an institution was needed. Category two, Land-Grant with a total enrollment under 10,000, offering a master's degree only, was chosen. Means for each guideline were computed. Those guidelines with a means of 1.00 through 1.50 were considered essential and would be implemented in stage two of the systems. Those guidelines with means of 1.51 through 2.00 were considered significant and would be implemented in stage three of the system. Those guidelines with means of 2.01 through 2.99 were considered beneficial and would be implemented in stage four of the system. Those guidelines with a means of 3.00, or over, would be implemented at a later stage. These means were arbitrarily chosen and the designators essential, significant, and

beneficial assigned, since they would approximate the designators used in the questionnaire.

The additional guidelines in use at their institutions, as listed by respondents, were hand tabulated. The lack of similarity among these guidelines resulted in their being listed as they were written by the respondents. Respondents were also asked to give the degree of importance for these guidelines, using the five-point Likert type scale given on the questionnaire. This was listed along with the guidelines.

#### Summary

This third chapter has described the basic research design for the study. The methods and procedures reviewed were concerned with selecting the sample; developing the questionnaire; and revising and refining the questionnaire based upon the suggestions of the test panel. A mailed questionnaire was used to collect the data. A frequency count of the data was followed by conversion to percentages. The chi-square test was used to calculate significant differences for k independent samples and means were computed for various categories within the study. The additional guidelines in use at the institutions along with their degree of importance were listed.

Three chapters follow. Chapter IV presents the findings of the study; Chapter V, a systems approach to implementing guidelines, and Chapter VI which presents the summary, conclusions, and recommendations.



## CHAPTER IV

### ANALYSIS OF DATA

This study has been based on two premises, (1) that home economics teacher educators can identify those guidelines essential to a quality master's degree program, and (2) that a systematic controlled approach to meeting guidelines can be developed. The first premise has led to identifying the degree of importance head home economics teacher educators accord each guideline. The data presented in this chapter has been in keeping with that premise and with objectives one and two of the study as outlined on page 4. The data has been organized around those two objectives in the following sequence: (1) characteristics of institutions, (2) degree of importance accorded each guideline by analysis of means, (3) testing of hypotheses, and (4) presentation of additional guidelines in use at respondents institutions.

#### Characteristics of Institutions

Institutions have characteristics which determine their individuality. A description of these characteristics seems useful in understanding the many differences in the institutions represented in this study. The seven characteristics used as variable in this study were:

- (1) Type of institution, i.e., land-grant, private, or public.
- (2) Level of program offered, i.e., master's only or a doctoral in addition to the master's.

- (3) Administrative unit to which the home economics unit is attached.
- (4) Enrollment size of the institution.
- (5) Home economics undergraduate enrollment size.
- (6) Home economics graduate enrollment.
- (7) Home economics education graduate enrollment.

Two items, the type of institution and the type of program offered, were available from sources other than the respondents answers to the questionnaire. All other information was derived from the respondents. The type of institution, e.g., land-grant, private, or public, was obtained from the 1972 edition of Encyclopedia Americana Annual (54). Harper and Woteki (68) list institutions which offer doctoral programs in home economics and those which offer only the master's degree. Using these two sources, institutions were coded according to institution type and level of program offered.

Returns were received from 23 institutions offering both a master's and a doctoral program, which comprised 27.1 per cent of the total returns. Sixty-two institutions, or 72.9 per cent of those returning the questionnaire, offer a master's degree only. Respondents were from 34 land-grant, 53 public, and 5 private institutions, comprising 36.9, 57.6, and 5.4 per cent of the total returns, respectively. Home economics education, as a part of the home economics unit, was checked by 45 respondents, or 54.8 per cent of those returning the questionnaire. Twenty-eight respondents, 34.1 per cent, stated that it was a part of the education unit, while 9 respondents, 10.9 per cent, indicated that home economics education was a part of "other" units.

Total institutional enrollments for those responding to the

questionnaire varied from those having less than 2,500 to those having over 15,000. When the enrollment categories are combined into those with less than 10,000 and over 10,000, 36 per cent fall into the first group and 64 per cent fall into the last group. See Table I.

TABLE I  
TOTAL ENROLLMENT OF THE 84 INSTITUTIONS RESPONDING

Total enrollment	Number	Per cent
Less than 2,500	4	4.7
2,500 to 5,000	7	8.3
5,000 to 10,000	19	22.6
10,000 to 15,000	21	25.0
Over 15,000	33	39.2

The home economics undergraduate enrollment varied with the institution, ranging from those institutions having less than 100 students to those having over 500 students. Six institutions reported having an undergraduate enrollment of less than a hundred, while 29 institutions reported having over 500 undergraduates enrolled in home economics. Combining the three categories in between these extremes reveals that 58 per cent of the respondents have an enrollment somewhere between 100 and 500. Combining the two largest categories shows that 58 per cent of the respondents were from institutions with over 350 undergraduate

enrollees, while 42 per cent of the respondents were from institutions with less than 350 undergraduates enrolled in home economics. See Table II.

TABLE II  
HOME ECONOMICS UNDERGRADUATE ENROLLMENT  
IN THE 84 INSTITUTIONS RESPONDING

Enrollment	Number	Per cent
Less than 100	6	7.1
100 to 200	13	15.4
200 to 350	16	19.0
350 to 500	20	23.8
Over 500	29	34.5

Home economics graduate enrollment ranged from institutions with five students to those with over 50 graduate students. No respondent reported having less than five graduate students enrolled. Again, combining high and low categories, 79 per cent of the respondents reported over 25 graduate students enrolled, with 52 per cent of the institutions having over 50 graduate students. Of those reporting, 21 per cent had between 5 and 25 graduate students enrolled. See Table III on the following page.

TABLE III  
HOME ECONOMICS GRADUATE ENROLLMENT IN THE  
84 INSTITUTIONS RESPONDING

Enrollment	Number	Per cent
Less than 5	0	0.0
5 to 10	4	4.9
10 to 25	13	16.0
25 to 50	22	27.1
Over 50	42	51.8

The home economics education graduate enrollment ranged from less than 5 to over 25, with six institutions reporting less than five students and 37 reporting an enrollment of over 25 students. Combining the remaining categories shows that 47 per cent of the institutions have a home economics education graduate enrollment of between 5 and 25 students. Combining the high and low enrollment categories revealed that 62 per cent of the institutions had over 15 home economics education graduate students enrolled, while 38 per cent of the institutions had less than 15 home economics education graduate students enrolled. See Table IV on the following page.

TABLE IV  
HOME ECONOMICS EDUCATION GRADUATE ENROLLMENT  
IN THE 84 INSTITUTIONS RESPONDING

Enrollment	Number	Per cent
Less than 5	6	7.4
5 to 10	12	14.8
10 to 15	13	16.0
15 to 25	13	16.0
Over 25	37	45.6

Returns came from institutions in all geographical areas. Questionnaires were sent to at least one institution in each of the 49 states. The University of Alaska is not listed as having a master's degree program in home economics. Questionnaires were returned from institutions in 42 of the 49 states surveyed.

#### Degree of Importance Accorded Guidelines

Means were calculated for each guideline to determine if equal importance is given to each guideline. The means were based on a scale of 1 through 5, with 1.0 being the lowest mean possible. This scale also coincides with the degree of importance scale in the key of the survey form in which 1 represents essential, the highest degree of importance accorded a guideline. See Tables VI, page 79, VII, page 85, and VIII, page 88.

Separate means for the with and without constraints responses were

derived. The means ranged from a low of 1.19 to a high of 3.44 for the with constraints responses. For the without constraints responses, the range was from 1.10 to a high of 2.73.

Means were computed for each of the three sections from Guidelines for Graduate Programs in Home Economics (6), (1) Faculty, (2) Programs, and (3) Admission, Retention, and Placement of Students. The group means are presented in Table V.

TABLE V  
GROUP MEANS IN THE THREE SECTIONS OF THE GUIDELINES FOR GRADUATE PROGRAMS, BASED ON 84 RESPONSES

Section	<u>With</u> Constraints Means	<u>Without</u> Constraints Means
Faculty	2.12	1.48
Programs	1.92	1.42
Admission, Retention, and Placement of Students	2.03	1.76

Table VI (on the following page) presents the means, with and without constraints for the Faculty section of Guidelines for Graduate Programs in Home Economics (6). Using the with constraints responses, each statement was ranked according to means. The rankings of each statement, using the without constraints, revealed differences in the rankings. For example, the statement which ranked number 1 in the with constraints category ranked number 11 in the without constraints

TABLE VI

MEANS AND RANK ACCORDING TO MEANS OF THOSE STATEMENTS RELATED TO FACULTY  
FROM GUIDELINES FOR GRADUATE PROGRAMS IN HOME ECONOMICS

Item No.	Statement	<u>With Constraints</u>		<u>Without Constraints</u>	
		Means*	Rank	Means*	Rank
3.2	Home economics education faculty members who teach and supervise graduate students hold a doctoral degree (at least one-third of the faculty).	1.19	1	1.51	11
6.3	Through its ongoing activities, the home economics education faculty provides graduate students with individual counseling.	1.37	2	1.10	1
5.4	Home economics education graduate faculty members are effective teachers as evidenced by encouraging students to adopt professional attitudes.	1.50	3	1.34	8
6.4	Through its ongoing activities, the home economics education faculty assists graduate students in adapting programs to fit their individual needs, interests, and skills.	1.58	4	1.11	3
5.2	Home economics education graduate faculty members are effective teachers as evidenced by [their] ability to help students recognize the necessity of continually revising knowledge and accepting new theories.	1.63	5	1.15	4
5.3	Home economics education graduate faculty members are effective teachers as evidenced by encouraging students to develop ideas and creativity.	1.64	6	1.16	6



TABLE VI (Continued)

Item No.	Statement	With Constraints		Without Constraints	
		Means*	Rank	Means*	Rank
5.1	Home economics education graduate faculty members are effective teachers as evidenced by presentation of an up-to-date view of home economics and of related fields.	1.71	7	1.15	4
5.7	Home economics education graduate faculty members are effective teachers as evidenced by presenting information and materials to students with impact and logic.	1.71	7	1.10	1
3.1	Home economics education faculty members who teach and supervise graduate students hold a master's degree (as a minimum qualification).	1.79	9	1.31	9
3.5	Home economics education faculty members who teach and supervise graduate students have had teaching experience on the secondary level.	1.88	10	1.58	15
2.0	Home economics education faculty are represented on institutional committees and/or have other institutional responsibilities.	1.90	11	1.58	15
5.6	Home economics education graduate faculty members are effective teachers as evidenced by encouraging students to participate in appropriate professional activities and societies.	1.93	12	1.42	12
4.10	There is a sufficient number of home economic education faculty to allow attendance at professional meetings.	1.98	13	1.22	7
1.1	The home economics education faculty are graduates of various colleges and universities.	2.00	14	1.74	26

TABLE VI (Continued)

Item No.	Statement	With Constraints		Without Constraints	
		Means*	Rank	Means*	Rank
3.4	Home economics education faculty members who teach and supervise graduate students have a graduate degree in home economics education.	2.01	15	1.73	25
1.2	The home economics education faculty have varying educational and professional backgrounds.	2.03	16	1.70	24
6.2	Through its ongoing activities, the home economics education faculty consults and cooperates with faculty members in the root disciplines.	2.08	17	1.56	14
6.5	Through its ongoing activities, the home economics education faculty assists graduate students in professional placement.	2.20	18	1.64	20
4.1	There is a sufficient number of home economics education faculty to plan, implement, and evaluate all aspects of a master's degree program.	2.34	19	1.30	8
4.5	There is a sufficient number of home economics education faculty to have time for development as teacher/scholars.	2.37	20	1.40	11
6.1	Through its ongoing activities, the home economics education faculty contributes new knowledge to the field.	2.44	21	1.61	18
3.3	Home economics education faculty members who teach and supervise graduate students have extensive research or professional experience in lieu of a terminal degree.	2.49	22	1.97	28

TABLE VI (Continued)

Item No.	Statement	<u>With Constraints</u>		<u>Without Constraints</u>	
		Means*	Rank	Means*	Rank
4.3	There is a sufficient number of home economics education faculty to assure students instructions from at least three faculty members.	2.49	22	1.65	21
4.9	There is a sufficient number of home economics education faculty to allow for in-service training.	2.54	24	1.58	15
4.6	There is a sufficient number of home economics education faculty to have time for participation in related activities.	2.59	25	1.69	23
4.7	There is a sufficient number of home economics education faculty to allow for sabbaticals.	2.67	26	1.68	22
5.5	Home economics education graduate faculty members are effective teachers as evidenced by encouraging students to publish research reports.	2.70	27	1.99	29
4.4	There is a sufficient number of home economics education faculty to have time for research and writing.	2.86	28	1.62	19
4.2	There is a sufficient number of home economics education faculty to provide a one-to-six faculty-student ratio for work with graduate students.	2.89	29	1.87	27
4.8	There is a sufficient number of home economics education faculty to allow for experience within industry.	3.08	30	2.58	30

\*Means are based on a scale of 1 through 5, with a mean of 1 being the most favorable.

category, but the statement that ranked number 1 in the without constraints category, ranked number 2, in the with constraints category.

The rankings do not agree item by item for the ten highest ranking statements; however, in the with constraints category, eight of the statements are also among the ten highest ranking statements in the without constraints category. Of the two remaining statements, item 3.2 ranked number 1, in the with constraints but number 11, in the without, while item 3.5 ranked number 10, with but number 15 without constraints.

The lowest ten ranking statements show general agreement on six items, but four items have a considerable difference in their rankings. Item 4.5 ranked number 20, with but number 11 without constraints. Item 6.1 ranked number 21, with but number 18, without constraints. Item 4.9 ranked number 24, with but number 15, without constraints, while item 4.4 ranked number 28, with yet ranked number 19 without constraints.

There was less agreement in the ranking among the middle ten ranking items, with six of the ten items having considerable difference in their rankings. Item 4.10 ranked number 13 with but number 7, without constraints. Item 1.1 ranked number 14, with but number 26, without constraints. Item 3.4 ranked number 15, with but number 25, without constraints. Item 1.2 ranked number 16, with but number 24, without constraints. Item 4.1 ranked number 19, with but number 8, without constraints. Item 4.5 ranked number 20, with but number 11, without constraints.

In spite of the many differences of ranking in the section concerning Faculty, four items have identical rankings. Item 5.3 ranked number

6, item 3.1 ranked number 9, item 5.6 ranked number 12, and item 4.8 ranked number 30.

There seems to be more agreement in the ten highest ranking statements and in the ten lowest ranking statements in both the with and without categories even though there are individual differences in means and rank. Less agreement is evident in the ten middle ranking statements, leading to the assumption that on those guidelines considered most and least important there is a general agreement as to their degree of importance.

Table VII (on the following page) presents the means of each statement within the section concerning Programs, with and without constraints. Each statement was ranked according to means with constraints. The rankings of each statement, using the without constraints, revealed differences in rankings. Even though individual statements have different rankings, items ranked 1 through 10, with constraints, also ranked 1 through 10, without constraints, with one exception. Item 9.4 ranked number 10, with, and number 14, without constraints.

Three items, of the remaining seven, have identical rank, with and without constraints. Item 9.6 ranked number 17, item 8.8 ranked number 16, and item 9.5 ranked number 13.

Despite the differences in means in the area of Programs, when statements are ranked according to means, there is general agreement on their rankings in both the with and without categories.

Table VIII, page 88, presents the means of each statement within the section concerning Admission, Retention, and Placement of Students, with and without constraints. Each statement was ranked according to

TABLE VII

MEANS AND RANK ACCORDING TO MEANS OF THOSE STATEMENTS RELATED TO PROGRAMS  
FROM GUIDELINES FOR GRADUATE PROGRAMS IN HOME ECONOMICS

Item No.	Statement	<u>With Constraints</u>		<u>Without Constraints</u>	
		Means*	Rank	Means*	Rank
9.1	Opportunities are provided for graduate students in home economics education to have the guidance of a major professor and/or advisory committee in selecting a graduate program in home economics education.	1.38	1	1.15	4
8.2	The curriculum for graduate programs in home economics education increases the depth of the students' knowledge.	1.52	2	1.05	1
8.7	The curriculum for graduate programs in home economics education includes courses in research methods and design.	1.55	3	1.18	5
8.6	The curriculum for graduate programs in home economics education includes courses to encourage the student to relate knowledge gained to practical, theoretical, and academic problems.	1.57	4	1.14	3
9.7	Opportunities are provided for graduate students in home economics education to become acquainted with on-going research.	1.58	5	1.13	2
8.3	The curriculum for graduate programs in home economics education helps students meet the requirements for professional position(s) they will hold as graduates.	1.61	6	1.20	6
9.8	Opportunities are provided for graduate students in home economics education to associate with faculty and other graduate students.	1.64	7	1.35	9

TABLE VII (Continued)

Item No.	Statement	With Constraints		Without Constraints	
		Means*	Rank	Means*	Rank
8.5	The curriculum for graduate programs in home economics education includes courses that require students to read extensively.	1.89	8	1.46	10
8.1	The curriculum for graduate programs in home economics education can be tailored to an individual student's needs and desires.	1.90	9	1.30	7
9.4	Opportunities are provided for graduate students in home economics education to have a substantial experience calling for student initiative and creativity in selecting a research problem for a thesis, independent study, or project.	1.99	10	1.62	14
8.4	The curriculum for graduate programs in home economics education provides an opportunity for the student to choose from a variety of course offerings.	2.06	11	1.33	8
10.	In the scheduling and locating of graduate courses in home economics, consideration is given to the fact that many students and potential students are married and have families.	2.08	12	1.67	14
9.5	Opportunities are provided for graduate students in home economics education to defend before a faculty committee or other appropriate group, the procedures used, the findings, and the conclusions drawn from a thesis, independent study, or project.	2.15	13	1.59	13

TABLE VII (Continued)

Item No.	Statement	With Constraints		Without Constraints	
		Means*	Rank	Means*	Rank
9.3	Opportunities are provided for graduate students in home economics education to collate, present, interpret, and defend their conclusions from relevant publications through participating in activities such as seminars.	2.19	14	1.52	11
9.2	Opportunities are provided for graduate students in home economics education to work on compelling human problems through field experiences, and research appropriate to their field of study.	2.20	15	1.52	11
8.8	The curriculum for graduate programs in home economics education includes course(s) in statistics.	2.50	16	1.82	16
9.6	Opportunities are provided for graduate students in home economics education to produce a master's thesis worthy of publication.	2.78	17	2.10	17

\*Means are based on a scale of 1 through 5, with a mean of 1 being the most favorable.



