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thesis entitled

A STUDY OF ATTITUDES OF RECENT GRADUATES TOWARD THEIR EDUCATIONAL PREPARATION FOR FOOD SERVICE ADMINISTRATION IN HOME ECONOMICS AND HOTEL, RESTAURANT, AND INSTITUTION ADMINISTRATION IN SELECTED UNIVERSITIES

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Major professor

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PREPARATION FOR FOOD SERVICE ADMINISTRATION IN HOME ECONOMICS AND  
HOTEL, RESTAURANT, AND INSTITUTION ADMINISTRATION  
IN SELECTED UNIVERSITIES**

By  
**AIMEE NOTT MOORE**

**An Abstract of  
A THESIS**

**Submitted to the School for Advanced Graduate Studies of  
Michigan State University of Agriculture and  
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**DOCTOR OF PHILOSOPHY**

**Department of Teacher Education  
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Approved Paul L. Dressel

ABSTRACT

This study was undertaken in order to obtain a clearer concept of the types of positions undertaken by graduates of home economics and hotel administration and to get an appraisal by these graduates of the adequacy of their undergraduate education in meeting job demands and individual needs.

Data obtained from a mail questionnaire sent to recent (1953-1957) home economics graduates who majored in dietetics, food and nutrition, or institution management, and to hotel, restaurant, and institution administration graduates of Cornell, Michigan State, and Oklahoma State universities supplied information about 1) their undergraduate and present interest in certain aspects of dietetics and hotel administration, 2) postgraduate education and training, 3) work experience before and after graduation from college, and 4) evaluation of their undergraduate professional and general education.

The major findings of the study were:

1. Students attracted to colleges of home economics and to colleges of hotel, restaurant, and institution administration are different in several basic respects, even though both prepare many of their graduates for careers in food service administration.
  - a. Home economics students are women, hotel administration students nearly all men.
  - b. Home economics graduates are primarily interested in applying nutrition to group feeding; hotel administration graduates are interested in applying business management techniques to food service operations.

- c. Home economics graduates seek careers in institutional-type food services; few enter commercial enterprises. Hotel administration graduates are principally attracted to careers in commercial enterprises, few to institutional-type food services.
2. While graduates of both curricula obtain managerial positions, the level of management attained by hotel administration graduates is higher.
  3. Approximately three-fourths of the home economics and two-thirds of the hotel administration respondents are employed in food service positions. Of these, the majority of home economics graduates are employed in hospitals, the next largest number in colleges; the majority of hotel administration graduates in hotels and restaurants.
  4. Hotel administration graduates receive substantially higher salaries and more fringe benefits than home economics graduates.
  5. Hotel administration graduates had had much more work experience before graduating from college—both full-time employment or military service and part-time work—than home economics graduates, though almost all home economics graduates had had some work experience. Nearly all recommended that some work experience before graduation be required.
  6. Although most home economics graduates work after graduation, they are in the labor market for an average of only three years because of marriage and family responsibilities.
  7. Almost half of the home economics respondents had completed a dietetic internship, 85 per cent in hospitals.
  8. The majority of the respondents are strong advocates of general education.

On the whole, graduates of both curricula were satisfied with their undergraduate education but the study showed considerable difference in the evaluations made by graduates of each university of specific aspects of the programs. This re-emphasized the need for periodic institutional self-study.

The study indicates that the shortage of dietitians is largely due to interruptions in the professional career of home economics women by marriage rather than to dislike of or disinterest in the profession, suggesting that more intensive efforts should be made to get married women back into the profession and to attract more young women into the profession by appealing to a wider range of interests. In order to interest more men in the profession, active recruitment should be undertaken.

Concern over professional education and the problems of specialization should not be allowed to preclude concern for the general education needs of students, particularly of women who leave the labor market shortly after graduation.

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## CHAPTER I

### BACKGROUND OF THE PROBLEM

The profession of dietetics faces a challenge today which is shared by most other professions—that of providing the type of educational opportunities which will equip the beginning practitioner with essential skills in a profession that is becoming increasingly complex and at the same time allow sufficient time in the educational program to permit the individual to obtain a broad general education which is essential for effective functioning in our complex modern society. Since most members of the dietetic profession are women, the problem is further complicated by the necessity to prepare the individual for the dual role of homemaker and professional worker.

#### Brief Description of the Dietetics Profession

Webster's New International Dictionary defines dietetics as "the science and art of dealing with the application of principles of nutrition to the feeding of individuals or groups under different economic or health conditions." The Dictionary of Occupational Titles defines a dietitian as one who "Applies the principles of nutrition to the feeding of individuals and groups. Plans menus and special diets with proper nutritional value for a hospital, institution, school, restaurant, or hotel. Determines dietetic value of foods and food products. Purchases food, equipment and supplies. Supervises chefs and other food service employees. Maintains sanitary conditions. Prepares educational nutritional material." (27) Obviously this is only a brief summary

of the duties performed by a general dietitian. When one considers the necessary background and skills each of these duties demands, the complexity of education for dietetics becomes evident.

The profession of dietetics is a relatively young one in comparison with medicine and nursing, to which it is closely allied. During the latter part of the nineteenth century hospitals began to hire women who had had a college course in domestic science to teach student nurses how to prepare food for invalids. Official recognition was given to this new type of position during a meeting of the American Home Economics Association in 1899 when the term dietitian was coined. (3:2) With the rapid expansion of knowledge of nutrition since the turn of the century and the increased emphasis on good nutrition for the population as a whole and on the role of diet in the treatment of illness, the profession has grown rapidly since World War I.

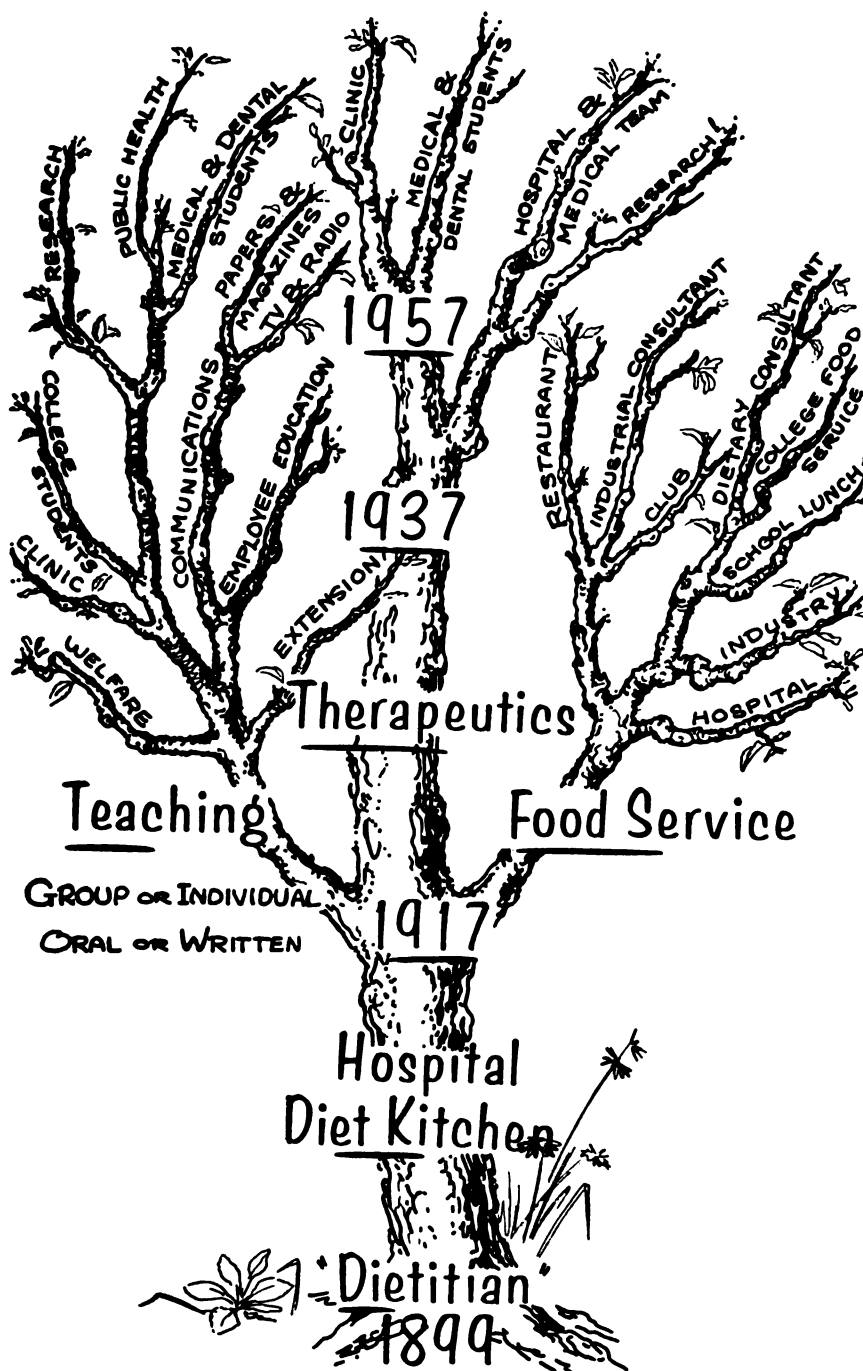
Dietetics had its roots in the therapeutic care of patients in hospitals. Although the sciences of nutrition and food preparation were in their infancy at that time, they were incorporated into the curricula of newly formed colleges of domestic science. The first dietitians were graduates of these programs and were employed in the diet kitchens of hospitals to direct preparation of food for invalids on prescription from the doctors. Dietitians gradually broadened the scope of their responsibilities until they were not only in charge of special diets but also of the feeding of all patients and hospital personnel.

As knowledge of nutrition expanded and the importance of nutrition to public health was recognized, dietitians branched out into wider and wider fields and necessarily specialized. Other types of

food services, in addition to that in hospitals, began to employ dietitians because of their thorough training in the science of food preparation. The largest percentage of all dietitians is still employed in hospitals, but these hospital jobs are much more diverse and, as pointed out previously, numerous other types of positions are now open to dietitians. The "Tree of Growth" (see page 4), prepared by Helen Huncher and presented as part of a committee report at the annual meeting of the American Dietetic Association in 1958, graphically illustrates this growth and diversity. (2:51)

Dietitians and nutritionists were listed separately for the first time in the 1950 census. At that time there were over 22,000 dietitians in the United States and of that number approximately 97 per cent were women. (23:218) A large proportion of dietitians are employed in hospitals where they administer the food service, plan therapeutic diets, instruct patients, student nurses, and medical interns in nutrition and diet therapy. In 1955, according to a survey made by the American Hospital Association, approximately 10,000 dietitians were employed in hospitals in the United States. (25:168) This accounts for almost half of the total engaged in the profession. A large number manage the food service in school lunch programs, colleges, industrial cafeterias, camps, and restaurants or are engaged in college teaching, research, and public health nutrition. Still others work as food editors for magazines and newspapers, radio and television, as food consultants for utility companies and for food and equipment firms. Each year adds new opportunities for dietitians and makes new demands on them.

# The Tree of Growth — Dietetic Association



By courtesy of The American Dietetic Association

### Education of Dietitians

Since dietitians and nutritionists are not licensed or certified, there is no required pattern of education. In 1949 the Bureau of Labor Statistics conducted a survey of dietitians in the labor market and found that at least 90 per cent of all hospital dietitians had a bachelor's degree in dietetics or a related field (home economics, institutional management, or nutrition). (24:9) Only 2 per cent had had no professional education. Approximately 96 per cent of the nutritionists and all of the college teachers had at least a bachelor's degree in home economics. Most of these dietitians had done some graduate work and many had advanced degrees.

The education of dietitians has been strongly influenced by the requirements for membership in the American Dietetic Association. These are:

- (a) A bachelor's or advanced degree from an accredited college or university which has included or been followed by required courses and credit hours as outlined. (See Appendix II p. 144)
- (b) A record of satisfactory completion of an internship in a hospital, administrative, or food clinic approved by the Executive Board, or as an alternative, three years of acceptable experience in the field of dietetics. (If the applicant has an advanced degree in a field related to dietetics, the experience requirement is modified.)

In lieu of certification, membership in the Association is frequently used as evidence of professional training. As early as 1932 the American College of Surgeons stipulated that in order to be accredited the dietary department of the hospital seeking accreditation "must be headed by a person whose education and experience meet the requirements of the American Dietetic Association." (3:7) The American Hospital Association soon adopted the same standard for accreditation and the National League of Nursing Education stipulated that the dietitian responsible for teaching student nurses must have the same qualifications. Many employers of dietitians require membership in the Association or at least give preference to members.

A large proportion of hospital dietitians, nutritionists, and college teachers of dietetics, nutrition, or institutional management are members of this Association. In 1950, when the census of dietitians was taken, there were almost 9,000 members of the American Dietetic Association. (1:22) This is approximately 40 per cent of the total number of dietitians listed in the census. Presumably a smaller proportion of dietitians employed in fields such as school lunch, college, industrial, hotel, and restaurant food service have the required background for membership in the Association. However, many home economics graduates who have met the educational requirements for membership and who are employed in the profession are not members of the Association. They may not have met the experience requirement or they may not want to belong, but their professional education was influenced by the Association.

Until recently the educational requirements for membership in the Association have been essentially the same for all members regardless of their specialized interests. These requirements laid a heavy emphasis upon science and nutrition and required little in the management area. This basic professional education plus an approved internship or work experience has been the common denominator of the dietetic profession. Of course many colleges have enlarged upon this basic curriculum in setting up their own curricula, and many colleges require much more professional training than the minimum required by the Association, particularly in the management area. However, many other colleges, especially the small ones, barely meet these minimum requirements.

### Some of the Problems Facing Educators of Dietitians

#### Increased Emphasis on Business Management

In the early years of the profession it was reasonable to require the same basic training for all members of the profession. The large majority of dietitians were predominantly concerned with nutrition and diet therapy even though they had administrative responsibilities. Labor and food were relatively inexpensive and budgets, finances and personnel were not of major concern. Even the body of knowledge in nutrition, diet therapy, and management was relatively small.

Today dietary departments in hospitals, schools, colleges, and other non-profit institutions have to be managed according to sound business principles. Rising costs have forced administrators to demand that the food service director operate efficiently and adhere to budgets as well as provide high quality, attractively served, nutritionally adequate food.

### Competition from Non-Professional People

In an effort to get better business management of the dietary department, some hospital administrators have hired personnel with business training or experience to head the dietary department.

The profession of dietetics is not the only one to be challenged by the entrance of non-professional people into the administrative ranks. Medicine and all of the other paramedical and technical professions have been affected to a greater or lesser extent by the choosing of administrators on the basis of their ability to organize and direct the work of others and to manage the finances of the department rather than on the basis of their professional competence. This policy seems wise and necessary.

Many dietitians are attracted to the profession because of their interest in administration or because they later found administration more interesting than the other aspects of their job. If the high-prestige administrative positions are denied members of the profession through default on the part of the profession to change with the times and to educate its members to handle the top positions, the profession faces loss of vitality because many ambitious young people would not want to enter a career with limited advancement possibilities.

### Specialization

As the body of knowledge grew, as specialization became more necessary, and as management problems became more acute, it became increasingly apparent that it was no longer feasible to require the same basic education for all members of the profession. In recognition of the fact that the profession needed personnel trained not only in

nutrition and general dietetics but also in administration and management, in 1958 the American Dietetic Association broadened the academic requirements to permit specialization to begin at the undergraduate level. These changes have opened the door to membership, potentially at least, to graduates in hotel and restaurant administration as well as to graduates of colleges of home economics.