TABLE VIII

MEANS AND RANK ACCORDING TO MEANS OF THOSE STATEMENTS RELATED TO ADMISSION, RETENTION, AND  
 PLACEMENT OF STUDENTS FROM GUIDELINES FOR GRADUATE PROGRAMS IN HOME ECONOMICS

Item No.	Statement	With Constraints		Without Constraints	
		Means*	Rank	Means*	Rank
22	Students must maintain minimum grade point standards.	1.20	1	1.22	2
23	Admission to the graduate program does not guarantee the satisfactory completion of requirements and subsequent awarding of a degree.	1.24	2	1.19	1
12.1	Admission of students to the master's degree program is based on general standards for admission set by the graduate school or other appropriate institutional governing body.	1.32	3	1.37	4
13	Students with B. S. degrees in home economics education from accredited colleges and universities are eligible for consideration for admission to the master's degree program in home economics education.	1.38	4	1.43	5
25.1	Placement services are available to graduate students through a formalized placement service.	1.39	5	1.23	3
21.1	A part of the requirements for the degree is the student's performance on candidacy and comprehensive examinations.	1.50	6	1.78	10
25.2	Placement services are available to graduate students through faculty contact.	1.68	7	1.43	5

TABLE VIII (Continued)

Item No.	Statement	With Constraints		Without Constraints	
		Means*	Rank	Means*	Rank
20	Standards and procedures for admission to the home economics education master's degree program are coordinated with other institutional agencies.	1.77	8	1.59	8
24	Counseling services are available to graduate students on personal matters.	1.83	9	1.69	9
25.3	Placement services are available to graduate students through printed information on employment.	1.85	10	1.58	7
14	Students with B. S. degrees in related areas of home economics from accredited colleges and universities are eligible for consideration for admission to the master's degree program in home economics education.	2.04	11	1.83	12
19	References are sought from individuals who know the prospective student.	2.24	12	1.83	12
26.2	Follow-up studies of graduates to evaluate the quality of the graduate program offered in terms of the performance and satisfaction of the graduates on their jobs [are] conducted informally.	2.24	12	1.86	14
21.2	A part of the requirements for the degree is the student's defense of the thesis.	2.29	14	1.95	16
12.2	Admission of students to the master's degree program is based on additional standards of the home economics education department.	2.35	15	2.05	17

TABLE VIII (Continued)

Item No.	Statement	With Constraints		Without Constraints	
		Means*	Rank	Means*	Rank
16	Students with B. S. degree from nonaccredited colleges are evaluated for admission to the master's degree program in home economics education.	2.56	16	2.38	18
18	When evaluating a potential student for graduate study, personal characteristics such as motivation, work habits, and general physical and mental health are considered relevant.	2.56	16	1.89	15
17	Standardized tests and/or samples of the student's work are used to evaluate past performance and potential success in graduate study.	2.66	18	2.39	19
26.1	Follow-up studies of graduates to evaluate the quality of the graduate program offered in terms of the performance and satisfaction of the graduates on their jobs [are] conducted formally.	2.99	19	1.81	11
15	In addition to the B. S. degree, students must also have teaching experience to be eligible for consideration for admission to the master's degree program in home economics education.	3.44	20	2.73	20

\*Means are based on a scale of 1 through 5, with 1 the highest.

means with constraints. There were differences in the rankings when ranked without constraints. Even though individual statements had different rankings, items ranked 1 through 10, with constraints, also ranked 1 through 10, without constraints. The same was true for those items ranked 11 through 20.

Three items had identical rankings, with and without constraints. Item 20 ranked number 8, item 19 ranked number 12, and item 15 ranked number 20, with and without constraints.

Within the 67 items on the questionnaire, 10 had identical rankings, with and without constraints. More differences were found in the section Faculty, when compared by ranks with and without constraints, than the sections on Programs, and Admission, Retention, and Placement of Students.

Even though differences occur in the means in the area of Admission, Retention, and Placement of Students when those statements are ranked according to means, there is general agreement as to their ranking in both the with and without categories.

Table IX presents group means, when type of institution and type of program are combined with total enrollment categories of over 10,000, and under 10,000, using the with constraints responses.

A comparison of group means within the section concerning Faculty reveal differences with those land-grant institutions offering a master's degree only, and with a total enrollment of over 10,000, having the lowest group means, 1.96. In comparison, the comparable public institutions had a group means of 2.44. This suggests that where the section Faculty is concerned, land-grant institutions with over 10,000 enrollment and offering a master's degree only in home economics, view

the guidelines more favorably than other groups. Viewing the guidelines concerned Faculty least favorably are those public institutions with over 10,000 enrollment, and offering a master's degree only in home economics.

TABLE IX  
GROUP MEANS FOR GUIDELINES WHEN INSTITUTIONAL CHARACTERISTICS  
ARE COMBINED (WITH CONSTRAINTS)

Type of Institution, Program, and Enrollment	Faculty Means*	Programs Means*	Admission, Retention, and Placement of Students Means*
Land-grant, Doctoral, over 10,000	2.11	1.76	1.93
Land-grant, Master's, over 10,000	1.96	1.59	1.93
Land-grant, Master's, under 10,000	2.01	1.72	2.01
Public, Master's, over 10,000	2.44	2.03	2.11
Public, Master's, under 10,000	2.17	2.03	2.13

\*A means of 1 denotes an essential guideline.

Within the section concerning Programs, group means ranged from a low of 1.59 to a high of 2.03. Land-grant institutions with a total

enrollment of over 10,000, and offering a master's degree only, had the lowest means (1.59), suggesting a more favorable view of the guidelines. The public institutions offering a master's degree only, with a total enrollment both over and under 10,000, had the highest group means (2.03), suggesting a less favorable viewing of the guidelines.

The section concerning Admission, Retention, and Placement of Students had a group means ranging from 1.93 to 2.13. Land-grant institutions, with a total enrollment of over 10,000, and offering both a master's and a doctoral program had a group means of 1.93. This suggests a more favorable viewing of the guidelines than other institutions in this section. The least favorable view of the guidelines for this section was by public institutions offering a master's degree only with a total enrollment of under 10,000, which had a group means of 2.13.

These variations suggest disagreement in the way different types of institutions, with different levels of programs and with different enrollments, view the guidelines. There is also variation in the views institutions hold about guidelines concerning each of the sections, Faculty, Programs, and Admission, Retention, and Placement of Students. These variations suggest that all institutions view those guidelines concerning Programs, and Admission, Retention, and Placement of Students more favorably than they do those guidelines concerning Faculty. Land-grant institutions offering a master's degree only and with a total enrollment of over 10,000 appeared to have the most favorable view of guidelines, since their means were the lowest in each section.

## Degree of Importance Accorded Guidelines

### According to Institutional

#### Characteristics

To test the eight hypotheses, chi square for k independent samples was used. The .05 level of confidence was selected; however, many items were significant at higher levels of confidence. These higher levels are reported on each table concerning the hypothesis being discussed. Table XXII, (Appendix D, page 201) gives the chi square for each statement according to the eight variables.

The number of statements which are significantly different vary with each variable used. The variable, administrative unit to which home economics education is attached, had the lowest number, 8, while the variable, no difference in the degree of importance given guidelines working with or without institutional constraints, had the highest number, 41. Of the variables concerned with institutional characteristics, enrollment seems to be the characteristic exerting more influence, with total enrollment having the highest number of statements (24) significant at the .05 level or above.

Hypothesis 1. There is no significant different in the degree of importance given each guideline by head home economics teacher educators in institutions according to whether the home economics education unit is placed in the home economics unit, the education unit, or some other unit.

As shown in Table X, page 95, 8 of the 67 items on the questionnaire were significantly different at the .05 level or above, according to chi square. One statement, item 14, in the area of Admission, Retention, and Placement of Students, was significant at the .01 level, with

TABLE X

STATEMENTS FROM THE GUIDELINES FOR GRADUATE PROGRAMS  
IN HOME ECONOMICS WITH SIGNIFICANT DIFFERENCES  
 ACCORDING TO TYPE OF ADMINISTRATIVE UNIT

Item No.	Statement
At the .01 level	
14	Students with B. S. degree in related areas of home economics from accredited colleges and universities are eligible for consideration for admission to the master's degree program in home economics education.**
At the .01 level	
1.2	The home economics education faculty have varying education and professional backgrounds.*
4.10	There is a sufficient number of home economics education faculty to allow for attendance at professional meetings.*
26.1	Follow-up studies of graduates to evaluate the quality of the graduate program offered in terms of the performance and satisfaction of the graduates on their jobs are conducted formally.**
At the .05 level	
5.1	Home economics education graduate faculty members are effective teachers as evidenced by presentation of an up-to-date view of home economics and of related fields.*
6.2	Through its ongoing activities, the home economics education faculty consults and cooperates with faculty members in the root disciplines.**
8.7	The curriculum for graduate programs in home economics education includes courses in research methods and design.*
12.1	Admission of students to the master's degree program is based on general standards for admission set by the graduate school or other appropriate institutional governing body.*

\*Significantly greater importance was given by respondents from home economics units.

\*\*Significantly greater importance was given by respondents from non home economics units.



a strong tendency on the part of respondents of non home economics units to agree with the guideline. Three statements, item 1.2 in the area of Faculty, and items 4.10 and 26.1, both in the area of Admission, Retention, and Placement of Students, were significant at the .02 level. Two items, 1.2 and 4.10, show a stronger tendency on the part of respondents of the home economics unit to agree with the guidelines. Item 26.1 shows a strong tendency on the part of respondents of the non home economics units to agree with the guideline. Two statements in the area of Faculty, item 5.1 and item 6.1, were significant at the .05 level as was item 8.7 in the area of Programs, and item 12.1 in the area of Admission, Retention, and Placement of Students. Item 6.2 shows a stronger tendency on the part of respondents of the non home economics units to agree with the guideline, while the other three items, 5.1, 8.7, and 12.1, show a strong tendency on the part of respondents of the home economics unit to agree with the guidelines. Eight of the items on the questionnaire were significantly different at the .05 level or above, therefore, the hypothesis would not be accepted (see Appendix D, p. 201).

Hypothesis 2. There is no significant difference in the degree of importance given each guideline by head home economics teacher educators according to whether they are in institutions whose administrative type is land-grant, public, or private.

Table XI, page 97, lists the 14 items of the 67 on the questionnaire that were significant at the .05 level or above. Two items, 1.2 in the area of Faculty, and 8.8, in the area of Programs, were significant at the .001 level. Four items, 3.5, 4.2, and 4.8, in the area of Faculty, and item 19, in the area of Admission, Retention, and Placement of Students, were significant at the .01 level. Four items, 3.4, and

TABLE XI

STATEMENTS FROM THE GUIDELINES FOR GRADUATE PROGRAMS  
IN HOME ECONOMICS WITH SIGNIFICANT DIFFERENCES  
 ACCORDING TO TYPE OF INSTITUTION

Item No.	Statement
At the .001 level	
1.2	The home economics education faculty have varying education and professional backgrounds.*
8.8	The curriculum for graduate programs in home economics education includes course(s) in statistics.**
At the .01 level	
3.5	Home economics education faculty members who teach and supervise graduate students have had teaching experience on the secondary level.*
4.2	There is a sufficient number of home economics education faculty to provide a one-to-six faculty-student ratio for work with graduate students.*
4.8	There is a sufficient number of home economics education faculty to allow for experience within industry.*
19	References are sought from individuals who know the prospective student.**
At the .02 level	
3.4	Home economics education faculty members who teach and supervise graduate students have a graduate degree in home economics education.*
4.6	There is a sufficient number of home economics education faculty to have time for participation in related activities.*
14	Students with B. S. degrees in related areas of home economics from accredited colleges and universities are eligible for consideration for admission to the master's degree program in home economics education.*
25.3	Placement services are available to graduate students through printed information on employment.**

TABLE XI (Continued)

Item No.	Statement
At the .05 level	
8.4	The curriculum for graduate programs in home economics education provides an opportunity for the student to choose from a variety of course offerings.*
15	In addition to the B. S. degree, students must also have teaching experience to be eligible for consideration for admission to the master's degree program in home economics education.*
20	Standards and procedures for admission to the home economics education master's degree program are coordinated with other institutional agencies.*
21.2	A part of the requirements for the degree is the student's defense of the thesis.

\*Significantly greater importance was given by respondents from land-grant institutions.

\*\*Significantly greater importance was given by respondents from public institutions.

\*\*\*Significantly greater importance was given by respondents from private institutions.

4.6, in the area of Faculty, and 14 and 25.3, in the area of Admission, Retention, and Placement of Students, were significant at the .02 level. Four items 8.4, in the area of Programs, and items 15, 20, and 21.2, in the area of Admission, Retention, and Placement of Students were significant at the .05 level. Of the 14 items significantly different according to type of institution, on nine (1.2, 3.4, 3.5, 4.2, 4.6, 8.4, 14, 20, and 21.2) the respondents from the land-grant institutions had a stronger tendency to agree with the guidelines. On two items (4.8 and 15) the respondents from the land-grant institutions had a strong tendency to disagree, while on three items (8.8, 19, and 25.3) the respondents from the public institutions had a tendency to agree with the guidelines. Fourteen of the items on the questionnaire were significantly different at the .05 level or above, therefore, the hypothesis would not be accepted (see Appendix D, p. 201).

Hypothesis 3. There is no significant difference in the degree of importance given each guideline by head home economics teacher educators according to whether they are in institutions having a home economics doctoral degree program and those having a master's degree program only.

As shown on Table XII, page 100, 14 of the 67 items on the questionnaire were significantly different at the .05 level or above, according to chi square. Items 1.2, 3.1, 5.5, and 6.1, in the area of Faculty, and item 13, in the area of Admission, Retention, and Placement of Students, were significant at the .01 level. Two items in the area of Faculty, 4.4, and 4.6, one item in the area of Programs, 8.8, and two items in Admission, Retention, and Placement of Students, 12.2 and 19, were significant at the .02 level. At the .05 level, four items were significant, item 8.4, in the area of Programs, and items 14, 21.2,

TABLE XII

STATEMENTS FROM THE GUIDELINES FOR GRADUATE PROGRAMS  
IN HOME ECONOMICS WITH SIGNIFICANT DIFFERENCES  
 ACCORDING TO TYPE OF PROGRAM

Item No.	Statement
At the .01 level	
1.2	The home economics education faculty have varying educational and professional backgrounds.**
3.1	Home economics education faculty members who teach and supervise graduate students hold a doctoral degree (at least one-third of the faculty).**
5.5	Home economics education graduate faculty members are effective teachers as evidenced by encouraging students to publish research reports.*
6.1	Through its ongoing activities, the home economics education faculty contributes new knowledge to the field.*
13	Students with B. S. degree in home economics education from accredited colleges and universities are eligible for consideration for admission to the master's degree program in home economics education.*
At the .02 level	
4.4	There is a sufficient number of home economics education faculty to have time for research and writing.*
4.6	There is a sufficient number of home economics education faculty to have time for participation in related activities.*
8.8	The curriculum for graduate programs in home economics education includes course(s) in statistics.*
12.2	Admission of students to the master's degree program is based on additional standards of the home economics education department.*
19	References are sought from individuals who know the prospective student.*
At the .05 level	
8.4	The curriculum for graduate programs in home economics education provides an opportunity for the student to choose from a variety of course offerings.*

TABLE XII (Continued)

Item No.	Statement
14	Students with B. S. degrees in related areas of home economics from accredited colleges and universities are eligible for consideration for admission to the master's degree program in home economics education.**
21.1	A part of the requirements for the degree is the student's performance on candidacy and comprehensive examinations.*
23	Admission to the graduate program does not guarantee the satisfactory completion of requirements and subsequent awarding of a degree.**

\*Significantly greater importance was given by respondents with programs with both a master's and doctoral degree.

\*\*Significantly greater importance was given by respondents with programs with a master's degree only.

and 23, in the area of Admission, Retention, and Placement of Students. Of the 14 items significantly different according to type of program, 10 items (4.4, 4.6, 5.5, 6.1, 8.4, 8.8, 12.2, 13, 19, and 21.1) revealed a tendency for those institutions with doctoral degree programs to agree with these guidelines. For four items (1.2, 3.1, 14, and 23) there is a tendency for those institutions with a master's degree program only to agree with these guidelines. Fourteen of the items on the questionnaire were significantly different at the .05 level or above, therefore, the hypothesis would not be accepted (see Appendix D, p. 201).

Hypothesis 4. There is no significant difference in the degree of importance given each guideline by head home economics teacher educators according to whether they are in institutions with a total enrollment of less than 2,500, 2,500-5,000, 5,000-10,000, 10,000-15,000, or over 15,000.

Table XIII, page 103, lists the 24 items out of the 67 items on the questionnaire that were significantly different at the .05 level or above, according to chi square. Two items in the area of Faculty, 6.2, and 6.3, are significant at the .001 level. Five items in the area of Admission, Retention, and Placement of Students, 12.2, 13, 21.1, 22, and 25.3, were also significant at the .001 level. Six items were significant at the .02 level, item 5.2 in the area of Faculty, items 8.5, 8.6, 9.4, and 9.7, in the area of Programs, and item 14 in the area of Admission, Retention, and Placement of Students. At the .05 level, four items are significant, items 1.2, and 3.4, in the area of Faculty, and items 20 and 24, in the area of Admission, Retention, and Placement of Students. Of the 24 statements significant according to total enrollment, those institutions with the larger enrollment have a tendency to

TABLE XIII

STATEMENTS FROM THE GUIDELINES FOR GRADUATE PROGRAMS IN  
HOME ECONOMICS WITH SIGNIFICANT DIFFERENCES  
 ACCORDING TO TOTAL ENROLLMENT

Item No.	Statement
At the .001 level	
6.2	Through its ongoing activities, the home economics education faculty consults and cooperates with faculty members in the root disciplines.**
6.3	Through its ongoing activities, the home economics education faculty provides graduate students with individual counseling.
12.2	Admission of students to the master's degree program is based on additional standards of the home economics education department.**
13	Students with B. S. degrees in home economics education from accredited colleges and universities are eligible for consideration for admission to the master's degree program in home economics education.**
21.1	A part of the requirements for the degree is the student's performance on candidacy and comprehensive examinations.**
22	Students must maintain minimum grade point standards.**
25.3	Placement services are available to graduate students through printed information on employment.**
At the .01 level	
8.2	The curriculum for graduate programs in home economics education increases the depth of the students' knowledge.**
8.3	The curriculum for graduate programs in home economics education helps students meet the requirements for professional position(s) they will hold as graduates.**
8.4	The curriculum for graduate programs in home economics education provides an opportunity for the student to choose from a variety of course offerings.**
12.1	Admission of students to the master's degree program is based on general standards for admission set by the graduate school or other appropriate institutional governing body.**



TABLE XIII (Continued)

Item No.	Statement
16	Students with B. S. degree from nonaccredited colleges are evaluated for admission to the master's degree program in home economics education.**
17	Standardized tests and/or samples of the student's work are used to evaluate past performance and potential success in graduate study.***
23	Admission to the graduate program does not guarantee the satisfactory completion of requirements and subsequent awarding of a degree.**
At the .02 level	
5.2	Home economics education graduate faculty members are effective teachers as evidenced by ability to help students recognize the necessity of continually revising knowledge and accepting new theories.**
8.5	The curriculum for graduate programs in home economics education includes courses that require students to read extensively.**
8.6	The curriculum for graduate programs in home economics education includes courses to encourage students to relate knowledge gained to practical, theoretical, and academic problems.**
9.4	Opportunities are provided for graduate students in home economics education to have a substantial experience calling for student initiative and creativity in selecting a research problem for a thesis, independent study, or project.**
9.7	Opportunities are provided for graduate students in home economics education to become acquainted with ongoing research.**
14	Students with B. S. degrees in related areas of home economics from accredited colleges and universities are eligible for consideration for admission to the master's degree program in home economics education.**
At the .05 level	
1.2	The home economics education faculty have varying educational and professional backgrounds.**
3.4	Home economics education faculty members who teach and supervise graduate students have a graduate degree in home economics education.**

TABLE XIII (Continued)

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Item No.	Statement
20	Standards and procedures for admission to the home economics education master's degree program are coordinated with other institutional agencies.**
24	Counseling services are available to graduate students on personal matters.**

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\*Institutions with larger enrollment consistently gave greater importance or less importance to guidelines.

\*\*Greater importance.

\*\*\*Less importance.

\*

agree with the guidelines, with one exception. On item 17, those institutions with the larger enrollment tend to disagree with this guideline. Twenty-four of the items on the questionnaire were significantly different at the .05 level or above, therefore, the hypothesis would not be accepted (see Appendix D, p. 201).

Hypothesis 5. There is no significant difference in the degree of importance given each guideline by head home economics teacher educators according to whether they are in institutions with a home economics undergraduate enrollment of less than 100, 100-200, 200-350, 350-500, or over 500.

As shown on Table XIV, page 107, 19 of the 67 items on the questionnaire were significantly different at the .05 level or above, according to chi square. One item, 12.1, in the area of Admission, Retention, and Placement of Students, was significant at the .001 level. At the .01 level, 11 items were significant, items 2, 3.5, 4.2, 4.3, 5.7, and 6.2, in the area of Faculty as were item 9.1 in the area of Programs, and items 12.1, 15, 22, and 25.1 in the area of Admission, Retention, and Placement of Students. At the .02 level, one item, 4.10, in the area of Faculty was significant. Six items, 4.4, 5.6, and 6.3, in the area of Faculty, and items 8.5, 8.8, and 9.8, in the area of Programs, were significant at the .05 level.

According to home economics undergraduate enrollment, 19 items were significantly different. Three items (4.2, 15, and 22) reveal a tendency for those institutions with the larger enrollment to disagree with the guidelines. On the remaining items, the tendency seems to be for those institutions with the larger enrollment to agree with the guidelines. Nineteen of the items on the questionnaire were significantly

TABLE XIV

STATEMENTS FROM THE GUIDELINES FOR GRADUATE PROGRAMS IN HOME  
ECONOMICS WITH SIGNIFICANT DIFFERENCES ACCORDING TO  
 HOME ECONOMICS UNDERGRADUATE ENROLLMENT

Item No.	Statement
At the .001 level	
12.1	Admission of students to the master's degree program is based on general standards for admission set by the graduate school or other appropriate institutional governing body.**
At the .01 level	
2	Home economics education faculty are represented on institutional committees and/or have other institutional responsibilities.*
3.5	Home economics education faculty members who teach and supervise graduate students have had teaching experience on the secondary level.**
4.2	There is a sufficient number of home economics education faculty to provide a one-to-six faculty-student ratio for work with graduate students.***
4.3	There is a sufficient number of home economics education faculty to assure students instructions from at least three faculty members.**
5.7	Home economics education graduate faculty members are effective teachers as evidenced by presenting information and materials to students with impact and logic.**
6.2	Through its ongoing activities, the home economics education faculty consults and cooperates with faculty members in the root disciplines.**
9.1	Opportunities are provided for graduate students in home economics education to have the guidance of a major professor and/or an advisory committee in selecting a graduate program in home economics education.**
12.2	Admission of students to the master's degree program is based on additional standards of the home economics education department.**
15	In addition to the B. S. degree, students must also have teaching experience to be eligible for consideration for admission to the master's degree program in home economics education.***

TABLE XIV (Continued)

Item No.	Statement
22	Students must maintain minimum grade point standards.***
25.1	Placement services are available to graduate students through a formalized placement service.
	At the .02 level
4.10	There is a sufficient number of home economics education faculty to allow for attendance at professional meetings.
	At the .05 level
4.4	There is a sufficient number of home economic education faculty to have time for research and writing.
5.6	Home economics education graduate faculty members are effective teachers as evidenced by encouraging students to participate in appropriate professional activities and societies.
6.3	Through its ongoing activities, the home economics education faculty contributes new knowledge to the field.
8.5	The curriculum for graduate programs in home economics education includes courses that require the student to read extensively.
8.8	The curriculum for graduate programs in home economics education includes course(s) in statistics.
9.8	Opportunities are provided for graduate students in home economics education to associate with faculty and other graduate students.

\*Institutions with larger enrollment consistently gave greater importance or less importance to guidelines.

\*\*Greater importance.

\*\*\*Less importance

different at the .05 level or above, therefore, the hypothesis would not be accepted (see Appendix D, p. 201).

Hypothesis 6. There is no significant difference in the degree of importance given each guideline by head home economics teacher educators according to whether they are in institutions with a home economics graduate enrollment of less than 5, 5-10, 10-25, 25-50, or over 50.

As shown in Table XV, page 110, 18 of the 67 items on the questionnaire were significantly different at the .05 level or above. Three items, 3.2 in the area of Faculty, 8.1 in the area of Programs, and 12.2 in the area of Admission, Retention, and Placement of Students were significant at the .001 level. At the .01 level, six items, item 2 in the area of Faculty, items 8.4, 8.5, and 9.8 in the area of Programs, along with items 15 and 23 in the area of Admission, Retention, and Placement of Students were significant. Three items all in the area of Admission, Retention, and Placement of Students, 12.1, 20, and 25.1, were significant at the .02 level. Six items were significant at the .05 level: items 4.3 and 6.1 in the area of Faculty, and items 13, 19, 21.1, and 25.3 in the area of Admission, Retention, and Placement of Students. According to the home economics graduate enrollment, there is a tendency for those institutions with the larger enrollment to agree with the guidelines on each item with one exception. On item 15, those institutions with the larger enrollment tend to disagree with the guideline. Eighteen of the items on the questionnaire were significantly different at the .05 level or above, therefore, the hypothesis would not be accepted (see Appendix D, p. 201).

Hypothesis 7. There is no significant difference in the degree of importance given each guideline by head home economics teacher educators

TABLE XV

STATEMENTS FROM THE GUIDELINES FOR GRADUATE PROGRAMS IN HOME  
ECONOMICS WITH SIGNIFICANT DIFFERENCES ACCORDING TO  
HOME ECONOMICS GRADUATE ENROLLMENT

Item No.	Statement
At the .001 level	
3.2	Home economics education faculty members who teach and supervise graduate students hold a doctoral degree (at least one-third of the faculty).**
8.1	The curriculum for graduate programs in home economics education can be tailored to an individual student's needs and desires.**
12.2	Admission of students to the master's degree program is based on additional standards of the home economics education department.**
At the .01 level	
2	Home economics education faculty are represented on institutional committees and/or have other institutional responsibilities.**
8.4	The curriculum for graduate programs in home economics education provides opportunities for the student to choose from a variety of course offerings.**
8.5	The curriculum for graduate programs in home economics education includes courses that require students to read extensively.**
9.8	Opportunities are provided for graduate students in home economics education to associate with faculty and other graduate students.**
15	In addition to the B. S. degree, students must also have teaching experience to be eligible for consideration for admission to the master's degree program in home economics education.***
23	Admission to the graduate program does not guarantee the satisfactory completion of requirements and subsequent awarding of a degree.**
At the .02 level	
12.1	Admission of students to the master's degree program is based on general standards for admission set by the graduate school or other appropriate institutional governing body.**

TABLE XV (Continued)

Item No.	Statement
20	Standards and procedures for admission to the home economics education master's degree program are coordinated with other institutional agencies.**
25.1	Placement services are available to graduate students through a formalized placement service.**
	At the .05 level
4.3	There is a sufficient number of home economics education faculty to assure students instructions from at least three faculty members.**
6.1	Through its ongoing activities, the home economics education faculty contributes new knowledge to the field.**
13	Students with B. S. degree in home economics education from accredited colleges and universities are eligible for consideration for admission to the master's degree program in home economics education.**
19	References are sought from individuals who know the prospective student.**
21.2	A part of the requirements for the degree is the student's defense of the thesis.**
25.3	Placement services are available to graduate students through printed information on employment.**

\*Institutions with larger enrollment consistently gave greater importance or less importance to guidelines.

\*\*Greater importance.

\*\*\*Less importance.



according to whether they are in institutions with a home economics education graduate enrollment of less than 5, 5-10, 10-15, 15-25, or over 25.

Table XVI, page 113, lists the 16 items of the 67 on the questionnaire that were significantly different at the .05 level or above, according to chi square. Four items were significant at the .01 level, item 10 in the area of Programs, and items 13, 22, and 23 in the area of Admission, Retention, and Placement of Students. Three items were significant at the .02 level; two, item 1.2 and 5.5 in the area of Faculty, and one, item 8.2 in the area of Programs. At the .05 level, nine items were significant. Items were, 6.1 in the area of Faculty, items 8.5 and 8.6 in the area of Programs, and items 12.1, 12.2, 14, 15, 21.2, and 25.2 in the area of Admission, Retention, and Placement of Students. In each instance for the statements that were significantly different according to home economics education graduate enrollment, there is a tendency for those institutions with the larger enrollment to agree with the guideline. Sixteen of the items on the questionnaire were significantly different at the .05 level or above, therefore, the hypothesis would not be accepted (see Appendix D, p. 201).

Hypothesis 8. There is no significant difference in the degree of importance given each guideline by head home economics teacher educators according to whether they are working within institutional constraints and with constraints removed.

As shown on Table XVII, page 115, 41 of the 67 items on the questionnaire were significantly different at the .05 level or above. Seventeen of these items, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9,

TABLE XVI

STATEMENTS FROM THE GUIDELINES FOR GRADUATE PROGRAMS IN HOME  
ECONOMICS WITH SIGNIFICANT DIFFERENCES ACCORDING TO  
HOME ECONOMICS EDUCATION GRADUATE ENROLLMENT

Item No.	Statement
At the .01 level	
10	In the scheduling and locating of graduate courses in home economics education, consideration is given to the fact that many students and prospective students are married and have families.**
13	Students with B. S. degree in home economics education from accredited colleges and universities are eligible for consideration for admission to the master's degree program in home economics education.**
22	Students must maintain minimum grade point standards.**
23	Admission to the graduate program does not guarantee the satisfactory completion of requirements and subsequent awarding of a degree.
At the .02 level	
1.2	The home economics education faculty have varying educational and professional backgrounds.**
5.5	Home economics education graduate faculty members are effective teachers as evidenced by encouraging students to publish research reports.**
8.2	The curriculum for graduate programs in home economics education increases the depth of the student's knowledge.**
At the .05 level	
6.1	Through its ongoing activities, the home economics education faculty contributes new knowledge to the field.**
8.5	The curriculum for graduate programs in home economics education includes courses that require students to read extensively.**
8.6	The curriculum for graduate programs in home economics education includes courses to encourage the student to relate knowledge gained to practical, theoretical, and academic problems.**

TABLE XVI (Continued)

Item No.	Statement
12.1	Admission of students to the master's degree program is based on general standards for admission set by the graduate school or other appropriate institutional governing body.**
12.2	Admission of students to the master's degree program is based on additional standards of the home economics education department.**
14	Students with B. S. degrees in related areas of home economics from accredited colleges and universities are eligible for consideration for admission to the master's degree program in home economics education.**
15	In addition to the B. S. degree, students must also have teaching experience to be eligible for consideration for admission to the master's degree program in home economics education.**
21.2	A part of the requirements for the degree is the student's defense of the thesis.**
25.2	Placement services are available to graduate students through faculty contact.**

\*Institutions with larger enrollment consistently gave greater importance or less importance to guidelines.

\*\*Greater importance.

\*\*\*Less importance.

TABLE XVII

STATEMENTS FROM THE GUIDELINES FOR GRADUATE PROGRAMS IN HOME  
ECONOMICS WITH SIGNIFICANT DIFFERENCES ACCORDING  
 TO CONSTRAINTS

Item No.	Statement
At the .001 level	
	There is a sufficient number of home economics education faculty to:
4.1	plan, implement, and evaluate all aspects of a master's degree program.
4.2	provide a one-to-six faculty-student ratio for work with graduate students.
4.3	assure students instructions from at least three faculty members.
4.4	have time for research and writing.
4.5	have time for development as teacher/scholars.
4.6	have time for participation in related activities.
4.7	allow for sabbaticals.
4.8	allow for experience within industry.
4.9	allow for in-service trainings.
4.10	allow attendance at professional meetings.
	Home economics education graduate faculty members are effective teachers as evidenced by:
5.1	presentation of an up-to-date view of home economics and of related fields.
5.2	ability to help students recognize the necessity of continually revising knowledge and accepting new theories.
5.3	encouraging students to develop ideas and creativity.
5.5	encouraging students to publish research reports.
5.6	encouraging students to participate in appropriate professional activities and societies.

TABLE XVII (Continued)

Item No.	Statement
5.7	presenting information and materials to students with impact and logic.
6.1	Through its ongoing activities, the home economics education faculty contributes new knowledge to the field.
8.1	The curriculum for graduate programs in home economics education can be tailored to an individual student's needs and desires.
8.2	The curriculum for graduate programs in home economics education increases the depth of the students' knowledge.
8.4	The curriculum for graduate programs in home economics education provides an opportunity for the student to choose from a variety of course offerings.
9.2	Opportunities are provided for graduate students in home economics education to work on compelling human problems through field experiences, and research appropriate to their field of study.
9.3	Opportunities are provided for graduate students in home economics education to collate, present, interpret, and defend their conclusions from relevant publications through participating in activities such as seminars.
9.4	Opportunities are provided for graduate students in home economics education to have a substantial experience calling for student initiative and creativity in selecting a research problem for a thesis, independent study, or project.
9.8	Opportunities are provided for graduate students in home economics education to associate with faculty and other graduate students.
26.1	Follow-up studies of graduates to evaluate the quality of the graduate programs in terms of the performance and satisfaction of the graduates on their jobs are conducted formally.

At the .01 level

- 5.4 Home economics education graduate faculty members are effective teachers as evidenced by encouraging students to adopt professional attitudes.

TABLE XVII (Continued)

Item No.	Statement
6.2	Through its ongoing activities, the home economics education faculty consults and cooperates with faculty members in the root disciplines.
6.4	Through its ongoing activities, the home economics education faculty assists graduate students in adapting programs to fit their individual needs, interests, and skills.
6.5	Through its ongoing activities, the home economics education faculty assists graduates students in professional placement.
8.3	The curriculum for graduate programs in home economics education helps students meet the requirements for professional position(s) they will hold as graduates.
8.5	The curriculum for graduate programs in home economics education includes courses that require the students to read extensively.
8.6	The curriculum for graduate programs in home economics education includes courses to encourage the student to related knowledge gained to practical, theoretical, and academic problems.
9.5	Opportunities are provided for graduate students in home economics education to defend before a faculty committee or other appropriate group, the procedures used, the findings, and the conclusions drawn from a thesis, independent study, or project.
15	In addition to the B. S. degree, students must also have teaching experience to be eligible for consideration for admission to the master's degree program in home economics education.
18	When evaluating a potential student for graduate study, personal characteristics such as motivation, work habits, and general physical and mental health are considered relevant.
At the .02 level	
8.8	The curriculum for graduate programs in home economics education includes course(s) in statistics.
At the .05 level	
2	Home economics education faculty are represented on institutional committees and/or have other institutional responsibilities.

TABLE XVII (Continued)

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Item No.	Statement
6.3	Through its ongoing activities, the home economics education faculty provides graduate students with individual counseling.
8.7	The curriculum for graduate programs in home economics education includes courses in research methods and design.
9.6	Opportunities are provided for graduate students in home economics education to produce a master's thesis worthy of publication.
9.7	Opportunities are provided for graduate students in home economics education to become acquainted with ongoing research.

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\*Respondents consistently gave greater importance to the without constraints responses

4.10, 5.1, 5.2, 5.3, 5.5, 5.6, 5.7, and 6.1, were in the area of Faculty. Seven items, 8.1, 8.2, 8.4, 9.2, 9.3, 9.4, and 9.7, were in the area of Programs, and one item, 26.1 was in the area of Admission, Retention, and Placement of Students. Nine items were significant at the .01 level. Three of these items, 5.4, 6.2, and 6.5, were in the area of Faculty, and four items, 8.3, 8.5, 8.6, and 9.5, were in the area of Programs. Only two items, 15 and 18, were in the area of Admission, Retention, and Placement of Students. Forty-one of the 67 statements included in the questionnaire were significantly different according to the with and without institutional constraints responses. On each of these statements, there is a stronger tendency for the without constraint to agree with the guideline. Forty-one of the items on the questionnaire were significantly different at the .05 level or above, therefore, the hypothesis would not be accepted (see Appendix D, p. 201).

#### Additional Guidelines

Space for free responses at the end of each of the three sections asked the respondents to list any additional guidelines used at their institutions, or any they felt should be used. They were also asked to give the degree of importance they accorded each of these guidelines.

Respondents suggested thirty additional guidelines concerning Faculty, twenty concerning Programs, and twenty-nine concerning Admission, Retention, and Placement of Students. See Appendix C, p. 195, for the complete list. The wordage of the respondents is retained and even though several convey the same general concept, no combining was done.