#### Shortage of Professionally Trained Dietitians

Traditionally dietetics is a woman's occupation and food service supervisory positions in hospitals, school lunch programs, and other institutional food services have been filled by graduates of colleges of home economics. The supply of trained professional dietitians in the labor market today is far short of the number required to meet the expanding need for workers in this field. Data collected in the survey conducted by the Bureau of Labor Statistics in 1949 seemed to indicate that the major cause of the shortage is related to heavy losses from the field because of marriage. (24:8) Inactive dietitians studied—all of whom still belonged to the American Dietetic Association, and who probably do not represent inactive dietitians as a group—reported an average of about four years of active service in the field. The high rate of attrition means that a relatively large number of students must be recruited for the profession.

Some hospital administrators, seeking a new source of supply, have sought to fill positions in the dietary department with graduates of hotel and restaurant curricula. An increasing, though still small, proportion of these graduates has been attracted into this field. Perhaps an even larger proportion might become interested in this

non-commercial field now that they can become affiliated with a professional association.

### Purposes of This Study

In the light of changes in the scope of responsibilities in the positions open to graduates in dietetics, college of home economics need to evaluate their curricula in institution management and dietetics. Home economics faculties need also to be aware of increased competition for highly desirable administrative positions in institutional food service which were formerly filled almost exclusively by their graduates, and to do everything possible to equip their graduates to meet this competition.

In spite of the emphasis today on specialization it is also important not to neglect to give students an opportunity to acquire a broad, general education. The responsibilities of citizenship become increasingly more complex and rapidly changing society demands more flexible, ingenious persons. A good college education should equip the individual to lead a more interesting and resourceful life and should make him aware of his responsibilities to society and to himself.

Since almost all women consider marriage, homemaking, and child-rearing major goals and responsibilities, even though they may also be interested in a profession, education for homemaking is a major objective which colleges of home economics consider important when planning curricula.

The problem of developing a professional curriculum for home economics students which will provide essential skills for beginning

jobs and at the same time a good general education and education for homemaking is a challenging one. No one of these major objectives can be completely satisfied in the brief span of time allotted to undergraduate education, if indeed it could ever be satisfied, but a reasonable balance must be sought.

The complex problem of meeting the multiple objectives of the professional curriculum can be approached through study of the job demands of its graduates and their evaluation of their preparation. This study asked recent graduates of home economics and hotel, restaurant, and institution administration curricula to appraise their undergraduate education in terms of job demands and individual needs. Their appraisals were evaluated in an attempt to ascertain the relative strengths and weaknesses of these two types of preparation for food service administration.

## CHAPTER II

### REVIEW OF RELATED INFORMATION

#### Professional Education

Professional education as a part of higher education has developed largely within the past half-century. Consequently there has been little research on the effectiveness of the professional educational programs. Certainly this is true of the dietetic profession, and research done by one profession must be studied by other professions. At this stage of development, research in engineering and medicine are of value to other professional schools are reviewed here because 1) their findings indicate that many of the major problems faced by each profession are common to all, and 2) these professions have been established longer and have considerably more status, hence research findings in these fields will probably have great impact on educational policy in higher institutions.

The concept of a profession varies, but a comprehensive one, the concept used in this discussion, is given by Blaich (26). He lists three distinguishing earmarks of a profession: 1) the possession of a body of knowledge, a set of attitudes, and a group of skills, collectively called a technique, which is necessary for the performance of a particular type of service; 2) an emphasis on quality of service rendered, rather than financial gain; 3) an organized membership who wish to maintain high standards of education, training, and ethical conduct.

Professional schools have two major objectives. The most obvious one is to train future members of the profession, but as a part of higher education, professional schools also have a responsibility for providing opportunities for a broad general education. The Educational Policies Commission (12) asserts that general and liberal education (synonymous terms, according to this Commission) constitute the essential core of programs of higher education. It conceives of general and liberal education as enlarged opportunity for mature personal development and for those experiences by which students gain fuller insight into the nature of man and his environment. "It is, in part at least, such general and liberal education which make higher education higher."

Colleges, universities, and other institutions of higher education have become the primary source of supply of specialized personnel. The Educational Policies Commission predicts that the demand for specialized education will increase, both in number of students enrolled and in number of occupations. "Our culture is in danger of becoming so specialized that educated men and women no longer speak a common language."

Overspecialization is the major problem under attack in each of the professions reviewed. It is the parent of such specific problems as 1) how to adequately prepare students for a profession which is undergoing a rapid expansion of knowledge and corresponding changes in techniques; 2) how to make room in the curriculum for general education without sacrificing professional goals; and 3) how to accommodate and exploit individual differences in interest and ability.

The President's Committee on Education Beyond the High School (21) warns that the demands of diversity must not be allowed to destroy the central position of general education and training in basic skills. "The very fact that specific skills are now so varied, and are changing so rapidly, only underscores the need for educational institutions to provide students with the common denominators of a adaptability which is rooted in education in the fundamentals."

The Report of the Committee on Evaluation of Engineering Education (5) recommends that engineering curricula be strengthened in the area of basic sciences and engineering sciences, that a concentrated effort be made to strengthen and integrate work in the humanistic and social sciences, and that a high level of performance in the oral, written, and graphic communication of ideas be developed in all engineering students. The Committee recommends the elimination of "those courses having a highly vocational or skill content and primarily attempting to convey engineering art or practice." The teaching of specific skills and techniques should be left to industry, it concludes.

Deitrick and Berson (9), directors of a survey of the medical profession, reached the conclusion that the primary function of the medical school curriculum is to help the student develop habits of study and acquire basic knowledge as a foundation for continuing education and training throughout his professional life. "No formal curriculum, however long or crowded, could include all of the medical knowledge that would profit the student." The Committee recommends that mastering of techniques and specialty training be left for internship and residency training.

Although all of the professions studied have general education as one of their objectives, some professional schools give only lip service to this objective. Severinghaus et al (22), in the report of the Subcommittee on Preprofessional Education of the Survey of Medical Education, found that the program taken by the average premedical student in at least 20 per cent of the liberal arts colleges participating in the study does not represent a liberal education and that in about 25 per cent of the other liberal arts colleges studied it was barely adequate. The central thesis of this report is the value of a sound liberal education as a preparation for life and also as an educational basis for later vocational training.

Burdell (6), chairman of the Committee on Humanistic-Social Project, American Society for Engineering Education, stated that although there cannot and should not be a ready-made program for all schools for teaching general education, certain valid observations could be made about successful programs. These include: 1) vigorous administrative support of the faculty; 2) faculty cooperation in making humanistic-social studies an integral part of the student's total educational experience; 3) successful collaboration with and support from the liberal arts faculty; and 4) student interest secured and maintained through presentation of the subject matter from a vigorous, fresh, experimental point of view.

Smith (17), who participated in the Inter-Professional Conference on Education, urges that professional students, particularly, be encouraged to participate in the cultural and social life of the university. He warns that unless a professional student while in college

takes time apart from his professional studies to cultivate his mind and spirit and to study the problems of the society in which he will practice his profession, he will form habits of letting his profession preoccupy him to the exclusion of the cultural and the civic--habits which will be difficult to overcome in the later crowded hours of professional life.

Dressal (10) maintains that there is no clear-cut dichotomy between liberal and vocational education--that liberal education has become increasingly vocational and vocational education increasingly contains liberal elements. "As professional courses are developed around principles and theory, as they deal with social responsibility, with reasons for and effects of techniques, they become instruments of liberal education." He concludes that since all education today is, and must be, both liberal and vocational, the task is not one of finding the appropriate proportions of each but rather of reappraising and re-defining all courses so that they contribute to both.

Many educators today are seriously concerned that rigid, overcrowded curricula fail to exploit individual differences in interests and ability. Society would benefit as well as the individual if the student were allowed to develop his particular interest to the limit of his ability rather than conform to a stereotyped educational program.

Honors programs, special seminars, opportunity for individual study and research are some of the techniques which have been instituted by a few colleges in an attempt to adapt the educational program to individual differences. These programs often require additional faculty time and special facilities and cannot be adopted by every college.

Some accommodation of individual differences in interest and ability can be made in every educational program, however. Without exception the studies reviewed here recommended the inclusion of some electives in each curriculum. Another technique, also recommended in each of these studies, is to allow the student to select a major field of interest for specialization. Severinghaus et al (22) recommend that every student's program should provide for the development of his intellectual capacity along at least one line toward a high level of maturity; that the major should promote an increasingly mature mastery of a field of knowledge, and not merely a patchwork of more or less related courses.

Briefly summed up, recommendations of the specific studies reviewed here which are applicable to education in all of the professions are as follows:

- 1) that professional schools should provide adequate opportunities for a broad general education as well as specialized education.
- 2) that professional education be based on a mastery of fundamental skills rather than of specific techniques and current practices.
- 3) that students be allowed some freedom in the selection of courses so that they can develop their special interests and abilities.

#### Research Related to This Study

In 1948 the American Home Economics Association appointed a Committee for Evaluating College Programs in Home Economics (1). In



their report it was stated that colleges of home economics should provide opportunities for all home economics majors to achieve a balanced and integrated program of general education, accepting major responsibility for courses related specifically to problems of family living. These course, a unifying core, should form the foundation for all professional curricula offered in home economics. Objectives for developing a program of general education and education for family living to be achieved through study in many fields were outlined. Objectives for the dietetics curriculum presupposes the achievement of the home economics core objectives. Specific additional objectives of the dietetics curriculum were outlined. The institution management curriculum presupposes the attainment of the home economics core plus most of the objectives of the dietetics curriculum with less emphasis on nutrition and more emphasis on management practices and operations.

The most comprehensive study of the profession of dietetics as a whole was the survey conducted by the Bureau of Labor Statistics (24) which was cited in Chapter I. The section of the survey which relates to the duties performed by dietitians in various fields of dietetics is of particular interest to educators who train them for those responsibilities. Participants in the survey were asked to keep a record of their duties for one day and while this is only a rough indication, it does give some idea of the relative amount of time spent on various responsibilities.

As could be anticipated, the results show marked contrasts in the time spent on various functions among different fields within the profession. It also showed some similarities. Both hospital dietitians

and college food service dietitians, who make up a sizeable proportion of the respondents in this survey, spent at least a third of their time supervising the work of non-professional employees. They also spent a sizeable portion of their day teaching or training. Dietitians in each of these classifications spent well over half of their time directing the work of or planning the work for other people.

Cook (8) made a study of graduates of the New York State College of Home Economics who had received bachelor's degrees from the college through the year 1949. Her major interest was their participation in community and professional organizations. Eighty-one per cent of these graduates were married or had been married. More than half of all graduates were full-time homemakers. Twenty-two per cent of the married graduates were employed full-time, twelve per cent were employed part-time. Practically all of the single graduates were either working full-time or studying. Eighteen per cent of all full-time employed graduates held positions classified as institution management. Thirteen per cent of the single full-time employed graduates and six per cent of the married full-time employed graduates belonged to the American Dietetic Association.

Graduates in occupations classified as educational, social and health vocations participated in many more organizations, including professional organizations, than did graduates whose jobs were classified as institutional management, business, and research. Cook raises questions about what can be concluded by the low-participation record of graduates employed in the areas of institution management, business, and research. Has a more specialized curriculum in preparation for

these positions been a factor? Do the demands of the job make it difficult to affiliate with professional and community groups? Does a basic difference in attitude and philosophy in regard to community participation operate for these graduates who are in these two vocational groups?

Parker (20) did an exploratory study to develop a method for classifying duties of dietitians, for determining in which phase in the educational program training for these responsibilities should take place, and for determining the degree of proficiency expected of the dietitian in the performance of each duty on her first job. While this study was very limited in scope, the implication of this study was that the dietitian is primarily an administrator who performs some duties which require a scientific background. There was also general agreement among the respondents that on-the-job training programs should be provided for dietitians since all dietitians do not take an internship and they cannot be expected to learn all of the skills needed while in college.

Galster (14) in a study to determine criteria for certain aspects of institution management curricula, made a comprehensive review of the literature concerning the history of the dietetics profession, the changing nature of the duties of dietitians, and the philosophy and objectives of undergraduate education in dietetics and institution management. She points out the rapid changes and implies the need for this profession to study its educational objectives.

Fisk (13) surveyed graduates of four-year college courses in Hotel Administration and managers of hotels of varied sizes and types located throughout the United States to determine the needs of hotel

managers in regard to training and education. Ninety per cent of the graduates of the four-year hotel management courses were actively engaged in hotels or related industries with the majority occupying managerial or executive positions. Only thirty-six per cent of the second group, the hotel managers, had graduated from college.

Both groups of hotelmen surveyed indicated that a greater emphasis should be put on purchase, storage, preparation and service of food in training hotelmen. They also agreed that personnel administration should receive greater emphasis.

The hotel school graduates thought that there should be more electives so that students could take some cultural subjects. English, public speaking and business letter writing were rated by almost all of the students as being most helpful and most graduates thought that more courses in this area should be required.

In 1954 the Bureau of Business Research, School of Business and Public Service at Michigan State University (7) published a survey of alumni of the Division of Hotel, Restaurant and Institutional Management. They found that ninety-seven per cent of the graduates of this program began their business careers in one of the fields for which they prepared; eighty-two per cent remained in their originally chosen field. Nearly all of the alumni progressed through a series of several positions in relatively few years and many of them reached executive positions within a period of five years or less. The average compensation in hotel and restaurant fields received by the alumni compared favorably with average compensations of scientists, engineers and salesmen, especially when prerequisites received were included. These averaged approximately one-fifth of the total compensation.

On the whole, the studies specifically related to the education of dietitians and hotel and restaurant managers indicate that the problems facing these educators are essentially the same as those facing the other professions cited earlier in this chapter. The problems of deciding what skills are basic and of how to incorporate enough technical knowledge in the curriculum and yet provide a broad general education are paramount. The underlying concern of how to attract enough capable young people to fill the demand for well-trained personnel in the various professions permeates all of these studies.

## CHAPTER III

### METHODOLOGY AND SCOPE OF THE STUDY

#### Selection of the Population to be Studied

In order to study the responses of graduates of home economics and of hotel, restaurant, and institution administration curricula within universities, only those universities which had well-established four-year programs in both areas were considered. This limited the choice to only a few universities since there are less than ten college programs in hotel administration and some of these are located in universities where there is no program in home economics. This study was limited to three universities--Cornell, Michigan State, and Oklahoma State--so that a concentrated effort could be made to get a high percentage of returns to the questionnaire. Since the investigator is a member of the faculty of the New York State College of Home Economics at Cornell, and was a candidate for a degree at Michigan State, it was natural that these two universities should be studied. Oklahoma State University was chosen primarily because it is located in another section of the country.

It was decided to limit the study to graduates who had received bachelor's degrees in the years 1953 through 1957 for several reasons:

- 1) The major objective of undergraduate professional education is to prepare the graduate for the responsibilities he will assume in his first position, and judgments about the quality of education received are likely to be more valid if the educational experience is fairly recent.
- 2) Only recent graduates can criticize the present program.
- 3) Most home economics graduates marry and leave the professional field, at least temporarily, within a few years after graduation.

All graduates of the departments of hotel, restaurant, and institution administration (hereafter referred to as hotel administration for the sake of brevity) of the three universities who could be reached were sent questionnaires, since some work in food service administration is required in each of these curricula. The questionnaire was also sent to those home economics graduates who had majored in food and nutrition, dietetics, or institution management. Since majors were not established at the New York State College of Home Economics, Cornell University, when graduates of the class of 1953 matriculated, the criteria used for selecting graduates to be studied at this college were completion of the following courses:

(1) Institution Management 230--Quantity Food Preparation

(2) Food and Nutrition 230 (now 324)--Nutrition

These are advanced courses having a number of prerequisites and were judged by several faculty members as being key courses which all students who planned a career in dietetics would have to take.

#### Construction of the Questionnaire

A mail questionnaire (see Appendix II p.135) was considered the only way to reach a large number of graduates who were scattered over a wide geographical area. It was recognized that the format of the questionnaire must necessarily be as interesting and motivating of response as could be devised. For ease of response and coding it was constructed so that the respondent could check most of the items or else answer with a word or short phrase. Opportunity was given respondents to write in additional information if they desired.

Data to be collected were limited to 1) undergraduate and present interest in certain aspects of dietetics and hotel administration; 2) post-graduate education and training; 3) work experience before, during, and after graduation from college, particularly after graduation; and 4) evaluation of undergraduate professional and general education.

The questionnaire was subject to frequent revisions before the final form was reached. Faculty members from the College of Home Economics and the Division of Hotel, Restaurant, and Institution Management at Michigan State University were consulted regarding professional education. The objectives of general education were formulated by Dressel (11).

#### Pre-Testing the Questionnaire

The original questionnaire was pre-tested by approximately fifty hotel and home economics graduates who were employed in and around East Lansing, Michigan, and Ithaca, New York, and by graduate students in summer school classes in Institution Management at Cornell University. The pre-test was valuable in pointing up ambiguous items. On the basis of the replies received, it was also possible to construct a check list of answers to several questions which had required a free response in the first draft.

#### Method of Reproduction

Multilithing was chosen as the method of reproduction because it was possible by this method to reduce the size of typewritten copy from about 8 pages to a 4-page (size 8 $\frac{1}{2}$  x 11) single-fold questionnaire.

This would have the psychological effect of making the questionnaire look shorter, it was hoped. The questionnaire was printed in three colors to make the job of sorting returns easier. The colors were chosen for psychological effect, also--green, the traditional color, for Michigan State, deep yellow for Oklahoma State. Since the traditional color for Cornell is red, and could not be used, white was used for that university. Whether the colors had any effect on the number of returns could not be ascertained, but they did help in sorting.

### Cover Letters

Since the cover letter was the first communication with the graduate whose cooperation was solicited, letters were reproduced on his college's stationery and were sent out over the signature of the department head, in most instances, who emphasized the importance of the study to the college and urged the alumni to cooperate (see Appendix II p.137). The Dean of the College of Home Economics at Cornell signed the letter sent to alumnae of that college. College envelopes were also used.

The cover letter of the second mailing (see Appendix II p.138) was written by the investigator and reproduced on the letterhead of her department except for the graduates of the College of Home Economics, Michigan State University, to whom Dr. Cederquist, head of the Department of Food and Nutrition wrote. College envelopes were also used in the second mailing.

### Mailing Procedure

Addresses were obtained from college alumni files. Graduates with foreign addresses, i.e., outside the continental United States--with the exception of Hawaii, the Virgin Islands, and Canada which did not require extra postage--were eliminated. Eleven graduates from the College of Hotel Administration at Cornell University and one graduate from the Division of Hotel, Restaurant and Institution Management at Michigan State University had foreign addresses, according to alumni files. Several questionnaires were returned from respondents with foreign addresses, however. Army Post Offices and Fleet Post Offices were considered non-foreign.

Questionnaires which were returned because of incorrect addresses were again checked with the alumni office and with the college faculty. If an alternate address could be found, they were readdressed. Only 22 questionnaires out of a total of 1,137--less than 2 per cent--were returned "address unknown" after the second mailing. There is no way of ascertaining whether all of the others reached the persons to whom they were addressed.

Self-addressed stamped envelopes were sent with the questionnaires. They were printed on envelopes one size smaller than the outside envelope, yet they were large enough to insert the questionnaire as it was originally folded. First-class postage was used in all mailings.

Questionnaires and cover letters were folded by machine with an accordian fold. This method of folding is speedy and it is easy to insert the cover letter on top of the questionnaire.

It was decided not to use business-reply envelopes because the first-class postage for the ones returned is six cents. Therefore the postage would cost more if the return exceeded 66 per cent of the mailing. The investigator and her committee were optimistic that the return in this study would exceed this amount because of the care that had been taken to make the questionnaire attractive and to identify the study with the graduate's college. This optimism was unjustified and the business-reply envelopes would have been less expensive.

### Second Mailing

Approximately one month after the first mailing a second questionnaire and self-addressed return envelope were sent to all those who had not replied or whose reply was unidentified. The respondents had been told on the front of the questionnaire that he need not sign the questionnaire if he preferred not to sign, but a place was left at the end of the questionnaire for his name. A form for his return address was also printed on the return envelope. Practically all of the respondents signed one or the other, if not both. (This made it possible to eliminate names which needed not be sent a second mailing.)

A different color questionnaire from the one sent originally was used for the second mailing in order to get some indication of the effectiveness of a second mailing. One hundred twenty-five of these were returned, a few with notations that it was the first questionnaire received. This was approximately 20 per cent of the total return which was tabulated.

### Response to the Questionnaire

A summary of the number of questionnaires returned by university, college and year of graduation is shown in Table 1 (see page 30). Fifty-nine per cent of the graduates for whom addresses could be found returned the questionnaire in time to be tabulated. A much higher proportion of home economics graduates responded than did hotel administration graduates--79 per cent and 51 per cent respectively. The percentage response of hotel graduates from each university was approximately the same, but a lower percentage of Michigan State University home economics graduates replied than from Cornell and Oklahoma State.

A cut-off date was established approximately two months after the first mailing, and replies which were received after that time were not tabulated. However, most of the replies were in by that time--only 38 were received after the cut-off date.

One can never be sure why some people reply to a questionnaire and others do not. It is possible that the 41 per cent who did not reply would have changed the character of these data. There is no satisfactory way of determining whether this group was representative of the total alumni or of the classes studied. Therefore the conclusions and generalizations about the findings of the study are confined only to the portion of the total alumni group who responded.

Significant differences were found, to be discussed later, between respondents within universities and between universities. Because of these differences, respondents cannot be considered one population.

TABLE 1 SUMMARY OF RESPONSES TO QUESTIONNAIRE BY UNIVERSITY, COLLEGE  
AND YEAR OF GRADUATION

University and Year of Graduation	Home Economics					Hotel Administration				
	First Addr. Mail- ing	Un- known	Total Sent	Total Rtn'd	% Rtn'd	First Addr. Mail- ing	Un- known	Total Sent	Total Retn'd	% Rtn'd
Cornell										
1953	24	1	23	19	83	86		86	40	47
1954	15		15	14	94	78	1	77	37	48
1955	31		31	26	84	101	1	100	50	50
1956	20		20	15	75	98	3	95	55	63
1957	<u>34</u>	<u>2</u>	<u>32</u>	<u>29</u>	<u>91</u>	<u>107</u>	<u>2</u>	<u>105</u>	<u>54</u>	<u>51</u>
Total	124	3	121	103	85	470	7	463	236	51
Michigan State										
1953	23		23	16	70	53	1	52	26	50
1954	29	1	28	20	72	57	1	56	35	63
1955	23		23	16	70	56	1	55	31	56
1956	25	1	24	16	67	93	2	91	38	42
1957	<u>17</u>	<u>1</u>	<u>16</u>	<u>12</u>	<u>75</u>	<u>102</u>	<u>2</u>	<u>100</u>	<u>51</u>	<u>51</u>
Total	117	3	114	80	70	361	7	354	181	51
Oklahoma State										
1953	9		9	6	67	2		2	2	100
1954	10		10	9	90	4	1	3	2	67
1955	8		8	8	100	4	1	3	1	33
1956	12		12	10	92	1		1		
1957	<u>5</u>		<u>5</u>	<u>5</u>	<u>100</u>	<u>10</u>		<u>10</u>	<u>7</u>	<u>70</u>
Total	44		44	38	87	21	2	19	12	63
Total Home Economics			279	221	79					
Total Hotel Adminis- tration									836	429 51
Grand total			1,115	650	59					

This is a very important limitation on inferences which can be made from this study, but does not invalidate the study. It is important to know that differences exist between programs at different universities as well as within universities.

Preliminary investigation of the programs at Oklahoma State University revealed that they were well-established, but the investigator was unaware of how few graduates they had had during the period under study. This made it impossible to do a statistical analysis of the data collected from this university.

#### Treatment of the Data

From the outset of this study it was planned that the data would be handled with electronic equipment rather than by hand tabulation. The questionnaire was designed with this in mind. Since the investigator had had no experience with IBM machines, she consulted with experts in the use of this equipment in order to obtain an understanding of the capabilities and limitations of the punching, sorting, and tabulating machines.

Most of the items could be coded directly on the questionnaire. Before coding of the free responses was begun, the investigator listed responses from approximately 100 questionnaires from a sample of returns from each college in the study. In no instances a pattern of answers could be easily established. A supplementary code sheet (see Appendix II p. 139) was prepared and mimeographed.

The data were coded first on the questionnaire and the supplementary code sheet, then on code summary sheets. Coding was double-checked before the cards were punched, and the punched cards were

verified. Counts from the sorting operations were recorded on forms which were also used in table construction (see Appendix II p. 143). The forms were set up before beginning the sorting and counting operations in order to save machine time.

No attempt was made to exclude from the survey those questionnaires that failed to provide usable information on all items. Many of the items were not applicable in every case. Because of this, the number of respondents varied from question to question. In all of the tabulations, answers are expressed as percentages of the total number of usable replies to the question under consideration instead of being related to the total number of replies to the questionnaire.

#### Some Problems Encountered in Coding

##### Postgraduate Education or Training

Answers to the question about company planned, on-the-job training programs (Item 13) led the investigator to question whether some of the respondents interpreted this term the same way she did. She had in mind a closely supervised rotating experience. When many of the responses were checked against the job descriptions on the following page of the questionnaire, it appeared that they were not the type of formal training envisioned, hence these data are not included in this study.

##### Work Experience Before Graduating from College

Answers to the question about how long the graduate had worked before graduating from college could not be coded accurately (Items 20-24); respondents checked that they had worked but did not always state the length of time. Others listed the number of hours per week, not the

number of months, semesters, or years. Because of these difficulties the investigator was unable to explore the relationship between salary or classification of position after graduation and work experience before graduation.

Work Experience After Graduating from College--

Basis of Annual Salary

The graduate was asked to check the approximate annual salary received and then check the basis of this salary--whether it was a 12 month's position, 9 months, etc. (Item 31). This was misinterpreted and the respondents frequently listed the total number of months spent in the position. From the information provided in the free response description of the position, the investigator was able to ascertain that most of the positions were year-around type of work and that the basis of the annual salary was unimportant.

## CHAPTER IV

### DISCUSSION OF THE FINDINGS

Tabulations of the responses of 221 home economics graduates and 429 hotel administration graduates of three universities yielded an abundance of information which has been placed in tables in Appendix I. The most important findings are discussed in this chapter and references are made to the tables. Comparisons are made of the responses of home economics graduates and hotel administration graduates, and, in some instances, of responses of graduates of the same type of curriculum in the different universities.

All of the home economics graduates were women, with one exception, and all but 6 per cent of the hotel graduates were men. Essentially, therefore, any comparison of responses of home economics graduates and hotel administration graduates is a comparison of women and men as well as graduates of two types of curricula.

#### Marital and Occupational Status of Home Economics Graduates

In this study the marital status of hotel administration graduates is irrelevant since it does not affect the occupational status of men. However, marital status does frequently affect the occupational status of women and is relevant to the professional activity of home economics graduates.

Approximately two-thirds of the home economics graduates were married, (Table 2) and the majority of these married graduates were married within one year after graduation, 80 per cent within two years

(Table 3). Sixty per cent of the single graduates were from the last two classes studied, (Table 4) and it is probable that a high percentage of these single graduates will marry.

Nearly all of the single graduates were employed full-time, and they constituted two-thirds of the group who were employed at the time of this study (Table 5). One-third of the married women were employed full-time at the time of this study, and only 12 per cent had never worked since graduation (Table 6). Twenty-one per cent of the married graduates had worked continuously since graduation; very few of them held part-time jobs. Those who had worked after marriage, but who were not employed at the time of this study, had worked, on the average, two years after marriage (Table 7).

Marriage had little effect on the types of jobs graduates held. Almost all of the women who had worked after marriage either continued in the same position or changed to a similar position (Table 8).

The work history of home economics graduates shows, therefore, that even though almost all of them are employed at some time after graduation, their employment is irregular and influenced strongly by marriage. Since, on the average, home economics graduates are married within a year after graduation and continue to work, on the average, for two years after marriage, this gives them only about 3 years of professional service at a time when their information and methodology are most up-to-date and in greatest demand. This three years includes the internship experience.

## Postgraduate Education

### Graduate Study

Even though the interpretation of the data about graduate study is limited by the fact that the length of time since graduation is relatively short, and therefore plans for graduate study may be unformed or subject to change, these data do give some indication of the fields of study in which graduates are most interested and of the supply of well-trained personnel from whom will be drawn professional leaders and teachers.

Three per cent of the respondents had already received the master's degree and 13 per cent had begun, but not yet completed, a master's degree (Table 9). An additional 17 per cent of the respondents indicated that they were contemplating beginning graduate work sometime in the foreseeable future. There were a few duplications in these figures—respondents who had a master's degree and who had already begun or who had planned to do advanced graduate study—nonetheless, almost a third of the respondents indicated some definite interest in study beyond the bachelor's degree.

Approximately half of the master's degrees begun or completed by home economics graduates were in the field of food and nutrition (Table 10). Half of the graduate degrees begun or completed by hotel graduates were in the fields of accounting and business administration. One-fourth of the home economics graduates who had not yet begun graduate study, but who planned to do so, indicated that they would select education as a major.

### Internships

Almost half of the home economics respondents in this study had completed an internship approved by the American Dietetic Association (Table 11). However, the proportion of Oklahoma State graduates who had completed an internship was much higher than that of Cornell and Michigan State graduates. Eight-five per cent of these graduates had taken a hospital internship, the remainder an administrative internship.

This is suggestive of several things which are interrelated:

- 1) The academic requirements for membership in the American Dietetic Association undoubtedly have a profound influence on the undergraduate programs of home economics graduates who are interested in food service careers since at least half, and probably a much high proportion, of the home economics graduates had met these requirements in order to take an internship.
- 2) The possibility of belonging to a professional association that has considerable prestige probably is one of the attractions of the dietetics curriculum and might influence the number of students who choose this career.
- 3) At the time of this study the membership requirements of the Association did not permit specialization in administration at the undergraduate level unless it was in addition to a heavy science major; therefore home economics curricula probably did not attract as many students who were primarily interested in administration as it might have if such specialization had been permitted.

Undergraduate and Present Interest in Certain Areas of  
Dietetics and Hotel Administration

The undergraduate and present interest of graduates in certain subject matter areas of dietetics and hotel administration are tabulated by university and curriculum (Tables 12 through 17).

The original data included four degrees of interest: 1) much interest, 2) some interest, 3) little interest, and 4) no interest. Since there were so few responses of little interest or no interest, those two categories had to be combined in order to make a statistical comparison of the responses because the expected frequencies were too low, in most instances, to apply the Chi Squared analysis. As mentioned previously, the number of students from Oklahoma State was so small that the data from that university could not be treated statistically.

The data from Cornell and Michigan State universities were compared two ways, 1) between home economics graduates of Cornell and Michigan State, and between hotel administration graduates of these universities, and 2) between home economics graduates and hotel administration graduates within each university (Table 18).