### Faculty

Seven of the additional items in the area of Faculty were concerned with the training of faculty, all implying the need for current knowledge of the field. One respondent suggested course work or research within the last five years. Others were less explicit in how current knowledge was obtained.

Another idea mentioned several times was working with the State Department of Education. These ranged from the suggestion of cooperative assignment with the state department to working closely with vocational education.

Leadership ability was mentioned as an additional guideline. Those listing this guideline suggested that home economics education faculty members should assume leadership roles on campus, state, and national levels.

### Programs

In the area of Programs, three concepts seemed to occur most often as respondents listed additional guidelines in use at their institution, (1) programs tailored to individual needs, (2) plan of study should include courses outside of home economics education, and (3) some limit on the number of hours a student may transfer into the program.

Suggestions for ways of meeting the first concept ranged from "take programs to resident centers" to "courses scheduled to accommodate in-service teacher." Other suggestions stress flexibility of requirements so that program of study can be tailored to individual needs.

Several suggestions revealed a need for influence outside of home economics education to be a part of the program. These ranged from

"courses in basic disciplines" to a less specific "courses outside of home economics education." Two respondents suggested a plan which offers an alternate to writing a thesis, and both would require an investigative project or independent study project in lieu of the thesis.

A limit on transfer credits was also mentioned by respondents. These ranged from a specific "nine transfer hours" to "limit transfer hours." Other limit concepts mentioned by respondents were "time limitation," "competency based," assessment of "life experiences," and "requirement [should] include core courses."

#### Admission, Retention, and Placement of Students

Of the twenty-nine additional guidelines suggested by respondents in the area of Admission, Retention, and Placement of Students, several overlap with those suggested in the area of Programs. For example, time limit for completion of degree, alternate routes to degree, and flexible scheduling, also were suggested in this area. Other concepts mentioned were undergraduate grade point average, and allowing students to make up deficiencies while pursuing the degree. Three respondents recommended either teaching experience necessary or to be able to meet certification requirements.

A variety of suggestions were made by respondents. This would seem to support the idea of institutional individuality in meeting guidelines and that there are many avenues to obtaining a quality master's degree program in home economics education.

### Summary

The responses to 84 questionnaires from head home economics teacher educators were analyzed to determine (1) the degree of importance accorded the 67 guidelines concerning the three sections, Faculty; Programs; and Admission, Retention, and Placement of Students included on the data gathering instrument, (2) if the degree of importance was related to any of the eight variables, and (3) if additional guidelines were in use at their institutions. The data was analyzed in three parts.

To determine the degree of importance accorded each guideline, means were calculated using both the with and without constraints responses. Group means were derived showing that in the area of Faculty there was less agreement with the guidelines than in the areas of Programs; and Admission, Retention, and Placement of Students. Categories were combined to approximate institutional characteristics and means for each guideline computed. The means revealed a more favorable agreement with guidelines on the part of land-grant institutions with over 10,000 enrollment, and offering a master's degree only. Within the sections of Faculty; Programs; and Admission, Retention, and Placement of Students, there was more agreement with guidelines in the area of Programs, less agreement in the area of Admission, Retention, and Placement of Students, with the least agreement in the area of Faculty.

Chi square was used to test the relationship of the eight variables to the degree of importance accorded each guideline. On some of the statements, significant differences at the .05 level were found for each of the variables. The largest number of statements were

significant for the variable, degree of importance working "with or without institutional constraints," in that 41 of the 67 statements were significant at the .05 level or above.

Respondents suggested 79 additional guidelines. These were listed, retaining their original wording.

Variations within the variables seem to follow no discernible pattern. Size of institutional enrollment seems to be the characteristic which determines the more favorable view of guidelines. These many variations and the additional guidelines listed by respondents seem to suggest that there are many avenues to developing a quality master's degree program in home economics.

CHAPTER V  
SYSTEMATIC CONTROLLED APPROACH TO  
IMPLEMENTING GUIDELINES

This chapter has been based on the second premise of the study, that a systematic controlled approach to meeting guidelines can be developed. A systems approach, as defined in Chapter I, is a structure designed for a specific purpose, a way of looking at the whole of the structure and showing the interrelatedness of the parts to the whole.

The purpose of this systems approach has been meeting guidelines in establishing and maintaining a quality master's degree program in home economics education. Chapter V presents a rationale for using a systems approach to educational planning, the interrelatedness of home economics education to other educational agencies, and a systematic controlled approach to meeting guidelines in the development and maintenance of a quality program in home economics education. For the purpose of meeting objective three of the study, the program is designed for a land-grant institution with an enrollment of less than 10,000 with home economics education a part of the home economics unit.

Rationale for Using Systems Approach

Colleges and universities attempt to turn out sufficient graduate degrees in home economics to meet the growing number of leadership positions. The home economics profession is concerned that quality is

not sacrificed for quantity and that graduate programs are upgraded to assure the intellectual as well as the professional development of the graduate (6).

Quality programs can only be developed when all factors involved are in their proper relationship. Brown (26) sees that

There is an urgent need for the development among academic personnel of something approaching a set of principles to guide the design and construction of a series of experiences which will prepare the student to meet the challenge of the future. These principles will reflect an appropriate relationship among objectives, students, teachers, content, instructional procedure, and financial resources. This level of sophistication in curriculum making is not generally noticeable in the university (pp. 192-193).

A systematic approach may offer the level of sophistication in curriculum that Brown is seeking. The systematic controlled approach is a simplified version of the systems approach which, according to Hill (72), is rapidly becoming the nucleus of decision making in the highly complex world that is developing in the age of automation and cybernetics.

A systematic approach to decision making involved the thinking through of all plans in terms of objectives, goals, and the interdependent activities required to achieve those ends. Using this approach, the total system is considered in terms of the various alternatives possible for accomplishing the objectives and goals, subject to the constraints in human resources, facilities, and financial capabilities; and choosing from among those alternatives the one most feasible.

Jamison (153), as the principal investigator, used the systems approach in developing a program guide for Career Development for Supportive Nursing Personnel. She says that while the systems approach is nothing new in the scientific approach to problem solving, it does

offer a way of looking at anything as a whole, and in particular, to become aware of the interrelatedness of the problem's many parts. Thus, in order to comprehend the totality of the problem and design a program that will meet institutional needs, it is necessary to think in terms of wholeness.

But some modification of the systems approach, as used by industry, is necessary when this concept is applied to education. In industry, the cost of producing the product is recovered in the sale price. In education, cost is one of the constraints imposed by governing bodies upon institutions, in this case, college and university home economics education departments, and is not immediately recoverable in the product produced--a college graduate. Constraints may include much more than financial resources. Time, human resources, and enrollment are some other constraints which figure heavily in educational planning. Through the use of the systematic controlled approach, administrators have the information needed to determine a program's relevancy to the institution's objectives and goals.

#### Interrelation of Agencies

One of the characteristics of the systems approach is its ability to show the interrelatedness between agencies. Figure 1, page 127, shows the interrelatedness and interdependence of home economics education upon other agencies. Interaction flows both ways across the rings of the circle, to the center and from the center, each agency influencing all others. Thus, any constraint, such as certification requirements or objectives such as staffing vocational high schools in each county with occupational home economics personnel, at the state level

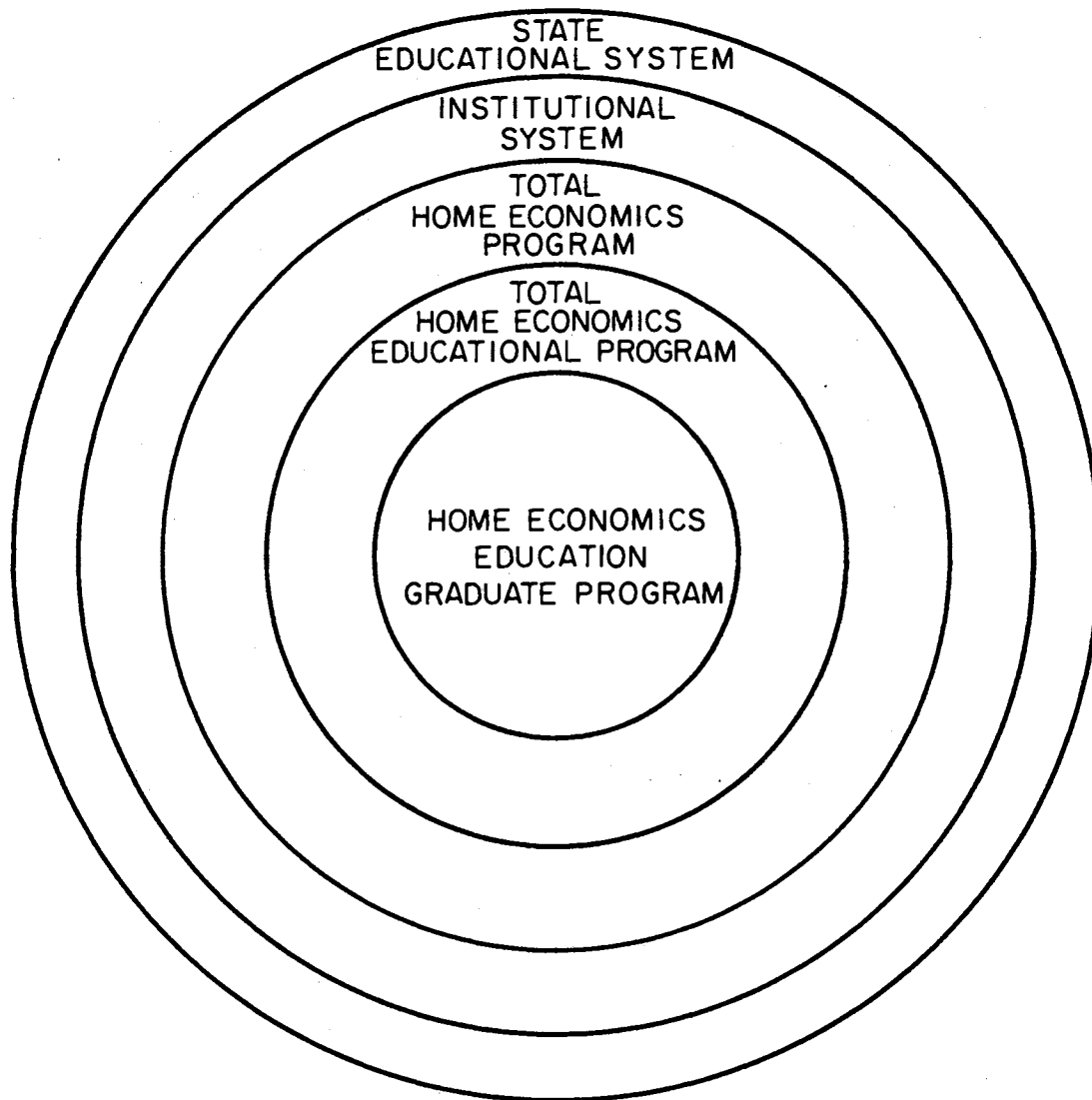


Figure 1. Overview Showing Home Economics Education's Interdependence on Other Agencies



will influence the development of each one of the programs on the outer rings until they reach the inner circle. Likewise, the home economics education graduate program influences the total program in that the quality of graduates meeting certification requirements while obtaining a master's degree or upgrading skills to be able to work in occupational home economics programs, influences the ability of the state educational system to meet one of its objectives.

A Systematic Controlled Approach to Establishing  
and Maintaining a Quality Master's  
Degree Program

The systems approach, according to Banathy (15), is common sense by design. It is also a way of looking at a whole. Each system is designed to accomplish a purpose and to assist in a decision making process. Thus, in order to see the whole of a problem, an assessment of the present situation is necessary.

An assessment is made by faculty and advisory committees clarifying the function of home economics education within the total home economics program and within the total institution. From the clarification of the function of home economics education, its goals and objectives can be identified, in relation to home economics and institutional goals and objectives.

But before a graduate program can be fitted into the existing home economics education program, available resources and constraints within which the program will operate must be identified. This will aid in the feasibility study made to ascertain the advisability of establishing a new program in home economics education. Stage 1 of the flow chart,

Figure 2, page 130, illustrates this phase of planning in which faculty, advisory council, and administration work together to make informed decisions concerning the establishment of a graduate program in home economics education.

Stage 1. The feasibility of establishing a graduate program in home economics education is determined by:

1. Clarifying function of home economics education within total home economics and institution.
2. Translating function into goals and objectives.
3. Identifying resources available, which includes potential students.
4. Delineating constraints within which programs must function.
5. Presenting proposal for program to governing bodies.
6. Making the decision.
7. If decision is no, close file; if yes, move to Stage 2.

Stage 2. The decision has been made to establish a master's degree in home economics education. Planning and implementation follows by:

1. Identifying guidelines considered essential to a quality master's degree program.
2. Plan program offerings.
3. Implement guidelines considered essential.
4. Implement program.
5. Evaluation, both formal and informal, to appraise quality of program, and assist in making decision to continue or discontinue program. If decision is to continue, move to Stage 3.

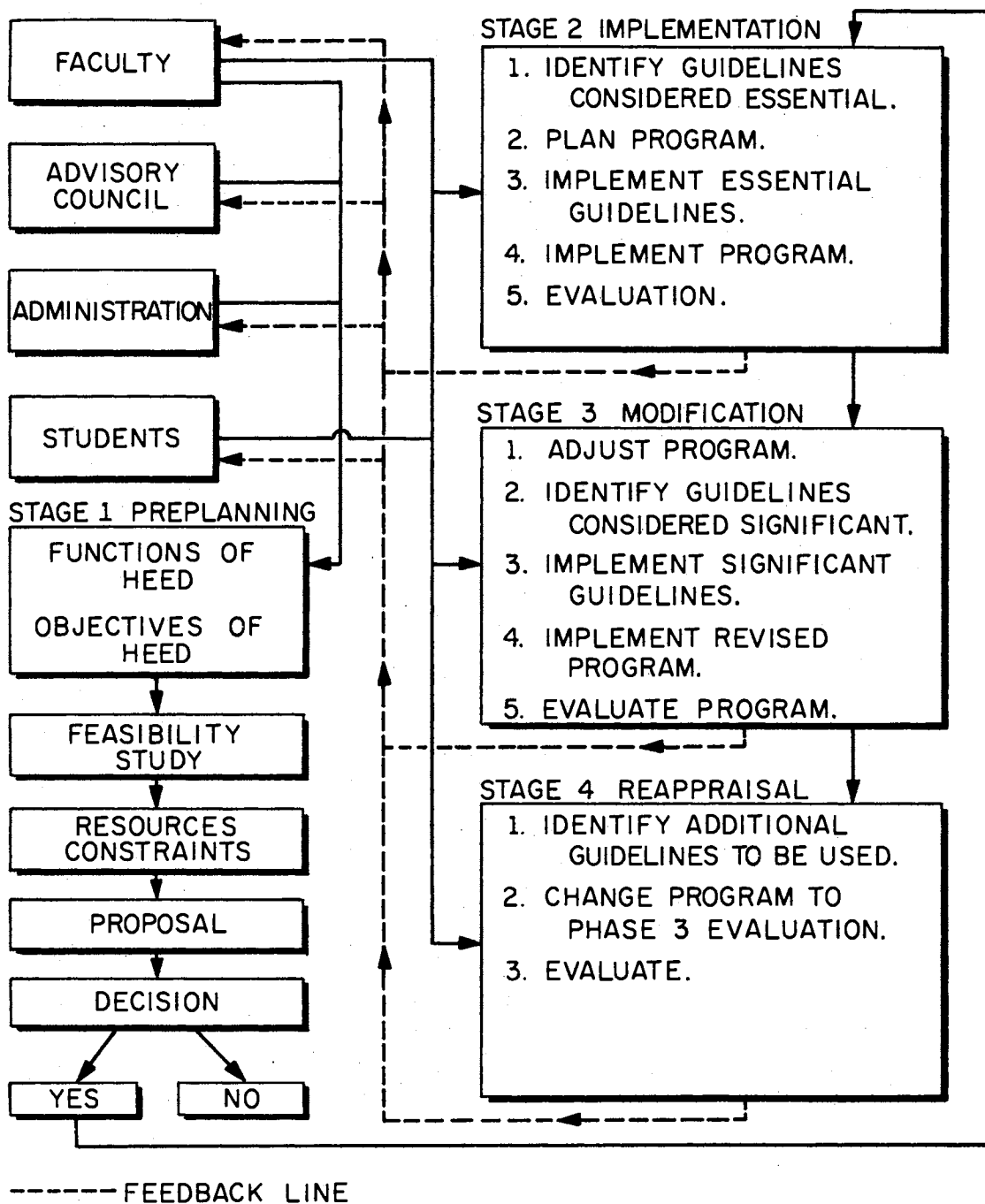


Figure 2. Flow Chart - Systematic Controlled Approach to Meeting Guidelines

Stage 3. Following evaluation of an operational program, modifications in the program are often indicated. This modification is accomplished by:

1. Adjusting program according to appraisal from Stage 2.
2. Identifying guidelines considered significant.
3. Implementing guidelines considered significant.
4. Implementing revised program.
5. Evaluating program, formally and informally.
6. Continue to Stage 4.

Stage 4. Reappraisal.

1. Identify additional guidelines to be implemented.
2. Make program changes in accordance with evaluation results in Stage 3.
3. Evaluation.

A Stage 5 could be developed as a continuous evaluation stage, or Stage 3 and/or 4 may be repeated as often as faculty and advisory council deem necessary. The development of a program is a continuous process, hence evaluation should also be continuous. This allows for identifying changes as they occur for as changes occur in any of the parts, correspondingly changes must also be made in all other parts of the system. Alternatives may become more attractive requiring adjustments in order to meet the desired objective--a quality master's degree program in home economics education.

#### Guideline Implementation

As illustrated by the flow chart, Figure 2, page 130, a systematic controlled approach to meeting guidelines can be designed. This has met

the third objective of the study. The first objective, to identify the degree of importance accorded each guideline, has also been accomplished as shown on Table VI, page 79, Table VII, page 85, and Table VIII, page 88. Institutional characteristics also have an effect on the degree of importance given each guideline, Appendix E, page 206. For an example of how this effects implementation of guidelines, a land-grant institution with an enrollment of less than 10,000 offering a master's degree only, was chosen. According to means, an institution with these characteristics viewed the guidelines favorably.