Although there were fewer areas in which there was a significant difference in interest indicated by home economics graduates than by hotel administration graduates, no clear pattern of interest emerged from the comparison of the same curriculum in different universities. When home economics graduates were compared with hotel administration graduates, however, it was quite evident that home economics graduates had quite different patterns of interest than hotel administration graduates. There was a significant difference in the degree of interest

shown by home economics graduates and hotel administration graduates of both universities in almost every subject matter area. Home economics graduates of both universities indicated more interest in diet therapy, experimental foods, food preparation, journalism, and nutrition than hotel administration graduates; hotel administration graduates showed more interest in accounting, food service layout and equipment, "front of the house", general administration, and personnel administration than home economics graduates.

Because of the similarity of the patterns of interest that emerged by the comparison of home economics graduates with hotel administration graduates within universities, it appeared that there was more homogeneity of interest between graduates of the same type of curriculum in the two universities than was evidenced by the statistical comparison of the interest indicated by these graduates. This led the investigator to another method of comparison. The subject matter areas were ranked according to the degree of interest indicated. Oklahoma State graduates were included in the comparison.

Since the degree of interest cannot be measured in discrete units but rather on a continuum, this investigator decided that it was logical to combine the categories that had a positive connotation (much interest and some interest) and those that had a negative connotation (little interest and no interest). Some individuals seldom, if ever, check extremes, and this factor may have been responsible for the apparent lack of similarity in interests between home economics graduates and hotel graduates of different universities.

As had been anticipated, when the items were ranked patterns of interest for home economics graduates and for hotel administration graduates were clearly indicated. Food preparation, nutrition, food purchasing, and diet in disease ranked highest in number of responses, indicating much or some interest at both the undergraduate and present time by home economics graduates (Table 19). "Front of the house" and journalism, radio, and TV consistently ranked lowest. In fact, the ranks of all of the items were very similar in each university. Less homogeneity of interest was manifested by hotel administration graduates, but there were also striking similarities in the rank of subject matter areas. Accounting and general administration ranked highest, followed by food preparation and food purchasing. Diet in disease, journalism, and nutrition ranked lowest (Table 20).

In order to ascertain whether or not there was a significant change in the interests of graduates since graduation from college, an item analysis was made to determine how many graduates became more interested in each subject matter area, and how many became less interested. Responses to the items about undergraduate interest were sorted and the categories much interest and some interest were combined, as were the categories little interest and no interest. If the respondent did not check an item, this was taken as an indication of no interest and this response was also combined with the responses little and no interest. These categories had to be combined in order to set up four-fold contingency tables to test the significance of difference. Next the responses of these two combined groups were counted separately on the columns recording present interest, and note was made of those

individuals who had become less interested or more interested. McNemar's formula for testing the significance of change (Chi Square) between a first versus a second set of responses from the same individual was used. (18:229)

Home economics graduates of both Cornell and Michigan State universities are very consistent in their interest patterns (Tables 21 and 22). The only significant changes in interest revealed were that Cornell graduates became less interested in dining room supervision since graduation, and Michigan State graduates became more interested in accounting.

Hotel graduates, on the other hand, indicated a significant change in interest in several categories. Cornell graduates were more interested in journalism, radio, and TV, but less interested in food preparation, food purchasing, and "front of the house" than they had been as undergraduates (Table 23). Michigan State graduates were more interested in accounting, diet in disease, dining room supervision, journalism, and personnel administration; they were less interested in "front of the house" (Table 24).

#### Work Experience of Respondents

Approximately three-fourths of the home economics graduates and two-thirds of the hotel administration graduates were employed in food service positions in both their first jobs and in the ones held at the time of the study (Tables 25 and 26). Over 60 per cent of the home economics graduates who held food service positions were employed in hospitals in the first position, almost half in the present position (the position held at the time of this study). Nearly all of the

dietitians who were working in hospitals had had a dietetic internship.

The majority of hotel administration graduates who held food service positions were employed in hotels and restaurants—about 30 per cent each in the first position, a slightly smaller percentage in hotels in the present position. Only a small percentage of hotel administration graduates were employed in hospitals in either the first or the present positions.

Very few of the respondents were employed by contract catering firms. Approximately 10 per cent of the hotel administration graduates who were employed in food service positions and less than 3 per cent of the home economics graduates were employed by contract caterers, and most of these graduates worked in industrial and college food services (Table 27).

Nearly all of the respondents had held one or more jobs in addition to internship or military service, if they had had those experiences (Table 28). One-fifth of the home economics graduates and one-third of the hotel administration graduates had held three or more jobs in the short time since their graduation from college.

Salaries of hotel administration graduates in both first and present positions were substantially higher than those of home economics graduates, (Tables 29 and 30) and hotel administration graduates also received more fringe benefits, and more valuable fringe benefits, on the average, than home economics graduates (Tables 31 and 32). The average salary of both groups was considerably higher in the present than in the first position. The median salary of hotel graduates in

the first position was \$4,353, \$800 higher than that of home economics graduates. In the present position there was an even greater difference in the average salary of the two groups. The median salary of hotel administration graduates was \$6,271, and this was almost \$2,000 higher than that received by home economics graduates.

In the first position the median salary varied very little according to type of position for either home economics or hotel administration graduates, though the spread was a little wider for the men (Table 33). Hotel positions were the lowest in the range. The median salary for non-food-service positions for both groups was slightly below the median for the total group. It is noteworthy that even though most of the women who were employed in hospitals had had a year of post-graduate training in the internship, their salaries were only slightly higher than the median for home economics graduates, and they were well below the median for hotel graduates.

In the present position there was a much wider range in salaries according to type of position (Table 43). For home economics graduates, college positions were the least well paid and non-food-service positions were also below the median for the group. Hospital salaries were the highest. For hotel administration graduates, hotel salaries were still below the median for the group, as were non-food-service salaries. Club positions were the highest paid by far—they averaged \$1,500 higher than the median for the group.

The median salary of these respondents in the present position was approximately the same as the median salary of Michigan State alumni as reported by the Business Research Bureau, Michigan State

College in 1954 (7:16) The Michigan State study encompassed all alumni, not just recent graduates. At that time it was calculated that the average value of fringe benefits received by hotel administration graduates was \$1,250. No attempt was made to ascertain the value of the fringe benefits reported in this study, but they are likely to have increased in dollar value since 1954.

Undoubtedly some of the difference in the salaries reported by home economics and hotel administration graduates can be attributed to the fact that men receive higher salaries than women, even in the same positions. A contributing factor to this sex differential is the fact that since the large majority of women marry and leave the labor market, they are not as reliable a source of labor as men.

Home economics graduates were not employed in the same types of positions as hotel administration graduates, however, even though they were both concerned with food service. In analyzing the major responsibilities reported by home economics graduates and hotel administration graduates in their first and present positions, it is apparent that 1) hotel administration graduates checked more responsibilities, on the average, than home economics graduates, and 2) a higher percentage of hotel graduates checked the types of responsibilities associated with managerial positions (as opposed to supervisory positions).

Multiple punching was used to record the data in this section. If the respondent checked 12 or more of the responsibilities listed, his response was coded most of above. This had to be left as a separate category because in no instance were all of the categories checked. For example, few of the hotel administration graduates checked diet

therapy, nutrition counseling, or teaching, but many of them checked all of the other responsibilities. However, when reading these tables the category most of above must be borne in mind when the number of respondents performing the different responsibilities are discussed.

Major responsibilities of graduates are presented in detail by university and curriculum for the first position (Table 35) and present position (Table 36). These tables are included for references, but responses of all home economics graduates and of all hotel administration graduates were combined in order to make less cumbersome the comparisons of the major responsibilities reported by graduates of the two types of curricula for the first and present positions (Table 37). In the analysis which follows, the responses which fell into the category most of the above are added to the number of responses in the other categories.

In their first position the majority of home economics respondents checked five major responsibilities: 1) food service supervision, 2) food production supervision, 3) menu planning, 4) sanitation, and 5) diet therapy. These are the responsibilities which are performed chiefly by first line supervisors or staff personnel. The majority of hotel graduates checked all of the responsibilities listed above, with the exception of diet therapy, and in addition they checked personnel selection, training, and scheduling, purchasing food, and accounting and cost control. These last three responsibilities are more closely associated with management than the first four, though with middle management rather than top management. About a third of the hotel administration graduates checked budget and policy formulation, two responsibilities which are clearly associated with managerial positions. A

much smaller proportions of home economics graduates checked the last two responsibilities.

In the present position the contrast is much more pronounced. The majority of home economics graduates checked purchasing, personnel, and nutrition counseling in addition to the five responsibilities checked by the majority in the first position. This was similar to the responsibilities checked by hotel administration graduates in the first position. The majority of the hotel administration graduates checked all of the responsibilities except four, and none of those four is associated with management.

This seems to clearly indicate that a much higher proportion of hotel administration graduates are in positions which could be classified as executive or top management than home economics graduates. In fact, it appears that few home economics graduates attain those types of positions in the short span of time covered by this study.

The Bureau of Business Research at Michigan State found that many of the Michigan State alumni who participated in that study had reached executive positions within a period of five years or less.

(7:20) This study seems to corroborate that finding.

These differences in types of positions held by hotel administration and home economics graduates should not be attributed solely to the differences between hotel administration and home economics curricula. Undoubtedly this is a major factor, but several other contributing factors emerged which probably have considerable influence on the difference between the managerial level and salary of positions secured by home economics and hotel administration graduates.

For one thing, hotel administration graduates are a little over a year older than home economics graduates, on the average, and hence a little more mature (Table 38). Although this difference is apparently small, there is a statistically significant difference in the distributions of age of hotel and home economics graduates. An even more important reason, and a contributing factor to the difference in age, is the fact that the average hotel administration graduate had much more work experience before graduating from college than the average home economics graduate. Seventy-five per cent of the hotel administration graduates, as opposed to 58 per cent of the home economics graduates, had worked sometimes before entering college, during college, and during college vacations (Table 39). As explained earlier, it was impossible to tabulate how long the graduates had worked in each of these categories, but many of the hotel administration graduates and a few of the home economics graduates had worked almost continuously since graduation from high school--part-time during the college year, full-time during vacation. Almost 15 per cent of the hotel administration graduates reported that they had worked full-time while going to college, some of them during the entire college program. In addition, almost 40 per cent of the hotel administration graduates had interrupted their education to work full-time, or had spent some time in military service before graduation (Table 40). The average length of the interruption was almost two years. Less than 5 per cent of the home economics graduates had interrupted their education to work full-time, and these graduates had worked less than a year, on the average.

There is one other factor, alluded to earlier, which probably has some effect on the difference between the types of positions held

by graduates of the two types of curricula. Because many of the home economics graduates had married and were no longer working, a higher proportion of the home economics graduates reporting in the present position were from the more recent graduating classes, hence the average home economics graduate had not had as much experience as the average hotel graduate.

The graduates were asked if they thought that some work experience should be required of each student before graduation, and nearly all of them thought that it should be required (Table 41). They were asked to give reasons to support their recommendation, and the reason most frequently given was that it gives the student practical experience and develops skills (Table 42). The other reason mentioned by a large majority of respondents was that it offers a chance to explore professional opportunities.

The graduates were also asked to indicate why they had either not entered or had left the profession for which they trained as undergraduates if they were not working in the profession at the time of the study. A large majority of the home economics graduates who answered this question indicated that they had left because of family responsibilities—either marriage or pregnancy; few indicated that they did not like the work (Table 43). Hotel administration graduates listed two reasons with about the same frequency, compulsory military service and low income. Almost 20 per cent indicated that they did not like the work.

Respondents' Evaluations of Their Undergraduate  
Education

The respondents' evaluations of their undergraduate professional education for food service administration are presented in detail by university and curriculum in Tables 44 through 49; their explanations of why they rated their training inadequate are found in Tables 50 through 55. The respondents' evaluations of their general education are also presented by university and curriculum in Tables 56 through 61.

The same type of statistical comparison was made of the graduates' ratings of their undergraduate professional and general education as was made of their undergraduate and present interest in certain subject matter areas. The responses of the home economics graduates of the two universities were compared as were the responses of hotel administration graduates. Then the responses of home economics and hotel administration graduates of the same university were compared. The results of these comparisons are presented in Table 62 for professional education, Table 63 for general education.

In evaluating their undergraduate education, Cornell home economics and hotel administration graduates rated their professional education higher than Michigan State graduates in each instance where there was a significant difference in the ratings of hotel administration graduates.

In general education also, Cornell home economics graduates rated their preparation higher than Michigan State graduates in three out of the four areas where there was a significant difference in the ratings of the two groups. The reverse was true of hotel administration

graduates of the two universities. Michigan State graduates rated their general education higher than Cornell graduates in each of the eight areas where there was a significant difference in the ratings of the two groups of graduates.

Cornell home economics graduates rated both their professional and general education higher than Cornell hotel graduates in every instance but one where there was a significant difference in the ratings of the two groups, and there were many differences. There was very little difference in the ratings of Michigan State home economics and hotel administration graduates, on the other hand, of either their professional or general education.

No statistical comparison was made of the ratings of Oklahoma State graduates, but a large majority of the home economics graduates were satisfied with both their professional and general education. They were a little less satisfied with their general education than with their professional education. Oklahoma State hotel administration graduates, however, were the least well satisfied with both their professional and general education of any of the groups studied.

The two areas of professional education which were criticized far more frequently than any others by home economics graduates of the three universities were personnel administration and accounting and cost control. Hotel administration graduates of each of the universities were least well satisfied with their undergraduate preparation in budget making, catering, and merchandising. The graduates thought that these areas were not emphasized sufficiently. Hotel administration graduates also complained that there was very little subject matter offered in the areas in which they were least well satisfied.

More of the graduates of each university were critical of their undergraduate preparation "to understand and enjoy literature, art, and music" and "to develop the ability to do significant independent research" than of any of the other general education objectives.

The graduates were asked to make an over-all evaluation of their undergraduate program by checking whether they thought it was totally adequate, adequate generally but not professionally, et cetera. The use of the term "totally adequate" was unfortunate, because many people object to such a strong affirmation. Quite a number of respondents modified the statement a little in such ways as deleting the word "totally," or by substituting the phrase "in most respect." This was the sense in which the investigator had intended the term to be interpreted, and replies were tabulated under the heading adequate both generally and professionally.

In setting up the dichotomy "professionally" and "generally", the investigator equated these terms in her mind with professional education and general education since the over-all evaluation immediately followed the evaluation of those two parts of the undergraduate program. The term "generally" has another connotation when taken out of this context, of course, and questions were raised about the author's interpretation of the findings. The original questionnaire were re-examined and the over-all evaluations closely followed the patterns of the responses of the ratings of professional and general education. Therefore, the term "genrally" is interpreted here to mean "general education."

The majority of home economics graduates of each university rated their undergraduate education adequate both generally and professionally

(Table 64). None of the home economics graduates rated their education inadequate both generally and professionally. More of the Cornell and Oklahoma State graduates who were dissatisfied with some aspect of the program thought that their general education was inadequate; the reverse was true of Michigan State graduates.

In none of these universities did the majority of the hotel administration graduates rate their undergraduate education adequate both generally and professionally. There were a few from each university who rated it inadequate in both respects. Of the graduates who were dissatisfied with some aspect of their education, more Cornell graduates were dissatisfied with their general education, Michigan State and Oklahoma State graduates with their professional education.

Data from these responses were reorganized to give a more concise picture of the graduates' evaluation of their undergraduate education. Responses in the category adequate generally but not professionally, combining all of the responses which rated general education adequate. The same process was followed to combine responses which rated professional education adequate. These combined responses show that 70 per cent or more of the home economics graduates of each university rated both their general and professional education adequate (Table 65). Almost 90 per cent of the home economics graduates of Cornell and Michigan State thought that their professional education was adequate. The percentages of hotel administration graduates rating either phase of their undergraduate education adequate were not as high as the percentages of home economics graduates, with one exception. A

higher percentage of Michigan State hotel administration graduates rated their general education adequate than any of the other groups.

Changes in Occupation Which Graduates Might Now  
Make If They Were to Begin College Again

By far the majority of graduates of each university indicated that they would make no change in their choice of occupation if they could start their education again (Table 66). The two changes which were mentioned most frequently by home economics graduates are related. About 7 per cent of these graduates said that they would change to education, and an additional 7 per cent said that they would choose the same major but take an additional minor. Education was mentioned most frequently as the minor that they would add. There was no pattern to the responses of hotel administration graduates concerning the changes they might make. About 8 per cent said that they would take business administration instead of hotel administration. The next most frequently mentioned change was liberal arts. A number of hotel administration graduates mentioned that they would not have changed their professional major, but they would have taken liberal arts before specializing.

Obviously only the findings of major interest could be presented within the limits of this discussion. Some of the more detailed analyses which were originally planned, such as a cross-analysis of salary and major responsibilities by age and year of graduation, could not be done because there were too few responses in many of the cells.

A summary of the findings is presented in the last chapter.

## CHAPTER V

### GENERAL SUMMARY AND CONSLUSIONS

This study was undertaken in order to provide faculties in colleges of home economics and hotel administration with a clearer concept of the types of positions undertaken by their graduates and to get an appraisal by graduates of the adequacy of their undergraduate education to meet job demands and individual needs. The study concentrated on education for food service administration. Both types of curricula prepare their graduates for careers in this field, although the emphasis of the two programs is considerably different.

Data were obtained from answers to a mail questionnaire which was sent to recent (1953-1957) home economics graduates who had majored in dietetics, food and nutrition, or institution management and to hotel, restaurant, and institution administration graduates of Cornell, Michigan State, and Oklahoma State universities. Seventy-nine per cent of the home economics graduates and 51 per cent of the hotel graduates replied. The graduates supplied information about 1) their undergraduate and present interest in certain aspects of dietetics and hotel administration, 2) postgraduate education and training, 3) work experience before and after graduation from college, and 4) evaluation of their undergraduate professional and general education.

#### General Summary

- 1) The types of student attracted to college of home economics and colleges of hotel, restaurant, and institution administration are

different in several basic respects, even though both types of curricula are preparing many of their graduates for careers in food service administration.

- a. Home economics students are women; hotel administration students are nearly all men.
- b. Home economics graduates are primarily interested in applying nutrition to group feeding; hotel administration graduates are primarily interested in applying business management techniques to food service operations.
- c. Home economics graduates seek careers in institutional-type food services; only a few enter commercial enterprises. Hotel administration graduates are principally attracted to careers in commercial enterprises; few seek careers in institutional-type food services.

- 2) While graduates of both types of curricula obtain managerial positions upon graduation, the level of management attained by hotel administration graduates, especially in the position held at the time of this study, was higher.

This finding was based on the analysis of the major responsibilities checked by the respondents for their first and present positions. Hotel administration graduates checked 1) more responsibilities, on the average, than home economics graduates, and 2) a higher percentage of hotel administration graduates checked the types of responsibilities associated with top or middle management (as opposed to first-line supervision).

- 3) Approximately three-fourths of the home economics respondents and two-thirds of the hotel administration respondents were employed in food service positions. Of those employed in food service positions,
- a. The majority of home economics graduates were employed in hospitals, the next largest number in colleges.
  - b. The majority of hotel administration graduates were employed in hotels and restaurants, in about equal proportions.

- 4) Hotel administration graduates receive substantially higher salaries than home economics graduates; they also receive more fringe benefits, and more valuable fringe benefits.

This is probably a reflection of the difference in level of management, to a large extent. Undoubtedly it is also a reflection of the fact that men are paid higher salaries than women, even in the same positions.

- 5) Hotel administration graduates had had much more work experience before graduating from college than home economics graduates, even though nearly all of the home economics graduates had had some work experience before graduation.
- a. Almost 40 per cent of the men had interrupted their education to work full-time, or had spent some time in military service before graduating from college. The average length of the interruption was almost two years.
  - b. Fifteen per cent of the hotel administration graduates reported that they had held full-time jobs while going to college, some of them for the entire time.

- 6) Nearly all of the respondents thought that some work experience should be required of all students before graduation because it has proven to be an important adjunct to the undergraduate program by giving students practical experience and developing skills.
- 7) Almost all home economics graduates work after graduation, but they are in the labor market for only three years, on the average, because of marriage and family responsibilities.
- 8) Almost half of the home economics respondents had completed an internship which was approved by the American Dietetic Association. Eighty-five per cent had taken a hospital internship, the remainder an administrative internship.

This additional training apparently had little, if any, influence on the earning capacity of the graduates, and yet it delayed entrance into a salaried job for one year. Nonetheless, a large majority of the respondents thought the experience was very valuable and many added that their education would have been incomplete without it.

- 9) The majority of home economics and hotel administration graduates are strong advocates of general education and are concerned about the adequacy of their general education as well as their professional education.

Many of the comments at the end of the questionnaire expressed concern that there was not enough time to take much work in the liberal arts. The comment of one graduate, though more fully expressed than many, is typical of the concern shown by many.

"Food work is time consuming and demanding. I think that diversion is essential after working hours. An educated liberal mind is necessary for satisfying relations with our fellow college graduates." Another phrased it this way. "I feel that my over-all undergraduate education would have had greater permanent value had it included courses in philosophy, literature, and comparative governments."

- 10) In an over-all evaluation of their educational program, a large majority of the graduates of each university were satisfied with their undergraduate education. Over two-thirds of the respondents also indicated that they would choose the same undergraduate major if they could begin their education anew.

The major conclusion that can be drawn from this study is that one should not make broad generalizations about the superiority or inferiority of home economics education for food service administration. There is no such entity as "home economics education for food service administration" but rather there are similar, yet different, programs at each university, each having strengths in some areas and weaknesses in others. The same thing is true of hotel administration. This study re-emphasizes the need for periodic institutional self-study in order to evaluate the effectiveness of the educational program.

### Conclusions

This study was prompted by the realization that there is a shortage of dietitians, particularly of dietitians who are interested in the administrative aspects of food service and who have had adequate

training in this important phase of institutional food service, and by a feeling of responsibility on the part of college faculty to do something to help relieve the situation. The shortage will become more acute unless action is taken to interest a larger number of young people than has been done in the past in this profession which plays such an important role in maintaining and improving the health of our nation.

Dietetics has traditionally been primarily a woman's profession, and the shortage of dietitians is related to heavy losses from the field because of marriage. This study indicates that it is highly unlikely that there will be a change in this trend. The findings also show that few hotel administration graduates have been attracted into this profession. This all adds up to the fact that positive steps will have to be taken to expand the source of supply of trained dietitians.

One course of action suggested indirectly by this study is to make an even greater effort to get married women back into the profession after their children are reared. Over three-fourths of the graduates who had left the profession indicated that they had done so because of family responsibilities. Very few indicated that they did not like the work.

The American Dietetic Association has attacked the problem constructively by opening the avenues of membership to a larger number of people by permitting undergraduate specialization in several curricula. Heretofore all members had to meet virtually the same academic requirements with only minor variations allowed. The emphasis of the former requirements on nutrition with many science prerequisites forced the person who was principally interested in administration to take a double

major if she wanted to take much work in the area. It also virtually excluded those individuals who liked food production and administration yet who did not particularly enjoy sciences. Some science and nutrition is essential in this profession, of course, but all types of jobs do not require the same amount. By broadening the basis of membership to appeal to a wider range of interests, the profession hopes to attract individuals who are well trained in the administrative aspects of food service in institutions.

The implementation of this program is up to the faculties in the colleges training prospective members of the profession. Since membership in the Association has already proven to be an attraction to a large segment of their students, faculties in colleges of home economics, particularly in departments of institution management, should capitalize on this revision of requirements and take immediate steps to implement and promote specialization in food service administration.

College curricula are not, and should not be, limited to the requirements of any professional organization. Each university has unique facilities which should be exploited, and herein lies the opportunity for experimentation and the possibility of improving the profession. It is also this uniqueness which gives variety to our educational system and which, therefore, attracts a large number of people with a wide range of interests. However, most colleges of home economics which are part of a university will not need to add new courses in order to satisfy the revised requirements of the American Dietetic Association because facilities are available in other parts of the university to supplement courses not taught in colleges of home economics.

By requiring students to take some of their work in other parts of the university, the educational horizons of the students will be broadened. At the same time, faculty in other sections of the university will become more aware of the breadth of educational opportunities in colleges of home economics.

It is not enough to make facilities available for specialization in food service administration. Active recruitment is necessary in order to attract students. This is not solely the task of college faculty members, though their enthusiastic support of the program is essential to its success. The professional association and individual members of the profession share the responsibility of acquainting prospective students with professional opportunities. Announcements can be made in college bulletins and departmental brochures which describe the potential fields of specialization to their students.

Recruitment for these curricula in colleges of home economics should not be limited to women, in the opinion of this writer. Few colleges of home economics regularly admit men, it is true, but there are other areas of specialization than the one under consideration here which might also be attractive to men. Some men have already taken undergraduate work in dietetics, and an even larger number have done some graduate work in this area.

The admission of men to colleges of home economics would necessitate some adjustment in the core curriculum which is an essential part of the undergraduate program in many colleges. Colleges of home economics place special emphasis on one of the major general education objectives, "to acquire knowledge and attitudes basic to a satisfying

family life." The core curriculum is designed to implement this objective. Both men and women are homemakers, though the homemaking roles of the sexes differ in some respects. This difference could be accommodated by setting up a separate core for men. Of course, the objective of helping students to prepare for a satisfying family life is shared by other curricula, but the unique contribution of home economics is the emphasis placed on education for this very important function. Men as well as women need skills in this area.

Since the terms "home economics" and "homemaking" are unmanly, serious consideration should be given to finding terms which connote the objectives of home economics education but which are not hampered by the connotation of mundane, routine activities which are frequently associated with the term "homemaking." The author does not have an alternate name to suggest, but she believes that the name "home economics" is a barrier to the recognition by other segments of the educational world, and by the general population, of the professional status attained by the career opportunities open to graduates of colleges of home economics.

Colleges of hotel, restaurant, and institution administration could extend their influence by setting up curricula to prepare some of their graduates for careers in institutional-type food services since there is a great demand for people with such training. This type of curriculum should attract men who are interested in food service administration and sound business training, but who dislike the long hours and competition frequently associated with hotel and restaurant food service. Possibly some men would be interested in belonging to a professional

association, and the program could be designed with enough flexibility to allow these students to select courses which would meet the academic requirements for membership in the American Dietetic Association.

Questions might be raised as to why it should be necessary to institute a new curriculum in these colleges for this type of food service, rather than to assume that graduates of the traditional curricula could make all necessary adaptations on the job. There are some basic differences in hotel and restaurant food services and institutional food services. A knowledge of nutrition and a concern for preserving the nutritive value of food during preparation and service, insofar as possible, are particularly important in institutional food service where the "captive" customer must depend on the dietary department for his principal source of food for considerable periods of time. In hospitals, food is often one of the therapeutic devices used in the treatment of illness and attention to nutritive value is essential there. In hotels, restaurants, and other types of commercial food services, on the other hand, the customer can choose where he eats and what he eats. The restaurant is not responsible for his well-being, except to see that the food is safe to eat. Institutional food services operate on a fixed budget, often fairly limited, while hotels and restaurants can charge whatever the customer is willing to pay, and the selling price can be varied whenever prices and competition warrant. There are innumerable other differences, of course, but many of the basic courses could be the same. In universities where there is also a college of home economics, some of the special courses could be taken with home economics majors.

Concern over professional education and the problems of specialization should not be allowed to preclude concern for the general education needs of students. Provision should be made in the curriculum for some required work in the liberal arts in order to be sure that all students select some courses outside of their professional curriculum. Preferably, in the opinion of the author, most of these courses should be taken outside of the professional school. Whether this general education requirement should take the form of a block of specially designed interdepartmental courses, such as is required of all students at Michigan State University, or of a required distribution of courses which leaves the student considerable leeway in the choice of the particular courses which are most interesting to him, as is done at the New York State College of Home Economics at Cornell University, is a moot question. The majority of graduates of both types of programs indicated that they thought the program they took had adequately met their needs. Many graduates commented, however, that they would have liked to have had more electives in order to pursue interests which had been developed in the general education courses.

One way to permit the development of individual interests is to plan the undergraduate curriculum so that there are some free electives. In a crowded professional curriculum this is difficult. Undoubtedly, however, there is some dead wood in any curriculum which could be pruned out after careful study. A number of graduates expressed concern that some of the required courses were unchallenging and repetitious. These courses should be condensed and perhaps combined with other required courses, or perhaps eliminated, so that there would be more time for

electives. Methods of teaching should also be critically evaluated. One of the remarks which typifies the opinion of some of the graduates about the quality of instruction in some of the required technical courses was, "There is too much emphasis on the memorization of facts, not enough on problem solving and application of facts."

Since the four-year curriculum is far too short to permit the teaching of all the facts and the development of skills which would be useful when the graduate faces the responsibilities of his first job, the author recommends that students be required to get some practical experience through working before they graduate from college. Apparently this would not be an unreasonable requirement, because nearly all of the graduates who cooperated in this study were in favor of such a requirement. The quality of this experience could be improved by a more careful selection of the work experience than is sometimes done. It would be highly desirable if a member of the faculty could visit the students to find out what problems they encounter and to help them evaluate their experience. Some follow-up by the college should definitely be planned in order to get the maximum benefit from the experience.

There are no easy solutions to the problems facing the college faculties which are responsible for the undergraduate professional education of students, particularly when the profession which the students will enter is expanding rapidly and changing constantly. The profession of dietetics is in such a period of expansion. A concerted effort must be made by college faculties and other professional leaders to single out the basic principles and the skills which are essential for beginning jobs so that colleges may concentrate on teaching this fundamental

knowledge and on developing in their students habits of study and critical evaluation which will lead to continued self-education after the period of formal education is finished.

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## **APPENDIX I**

TABLE 2    MARITAL STATUS OF RESPONDENTS

Marital Status of Respondents	Home Economics			Hotel Administration		
	CU	MSU	CSU	CU	MSU	CSU
N:	103	80	38	236	181	12
	Percentage					
Single	32	25	34	35	30	17
Married	66	74	58	64	69	83
Separated or divorced	2	1	5	1	1	
Widowed			2			
Total	100	100	100	100	100	100

TABLE 3    DATE OF MARRIAGE IN RELATION TO GRADUATION FROM COLLEGE  
HOME ECONOMICS GRADUATES

Length of Time Between Graduation and Marriage	Married Home Economics Graduates			Total	Cumulative Percentage
	CU	MSU	CSU		
	N:	69	59	35	150
	Percentage				
Before graduation <sup>1</sup>	19	17	36	20	20
Within 3 mo. after graduation	27	17	14	21	41
3 months - 1 year	13	12	27	15	56
1 - 2 years	24	34	9	26	82
2 - 3 years	13	5	5	9	91
3 - 4 years	3	8	9	6	97
4 - 5 years	1	2		1	98
More than 5 years		2		1	99
Date not indicated		3		1	100
Total	100	100	100	100	

<sup>1</sup>Includes those who married before matriculating.