Means for each guideline were calculated. Those guidelines with a mean of 1.00 through 1.50 were considered essential, and would be implemented in Stage 2, Table XVIII, page 133. For Stage 3, those guidelines with a mean of 1.51 through 2.00 were considered significant and would be implemented, Table XVIII, page 134. Those guidelines with a mean of 2.01 through 2.99 were considered beneficial and would be implemented during Stage 4, Table XVIII, page 136. Five guidelines had a means of 3.00 or over, which were considered least important and would be implemented at a later stage. These means were arbitrarily chosen and the designators essential, significant, and beneficial assigned to approximate the designators used in the questionnaire.

Institutions with differing characteristics viewed the guidelines in various ways, according to the means given in Appendix E, p. 206. Additional guidelines were also suggested which were not included in the computation of means. This suggests that each institution should identify the degree of importance they accord each of the guidelines given and identify any additional guidelines needed to establish and maintain a quality master's degree program in home economics education.

TABLE XVIII

## AN EXAMPLE OF THE USE OF GUIDELINES IN PROGRAM PLANNING

Item No.	Statement
State Two (means 1.00 - 1.50)	
3.1	Home economics education faculty members who teach and supervise graduate students hold a master's degree (as a minimum qualification).
3.2	Home economics education faculty members who teach and supervise graduate students hold a doctoral degree (at least one-third of the faculty).
3.5	Home economics education faculty members who teach and supervise graduate students have had teaching experience on the secondary level.
5.4	Home economics education graduate faculty members are effective teachers as evidenced by encouraging students to adopt professional attitudes.
6.3	Through its ongoing activities, the home economics education faculty provides graduate students with individual counseling.
6.4	Through its ongoing activities, the home economics education faculty assists graduate students in adapting programs to fit their individual needs, interests, and skills.
8.3	The curriculum for graduate programs in home economics education helps students meet the requirements for professional position(s) they will hold as graduates.
8.7	The curriculum for graduate programs in home economics education includes courses in research methods and design.
8.8	The curriculum for graduate programs in home economics education includes courses(s) in statistics.
9.1	Opportunities are provided for graduate students in home economics education to have the guidance of a major professor and/or advisory committee in selecting a graduate program in home economics education.
9.6	Opportunities are provided for graduate students in home economics education to produce a master's thesis worthy of publication.

TABLE XVIII (Continued)

Item No.	Statement
9.8	Opportunities are provided for graduate students in home economics education to associate with faculty and other graduate students.
12.1	Admission of students to the master's degree program is based on general standards for admission set by the graduate school or other appropriate institutional governing body.
21.1	A part of the requirements for the degree is the student's defense of the thesis.
22	Students must maintain minimum grade point standards.
23	Admission to the graduate program does not guarantee the satisfactory completion of requirements and subsequent awarding of a degree.
25.1	Placement services are available to graduate students through a formalized placement service.
Stage Three (means 1.51 - 2.00)	
1.1	The home economics education faculty are graduates of various colleges and universities.
2	Home economics education faculty are represented on institutional committees and/or have other institutional responsibilities.
3.4	Home economics education faculty members who teach and supervise graduate students have a graduate degree in home economics education.
4.1	There is a sufficient number of home economics education faculty to plan, implement, and evaluate all aspects of a master's degree program.
4.9	There is a sufficient number of home economics education faculty to allow for in-service training.
4.10	There is a sufficient number of home economics education faculty to allow attendance at professional meetings.
5.1	Home economics education graduate faculty members are effective teachers as evidenced by presentation of an up-to-date view of home economics and of related fields.

TABLE XVIII (Continued)

Item No.	Statement
5.2	Home economics education graduate faculty members are effective teachers as evidenced by ability to help students recognize the necessity of continually revising knowledge and accepting new theories.
5.3	Home economics education graduate faculty members are effective teachers as evidenced by encouraging students to develop ideas and creativity.
5.7	Home economics education graduate faculty members are effective teachers as evidenced by presenting information and materials to students with impact and logic.
6.2	Through its ongoing activities, the home economics education faculty consults and cooperates with faculty members in the root disciplines.
8.1	The curriculum for graduate programs in home economics education can be tailored to an individual student's needs and desires.
8.2	The curriculum for graduate programs in home economics education increases the depth of the students' knowledge.
8.5	The curriculum for graduate programs in home economics education includes courses that require students to read extensively.
8.6	The curriculum for graduate programs in home economics education includes courses to encourage the student to relate knowledge gained to practical, theoretical, and academic problems.
9.2	Opportunities are provided for graduate students in home economics education to work on compelling human problems through field experiences, and research appropriate to their field of study.
9.3	Opportunities are provided for graduate students in home economics education to collate, present, interpret, and defend their conclusions from relevant publications through participating in activities such as seminars.
9.4	Opportunities are provided for graduate students in home economics education to have a substantial experience calling for student initiative and creativity in selecting a research problem for a thesis, independent study, or project.



TABLE XVIII (Continued)

Item No.	Statement
9.5	Opportunities are provided for graduate students in home economics education to defend before a faculty committee or other appropriate group, the procedures used, the findings, and the conclusions drawn from a thesis, independent study, or project.
9.7	Opportunities are provided for graduate students in home economics education to become acquainted with ongoing research.
13	Students with B. S. degree in home economics education from accredited colleges and universities are eligible for consideration for admission to the master's degree program in home economics education.
17	Standardized tests and/or samples of the student's work are used to evaluate past performance and potential success in graduate study.
20	Standards and procedures for admission to the home economics education master's degree program are coordinated with other institutional agencies.
21.1	A part of the requirements for the degree is the student's performance on candidacy and comprehensive examinations.
25.3	Placement services are available to graduate students through printed information on employment.
Stage Four (means 2.01 - 2.99)	
1.2	The home economics education faculty have varying educational and professional backgrounds.
3.3	Home economics education faculty members who teach and supervise graduate students have extensive research or professional experience in lieu of a terminal degree.
4.2	There is a sufficient number of home economics education faculty to provide a one-to-six faculty-student ratio for work with graduate students.
4.3	There is a sufficient number of home economics education faculty to assure students instructions from at least three faculty members.
4.4	There is a sufficient number of home economics education faculty to have time for research and writing.

TABLE XVIII (Continued)

Item No.	Statement
4.5	There is a sufficient number of home economics education faculty to have time for development as teacher/scholars.
4.6	There is a sufficient number of home economics education faculty to have time for participation in related activities.
4.7	There is a sufficient number of home economics education faculty to allow for sabbaticals.
5.5	Home economics education graduate faculty members are effective teachers as evidenced by encouraging students to publish research reports.
5.6	Home economics education graduate faculty members are effective teachers as evidenced by encouraging students to participate in appropriate professional activities and societies.
6.1	Through its ongoing activities, the home economics education faculty contributes new knowledge to the field.
6.5	Through its ongoing activities, the home economics education faculty assists graduate students in professional placement.
8.4	The curriculum for graduate programs in home economics education provides an opportunity for the student to choose from a variety of course offerings.
12.2	Admission of students to the master's degree program is based on additional standards of the home economics education department.
14	Students with B. S. degrees in related areas of home economics from accredited colleges and universities are eligible for consideration for admission to the master's degree program in home economics education.
16	Students with B. S. degree from nonaccredited colleges are evaluated for admission to the master's degree program in home economics education.
25.2	Placement services are available to graduate students through faculty contact.
26.2	Follow-up studies of graduates to evaluate the quality of the graduate program in terms of the performance and satisfaction of the graduates on their jobs are conducted informally.

### Summary

The systems approach is a management tool designed to bring organization to the decision making process. The systematic controlled approach is a simplified version of the systems approach which seems applicable to educational problem solving. The systems approach shows the interrelatedness of problems and agencies making decisions.

The fifth chapter has given a systematic controlled approach to meeting guidelines in the establishment and maintenance of a quality master's degree program in home economics education. The process for each of the four stages and the guidelines for implementation in each stage were listed.

## CHAPTER VI

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

#### Summary

Home economics staffs in colleges and universities seek ways in which to meet the demand for personnel with advanced degrees. They have a great concern for the quality of the programs designed to meet this demand. This quest for quality was evident in the proceedings of the Lake Placid Conferences, 1899-1909, and continues into the present. The American Home Economics Association has recently completed documents for accreditation of Undergraduate Programs in Home Economics, and has accredited a number of programs. Out of the process of developing accreditation documents, Guidelines for Graduate Programs in Home Economics were also developed (6). This document gave for the first time a set of standards for graduate programs, and lists guidelines in six areas: (1) Administration; (2) Faculty; (3) Library; (4) Facilities; (5) Programs; and (6) Admission, Retention, and Placement of Students. It was assumed that home economists would have more control or influence on three of these: (1) Faculty; (2) Programs; and (3) Admission, Retention, and Placement of Students.

The problem of this study has been to identify the degree of importance accorded guidelines in the three sections (Faculty; Programs; and Admission, Retention, and Placement of Students) of Guidelines for Graduate Programs in Home Economics (6). Head home economics teacher

educators in selected colleges and universities were asked (1) to check background information giving institutional characteristics, (2) to rate each guideline according to the degree of importance given at their institution, (3) to give the degree of importance they would accord each guideline if institutional constraints were removed, and (4) to give additional guidelines in use at their institutions. The background information of institutional characteristics became seven of the eight variables used in the study.

A questionnaire was developed retaining the organization and wording of the three sections of "Guidelines." This was sent to the Head Home Economics Teacher Educators in each institution offering a master's degree in home economics and approved by their state to offer a degree leading to vocational certification in home economics. Of these 136, returns were received from 91, for a 67 per cent return. Six stated their institution no longer had a program, reducing the sample to 130, and giving a 66 per cent return.

The data was organized for computer analysis. A total frequency count was made which was converted to percentages, giving the percentage of responses for each item in each of the five "degrees of importance," (ranging from 1 - essential to 5 - no value) for both the with and without constraints responses. To determine the degree of importance accorded each guideline, means were calculated for both the with and without constraints responses. The with constraints means ranged from 1.19 to 3.44. The without constraints means ranged from 1.05 to 2.73. Group means were derived for each of the sections: (1) Faculty; (2) Programs, and (3) Admission, Retention, and Placement of Students, with the more favorable view of guidelines occurring in the area of

Programs. Categories were combined to approximate institutional characteristics, and the mean for each guideline was computed.

Respondents from the land-grant institutions having a master's degree program only, with a total enrollment of over 10,000, seems to have the most favorable view of guidelines.

Chi square was used to test the relationship of the eight variables to the degree of importance accorded each guideline. With each variable significant differences at the point .05 level or above were found for several statements. Of the seven institutional characteristics, the variable according to administrative unit had the smallest number with 12 per cent of the statements significant. According to the variable total enrollment, 35 per cent of the statements were significantly different at the point .05 level or above. The variable concerned with institutional constraints revealed 61 per cent of the statements to be significantly different at the point .05 level or above. Respondents also suggested 79 additional guidelines that were in use at their institutions.

A systematic controlled approach to implementing guidelines was developed to meet the third and last objective of the study. For an institutional example, a land-grant institution with master's degree only and having a total enrollment of less than 10,000, was used. Four stages were planned. Stage one was a preplanning stage which included a feasibility study. Stage two was the implementation stage in which those guidelines considered essential were implemented. Stage three was a modification stage in which the evaluation of stage two was used as a basis for program adjustment, and the implementation of guidelines considered significant. Stage four was a reappraisal stage in which the

program was reevaluated and those guidelines considered beneficial were implemented.

### Conclusions

The following conclusions were drawn from the analysis of the data:

- (1) Head home economics teacher educators can identify those guidelines considered essential by their institutions in the establishment and maintenance of a quality master's degree program in home economics education.
- (2) Head home economics teacher educators do not accord equal degrees of importance to each guideline. Means for each guideline ranged from a low of 1.19 to a high of 3.44 with institutional constraints. If institutional constraints were removed, the means ranged from a low of 1.05 to a high of 2.73.
- (3) When the data was analyzed according to the seven institutional characteristics, several statements were significant at the .05 level, or above, according to each characteristic. Enrollment seems to be the characteristic which influences the most favorable view of guidelines, with 35 per cent of the statements significant. The larger the total institutional enrollment is the more favorable the view of guidelines. The administrative unit to which home economics education is attached had the least influence with 12 per cent of the statements significantly different.
- (4) That head home economics teacher educators in institutions with varying characteristics give different degrees of

importance to each guideline. Land-grant institutions having a total enrollment of 10,000 or more and offering a master's degree only, seem to view guidelines most favorably.

- (5) Additional guidelines were considered important and were in use in some institutions. In the area of Faculty, concepts mentioned as additional guidelines were: in-service training for faculty, close cooperation with the State Department of Education, and leadership ability for faculty. In the area of Programs, those concepts mentioned were programs tailored to individual needs, plan of study should include courses outside of home economics education, and some limit on the number of transfer hours. In the area of Admission, Retention, and Placement of Students, concepts mentioned were alternate routes to the degree, flexible scheduling, and ability to meet certification requirements while pursuing the degree.
- (6) A systematic controlled approach can be designed for implementing guidelines. The degree of importance accorded each guideline varied with institutions of differing characteristics (see Appendix E, p. 206). Institutions developing and/or evaluating a master's degree program in home economics education could accept the degree of importance accorded guidelines by institutions with similar characteristics. To maintain a greater degree of individuality, an institution developing or evaluating a master's degree program in home economics education could determine the degree of importance



it accords each guideline. Either of these choices then forms the basis for systems development. For optimum results, each system must be designed for the purpose to which it is intended.

- (7) There are many avenues to establishing and maintaining a quality master's degree program in home economics education. The differences in the degree of importance accorded each guideline and the additional guidelines listed suggest variations in guideline implementation.

#### Recommendations

On the basis of the findings of the study, and previously reported conclusions, the following recommendations are proposed.

- (1) That the home economics profession define what constitutes a quality program. The identification of the degree of importance accorded guidelines by head home economics teacher educators is but a step toward that process. The identification of competencies expected of graduates may lead to the definition needed.
- (2) That existing graduate programs in home economics education which might be considered weak be strengthened. The need for personnel with advanced degrees in home economics is great, but the need is also great for those degrees to be from programs that are considered quality programs. Every effort should be made to strengthen existing programs.
- (3) That faculty and administrators make use of the systematic controlled approach to implementing guidelines. It is a

management tool which offers organization of data for informed decision making.

- (4) That faculty and administrators devise ways of continuous evaluation as a part of program development in establishing and maintaining a quality master's degree program in home economics education.
- (5) That consideration be given to replicating this study in other subject matter areas of home economics.

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APPENDIX A

CORRESPONDENCE FOR OBTAINING DATA AND LIST OF  
INSTITUTIONS INCLUDED IN SAMPLE



## OKLAHOMA STATE UNIVERSITY • STILLWATER

Department of Home Economics Education  
(405) 372-6211, Ext. 486

74074

February 1, 1974

Dear Home Economics Teacher Educator,

Various groups within the American Home Economics Association have been concerned with the quality of graduate programs in home economics units in higher education. One result of this concern was the publication, Guidelines for Graduate Programs in Home Economics.

As a doctoral candidate in Home Economics Education at Oklahoma State University, I am investigating selected guidelines as they apply to Master's Degree Programs in Home Economics Education. The objectives of this study are to determine the degree of importance accorded each of these guidelines by Home Economics Teacher Educators, and to formulate a systematic, controlled approach to implementing these selected guidelines in developing and/or maintaining a Master's Degree Program in Home Economics Education. The enclosed questionnaire will be used to ascertain the degree of importance accorded each guideline and to determine if a relationship exists between the degree of importance given each guideline and the size, type of institution (State, Private, or Land-Grant), and/or administrative unit to which home economics is assigned.

The major portion of the questionnaire is concerned with the degree of importance given each guideline for the master's degree within your institutional constraints and with the degree of importance that would be given each guideline for the master's degree program if institutional constraints were removed. The questionnaire is in two parts:

Part I Background Information

Part II Degree of Importance Assigned to Guidelines.

Section I With Institutional Constraints.

Section II Without Institutional Constraints.

An envelope has been provided for returning the questionnaire. It is numbered so that returns can be recorded, but the questionnaire itself is completely anonymous and will be separated from the envelope. An abstract will be sent those who participate in the study and desire a copy.

Your participation in this study is greatly appreciated. Please fill out the enclosed questionnaire and return the completed material by March 1, 1974.

Sincerely,

Helen Bruce Winsor  
Graduate Student

Elizabeth C. Hillier  
Thesis Advisor



QUESTIONNAIRE

PART I - BACKGROUND INFORMATION.

Please check or fill in the blanks according to existing conditions in your institution.

1. Home economics education is administratively a part of:

1.1  The home economics unit.

1.2  The education unit.

1.3  Other unit which is \_\_\_\_\_.

2. The enrollment for the school year 1972-72 was:

2.1 Institution total.

Less than 2,500    2,500-5,000    5,000-10,000    10,000-15,000    over 15,000

2.2 Home economics undergraduate students.

Less than 100    100-200    200-350    350-500    over 500

2.3 Home economics graduate students in all home economics subject matter areas.

Less than 5    5-10    10-25    25-50    over 50

2.4 Home economics education graduate students.

Less than 5    5-10    10-15    15-25    over 25

3. Number of home economics education graduate degrees awarded in 1973. \_\_\_\_\_

4. Number of faculty members in home economics education. \_\_\_\_\_

(Over)

PART II - DEGREE OF IMPORTANCE ASSIGNED TO GUIDELINES.

This part contains a list of statements adapted from Guidelines for Graduate Programs in Home Economics. After each of the statements are two sections, each with the numbers one through five. Using the following key for section one, indicate by circling the number adjacent to the statement that gives the degree of importance you assign each item in your unit within constraints imposed by your institution. For section two, using the same key, indicate by circling the number adjacent to the statement that gives the degree of importance you would assign each item in your unit if institutional constraints were removed.