TABLE 4    YEAR OF GRADUATION — SINGLE WOMEN FROM ALL COLLEGES

Year of Graduation	Single Women	
	Number	Percentage
1953	6	8
1954	6	8
1955	17	24
1956	13	18
1957	31	42
Total	73	100

TABLE 5 MARITAL AND OCCUPATIONAL STATUS OF HOME ECONOMICS GRADUATES

Marital Status (by University)	Occuptaional Status			Total
	Not Currently Employed	Full-time Employed	Part-time Employed	
		Percentage		
<u>Cornell</u> (N: 103)				
Single, divorced or separated	1	31	2	34
Married or widowed	<u>49</u>	<u>15</u>	<u>2</u>	<u>66</u>
Total	50	46	4	100
<u>Michigan State</u> (N: 80)				
Single, divorced or separated		25	1	26
Married or widowed	<u>53</u>	<u>16</u>	<u>5</u>	<u>74</u>
Total	53	41	6	100
<u>Oklahoma State</u> (N: 38)				
Single, divorced or separated	3	36	.	39
Married or widowed	<u>29</u>	<u>26</u>	<u>5</u>	<u>60</u>
Total	32	62	5	99

TABLE 6 WORK HISTORY OF MARRIED HOME ECONOMICS GRADUATES

Pattern of Working of Married Women			Married Home Economics Graduates			Total
			CU	MSU	OSU	
			N:	69	56	22
			Percentage			
B <sub>W</sub>	A <sub>W</sub>	C <sub>W</sub>	16	7	9	12
B <sub>W</sub>	A <sub>W</sub>	C <sub>W</sub>			9	1
B <sub>W</sub>	A <sub>W</sub>	C <sub>W</sub>	23	18	18	20
B <sub>W</sub>	A <sub>W</sub>	C <sub>W</sub>	4	4	9	5
B <sub>W</sub>	A <sub>W</sub>	C <sub>W</sub>	12	20		13
B <sub>W</sub>	A <sub>W</sub>	C <sub>W</sub>	3	5		3
B <sub>W</sub>	A <sub>W</sub>	C <sub>W</sub>	25	25	23	25
B <sub>W</sub>	A <sub>W</sub>	C <sub>W</sub>	17	21	32	21
Total			100	100	100	100

B = Before marriage; A = After marriage; C = Currently

w = Working; W = Not working

TABLE 7    LENGTH OF TIME WORKED BY HOME ECONOMICS GRADUATES AFTER  
MARRIAGE, IF NOT EMPLOYED AT THE TIME OF THIS STUDY

Length of Time Employed After Marriage	Married Home Economics Graduates Who Are Not Presently Employed			Total
	CU	MSU	OSU	
	N:			
	33	24	9	66
	Percentage			
1 year or less	27	42	11	30
1 - 2 years	52	29	44	43
2 - 3 years	15	8	33	15
More than 3 years	6	21	11	12
Total	100	100	100	100

TABLE 8 INFLUENCE OF MARRIAGE ON TYPE OF POSITIONS HELD BY  
HOME ECONOMICS GRADUATES

Pattern of Professional or Non-Professional Employment	Home Economics		
	CU	MSU	OSU
	N: 29	28	12
	Percentage		
Started non-profession; continued non-profession after marriage	10	4	8
Started non-profession; changed to profession after marriage	3	4	
Started in profession; changed to non-profession after marriage	7		
Started in profession; continued in profession after marriage	80	93	92
Total	100	101	100

TABLE 9 POSTGRADUATE EDUCATION -- GRADUATE DEGREES COMPLETED, BEGUN,  
NOT COMPLETED, AND CONTEMPLATED, NOT BEGUN

Postgraduate Education	Home Economics			Hotel Adminis- tration			Total
	CU	MSU	CSU	CU	MSU	CSU	
	Number						
<u>Graduate Degrees Completed</u>							
Master's	4	3	1	6	4		18
<u>Graduate Degrees Begun, Not Completed</u>							
Master's	7	9	8	39	20	4	87
Doctor's				1	1		2
<u>Graduate Degrees Con- templated, Not Begun</u>							
Master's	14	14	6	37	41	2	114
Doctor's	1	3		2	6		12
M.D.	3						3
Total	29	29	15	85	72	6	236

TABLE 10 POSTGRADUATE EDUCATION -- FIELD OF STUDY OF GRADUATE DEGREES  
COMPLETED, BEGUN, NOT COMPLETED, AND CONTEMPLATED,  
NOT BEGUN

Field of Study	Home Economics			Hotel Administration			Total
	Master's Degrees Completed	Begun	Contem- plated	Master's Degrees Completed	Begun <sup>1</sup>	Contem- plated	
	Number						
Accounting				3	3	4	10
Business Adm.			1	2	20	34	57
Education	2	2	10		2	2	18
Food and Nutr.	4	10	8			4	26
Hotel / Rest.				2	2	10	14
Inst. Mgt.	1	2	5	1	1	6	16
Law					7	6	13
Liberal Arts					2	1	3
Personnel Mgt.			2	2		3	7
Others	1		4				
Not Indicated		10	11		27	13	61
Total	8	24	41	10	64	83	230

<sup>1</sup>Includes 2 Ph.D. candidates.

TABLE 11 POSTGRADUATE TRAINING -- DIETETIC INTERNSHIPS COMPLETED BY  
HOME ECONOMICS GRADUATES; THEIR EVALUATION AND  
CRITICISMS OF THE PROGRAMS

	Type of Internship		Total
	Hospital	Administrative	Home Econ. Respondents (N: 221)
<hr/>			
	Percentage		
<hr/>			
<u>Internship Completed</u>			
Cornell (N: 103)	26	9	35
Michigan State (N: 80)	41	4	45
Oklahoma State (N: 38)	69	13	82
<hr/>			
<u>Evaluation of the Programs</u>	(N: 86)	(N: 17)	
Very valuable	91	53	
Some value	9	41	
Little value		6	
	<hr/>	<hr/>	
Total	100	100	
<hr/>			
<u>Criticisms of the Programs</u> <sup>1</sup>			
No major criticism	56	24	
Too long	14	24	
Too theoretical	2	12	
Too specific	1		
Too physically exhausting	10	18	
Too rigid in method	2	12	
Too rigid in discipline	8		
Too repetitive of previous experience	10	6	

<sup>1</sup>More than one criticism could be indicated.

TABLE 12 DEGREE OF INTEREST INDICATED IN SUBJECT MATTER AREAS RELATED  
TO DIETETICS AND HOTEL ADMINISTRATION BY GRADUATES OF  
Home Economics -- Cornell University

Subject Matter Areas (N: 103)	Undergraduate Interest			Present Interest		
	Much	Some	Little or None	Much	Some	Little or None
	Percentage					
Accounting and cost control	18	39	43	29	29	42
Diet in disease	49	30	21	44	30	26
Dining room or service supervision	27	42	31	30	23	47
Experimental foods	49	32	19	42	31	27
Food preparation	79	17	4	77	17	6
Food purchasing	34	50	16	55	26	19
Food service layout and equipment	21	41	38	25	36	39
Front of the house	4	1	95	2	6	92
General administration	17	43	41	30	29	41
Journalism, radio, TV	14	26	60	19	20	60
Nutrition	58	31	10	57	34	9
Personnel administration	30	43	27	46	25	29

TABLE 13 DEGREE OF INTEREST INDICATED IN SUBJECT MATTER AREAS RELATED  
TO DIETETICS AND HOTEL ADMINISTRATION BY GRADUATES OF

Home Economics -- Michigan State University

Subject Matter Areas (N: 80)	Undergraduate Interest			Present Interest		
	Much	Some	Little or None	Much	Some	Little or None
	Percentage					
Accounting and cost control	9	46	45	29	41	30
Diet in disease	60	21	19	60	16	24
Dining room or service supervision	23	50	27	35	40	25
Experimental foods	51	26	23	41	37	21
Food preparation	72	20	8	76	15	9
Food purchasing	35	46	19	59	28	14
Food service layout and equipment	24	40	36	32	40	28
Front of the house	5	4	91	4	6	90
General administration	15	50	35	25	41	34
Journalism, radio, TV	10	9	81	6	20	74
Nutrition	69	26	5	76	20	4
Personnel administration	25	55	20	47	32	20

TABLE 14 DEGREE OF INTEREST INDICATED IN SUBJECT MATTER AREAS RELATED TO DIETETICS AND HOTEL ADMINISTRATION BY GRADUATES OF

Home Economics — Oklahoma State University

Subject Matter Areas (N: 38)	Undergraduate Interest			Present Interest		
	Much	Some	Little or None	Much	Some	Little or None
	Percentage					
Accounting and cost control	16	42	42	42	40	18
Diet in disease	68	16	16	68	21	10
Dining room or service supervision	23	40	37	37	34	29
Experimental foods	58	32	10	50	32	18
Food preparation	79	16	5	74	16	10
Food purchasing	37	42	21	61	21	18
Food service layout and equipment	18	47	34	32	45	23
Front of the house	3	8	90		8	92
General administration	13	47	40	34	40	26
Journalism, radio, TV	16	26	58	8	29	63
Nutrition	29	45	26	79	16	5
Personnel administration	42	40	18	61	23	16

TABLE 15 DEGREE OF INTEREST INDICATED IN SUBJECT MATTER AREAS RELATED TO DIETETICS AND HOTEL ADMINISTRATION BY GRADUATES OF

Hotel Administration -- Cornell University

Subject Matter Areas (N: 236)	Undergraduate Interest			Present Interest		
	Much	Some	Little or None	Much	Some	Little or None
	Percentage					
Accounting and cost control	52	33	16	55	29	16
Diet in disease	2	8	90	3	10	87
Dining room or service supervision	27	42	31	41	28	31
Experimental foods	10	30	60	18	25	58
Food preparation	47	37	17	50	28	22
Food purchasing	41	38	21	53	19	28
Food service layout and equipment	35	42	23	40	31	29
Front of the house	37	39	25	27	30	43
General administration	52	37	11	59	25	16
Journalism, Radio, TV	7	18	75	14	22	64
Nutrition	8	24	68	9	24	67
Personnel administration	40	40	21	56	25	19

TABLE 16 DEGREE OF INTEREST INDICATED IN SUBJECT MATTER AREAS RELATED TO DIETETICS AND HOTEL ADMINISTRATION BY GRADUATES OF

Hotel Administration — Michigan State University

Subject Matter Areas (N: 181)	Undergraduate Interest			Present Interest		
	Much	Some	Little or None	Much	Some	Little or None
	Percentage					
Accounting and cost control	48	42	10	70	26	4
Diet in disease	3	13	84	6	16	78
Dining room or service supervision	43	35	22	56	30	14
Experimental foods	18	32	50	22	32	46
Food preparation	55	34	12	70	17	13
Food purchasing	55	33	12	70	17	13
Food service layout and equipment	43	36	22	63	24	13
Front of the house	39	23	38	27	19	54
General administration	51	39	10	72	20	8
Journalism, radio, TV	7	25	68	14	25	61
Nutrition	8	36	56	13	33	54
Personnel administration	54	35	11	79	18	3

TABLE 17 DEGREE OF INTEREST INDICATED IN SUBJECT MATTER AREAS RELATED  
TO DIETETICS AND HOTEL ADMINISTRATION BY GRADUATES OF  
Hotel Administration — Oklahoma State University

Subject Matter Areas (N: 12)	Undergraduate Interest			Present Interest		
	Much	Some	Little or None	Much	Some	Little or None
	Percentage					
Accounting and cost control	50	17	33	58	17	25
Diet in disease		8	92		8	92
Dining room or service supervision	58	17	25	75	8	17
Experimental foods	17	25	58	33	33	33
Food preparation	58	25	17	92	8	
Food purchasing	58	33	8	84	8	8
Food service layout and equipment	42	42	17	84	8	8
Front of the house	58	8	33	25	17	58
General administration	42	50	8	67	33	
Journalism, radio, TV		17	83		25	75
Nutrition	8	17	75	8	42	50
Personnel administration	42	42	17	75	17	8

TABLE 18 COMPARISONS OF DEGREE OF INTEREST INDICATED IN SUBJECT MATTER AREAS RELATED TO DIETETICS AND HOTEL ADMINISTRATION BETWEEN HOME ECONOMICS AND HOTEL ADMINISTRATION GRADUATES OF CORNELL AND MICHIGAN STATE UNIVERSITIES AND BETWEEN HOME ECONOMICS AND HOTEL ADMINISTRATION GRADUATES WITHIN EACH UNIVERSITY

Subject Matter Areas	Between Universities				Within Universities			
	Home Economics CU and MSU		Hotel Administration CU and MSU		Cornell Home Ec. and Hotel		Michigan State Home Ec. and Hotel	
	Undergrad. Interest	Present Interest	Undergrad. Interest	Present Interest	Undergrad. Interest	Present Interest	Undergrad. Interest	Present Interest
	Chi Square							
Accounting and cost control	3.59	3.45	4.33	16.13*	41.72*	30.59*	56.35*	50.00*
Diet in disease	2.46	6.06*	3.09	6.13*	182.71*	136.88*	129.25*	100.86*
Dining room or service supervision	1.11	10.01*	24.90*	15.94*	.01	10.62*	9.73*	9.68*
Experimental foods	.59	.01	6.20*	4.96	68.25*	31.20*	33.13*	17.29*
Food preparation	1.42	.57	3.07	12.94*	30.73*	23.50*	7.28*	3.38
Food purchasing	.29	.90	9.11*	15.78*	4.53	4.25	8.64*	3.39
Food service layout and equipment	.06	2.62	2.44	24.50*	9.67*	6.84*	10.10*	21.00*
Front of the house	1.58	.54	13.05*	7.07*	143.72*	72.07*	64.29*	32.66*
General administration	.96	2.83	.26	8.80*	52.44*	31.86*	40.79*	54.89*
Journalism, radio, TV	10.54*	6.85*	2.83	.29	8.17*	10.47*	9.07*	4.98
Nutrition	2.88	7.26*	6.58*	7.37*	207.77*	122.76*	115.57*	109.55*
Personnel administration	2.39	2.35	11.25*	33.05*	3.11	4.72	31.58*	33.33*

\* Significant at or beyond 5 per cent level.