KEY

- |                              |   |   |
|------------------------------|---|---|
| 1 - ESSENTIAL                | - | This guideline <u>must</u> be present in a quality program.   |
| 2 - SIGNIFICANT              | - | This guideline is of great value to a quality program but is <u>not essential</u> .   |
| 3 - BENEFICIAL               | - | This guideline is of considerable value to a quality program but is <u>not essential</u> and is given a lower priority than those items rated as <u>significant</u> . |
| 4 - USEFUL                   | - | This guideline is useful in a quality program but is of minor value.  |
| 5 - OF LITTLE OR<br>NO VALUE | - | This guideline is of little or no value to a quality program.   |

STATEMENTS

	SECTION I					SECTION II				
	WITH CONSTRAINTS OF MY INSTITUTION					WITHOUT CONSTRAINTS OF MY INSTITUTION				
	ESSENTIAL	SIGNIFICANT	BENEFICIAL	USEFUL	OF LITTLE OR NO VALUE	ESSENTIAL	SIGNIFICANT	BENEFICIAL	USEFUL	OF LITTLE OR NO VALUE
<u>FACULTY</u>										
1. The home economics education faculty:										
1.1 Are graduates of various colleges and universities.	1	2	3	4	5	1	2	3	4	5
1.2 Have varying educational and professional back- grounds.	1	2	3	4	5	1	2	3	4	5
2. Home economics education faculty are represented on institutional committees and/or have other institutional responsibilities.	1	2	3	4	5	1	2	3	4	5
3. Home economics education faculty members who teach and supervise graduate students:										
3.1 Hold a master's degree (as a minimum qualification).	1	2	3	4	5	1	2	3	4	5
3.2 Hold a doctoral degree (at least one-third of the faculty).	1	2	3	4	5	1	2	3	4	5
3.3 Have extensive research or professional experience in lieu of a terminal degree.	1	2	3	4	5	1	2	3	4	5

	SECTION I					SECTION II				
	WITH CONSTRAINTS OF MY INSTITUTION					WITHOUT CONSTRAINTS OF MY INSTITUTION				
3.4 Have a graduate degree in home economics education.	1	2	3	4	5	1	2	3	4	5
3.5 Have had teaching experience on the secondary level.	1	2	3	4	5	1	2	3	4	5
4. There is a sufficient number of home economics education faculty to:										
4.1 Plan, implement, and evaluate all aspects of a master's degree program.	1	2	3	4	5	1	2	3	4	5
4.2 Provide a one-to-six faculty-student ratio for work with graduate students.	1	2	3	4	5	1	2	3	4	5
4.3 Assure students instructions from at least three faculty members.	1	2	3	4	5	1	2	3	4	5
4.4 Have time for research and writing.	1	2	3	4	5	1	2	3	4	5
4.5 Have time for development as teacher/scholars.	1	2	3	4	5	1	2	3	4	5
4.6 Have time for participation in related activities.	1	2	3	4	5	1	2	3	4	5
4.7 Allow for sabbaticals.	1	2	3	4	5	1	2	3	4	5
4.8 Allow for experience within industry.	1	2	3	4	5	1	2	3	4	5
4.9 Allow for in-service training.	1	2	3	4	5	1	2	3	4	5
4.10 Allow attendance at professional meetings.	1	2	3	4	5	1	2	3	4	5

	SECTION I					SECTION II				
	WITH CONSTRAINTS OF MY INSTITUTION					WITHOUT CONSTRAINTS OF MY INSTITUTION				
5. Home economics education graduate faculty members are effective teachers as evidenced by:										
5.1 Presentation of an up-to-date view of home economics and of related fields.	1	2	3	4	5	1	2	3	4	5
5.2 Ability to help students recognize the necessity of continually revising knowledge and accepting new theories.	1	2	3	4	5	1	2	3	4	5
5.3 Encouraging students to develop ideas and creativity.	1	2	3	4	5	1	2	3	4	5
5.4 Encouraging students to adopt professional attitudes.	1	2	3	4	5	1	2	3	4	5
5.5 Encouraging students to publish research reports.	1	2	3	4	5	1	2	3	4	5
5.6 Encouraging students to participate in appropriate professional activities and societies.	1	2	3	4	5	1	2	3	4	5
5.7 Presenting information and materials to students with impact and logic.	1	2	3	4	5	1	2	3	4	5
6. Through its ongoing activities, the home economics education faculty:										
6.1 Contributes new knowledge to the field.	1	2	3	4	5	1	2	3	4	5
6.2 Consults and cooperates with faculty members in the root disciplines.	1	2	3	4	5	1	2	3	4	5

	SECTION I					SECTION II				
	WITH CONSTRAINTS OF MY INSTITUTION					WITHOUT CONSTRAINTS OF MY INSTITUTION				
6.3 Provides graduate students with individual counselling.	1	2	3	4	5	1	2	3	4	5
6.4 Assists graduate students in adapting programs to fit their individual needs, interests, and skills.	1	2	3	4	5	1	2	3	4	5
6.5 Assists graduate students in professional placement.	1	2	3	4	5	1	2	3	4	5
7. Additional guidelines concerning home economics education faculty in use at your institution and the degree of importance you assign each guideline.										
7.1 _____	1	2	3	4	5	1	2	3	4	5
7.2 _____	1	2	3	4	5	1	2	3	4	5
7.3 _____	1	2	3	4	5	1	2	3	4	5
<u>PROGRAMS</u>										
8. The curriculum for graduate programs in home economics education:										
8.1 Can be tailored to an individual student's needs and desires.	1	2	3	4	5	1	2	3	4	5
8.2 Increases the depth of the students' knowledge.	1	2	3	4	5	1	2	3	4	5
8.3 Helps students meet the requirements for professional position(s) they will hold as graduates.	1	2	3	4	5	1	2	3	4	5

	SECTION I					SECTION II				
	WITH CONSTRAINTS OF MY INSTITUTION					WITHOUT CONSTRAINTS OF MY INSTITUTION				
8.4 Provides an opportunity for the student to choose from a variety of course offerings.	1	2	3	4	5	1	2	3	4	5
8.5 Includes courses that require students to read extensively.	1	2	3	4	5	1	2	3	4	5
8.6 Includes courses to encourage the student to relate knowledge gained to practical, theoretical, and academic problems.	1	2	3	4	5	1	2	3	4	5
8.7 Includes courses in research methods and design.	1	2	3	4	5	1	2	3	4	5
8.8 Includes course(s) in statistics.	1	2	3	4	5	1	2	3	4	5
9. Opportunities are provided for graduate students in home economics education to:										
9.1 Have the guidance of a major professor and/or an advisory committee in selecting a graduate program in home economics education.	1	2	3	4	5	1	2	3	4	5
9.2 Work on compelling human problems through field experiences, and research appropriate to their field of study.	1	2	3	4	5	1	2	3	4	5
9.3 Collate, present, interpret, and defend their conclusions from relevant publications through participating in activities such as seminars.	1	2	3	4	5	1	2	3	4	5

	SECTION I					SECTION II				
	WITH CONSTRAINTS OF MY INSTITUTION					WITHOUT CONSTRAINTS OF MY INSTITUTION				
9.4 Have a substantial experience calling for student initiative and creativity in selecting a research problem for a thesis, independent study, or project.	1	2	3	4	5	1	2	3	4	5
9.5 Defend before a faculty committee or other appropriate group, the procedures used, the findings, and the conclusions drawn from a thesis, independent study, or project.	1	2	3	4	5	1	2	3	4	5
9.6 Product a master's thesis worthy of publication.	1	2	3	4	5	1	2	3	4	5
9.7 Become acquainted with ongoing research.	1	2	3	4	5	1	2	3	4	5
9.8 Associate with faculty and other graduate students.	1	2	3	4	5	1	2	3	4	5
10. In the scheduling and locating of graduate courses in home economics education, consideration is given to the fact that many students and potential students are married and have families.	1	2	3	4	5	1	2	3	4	5
11. Additional guidelines concerning graduate programs in home economics education in use at your institution and the degree of importance you assign each guideline.										
11.1 _____	1	2	3	4	5	1	2	3	4	5
11.2 _____	1	2	3	4	5	1	2	3	4	5
11.3 _____	1	2	3	4	5	1	2	3	4	5



ADMISSION, RETENTION, AND PLACEMENT OF STUDENTS.

12. Admission of students to the master's degree program is based on:

12.1 General standards for admission set by the graduate school or other appropriate institutional governing body.

12.2 Additional standards of the home economics education department.

13. Students with B. S. degrees in home economics education from accredited colleges and universities are eligible for consideration for admission to the master's degree program in home economics education.

14. Students with B. S. degrees in related areas of home economics from accredited colleges and universities are eligible for consideration for admission to the master's degree program in home economics education.

15. In addition to the B. S. degree, students must also have teaching experience to be eligible for consideration for admission to the master's degree program in home economics education.

16. Students with B. S. degree from nonaccredited colleges are evaluated for admission to the master's degree program in home economics education.

SECTION I  
WITH CONSTRAINTS  
OF MY INSTITUTION

SECTION II  
WITHOUT CONSTRAINTS  
OF MY INSTITUTION

1 2 3 4 5

1 2 3 4 5

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1 2 3 4 5

1 2 3 4 5

1 2 3 4 5

1 2 3 4 5

	SECTION I					SECTION II				
	WITH CONSTRAINTS OF MY INSTITUTION					WITHOUT CONSTRAINTS OF MY INSTITUTION				
17. Standardized tests and/or samples of the student's work are used to evaluate past performance and potential success in graduate study.	1	2	3	4	5	1	2	3	4	5
18. When evaluating a potential student for graduate study, personal characteristics such as motivation, work habits, and general physical and mental health are considered relevant.	1	2	3	4	5	1	2	3	4	5
19. References are sought from individuals who know the prospective student.	1	2	3	4	5	1	2	3	4	5
20. Standards and procedures for admission to the home economics education master's degree program are coordinated with other institutional agencies.	1	2	3	4	5	1	2	3	4	5
21. A part of the requirements for the degree is the student's:										
21.1 Performance on candidacy and comprehensive examinations.	1	2	3	4	5	1	2	3	4	5
21.2 Defense of the thesis.	1	2	3	4	5	1	2	3	4	5
22. Students must maintain minimum grade point standards.	1	2	3	4	5	1	2	3	4	5
23. Admission to the graduate program does not guarantee the satisfactory completion of requirements and subsequent awarding of a degree.	1	2	3	4	5	1	2	3	4	5

	SECTION I					SECTION II				
	WITH CONSTRAINTS OF MY INSTITUTION					WITHOUT CONSTRAINTS OF MY INSTITUTION				
24. Counseling services are available to graduate students on personal matters.	1	2	3	4	5	1	2	3	4	5
25. Placement services are available to graduate students through:										
25.1 A formalized placement service.	1	2	3	4	5	1	2	3	4	5
25.2 Faculty contact.	1	2	3	4	5	1	2	3	4	5
25.3 Printed information on employment.	1	2	3	4	5	1	2	3	4	5
26. Follow-up studies of graduates to evaluate the quality of the graduate program offered in terms of the performance and satisfaction of the graduates on their jobs are:										
26.1 Conducted formally.	1	2	3	4	5	1	2	3	4	5
26.2 Conducted informally.	1	2	3	4	5	1	2	3	4	5
27. Additional guidelines in Admission, Retention, and Placement of students in use at your institution and the degree of importance you assign each guideline.										
27.1 _____	1	2	3	4	5	1	2	3	4	5
27.2 _____	1	2	3	4	5	1	2	3	4	5
27.3 _____	1	2	3	4	5	1	2	3	4	5

!!MISSING!!

A COPY OF A QUESTIONNAIRE: DEGREE OF IMPORTANCE ASSIGNED  
TO GUIDELINES

Your response giving the degree of importance your school assigns each guideline is very important to the research project. Won't you please take the time to complete the questionnaire that was mailed to you on February 1, 1974.

If you have mailed the questionnaire, please disregard this request. Thank you for your help in my research.

Helen Bruce Winsor  
Doctoral Student  
Occupational Education Department  
University of Tennessee at Martin  
Martin, Tennessee 38237

I desire a copy of the abstract.

Name \_\_\_\_\_

Address \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## INSTITUTIONS INCLUDED IN THE STUDY

ALABAMA

Auburn University \*  
Auburn, Alabama

Alabama A & M University \*  
Normal, Alabama

Tuskegee Institute \*  
Tuskegee, Alabama

University of Alabama  
University, Alabama

University of Montevallo \*  
Montevallo, Alabama

ARIZONA

Arizona State University \*  
Tempe, Arizona

Northern Arizona University \*  
Flagstaff, Arizona

University of Arizona \*  
Tucson, Arizona

ARKANSAS

State College of Arkansas \*  
Conway, Arkansas

University of Arkansas \*  
Fayetteville, Arkansas

CALIFORNIA

California Polytechnic University,\*  
San Louis, Obispo, California

California State University \*  
Fresno, California

California State University \*  
Long Beach, California

California State University \*\*  
Los Angeles, California

CALIFORNIA (Continued)

California State University  
Northridge, California

California State University \*\*  
San Diego, California

California State University \*  
San Francisco, California

California State University \*  
San Jose, California

Chapman College  
Orange, California

Loma Linda University at La Sierra  
Riverside, California

University of California, Davis  
Davis, California

Whittier College  
Whittier, California

COLORADO

Colorado State University  
Fort Collins, Colorado

University of Northern Colorado \*  
Greely, Colorado

CONNECTICUT

University of Connecticut \*  
Storrs, Connecticut

DELAWARE

University of Delaware  
Newark, Delaware

FLORIDA

Florida A & M University  
Tallahassee, Florida

Florida State University \*  
Tallahassee, Florida

GEORGIA

Georgia College at Milledgeville  
Milledgeville, Georgia

Georgia Southern University  
Statesboro, Georgia

University of Georgia \*  
Athens, Georgia

HAWAII

University of Hawaii  
Honolulu, Hawaii

IDAHO

University of Idaho \*  
Moscow, Idaho

ILLINOIS

Eastern Illinois University  
Charleston, Illinois

Illinois State University \*  
Normal, Illinois

Northern Illinois University  
DeKalb, Illinois

Southern Illinois University \*  
Carbondale, Illinois

University of Illinois \*  
Urbana, Illinois

INDIANA

Ball State University  
Muncie, Indiana

Indiana State University  
Terre Haute, Indiana

Purdue University \*  
Lafayette, Indiana

IOWA

Iowa State University \*  
Ames, Iowa

IOWA (Continued)

University of Northern Iowa  
Cedar Falls, Iowa

KANSAS

Kansas State University  
Manhattan, Kansas

KENTUCKY

Eastern Kentucky University \*  
Richmond, Kentucky

Morehead State University \*  
Morehead, Kentucky

Murray State University \*  
Murray, Kentucky

University of Kentucky \*  
Lexington, Kentucky

Western Kentucky University \*  
Bowling Green, Kentucky

LOUISIANA

Louisiana Tech University \*  
Ruston, Louisiana

Louisiana State University  
Baton Rouge, Louisiana

Northwestern State University  
Natchitoches, Louisiana

Southern University of Louisiana  
Baton Rouge, Louisiana

University of Southwestern  
Louisiana \*  
Lafayette, Louisiana

MAINE

University of Maine \*  
Orono, Maine

MARYLAND

University of Maryland  
College Park, Maryland

MASSACHUSETTS

Framingham State College \*  
Framingham, Massachusetts

MICHIGAN

Central Michigan University \*  
Mt. Pleasant, Michigan

Eastern Michigan University \*  
Ypsilanti, Michigan

Michigan State University \*  
East Lansing, Michigan

Northern Michigan University \*  
Marquette, Michigan

Wayne State University \*  
Detroit, Michigan

Western Michigan University \*  
Kalamazoo, Michigan

MINNESOTA

Mankato State College \*  
Mankato, Minnesota

University of Minnesota \*  
St. Paul, Minnesota

MISSISSIPPI

Mississippi State College for Women \*  
Columbus, Mississippi

University of Mississippi \*\*  
University, Mississippi

University of Southern Mississippi \*  
Hattiesburg, Mississippi

MISSOURI

Central Missouri State College \*  
Warrensburg, Missouri

University of Missouri \*  
Columbia, Missouri

MONTANA

Montana State University \*  
Bozeman, Montana

NEBRASKA

Kearney State College \*  
Kearney, Nebraska

University of Nebraska \*  
Lincoln, Nebraska

NEVADA

University of Nevada \*  
Reno, Nevada

NEW HAMPSHIRE

University of New Hampshire  
Durham, New Hampshire

NEW JERSEY

Douglass College, Rutgers  
University \*  
New Brunswick, New Jersey

Montclair State College \*  
Upper Montclair, New Jersey

NEW MEXICO

Eastern New Mexico University \*  
Portales, New Mexico

New Mexico State University \*  
Las Cruces, New Mexico

University of New Mexico \*  
Albuquerque, New Mexico

NEW YORK

Brooklyn College \*  
Brooklyn, New York

Cornell University \*  
Ithaca, New York

Herbert H. Lehman College  
Bronx, New York



NEW YORK (Continued)

Hunter College  
New York, New York

New York University  
New, York

Queens College \*  
Flushing, New York

State University College \*  
Buffalo, New York

State University College  
Oneonta, New York

State University of New York \*  
Plattsburgh, New York

Syracuse University \*  
Syracuse, New York

NORTH CAROLINA

East Carolina University \*  
Greenville, North Carolina

North Carolina A & T State  
University \*  
Greensboro, North Carolina

North Carolina Central University \*  
Durham, North Carolina

University of North Carolina  
Greensboro, North Carolina

NORTH DAKOTA

North Dakota State University \*  
Fargo, North Dakota

OHIO

Kent State University \*  
Kent, Ohio

Miami University \*  
Oxford, Ohio

Ohio State University  
Columbus, Ohio

OHIO (Continued)

Ohio University  
Athens, Ohio

University of Cincinnati  
Cincinnati, Ohio

OKLAHOMA

University of Oklahoma  
Norman, Oklahoma

OREGON

Oregon State University  
Corvallis, Oregon

PENNSYLVANIA

Carnegie-Mellon University \*\*  
Pittsburg, Pennsylvania

Drexel University \*  
Philadelphia, Pennsylvania

Indiana University of Pennsylvania \*  
Indiana, Pennsylvania

Pennsylvania State University \*  
University Park, Pennsylvania

RHODE ISLAND

University of Rhode Island \*  
Kingston, Rhode Island

SOUTH CAROLINA

Winthrop College \*  
Rock Hill, South Carolina

SOUTH DAKOTA

South Dakota State University \*  
Brookings, South Dakota

TENNESSEE

Tennessee State University  
Nashville, Tennessee

University of Tennessee \*  
Knoxville, Tennessee

TEXAS

East Texas State University  
Commerce, Texas

Incarnate Word College  
San Antonio, Texas

Prairie View A & M College  
Prairie View, Texas

Sam Houston State University  
Huntsville, Texas

Texas Southern University  
Houston, Texas

Texas Technological University \*  
Lubbock, Texas

Texas Woman's University \*  
Denton, Texas

University of Texas  
Austin, Texas

UTAH

Brigham Young University \*  
Provo, Utah

University of Utah \*\*  
Salt Lake City, Utah

Utah State University \*  
Logan, Utah

VERMONT

University of Vermont \*  
Burlington, Vermont

VIRGINIA

Hampton Institute  
Hampton, Virginia

Radford College  
Radford, Virginia

VIRGINIA (Continued)

Virginia Polytechnic & State  
University \*  
Blacksburg, Virginia

Virginia State College  
Petersburg, Virginia

WASHINGTON

Central Washington State College  
Ellensburg, Washington

University of Washington \*  
Seattle, Washington

Washington State University \*  
Pullman, Washington

WEST VIRGINIA

Marshall University \*  
Huntington, West Virginia

West Virginia University \*  
Morgantown, West Virginia

WISCONSIN

University of Wisconsin-Madison \*  
Madison, Wisconsin

University of Wisconsin-Stevens  
Point \*  
Stevens Point, Wisconsin

University of Wisconsin-Stout  
Menomonie, Wisconsin

WYOMING

University of Wyoming \*  
Laramie, Wyoming

\*Returned questionnaire.

\*\*No longer has a graduate program in home economics education.

APPENDIX B

DEGREE OF IMPORTANCE GIVEN TO  
STATEMENTS IN PERCENTAGES

TABLE XIX

DEGREE OF IMPORTANCE GIVEN TO STATEMENTS  
IN PERCENTAGES (WITH CONSTRAINTS)\*

Statements	Degree of Importance**				
	1 %	2 %	3 %	4 %	5 %
<u>FACULTY</u>					
1. The home economics education faculty:					
1.1 Are graduates of various colleges and universities.	30	45	23	0	2
1.2 Have varying educational and professional backgrounds.	30	45	20	3	2
2. Home economics education faculty are represented on institutional committees and/or have other institutional responsibilities.	35	41	20	1	3
3. Home economics education faculty members who teach and supervise graduate students:					
3.1 Hold a master's degree (as a minimum qualification).	84	5	1	0	10
3.2 Hold a doctoral degree (at least one-third of the faculty).	68	17	14	1	0
3.3 Have extensive research or professional experience in lieu of a terminal degree.	30	28	21	5	16
3.4 Have a graduate degree in home economics education.	43	28	18	7	4
3.5 Have had teaching experience on the secondary level.	57	17	12	9	5

TABLE XIX (Continued)

Statements	Degree of Importance**				
	1 %	2 %	3 %	4 %	5 %
4. There is a sufficient number of home economics education faculty to:					
4.1 Plan, implement, and evaluate all aspects of a master's degree program.	31	29	21	13	6
4.2 Provide a one-to-six faculty-student ratio for work with graduate students.	10	33	33	9	15
4.3 Assure students instructions from at least three faculty members.	30	20	30	13	7
4.4 Have time for research and writing.	10	30	36	11	13
4.5 Have time for development as teacher/scholar.	23	42	14	16	5
4.6 Have time for participation in related activities.	14	39	27	15	5
4.7 Allow for sabbaticals.	27	20	28	10	15
4.8 Allow for experience within industry.	3	13	35	20	29
4.9 Allow for in-service training.	24	26	29	15	6
4.10 Allow attendance at professional meetings.	43	31	17	4	5
5. Home economics education graduate faculty members are effective teachers as evidenced by:					

TABLE XIX (Continued)

Statements	Degree of Importance**				
	1 %	2 %	3 %	4 %	5 %
5.1 Presentation of an up-to-date view of home economics and of related fields.	51	31	14	3	1
5.2 Ability to help students recognize the necessity of continually revising knowledge and accepting new theories.	58	24	17	1	0
5.3 Encouraging students to develop ideas and creativity.	53	35	10	1	1
5.4 Encouraging students to adopt professional attitudes.	66	23	9	1	1
5.5 Encouraging students to publish research reports.	13	30	37	15	5
5.6 Encouraging students to participate in appropriate professional activities and societies.	36	39	23	1	1
5.7 Presenting information and materials to students with impact and logic.	53	28	17	1	1
6. Through its ongoing activities, the home economics education faculty:					
6.1 Contributes new knowledge to the field.	20	29	41	6	4
6.2 Consults and cooperates with faculty members in the root disciplines.	35	32	24	6	3
6.3 Provides graduate students with individual counselling.	76	16	4	3	1

TABLE XIX (Continued)

Statements	Degree of Importance**				
	1 %	2 %	3 %	4 %	5 %
6.4 Assists graduate students in adapting programs to fit their individual needs, interests, and skills.	66	18	13	0	4
6.5 Assists graduate students in professional placement.	35	26	29	4	6
7. Additional guidelines concerning home economics education faculty in use at institutions (see Table XXI).					
<u>PROGRAMS</u>					
8. The curriculum for graduate programs in home economics education:					
8.1 Can be tailored to an individual student's needs and desires.	43	34	15	5	3
8.2 Increases the depth of the student's knowledge.	63	23	13	1	0
8.3 Helps students meet the requirements for professional position(s) they will hold as graduates.	56	29	14	1	0
8.4 Provides an opportunity for the student to choose from a variety of course offerings.	36	30	28	5	1
8.5 Includes courses that require students to read extensively.	42	34	19	4	1
8.6 Includes courses to encourage the student to relate knowledge gained to practical, theoretical, and academic problems.	62	24	10	3	1

TABLE XIX (Continued)

Statements	Degree of Importance**				
	1 %	2 %	3 %	4 %	5 %
8.7 Includes courses in research methods and design.	66	24	9	1	0
8.8 Includes course(s) in statistics.	31	23	24	9	13
9. Opportunities are provided for graduate students in home economics education to:					
9.1 Have the guidance of a major professor and/or an advisory committee in selecting a graduate program in home economics education.	79	11	6	1	3
9.2 Work on compelling human problems through field experiences, and research appropriate to their field of study.	33	34	20	5	8
9.3 Collate, present, interpret, and defend their conclusions from relevant publications through participating in activities such as seminars.	29	40	20	6	5
9.4 Have a substantial experience calling for student initiative and creativity in selecting a research problem for a thesis, independent study, or project.	35	39	19	4	3
9.5 Defend before a faculty committee or other appropriate group the procedures used, the findings, and the conclusions drawn from a thesis, independent study, or project.	39	30	15	7	9
9.6 Produce a master's thesis worthy of publication.	22	26	22	12	18



TABLE XIX (Continued)

Statements	Degree of Importance**				
	1 %	2 %	3 %	4 %	5 %
9.7 Become acquainted with ongoing research.	58	30	8	3	1
9.8 Associate with faculty and other graduate students.	56	25	18	1	0
10. In the scheduling and locating of graduate courses in home economics education, consideration is given to the fact that many students and potential students are married and have families.	43	23	24	5	5
11. Additional guidelines concerning graduate programs in home economics education in use at insitutions (see Table XXI).					
<u>ADMISSION, RETENTION, AND PLACEMENT OF STUDENTS.</u>					
12. Admission of students to the master's degree program is based on:					
12.1 General standards for admission set by the graduate school or other appropriate institutional governing body.	81	10	6	1	1
12.2 Additional standards of the home economics education department.	42	21	13	10	14
13. Students with B. S. degree in home economics education from accredited colleges and universities are eligible for consideration for admission to the master's degree program in home economics education.	71	23	4	2	0
14. Students with B. S. degrees in related areas of home economics from accredited colleges and universities are eligible for consideration for admission to the master's degree program in home economics education.	48	21	18	5	8

TABLE XIX (Continued)

Statements	Degree of Importance**				
	1 %	2 %	3 %	4 %	5 %
15. In addition to the B. S. degree, students must also have teaching experience to be eligible for admission to the master's degree program in home economics education.	12	12	30	14	32
16. Students with B. S. degree from nonaccredited colleges are evaluated for admission to the master's degree program in home economics education.	37	17	19	8	19
17. Standardized tests and/or samples of the student's work are used to evaluate past performance and potential success in graduate study.	29	25	15	14	17
18. When evaluating a potential student for graduate study, personal characteristics such as motivation, work habits, and general physical and mental health are considered relevant.	28	29	18	10	15
19. References are sought from individuals who know the prospective student.	49	15	14	5	17
20. Standards and procedures for admission to the home economics education master's degree program are coordinated with other institutional agencies.	65	13	9	5	8
21. A part of the requirements for the degree is the student's:					
21.1 Performance on candidacy and comprehensive examinations.	53	21	11	4	11
21.2 Defense of the thesis.	50	13	13	7	17
22. Students must maintain minimum grade point standards.	89	5	4	1	1

TABLE XIX (Continued)

Statements	Degree of Importance**				
	1 %	2 %	3 %	4 %	5 %
23. Admission to the graduate program does not guarantee the satisfactory completion of requirements and subsequent awarding of a degree.	88	6	5	0	1
24. Counseling services are available to graduate students on personal matters.	55	22	13	6	4
25. Placement services are available to graduate students through:					
25.1 A formalized placement service.	78	11	5	3	3
25.2 Faculty contact.	62	19	12	5	2
25.3 Printed information on employment.	54	22	15	4	5
26. Follow-up studies of graduates to evaluate the quality of the graduate program offered in terms of the performance and satisfaction of the graduate on their jobs are:					
26.1 Conducted formally.	20	18	20	27	15
26.2 Conducted informally.	30	33	24	8	5
27. Additional guidelines in Admission, Retention, and Placement of Students in use at institutions (see Table XXI).					

\*Based on 84 responses.

\*\*1 - Essential; 2 - Significant; 3 - Beneficial; 4 - Useful; 5 - Of little or no value.

TABLE XX

DEGREE OF IMPORTANCE GIVEN TO STATEMENTS IN  
PERCENTAGES (WITHOUT CONSTRAINTS)\*

Statements	Degree of Importance**				
	1 %	2 %	3 %	4 %	5 %
<u>FACULTY</u>					
1. The home economics education faculty:					
1.1 Are graduates of various colleges and universities.	43	40	17	0	0
1.2 Have varying educational and professional backgrounds.	47	38	10	3	0
2. Home economics education faculty are represented on institutional committees and/or have other institutional responsibilities.	49	45	6	0	0
3. Home economics education faculty members who teach and supervise graduate students:					
3.1 Hold a master's degree (as a minimum qualification).	87	5	3	1	4
3.2 Hold a doctoral degree (at least one-third of the faculty).	67	18	13	2	0
3.3 Have extensive research or professional experience in lieu of a terminal degree.	44	29	18	4	5
3.4 Have a graduate degree in home economics education.	58	23	12	5	2
3.5 Have had teaching experience on the secondary level.	69	17	6	5	3

TABLE XX (Continued)

Statements	Degree of Importance**				
	1 %	2 %	3 %	4 %	5 %
4. There is a sufficient number of home economics education faculty to:					
4.1 Plan, implement, and evaluate all aspects of a master's degree program.	77	21	0	1	1
4.2 Provide a one-to-six faculty-student ratio for work with graduate students.	30	52	18	0	0
4.3 Assure students instructions from at least three faculty members.	53	32	14	0	1
4.4 Have time for research and writing.	49	41	9	1	0
4.5 Have time for development as a teacher/scholar.	69	24	6	1	0
4.6 Have time for participation in related activities.	47	41	10	1	1
4.7 Allow for sabbaticals.	53	30	15	1	1
4.8 Allow for experience within industry.	17	33	30	14	6
4.9 Allow for in-service training.	53	37	9	1	0
4.10 Allow attendance at professional meetings.	79	20	1	0	0
5. Home economics education graduate faculty members are effective teachers as evidenced by:					

TABLE XX (Continued)

Statements	Degree of Importance**				
	1 %	2 %	3 %	4 %	5 %
5.1 Presentation of an up-to-date view of home economics and of related fields.	86	13	1	0	0
5.2 Ability to help students recognize the necessity of continually revising knowledge and accepting new theories.	87	12	1	0	0
5.3 Encouraging students to develop ideas and creativity.	86	11	3	0	0
5.4 Encouraging students to adopt professional attitudes.	89	9	2	0	0
5.5 Encouraging students to publish research reports.	23	46	25	1	0
5.6 Encouraging students to participate in appropriate professional activities and societies.	63	32	5	0	0
5.7 Presenting information and materials to students with impact and logic.	81	16	3	0	0
6. Through its ongoing activities, the home economics education faculty:					
6.1 Contributes new knowledge to the field	53	34	13	0	0
6.2 Consults and cooperates with faculty members in the root disciplines.	54	38	7	1	0
6.3 Provides graduate students with individual counseling.	93	5	2	0	0

TABLE XX (Continued)

Statements	Degree of Importance**				
	1 %	2 %	3 %	4 %	5 %
6.4 Assists graduate students in adapting programs to fit their individual needs, interests, and skills.	90	9	1	0	0
6.5 Assists graduate students in professional placement.	54	27	19	0	0
7. Additional guidelines concerning home economics education faculty in use at institutions (see Table XXI).					
<u>PROGRAMS</u>					
8. The curriculum for graduate programs in home economics education:					
8.1 Can be tailored to an individual student's needs and desires.	72	25	3	0	0
8.2 Increases the depth of the student's knowledge.	95	5	0	0	0
8.3 Helps students meet the requirements of professional position(s) they will hold as graduates.	82	15	3	0	0
8.4 Provides an opportunity for the student to choose from a variety of course offerings.	72	23	5	0	0
8.5 Includes courses that require students to read extensively.	65	29	4	1	1
8.6 Includes courses to encourage the student to relate knowledge gained to practical, theoretical, and academic problems.	86	14	0	0	0

TABLE XX (Continued)

Statements	Degree of Importance**				
	1 %	2 %	3 %	4 %	5 %
8.7 Includes courses in research methods and design.	83	16	1	0	0
8.8 Includes course(s) in statistics.	47	27	2	4	0
9. Opportunities are provided for graduate students in home economics education to:					
9.1 Have the guidance of a major professor and/or an advisory committee in selecting a graduate program in home economics education.	88	10	2	0	0
9.2 Work on compelling human problems through field experiences, and research appropriate to their field of study.	61	27	11	1	0
9.3 Collate, present, interpret, and defend their conclusions from relevant publications through participating in activities such as seminars.	56	37	5	1	0
9.4 Have a substantial experience calling for student initiative and creativity in selecting a research problem for a thesis, independent study, or a project.	65	27	8	0	0
9.5 Defend before a faculty committee or other appropriate group, the procedures used, the findings, and the conclusions drawn from a thesis, independent study, or project.	58	27	14	0	1
9.6 Produce a master's degree worthy of publication.	36	33	19	8	4
9.7 Become acquainted with ongoing research.	88	12	0	0	0



TABLE XX (Continued)

Statements	Degree of Importance**				
	1 %	2 %	3 %	4 %	5 %
9.8 Associate with faculty and other graduate students.	69	27	4	0	0
10. In scheduling and locating of graduate courses in home economics education, consideration is given to the fact that many students and potential students are married and have families.	57	25	14	1	3
11. Additional guidelines concerning graduate programs in home economics education in use at institutions (see Table XXI).					
<u>ADMISSION, RETENTION, AND PLACEMENT OF STUDENTS.</u>					
12. Admission of students to the master's degree program is based on:					
12.1 General standards for admission set by the graduate school or other appropriate institutional governing body.	76	16	6	1	1
12.2 Additional standards of the home economics education department.	46	27	13	7	7
13. Students with B. S. degree in home economics education from accredited colleges and universities are eligible for consideration for admission to the master's degree program in home economics education.	66	27	6	1	0
14. Students with B. S. degrees in related areas of home economics from accredited colleges and universities are eligible for consideration for admission to the master's degree program in home economics education.	49	28	18	1	4

TABLE XX (Continued)

Statements	Degree of Importance**				
	1 %	2 %	3 %	4 %	5 %
15. In addition to the B. S. degree, students must also have teaching experience to be eligible for admission to the master's degree program in home economics education.	20	24	34	9	13
16. Students with B. S. degree from nonaccredited colleges are evaluated for admission to the master's degree program in home economics education.	41	20	14	12	13
17. Standardized tests and/or samples of the student's work are used to evaluate past performance and potential success in graduate study.	30	31	18	12	9
18. When evaluating a potential student for graduate study, personal characteristics such as motivation, work habits, and general physical and mental health are considered relevant.	42	38	14	1	5
19. References are sought from individuals who know the prospective student.	53	22	17	4	4
20. Standards and procedures for admission to the home economics education master's degree program are coordinated with other institutional agencies.	66	17	11	1	5
21. A part of the requirements for the degree is the student's:					
21.1 Performance on candidacy and comprehensive examinations.	53	25	16	5	1
21.2 Defense of the thesis.	53	20	14	7	6
22. Students must maintain minimum grade point standards.	87	7	4	2	0

TABLE XX (Continued)

Statements	Degree of Importance**				
	1 %	2 %	3 %	4 %	5 %
23. Admission to the graduate program does not guarantee the satisfactory completion of requirements and subsequent awarding of a degree.	88	9	2	0	1
24. Counseling services are available to graduate students on personal matters.	59	24	10	5	2
25. Placement services are available to graduate students through:					
25.1 A formalized placement service.	84	11	4	1	0
25.2 Faculty contact.	68	22	9	1	0
25.3 Printed information on employment.	62	22	14	2	0
26. Follow-up studies of graduates to evaluate the quality of the graduate program in terms of the performance and satisfaction of the graduates on their jobs are:					
26.1 Conducted formally.	46	33	14	7	0
26.2 Conduct informally.	44	32	19	4	1
27. Additional guidelines in admission, retention, and placement of students in use at institutions (see Table XXI).					

\*Based on 84 responses.

\*\*1 - Essential; 2 - Significant; 3 - Beneficial; 4 - Useful; 5 - Of little or no value.