TABLE 19 RANK OF DEGREE OF INTEREST INDICATED IN SUBJECT MATTER AREAS RELATED TO DIETETICS AND HOTEL ADMINISTRATION

Home Economics Graduates  
(1 = highest rank)

Subject Matter Areas	Cornell		Michigan State		Oklahoma State	
	Undergrad. Interest	Present Interest	Undergrad. Interest	Present Interest	Undergrad. Interest	Present Interest
Rank of Degree of Interest Indicated						
Accounting and cost control	10	9	10	9	10	6
Diet in disease	5	4	3.5	6	3	2.5
Dining room or service supervision	7	10	7	7	8	10
Experimental foods	4	5	6	5	2	6
Food preparation	1	1	2	2	1	2.5
Food purchasing	3	3	3.5	3	5	6
Food service layout and equipment	8	7	9	8	7	8
Front of the house	12	12	12	12	12	12
General administration	9	8	8	10	9	9
Journalism, radio, TV	11	11	11	11	11	11
Nutrition	2	2	1	1	6	1
Personnel administration	6	6	5	4	4	4

TABLE 20 RANK OF DEGREE OF INTEREST INDICATED IN SUBJECT MATTER AREAS RELATED TO DIETETICS AND HOTEL ADMINISTRATION  
Hotel Administration Graduates  
(1 = highest rank)

Subject Matter Areas	Cornell			Michigan State			Oklahoma State		
	Undergrad. Interest	Present Interest	Undergrad. Interest	Undergrad. Interest	Present Interest	Undergrad. Interest	Undergrad. Interest	Present Interest	Present Interest
Rank of Degree of Interest Indicated									
Accounting and cost control	2	1.5	2	2	2	7.5	7		
Diet in disease	12	12	12	12	12	12	12		
Dining room or service supervision	8	7	7	7	7	6	6		
Experimental foods	9	9	9	9	8	9	8		
Food preparation	3	4	4	4	4	4	1.5		
Food purchasing	4.5	5	5	5	5	1.5	4		
Food service layout and equipment	6	6	6	6	6	4	4		
Front of the house	7	8	8	9	9	7.5	10		
General administration	1	1.5	1	3	3	1.5	1.5		
Journalism, radio, TV	11	10	11	11	11	11	11		
Nutrition	10	11	10	10	10	10	9		
Personnel administration	4.5	3	3	2	2	4	4		

TABLE 21 CHANGES SINCE GRADUATION IN THE DEGREE OF INTEREST INDICATED  
IN SUBJECT MATTER AREAS RELATED TO DIETETICS  
AND HOTEL ADMINISTRATION BY GRADUATES

Home Economics -- Cornell University

Subject Matter Areas (N: 103)	More Interested	Less Interested	Chi Square
	Percentage		
Accounting and cost control	12	12	.04
Diet in disease	5	10	1.67
Dining room or service supervision	5	20	9.85*
Experimental foods	6	14	3.20
Food preparation	2	4	.67
Food purchasing	7	11	.90
Food service layout and equipment	18	19	.03
Front of the house	6	3	1.00
General administration	11	11	.00
Journalism, radio, TV	10	10	.00
Nutrition	7	5	.33
Personnel administration	8	10	.22

\*Significant at or beyond 5 per cent level.

TABLE 22 CHANGES SINCE GRADUATION IN THE DEGREE OF INTEREST INDICATED  
IN SUBJECT MATTER AREAS RELATED TO DIETETICS  
AND HOTEL ADMINISTRATION BY GRADUATES

Home Economics -- Michigan State University

Subject Matter Areas (N: 80)	More Interested	Less Interested	Chi Square
	Percentage		
Accounting and cost control	25	10	5.15*
Diet in disease	5	10	1.33
Dining room or service supervision	15	13	.18
Experimental foods	10	9	.07
Food preparation	3	4	.20
Food purchasing	11	6	1.14
Food service layout and equipment	21	13	1.82
Front of the house	2	1	.33
General administration	9	8	.08
Journalism, radio, TV	11	4	3.00
Nutrition	2	1	.33
Personnel administration	9	9	.00

\*Significant at or beyond 5 per cent level.

TABLE 23 CHANGES SINCE GRADUATION IN THE DEGREE OF INTERESTED INDICATED  
IN SUBJECT MATTER AREAS RELATED TO DIETETICS  
AND HOTEL ADMINISTRATION BY GRADUATES

Hotel Administration -- Cornell University

Subject Matter Areas (N: 236)	More Interested	Less Interested	Chi Square
	Percentage		
Accounting and cost control	11	11	.00
Diet in disease	6	3	3.20
Dining room or service supervision	13	12	.02
Experimental foods	11	9	.33
Food preparation	6	11	4.12*
Food purchasing	9	16	4.90*
Food service layout and equipment	10	16	3.21
Front of the house	5	23	27.60*
General administration	6	10	2.63
Journalism, radio, TV	14	3	18.69*
Nutrition	8	7	.11
Personnel administration	10	8	.38

\*Significant at or beyond 5 per cent level.

TABLE 24. CHANGES SINCE GRADUATION IN THE DEGREE OF INTEREST INDICATED  
IN SUBJECT MATTER AREAS RELATED TO DIETETICS  
AND HOTEL ADMINISTRATION BY GRADUATES

Hotel Administration -- Michigan State University

Subject Matter Areas (N: 181)	More Interested	More Interested	Chi Square
	Percentage		
Accounting and cost control	9	3	5.26*
Diet in disease	9	3	5.76*
Dining room or service supervision	13	6	5.76*
Experimental foods	12	8	1.13
Food preparation	6	5	.20
Food purchasing	7	7	.04
Food service layout and equipment	13	5	6.82*
Front of the house	4	20	18.69*
General administration	4	3	.69
Journalism, radio, TV	12	5	5.45*
Nutrition	11	9	.44
Personnel administration	9	1	11.84*

\*Significant at or beyond 5 per cent level.



TABLE 25 CLASSIFICATION OF TYPE OF POSITION HELD -- FIRST POSITION

Type of Position	Home Economics			Hotel Administration		
	CU	MSU	OSU	CU	MSU	OSU
	N: 89	72	34	212	171	11
	Percentage					
Club				6	5	9
College	19	22	9	3	8	36
Hospital	37	45	77	2	3	
Hotel				23	12	27
Industrial feeding	2			4	8	9
Restaurant or cafeteria	5	11		18	25	
School lunch	3	4		*		
Other food services <sup>1</sup>	1			1	7	
Total food service	70	82	85	61	68	81
Non-food service	30	18	15	38	32	18
Total employed	100	100	100	100	99	99

\*Less than 0.05 per cent

<sup>1</sup>Includes armed forces, air lines, prisons.

TABLE 26 CLASSIFICATION OF TYPE OF POSITION HELD -- PRESENT POSITION

Type of Position	Home Economics			Hotel Administration		
	CU	MSU	OSU	CU	MSU	OSU
	N: 44	37	14	149	112	9
	Percentage					
Club				7	10	
College	14	24		3	12	45
Hospital	20	32	79	3	6	
Hotel				17	8	22
Industrial feeding	7			3	9	22
Restaurant or cafeteria	2	3		23	18	
School lunch	14	11	7	1		
Other food services <sup>1</sup>	4			3	10	
	—	—	—	—	—	—
Total food service	61	70	86	60	73	89
Non-food service	39	30	14	39	28	11
	—	—	—	—	—	—
Total	100	100	100	99	101	100

<sup>1</sup>Includes armed forces, air lines, prisons.

TABLE 27 NUMBER OF RESPONDENTS EMPLOYED BY CONTRACT CATERING FIRMS  
IN THEIR FIRST AND PRESENT POSITIONS

Type of Position	Home Economics		Hotel Administration	
	First Position	Present Position	First Position	Present Position
	Number			
Air lines		1	2	1
Club			1	1
College	2		4	1
Hospital	1	1		2
Hotel			1	
Industrial feeding			13	12
Restaurant			4	2
School lunch			1	
Total	3	2	26	19

TABLE 28 NUMBER OF FULL-TIME POSITIONS HELD SINCE GRADUATION  
EXCLUDING INTERNSHIP OR MILITARY SERVICE

Number of Full-time Positions	Home Economics			Hotel Administration		
	CU	MSU	OSU	CU	MSU	OSU
	N: 103	80	38	236	181	12
	Percentage					
None <sup>1</sup>	11	5	5	2	2	8
Internship only	3	5	5			
Military service only				8	4	
One	43	43	48	27	33	17
Two	24	31	29	30	31	42
Three	16	15	10	16	24	33
Four	4	1	3	11	5	
Five or more				6	2	
Total	101	100	100	100	101	100

<sup>1</sup>Includes those who have had part-time jobs only.

TABLE 29 SALARY IN FULL-TIME POSITIONS -- FIRST POSITION

Salary	Home Economics			Hotel Administration		
	CU	MSU	OSU	CU	MSU	OSU
	NU: 89	69	32	204	160	10
Percentage						
Under \$3,250	26	35	16	12	11	20
3,250 - 3,749	34	30	37	16	18	20
3,750 - 4,249	27	20	16	16	21	10
4,250 - 4,749	7	12	12	15	16	10
4,750 - 5,249	4	1	16	19	13	
5,250 - 5,749	2	1	3	6	6	10
5,750 - 6,249				4	4	10
6,250 - 6,749				6	5	10
6,750 - 7,249				*	1	10
7,250 - 7,749				1	1	
7,750 - 8,249				2	2	
8,250 and over				2	2	
Total	100	99	100	99	100	100
Median salary	\$3,607	\$3,500	\$3,700	\$4,443	\$4,250	\$4,250
	\$3,568			\$4,353		

TABLE 30 SALARY IN FULL-TIME POSITIONS -- PRESENT POSITION

Salary	Home Economics			Hotel Administration		
	CU	MSU	OSU	CU	MSU	OSU
	N: 39	31	13	140	101	9
	Percentage					
Under \$3,250	5			1	1	
3,250 - 3,749	23	3		2	5	
3,750 - 4,249	18	35	8	9	4	
4,250 - 4,749	26	23	23	6	6	56
4,750 - 5,249	13	32	46	13	16	
5,250 - 5,749	8		8	4	9	
5,750 - 6,249	5		15	14	10	33
6,250 - 6,749	3	3		11	16	
6,750 - 7,249				5	9	
7,250 - 7,749				6	8	
7,750 - 8,249				4	1	11
8,250 and over				25	16	
Total	101	99	100	100	101	99
Median salary	\$4,325	\$4,498	\$4,959	\$6,266	\$6,225	\$5,200
	\$4,413			\$6,271		

TABLE 31 FRINGE BENEFITS RECEIVED -- FIRST POSITION

Fringe Benefits	Home Economics			Hotel Administration		
	CU	MSU	OSU	CU	MSU	OSU
	N: 90	70	33	200	154	10
	Percentage					
Full maintenance	4	7	6	13	13	20
Room and board	4	4	3	7	4	
Room only		1		7	3	
Meals	42	39	45	55	63	70
Retirement	47	40	55	25	35	40
Social security	76	82	79	82	88	90
Sick leave and/or health insurance	84	86	29	68	73	80
Vacation with pay -- 2 weeks or less	51	42	26	68	64	80
Vacation with pay -- more than 2 weeks	36	19	21	11	18	20
Workmen's compensation	45	26	21	53	53	20
Others <sup>1</sup>	20	14	21	21	20	
Average number reported	4.1	3.6	4.2	3.6	4.3	4.2
	4.0			4.2		

<sup>1</sup>Includes automobile, bonus or stock option, expense account, laundry, life insurance.

TABLE 32 FRINGE BENEFITS RECEIVED -- PRESENT POSITION

Fringe Benefits	Home Economics			Hotel Administration		
	CU	MSU	OSU	CU	MSU	OSU
	N: 38	35	13	138	102	9
	Percentage					
Full maintenance	5	3		12	12	22
Room and board	3	3		2	4	
Room only				3	4	
Meals	37	46	31	55	58	67
Retirement	66	57	46	45	54	67
Social security	82	80	69	86	90	89
Sick leave and/or health insurance	92	86	85	81	97	78
Vacation with pay -- 2 weeks or less	37	46	54	57	53	55
Vacation with pay -- more than 2 weeks	47	34	31	35	46	44
Workmen's compensation	47	31	15	60	61	33
Others <sup>1</sup>	32	11	23	35	37	
Average number reported	4.5	3.9	3.5	4.6	5.1	4.6
	4.1			4.8		

<sup>1</sup>Includes automobile, bonus or stock option, expense account, laundry, life insurance.

TABLE 33 MEDIAN SALARY OF REpondENTS ACCORDING TO TYPE OF POSITION

## First Position

Type of Position	Home Economics		Hotel Administration	
	Number Reporting	Median Salary	Number Reporting	Median Salary
Club			22	\$4,750
College	36	\$3,305	24	4,250
Hospital	88	3,714	6	5,250
Hotel			71	3,984
Industrial cafeteria	2	3,750	23	4,571
Restaurant	12	3,500	76	4,500
School lunch	5	3,438	1	5,500
Other food services <sup>1</sup>			17	5,000
Non food service	48	3,500	135	4,183
Total	181	\$3,568	375	\$4,353

<sup>1</sup>Includes air lines, armed forces, prisons.

TABLE 34 MEDIAN SALARY OF RESPONDENTS ACCORDING TO TYPE OF POSITION

## Present Position

Type of Position	Home Economics		Hotel Administration	
	Number Reporting	Median Salary	Number Reporting	Median Salary
Club			19	\$7,666
College	15	\$4,000	22	6,321
Hospital	28	4,792	10	6,250
Hotel			36	5,750
Industrial cafeteria	3	4,500	17	6,707
Restaurant	2	5,250	50	5,900
School lunch	11	4,400	2	7,000
Other food services <sup>1</sup>	2	4,500	6	5,500
Non food service	30	4,312	87	5,850
Total	91	\$4,413	249	\$6,271

<sup>1</sup>Includes air lines, armed forces, prisons.

TABLE 35 MAJOR RESPONSIBILITIES IN FOOD SERVICE POSITIONS REPORTED BY  
HOME ECONOMICS GRADUATES AND HOTEL ADMINISTRATION  
GRADUATES OF EACH UNIVERSITY

Major Responsibilities	First Position					
	Home Economics			Hotel Administration		
	CU	MSU	OSU	CU	MSU	OSU
	N: 61	57	27	126	104	9
Percentage						
Accounting and cost control	18	9	7	45	33	
Budget	3	4	4	10	22	45
Catering	8	16	7	41	24	
Diet therapy	38	35	57	2		
Equipment layout and selection	5	11	4	14	13	22
Food production supervision	49	60	51	60	52	56
Food service supervision	61	74	78	65	52	45
Menu planning	46	47	59	48	35	33
Merchandising	5	7	11	33	20	
Nutrition counseling	21	32	41	1	1	
Personnel selection, training and scheduling	48	32	33	47	53	45
Policy formulation	10	11	11	18	14	
Purchasing & requisitioning food	35	35	30	45	43	33
Recipe standardization	11	25	41	19	7	11
Sanitation	39	40	52	34	43	22
Teaching (student nurses, etc.)	30	21	30	4	3	11
MOST OF ABOVE	7	9	19	10	23	22

TABLE 36 MAJOR RESPONSIBILITIES IN FOOD SERVICE POSITIONS REPORTED BY  
HOME ECONOMICS GRADUATES AND HOTEL ADMINISTRATION  
GRADUATES OF EACH UNIVERSITY

Major Responsibilities	Present Position					
	Home Economics			Hotel Administration		
	CU	MSU	OSU	CU	MSU	OSU
	N: 26	26	9	88	83	8
	Percentage					
Accounting and cost control	23	27	22	36	41	12
Budget	4	4	11	18	49	12
Catering	15	12	11	26	24	12
Diet therapy	31	31	45			12
Equipment layout & selection		4	33	18	19	37
Food production supervision	54	54	56	41	42	50
Food service supervision	62	62	45	40	39	50
Menu planning	39	57	78	38	30	37
Merchandising	15	15	22	25	30	12
Nutrition counseling	27	27	45	1	1	
Personnel selection, training and scheduling	57	43	45	49	53	50
Policy formulation	15	23	33	30	33	25
Purchasing & requisitioning food	57	46	45	35	42	37
Recipe standardization	23	27	33	14	16	25
Sanitation	39	50	67	30	40	37
Teaching (student nurses, etc.)	15	27	22	2	1	12
MOST OF ABOVE	15	15	11	36	34	37

TABLE 37 SUMMARY OF MAJOR RESPONSIBILITIES IN FOOD SERVICE POSITIONS  
REPORTED BY HOME ECONOMICS AND HOTEL ADMINISTRATION  
GRADUATES IN