APPENDIX C

ADDITIONAL GUIDELINES SUGGESTED

BY RESPONDENTS

TABLE XXI

ADDITIONAL GUIDELINES SUGGESTED BY RESPONDENTS AND THE  
DEGREE OF IMPORTANCE GIVEN EACH GUIDELINE

Additional Guidelines	Degree of Importance*	
	With Constraints	Without Constraints
<u>FACULTY</u>		
Keep up-to-date in recent technology--media use . . .	2	1
Keep abreast of issues, trends, and new courses . . .	2	1
Work in "hands on" field experiences for students . . .	3	2
Publication in juried journals . . . . .	1	3
A force for change in schools . . . . .	1	1
Congenial . . . . .	2	2
Good set of concepts . . . . .	4	2
Do not employ any more of own graduates . . . . .	1	1
Master's degree plus thirty hours . . . . .	2	2
Forced to employ minority groups . . . . .	4	5
Graduate students must have at least six different instructors . . . . .	1	1
Actively pursuing doctor in evening classes . . . . .	1	1
Release time for working with student teachers on demand only . . . . .	4	1
Provides for cross disciplinary study . . . . .	1	1
Participation in graduate faculty meetings and program development . . . . .	1	1
Involvement in undergraduate programs . . . . .	2	2
Two levels of service for graduate faculty: (1) teach, and (2) direct research and serve on examining committees . . . . .	1	1

TABLE XXI (Continued)

Additional Guidelines	Degree of Importance*	
	<u>With</u> Constraints	<u>Without</u> Constraints
Cooperative assignment with state department of public instructions . . . . .	2	2
Work closely with vocational education . . . . .	2	1
Plan interdisciplinary courses . . . . .	2	2
Strength in other disciplines related to fields of behavioral or social sciences with specialization . . . . .	1	1
Is rated excellent teacher on student evaluations .	1	1
Takes leadership in state and national professional associations . . . . .	1	1
Takes leadership in college and campus-wide institutional governance . . . . .	2	2
Enrichment program with visiting professors . . . .	1	1
Work with secondary and areas schools in implementing relevant programs . . . . .	1	1
Consultant to State Department of Education . . . .	1	1
Knowledgeable in use of competency based curriculum . . . . .	1	1
Associate professor rank . . . . .	1	1
Course work and research within last five years . .	1	1
<u>PROGRAMS</u>		
Hold joint major, e.g., HEED-Adult Education . . .	2	1
Members on committee outside of college . . . . .	3	2
Take program to resident centers . . . . .	1	1
Grade point average at 12 hours (total 30 hours). .	1	1
Transfer 12 hours from other institutions . . . . .	1	1

TABLE XXI (Continued)

Additional Guidelines	Degree of Importance*	
	With Constraints	Without Constraints
Flexible--tailored to person and needs . . . . .	1	1
Time limitation . . . . .	3	4
Limit on number of transfer credits . . . . .	1	1
Provide financial assistance . . . . .	4	2
Courses scheduled to accommodate in-service teachers . . . . .	1	1
Plan "B" minimum of five more hours and an inves- tigative project in place of thesis . . . . .	3	3
Emphasis on foundational work in communication behavior and preferential behavior particularly value inquiry and sep analysis . . . . .	1	1
Nine quarter hours outside of home economics . . . .	1	1
Includes courses in basic disciplines . . . . .	2	2
Includes subject matter courses in home economics areas besides HEED . . . . .	1	1
Flexible requirements for individuality of program study design . . . . .	1	1
Stress independent study project in lieu of research in depth . . . . .	1	1
Competency based . . . . .	3	1
"Life Experience" assessed . . . . .	3	1
Core of courses required . . . . .	1	1
<u>ADMISSION, RETENTION, AND PLACEMENT OF STUDENTS</u>		
GRE examination--advance admission . . . . .	2	2
Letters of recommendation for admission . . . . .	1	1
A "B" average for retention . . . . .	1	1

TABLE XXI (Continued)

Additional Guidelines	Degree of Importance*	
	<u>With</u> Constraints	<u>Without</u> Constraints
Grade point average of 2.75 needed . . . . .	1	1
Residency requirements . . . . .	2	2
Time limitations . . . . .	1	1
Students with inadequate background may make up deficiencies while pursuing M. S. . . . .	1	1
Graduate department sets own criteria for admission . . . . .	1	1
Classes offered when students available (five to ten P.M.) . . . . .	1	1
Placement through university service if graduate wishes to be 99 per cent employed . . . . .	1	1
Time for completion . . . . .	2	2
Continuous registration (minimum of six semester hours per year) . . . . .	1	1
"Provisional" student classification--inadequacies-- watch before admitting to degree seeking program . . . . .	1	1
Meet teacher certification requirements to be admitted to HEED master's program or meet them while securing degree . . . . .	2	2
Require teaching experience or be teaching while working on degree . . . . .	2	2
Non-matriculating admission . . . . .	3	3
Research involvement . . . . .	3	1
Emphasize communications to strengthen retention. .	3	1
Master's degree considered as in-service education service to professionals so all qualified admitted . . . . .	1	1
English proficiency test . . . . .	1	1



TABLE XXI (Continued)

Additional Guidelines	Degree of Importance*	
	<u>With</u> Constraints	<u>Without</u> Constraints
Alternative routes to degree . . . . .	1	1
Undergraduate grade point average . . . . .	1	3
Undergraduate grade point average of 2.6 on 4.0 scale . . . . .	1	1
Teaching certificate required . . . . .	1	1
Must have completed undergraduate degree within last five years or pass a competency test . . . .	1	3
GRE . . . . .	1	1
Department recommendation . . . . .	1	1
Recommendation by others . . . . .	2	1

\*Degree of importance: 1 - Essential; 2 - Significant; 3 - Beneficial; 4 - Useful; 5 - Of little or no value.

APPENDIX D

CHI SQUARES OF EACH GUIDELINE ACCORDING TO THE  
EIGHT VARIABLES (DEGREES OF FREEDOM GIVEN)

TABLE XXII

CHI SQUARES OF EACH GUIDELINE ACCORDING TO THE EIGHT  
VARIABLES (DEGREES OF FREEDOM GIVEN)

Guideline Item Number	Adminis- trative Unit 4 df	Type of Institution 6 df	Type of Program 3 df	Total Institution Enrollment 9 df	Home Ec. Undergrad Enrollment 9 df	Home Ec. Graduate Enrollment 9 df	Home Ec. Ed. Graduate Enrollment 9 df	Constraints 3 df
1.1	8.56	8.18	6.85	12.12	9.71	13.06	15.49	4.78
1.2	12.26*	32.14*	11.30*	16.53*	12.33	9.78	19.35*	5.58
2	6.79	4.01	2.40	5.90	21.32*	21.38*	6.89	8.93*
3.1	6.03	3.29	12.29*	13.07	11.98	3.64	5.21	1.18
3.2	8.87	12.29	7.22	13.12	6.43	28.97*	4.91	0.38
3.3	2.86	10.39	3.46	14.51	11.32	12.69	12.03	5.79
3.4	6.25	15.31*	1.17	17.49*	9.25	6.54	3.87	3.46
3.5	5.86	17.86*	5.68	7.95	22.28*	5.43	4.85	4.12
4.1	5.45	2.33	2.92	8.75	15.10	13.99	12.96	43.57*
4.2	3.65	17.80*	0.75	12.47	24.68*	10.27	6.62	35.26*
4.3	7.05	4.62	5.50	14.25	26.90*	18.14*	14.27	25.99*
4.4	8.42	11.32	10.81*	4.64	18.89*	6.04	12.70	52.39*
4.5	5.20	5.57	3.27	11.23	8.56	6.89	10.07	38.73*
4.6	5.70	15.10*	10.55*	11.37	7.00	14.37	7.65	32.36*
4.7	1.88	6.58	1.11	11.21	11.55	10.05	10.84	26.81*
4.8	4.93	16.97*	1.07	9.35	14.63	11.54	4.28	26.72*

TABLE XXII (Continued)

Guideline Item Number	Adminis- trative Unit 4 df	Type of Institution 6 df	Type of Program 3 df	Total Institution Enrollment 9 df	Home Ec. Undergrad Enrollment 9 df	Home Ec. Graduate Enrollment 9 df	Home Ec. Ed. Graduate Enrollment 9 df	Constraints 3 df
4.9	0.99	7.55	3.98	11.69	4.90	7.97	3.73	33.63*
4.10	11.66*	5.00	0.59	6.13	19.37*	10.97	13.50	29.42*
5.1	10.72*	12.08	5.53	11.95	12.17	2.59	4.07	24.89*
5.2	3.35	9.02	3.85	20.14*	11.82	13.11	14.29	20.02*
5.3	2.57	1.33	2.02	14.96	7.22	5.73	4.79	22.13*
5.4	2.73	2.02	4.20	13.09	7.53	2.89	8.62	13.15*
5.5	7.35	12.38	13.51*	10.21	11.24	10.93	20.41*	23.12*
5.6	4.35	7.82	4.54	6.94	18.12*	11.57	7.81	17.39*
5.7	4.68	9.32	1.53	8.46	22.91*	9.14	11.44	17.41*
6.1	3.75	5.50	11.43*	11.62	14.76	16.05*	16.72*	31.06*
6.2	9.80*	5.43	3.33	30.02*	23.92*	10.02	11.25	15.41*
6.3	6.16	6.77	4.59	27.87*	17.30*	9.25	5.92	9.61*
6.4	8.42	6.14	4.41	14.46	11.41	9.28	9.12	15.87*
6.5	3.21	5.96	0.89	7.70	8.02	14.18	7.35	13.26*
8.1	0.67	2.70	3.59	7.81	11.96	27.25*	11.04	19.99*
8.2	2.87	6.76	0.68	23.68*	14.72	11.99	19.89*	24.91*
8.3	6.20	7.96	3.93	23.57*	10.00	7.95	9.92	14.73*
8.4	4.94	14.78*	9.00	25.31*	15.10	21.53*	15.65	28.21*

TABLE XXII (Continued)

Guideline Item Number	Adminis- trative Unit 4 df	Type of Institution 6 df	Type of Program 3 df	Total Institution Enrollment 9 df	Home Ec. Undergrad Enrollment 9 df	Home Ec. Graduate Enrollment 9 df	Home Ec. Ed. Graduate Enrollment 9 df	Constraints 3 df
8.5	4.55	7.17	2.02	20.63*	16.08*	21.34*	16.11*	12.84*
8.6	4.65	6.83	1.02	20.39*	11.40	15.02	19.32*	15.92*
8.7	9.46*	7.92	4.64	11.40	9.35	14.94	11.67	10.66*
8.8	5.89	26.95*	10.17*	11.32	18.39	14.19	4.38	12.91*
9.1	3.22	8.21	2.29	12.27	21.46*	3.35	6.52	4.82
9.2	6.02	6.74	1.88	3.40	9.90	14.38	10.08	17.32*
9.3	1.49	5.44	4.08	12.46	12.74	8.09	6.15	19.80*
9.4	3.29	8.92	6.74	20.35*	9.16	5.60	10.30	17.10*
9.5	6.59	11.06	5.86	14.62	12.13	7.81	4.60	12.70*
9.6	1.41	3.31	4.96	10.83	6.83	12.01	3.93	9.72*
9.7	7.84	3.20	5.91	19.79*	11.86	5.92	6.05	19.72*
9.8	8.46	17.38*	6.57	12.81	18.48*	21.89*	5.68	9.41*
10	5.50	7.58	0.59	5.78	14.92	6.83	22.48*	6.35
12.1	9.30*	3.10	2.05	25.39*	36.57*	19.15*	17.63*	1.24
12.2	1.70	8.12	10.49*	39.61	24.81*	30.40*	17.58*	2.47
13	7.69	12.29	11.47*	28.45*	15.30	18.31*	26.33*	1.21
14	17.99*	15.33*	9.21*	20.60*	14.58	7.21	16.10*	3.53
15	7.69	12.50*	2.44	8.71	21.18*	21.32*	16.38*	11.80*

TABLE XXII (Continued)

Guideline Item Number	Adminis- trative Unit 4 df	Type of Institution 6 df	Type of Program 3 df	Total Institution Enrollment 9 df	Home Ec. Undergrad Enrollment 9 df	Home Ec. Graduate Enrollment 9 df	Home Ec. Ed. Graduate Enrollment 9 df	Constraints 3 df
16	5.52	10.73	1.54	21.49*	14.57	15.66	10.33	1.18
17	3.74	4.12	1.15	24.23*	8.02	14.37	10.98	2.25
18	5.02	5.21	7.56	4.80	7.13	5.49	7.84	13.09*
19	6.75	17.00*	10.76*	14.42	11.78	16.51*	14.41	6.99
20	1.19	13.64*	6.23	17.96*	8.33	19.98*	9.74	3.49
21.1	0.66	11.80	8.01	27.65*	7.41	9.30	10.69	3.85
21.2	1.96	13.99*	7.27	12.87	10.90	16.38*	16.21*	3.44
22	1.76	5.48	6.56	30.45*	25.60*	12.65	21.20*	0.43
23	4.73	8.25	8.35*	24.07*	13.84	24.97*	24.61*	1.00
24	0.31	7.51	0.10	18.63*	15.02	13.48	7.87	0.84
25.1	6.71	4.18	3.00	10.22	21.33*	20.40*	12.54	2.13
25.2	6.54	12.05	6.25	12.63	9.49	5.21	16.21*	4.29
25.3	5.75	15.26*	5.93	36.96*	14.47	16.56*	8.82	3.22
26.1	11.05*	6.85	2.50	5.26	10.29	6.30	15.18	31.16*
26.2	6.12	12.28	4.25	10.61	8.90	9.03	10.82	5.50

\*Significant at the .05 level or above.

APPENDIX E

MEANS FOR GUIDELINES BY TYPE  
OF INSTITUTION

TABLE XXIII

## MEANS FOR EACH GUIDELINE BY TYPE OF INSTITUTION

Guidelines Item Number	Public Master's Over 10,000	Land-grant Doctoral Over 10,000	Land-grant Master's Over 10,000	Land-grant Master's Under 10,000	Public Master's Under 10,000	$\bar{X}$
1.1	2.00	2.24	1.67	2.00	2.00	1.98
1.2	1.96	2.35	1.50	2.50	1.95	2.05
2	1.88	1.94	2.00	1.63	1.90	1.87
3.1	1.30	1.86	1.17	1.13	1.53	1.40
3.2	1.48	1.31	1.67	1.25	1.75	1.49
3.3	2.28	3.33	2.00	2.63	2.37	2.52
3.4	2.15	1.82	1.33	2.00	2.00	1.86
3.5	2.12	1.59	2.00	1.50	1.85	1.81
4.1	2.50	2.06	2.00	1.88	2.50	2.19
4.2	3.50	3.06	2.80	2.38	2.42	2.83
4.3	2.50	2.18	2.50	2.50	2.60	2.46
4.4	3.50	2.24	2.83	2.25	3.05	2.77
4.5	2.87	2.29	2.33	2.25	2.20	2.39
4.6	2.92	2.24	2.67	2.25	2.65	2.55
4.7	2.67	2.75	2.83	2.50	2.70	2.69
4.8	3.50	4.00	3.50	3.88	3.50	3.68
4.9	2.63	2.94	2.00	1.88	2.35	2.36
4.10	1.96	2.00	1.67	1.88	1.95	1.89
5.1	1.63	1.76	1.33	1.75	1.80	1.65
5.2	1.63	1.47	1.33	1.75	1.80	1.60
5.3	1.68	1.81	1.67	1.63	1.58	1.67
5.4	1.52	1.53	1.40	1.50	1.53	1.50



TABLE XXIII (Continued)

Guide- lines Item Number	Public Master's Over 10,000	Land-grant Doctoral Over 10,000	Land-grant Master's Over 10,000	Land-grant Master's Under 10,000	Public Master's Under 10,000	$\bar{X}$
5.5	3.00	2.18	2.67	2.50	3.05	2.68
5.6	1.88	1.82	1.83	2.25	1.89	1.93
5.7	1.67	1.71	1.17	1.63	2.00	1.64
6.1	2.52	1.94	2.83	2.13	2.95	2.47
6.2	2.24	1.88	1.83	1.75	2.26	1.99
6.3	1.48	1.41	1.17	1.38	1.32	1.35
6.4	1.84	1.35	1.17	1.50	1.63	1.50
6.5	2.28	2.18	2.00	2.38	1.89	2.15
8.1	1.75	1.82	2.00	1.63	2.16	1.87
8.2	1.50	1.47	1.17	1.75	1.63	1.50
8.3	1.46	1.76	1.00	1.50	1.53	1.45
8.4	2.00	1.65	1.67	2.38	2.47	2.03
8.5	1.79	1.88	2.17	2.00	1.84	1.94
8.6	1.54	1.59	1.33	1.75	1.58	1.56
8.7	1.42	1.71	1.33	1.38	1.47	1.46
8.8	3.25	1.65	1.80	1.25	2.68	2.13
9.1	1.56	1.12	1.00	1.00	1.47	1.23
9.2	2.40	2.00	1.50	2.00	2.42	2.06
9.3	2.28	2.06	2.33	1.88	2.47	2.20
9.4	2.36	1.71	1.33	1.63	2.05	1.82
9.5	2.88	1.65	1.67	1.63	2.26	2.02
9.6	3.16	2.75	2.83	1.50	2.88	2.63
9.7	1.24	1.59	1.33	1.75	1.67	1.52

TABLE XXIII (Continued)

Guide- lines Item Number	Public Master's Over 10,000	Land-grant Doctoral Over 10,000	Land-grant Master's Over 10,000	Land-grant Master's Under 10,000	Public Master's Under 10,000	$\bar{X}$
9.8	1.84	1.35	1.00	1.38	2.05	1.52
10	2.00	2.24	1.60	3.00	1.84	2.14
12.1	1.33	1.12	1.50	1.25	1.45	1.33
12.2	2.38	2.20	2.17	2.13	2.55	2.29
13	1.38	1.24	1.20	1.88	1.30	1.40
14	2.22	1.59	1.60	2.63	2.00	2.01
15	3.17	3.75	3.80	3.50	3.60	3.56
16	2.24	2.24	2.60	2.14	2.84	2.41
17	3.00	3.24	2.33	1.88	2.25	2.54
18	2.84	1.88	3.50	3.00	2.53	2.75
19	2.68	1.47	1.80	2.38	2.60	2.19
20	1.42	2.05	1.33	1.75	2.00	1.71
21.1	2.08	2.18	2.17	1.75	1.75	1.99
21.2	2.75	1.88	2.14	1.00	2.33	2.02
22	1.36	1.18	1.00	1.00	1.15	1.14
23	1.28	1.24	1.00	1.25	1.20	1.19
24	1.75	2.06	1.67	2.00	2.05	1.91
25.1	1.38	1.29	1.00	1.50	1.63	1.36
25.2	1.79	1.35	1.00	2.25	1.74	1.63
25.3	1.88	1.83	1.00	1.57	2.16	1.69
26.1	3.13	2.76	3.67	3.00	2.88	3.09
<u>26.2</u>	<u>2.21</u>	<u>2.13</u>	<u>2.17</u>	<u>2.38</u>	<u>2.55</u>	<u>2.29</u>
$\bar{X}$	2.13	1.97	1.79	1.94	2.12	1.99

✓

VITA

Helen Bruce Winsor

Candidate for the Degree of

Doctor of Education

Thesis: A SYSTEMS APPROACH TO THE DEVELOPMENT AND EVALUATION OF  
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