First and Present Positions

Major Responsibilities	Home Economics Hotel Administration			
	First Position	Present Position	First Position	Present Position
	N: 145	61	239	179
	Percentage			
Accounting & cost control	12	29	38	42
Budget	3	6	16	22
Catering	11	16	32	25
Diet therapy	40	39	*	*
Equipment layout & selection	7	8	14	22
Food production supervision	54	65	56	43
Food service supervision	69	70	59	40
Menu planning	49	63	41	34
Merchandising	7	20	27	27
Nutrition counseling	29	35	*	1
Personnel selection, training, scheduling	39	59	49	51
Policy formulation	10	25	16	31
Purchasing & requisition- ing food	34	61	44	39
Recipe standardization	22	31	13	15
Sanitation	42	57	40	35
Teaching (student nurses, etc.)	26	25	4	2
MOST OF ABOVE	10	15	16	35

TABLE 38 AGE OF RESPONDENTS

Age of Respondents	Home Economics			Hotel Administration		
	CU	MSU	OSU	CU	MSU	OSU
	N: 103	80	38	235	180	12
Percentage						
20 - 22	6		3	3	4	17
23 - 25	64	60	53	42	38	50
26 - 28	28	35	34	35	39	25
29 - 31		3	8	13	10	8
32 - 34			3	3	4	
35 or over	1	3		4	3	
Total	100	101	101	100	100	100
Median age	24.5	25	25.2	25.9	26.3	24.5
	24.8			25.9		

TABLE 39 WORK EXPERIENCE BEFORE GRADUATION

Work Experience Before Graduation	Home Economics			Hotel Administration		
	CU	MSU	OSU	CU	MSU	OSU
	N: 103	80	37	233	175	12
Percentage						
EC <sub>w</sub> C <sub>w</sub> CV <sub>w</sub>	1	7	5			
BC <sub>w</sub> C <sub>w</sub> CV <sub>w</sub>		3	5			8
EC <sub>w</sub> C <sub>w</sub> CV <sub>w</sub>	8	6	14	3	1	
BC <sub>w</sub> C <sub>w</sub> CV <sub>w</sub>	6	4	16	3	7	8
BC <sub>w</sub> C <sub>w</sub> CV <sub>w</sub>	1	1	14	1	1	
BC <sub>w</sub> C <sub>w</sub> CV <sub>w</sub>	17	18	8	18	12	
BC <sub>w</sub> C <sub>w</sub> CV <sub>w</sub>		5			2	8
BC <sub>w</sub> C <sub>w</sub> CV <sub>w</sub>	67	56	38	75	77	75
Total	100	100	100	100	100	99

BC = Before College; C = During College Year; CV = College Vacation

w = Worked; <sub>w</sub> = Did Not Work

TABLE 40    INTERRUPTION OF EDUCATION BY MILITARY SERVICE OR FULL-TIME  
EMPLOYMENT

## Hotel Administration Graduates

Length of Time	Military Service		Full-Time Employment		Total
	Before College	During College	Before College	During College	
	Number				
1 year or less		4	19	25	48
1 - 2 years	2	36	9	7	54
2 - 3 years	6	10	7	2	25
3 - 4 years	2	6	1	2	11
4 - 5 years		1	4		5
5 - 6 years		1	4	4	9
6 - 7 years					
7 - 8 years		2	1		3
9 or more years	1		5	1	7
Not indicated	1	2	4		7
	—	—	—	—	—
Total	12	62	54	41	169
Median					1.8

TABLE 41    RESPONSES TO THE QUESTION, "SHOULD WORK EXPERIENCE BE  
REQUIRED BEFORE GRADUATION?"

College and University	Yes	No	No Answer	Total
Percentage				
<u>Home Economics</u>				
Cornell	92	4	4	100
Michigan State	82	8	10	100
Oklahoma State	84	13	3	100
<u>Hotel Administration</u>				
Cornell	98	2		100
Michigan State	96	3	1	100
Oklahoma State	100			100

TABLE 42 REASONS CHECKED OR SUPPLIED TO SUPPORT RECOMMENDATION TO  
 REQUIRE WORK EXPERIENCE BEFORE GRADUATION

Reasons for Requiring Work Experience Before Graduation	Home Economics			Hotel Administration		
	CU	MSU	OSU	CU	MSU	OSU
	N:	94	66	32	231	175
Percentage						
Offers chance to explore pro- fessional opportunities	69	73	62	72	72	75
Gives practical experience; develops skills	86	83	75	89	90	100
Gives opportunities for valu- able professional contacts	34	29	28	54	55	50
Helps student to decide if he is really interested in profession	10	10	6	13	7	8
Gives insight into some of the problems encountered	1	2		2	3	8
Helps student to develop a real- istic picture of profession		3		3	6	8
Experience valuable when seeking position after graduation	3				3	
Matures student				2	2	
Makes course work more meaningful	3	1	3	6	3	

Note: More than one reason could be checked

TABLE 43 REASONS INDICATED BY GRADUATES FOR EITHER NOT ENTERING OR LEAVING THE OCCUPATION FOR WHICH THEY TRAINED

Reasons for Not Entering or for Leaving Occupation	Home Economics			Hotel Administration	
	CU	MSU	OSU	CU	MSU
	N: 56	38	13	88	68
Percentage					
Compulsory military service				33	41
Personal reasons (family responsibilities, illness, etc.)	75	80	77	13	12
Unable to find a job in preferred location	14	13	23	6	16
Income low in relation to other occupations	4	5		37	27
Did not like the work	9	10		22	9
Unsatisfactory working conditions	4	13	8	22	9
Like present occupation better	4		9	8	9
Graduate study	5		8	6	4

Note: Since more than one reason could be checked, the columns will total more than 100 per cent.

TABLE 44 EVALUATION OF UNDERGRADUATE EDUCATION FOR FOOD SERVICE  
ADMINISTRATION

Home Economics — Cornell University

Areas of Responsibility	N	Rating		
		Excellent	Adequate	Inade- quate
		Percentage		
Accounting and cost control	26	23	54	23
Budget making	12	8	75	17
Catering	16	25	56	19
Diet therapy	41	51	41	7
Equipment layout and selection	30	23	70	7
Food production supervision	46	57	41	2
Food service supervision	54	55	43	2
Menu planning	58	69	28	3
Merchandising	21	38	48	14
Nutrition counseling	34	35	44	21
Personnel selection, training, and scheduling	45	11	60	29
Policy formulation - planning	23	22	69	9
Purchasing & requisitioning food	47	47	45	8
Recipe standardization	34	68	32	
Sanitation	45	51	49	
Teaching	31	19	62	19

TABLE 45 EVALUATION OF UNDEGRUATE EDUCATION FOR FOOD SERVICE  
ADMINISTRATION

Home Economics — Michigan State University

Areas of Responsibility	N	Rating		
		Excellent	Adequate	Inade- quate
		Percentage		
Accounting and cost control	35	9	65	26
Budget making	20	20	65	15
Catering	28	21	61	18
Diet therapy	37	46	40	14
Equipment layout and selection	29	35	44	21
Food production supervision	49	39	43	18
Food service supervision	56	32	48	20
Menu planning	51	53	45	2
Merchandising	19	21	58	21
Nutrition counseling	32	34	56	9
Personnel selection, training, and scheduling	46	10	70	20
Policy formulation - planning	26	12	61	27
Purchasing & requisitioning food	41	20	71	10
Recipe standardization	40	30	62	8
Sanitation	44	30	61	9
Teaching	31	10	64	26

TABLE 46 EVALUATION OF UNDERGRADUATE EDUCATION FOR FOOD SERVICE  
ADMINISTRATION

Home Economics -- Oklahoma State University

Areas of Responsibility	N	Rating		
		Excellent	Adequate	Inade- quate
		Percentage		
Accounting and cost control	19	21	63	16
Budget making	12	8	84	8
Catering	11	37	37	27
Diet therapy	23	35	43	22
Equipment layout and selection	16	31	44	25
Food production supervision	22	54	32	14
Food service supervision	25	44	40	16
Menu planning	24	50	50	
Merchandising	14	14	79	27
Nutrition counseling	23	22	65	13
Personnel selection, training and scheduling	17		53	47
Policy formulation - planning	11	18	27	55
Purchasing & requisitioning food	18	33	50	17
Recipe standardization	19	42	53	5
Sanitation	19	21	68	11
Teaching	20	20	40	40

TABLE 47 EVALUATION OF UNDERGRADUATE EDUCATION FOR FOOD SERVICE  
ADMINISTRATION

Hotel Administration -- Cornell University

Areas of Responsibility	N	Rating		
		Excellent	Adequate	Inade- quate
		Percentage		
Accounting and cost control	144	63	36	1
Budget making	104	14	48	38
Catering	109	14	58	28
Diet therapy	20		50	50
Equipment layout and selection	118	43	53	3
Food production supervision	135	27	64	8
Food service supervision	136	25	59	16
Menu planning	136	32	56	12
Merchandising	104	19	56	25
Nutrition counseling	32	6	66	28
Personnel selection, training, and scheduling	145	20	62	18
Policy formulation - planning	109	19	59	22
Purchasing & requisitioning food	130	22	60	18
Recipe standardization	91	31	59	10
Sanitation	105	22	66	12
Teaching	23	26	61	13

TABLE 48 EVALUATION OF UNDERGRADUATE EDUCATION FOR FOOD SERVICE  
ADMINISTRATION

Hotel Administration -- Michigan State University

Areas of Responsibility	N	Rating		
		Excellent	Adequate	Inade- quate
		Percentage		
Accounting and cost control	133	31	59	10
Budget making	92	12	51	37
Catering	93	12	49	39
Diet therapy	28	4	46	50
Equipment layout and selection	107	30	53	17
Food production supervision	118	24	53	23
Food service supervision	116	31	48	21
Menu planning	108	28	47	24
Merchandising	96	24	47	29
Nutrition counseling	39	10	54	36
Personnel selection, training, and scheduling	123	24	52	24
Policy formulation - planning	106	31	49	20
Purchasing & requisitioning food	112	31	52	17
Recipe standardization	81	23	58	19
Sanitation	109	31	50	9
Teaching	21	5	76	19

TABLE 49 EVALUATION OF UNDERGRADUATE EDUCATION FOR FOOD SERVICE  
ADMINISTRATION

Hotel Administration -- Oklahoma State University

Areas of Responsibility	N	Rating		
		Excellent	Adequate	Inade- quate
		Number		
Accounting and cost control	8	2	6	
Budget making	6		2	4
Catering	10	2	6	2
Diet therapy	1		1	
Equipment layout and selection	6	2	2	2
Food production supervision	9	3	5	1
Food service supervision	8	3	4	1
Menu planning	10	4	6	
Merchandising	7	2	3	2
Nutrition counseling	1		1	
Personnel selection, training, and scheduling	9	1	6	2
Policy formulation - planning	7	3	4	
Purchasing & requisitioning food	8	2	4	2
Recipe standardization	6		6	
Sanitation	8	2	5	1
Teaching	0			

TABLE 50 EXPLANATIONS GIVEN FOR RATING SPECIFIC AREAS OF UNDERGRADUATE PROFESSIONAL EDUCATION INADEQUATE  
Home Economics -- Cornell University

Area of Responsibility	Total Rating Item	Reasons for Rating Preparation Inadequate <sup>1</sup>					Number	Not offered or offered, not taken
		Total Rating Item inadequate	Emphasized Insufficiently	Not Advanced Enough	Not Practical Experience	Poor Instruction		
Accounting and cost control	26	6	2	1	1		1	1
Budget making	12	2		1				
Catering	16	3	1	1			1	1
Diet therapy	41	3		1	1	1		
Equipment layout & selection	30	2						1
Food production supervision	46	1	1					
Food service supervision	54	1		1				
Menu planning	58	2						1
Merchandising	21	3	1					3
Nutrition counseling	34	7	1		5			1
Personnel selection, etc.	45	13	5	1	6			1
Policy formulation, planning	23	2						1
Purchasing & requisitioning food	47	4			4			
Recipe standardization	34	0						
Sanitation	45	0						
Teaching	31	6	2	1	2		1	
Total		55	13	7	19	1		11

<sup>1</sup>Some of the respondents offered no explanation for rating their preparation inadequate.

TABLE 51 EXPLANATIONS GIVEN FOR RATING SPECIFIC AREAS OF UNDERGRADUATE PROFESSIONAL EDUCATION INADEQUATE

Home Economics -- Michigan State University									
Area of Responsibility	Total Rating Item	Total Rating Item Inadequate	Reasons for Rating Preparation Inadequate <sup>1</sup>					Number	
			Emphasized Insufficiently	Not Advanced Enough	Not Enough Practical Experience	Poor Instruction	Not offered or offered, not taken		
Accounting and cost control	35	9	3	3		1	1	1	
Budget making	20	3	2	1					
Catering	28	5	1		1			3	
Diet therapy	37	5	1	2				1	
Equipment layout & selection	29	6	2					2	
Food production supervision	49	9	4		3			1	
Food service supervision	56	11	4		6			1	
Menu planning	51	1	1		1				
Merchandising	19	4	1	1	1				
Nutrition counseling	32	3	1	1				1	
Personnel selection, training	46	9	3	1	2			3	
Policy formulation - planning	26	7	1	1	1			2	
Purchasing & requisitioning food	41	4		1				1	
Recipe standardization	40	3	1					1	
Sanitation	44	4	1	1				1	
Teaching	31	8	3	1	1	1			
Total	91	29	13	18	2			18	

<sup>1</sup>Some of the respondents offered no explanation for rating their preparation inadequate.

TABLE 52 EXPLANATIONS GIVEN FOR RATING SPECIFIC AREAS OF UNDERGRADUATE PROFESSIONAL EDUCATION INADEQUATE

Home Economics -- Oklahoma State University

Area of Responsibility	Total Rating Item	Reasons for Rating Preparation Inadequate <sup>1</sup>					Number
		Total Rating Item Inadequate	Emphasized Insufficiently	Not Advanced Enough	Not Practical Experience	Poor Instruction	
Accounting and cost control	19	3		1			
Budget making	12	1					
Catering	11	3					1
Diet therapy	23	5	2	1		1	
Equipment layout & selection	16	4	1	1			1
Food production supervision	22	3			1		
Food service supervision	25	4			2		
Menu planning	24	0			3		
Merchandising	14	1			1		
Nutrition counseling	23	2					
Personnel selection, training	17	8		1	4		1
Policy formulation - planning	11	6	2		1		
Purchasing & requisitioning food	18	3	1	1	1		
Recipe standardization	19	1	1				
Sanitation	19	2	1				
Teaching	20	8	1	2	3		1
Total		54	9	7	16	1	4

<sup>1</sup>Some of the respondents offered no explanation for rating their preparation inadequate.

TABLE 53 EXPLANATIONS GIVEN FOR RATING SPECIFIC AREAS OF UNDERGRADUATE PROFESSIONAL EDUCATION INADEQUATE  
Hotel Administration -- Cornell University

Area of Responsibility	Total Rating Item	Total Rating Item Inadequate	Reasons for Rating Preparation Inadequate				Number
			Emphasized Insufficiently	Not Advanced Enough	Not Enough Practical Experience	Poor Instruction	
Accounting and cost control	144	1		1			
Budget making	104	39	4	1	4		16
Catering	109	31	3	3	2		9
Diet Therapy	20	10	1	1			2
Equipment layout & selection	118	4		1		1	
Food production supervision	135	15	3	4	3		
Food service supervision	136	22	6	1	7		1
Menu planning	136	17	3	1	4		1
Merchandising	104	26	8	1	4		4
Nutrition counseling	32	9	2	2	1		1
Personnel selection, etc.	145	26	3	4	7	2	1
Policy formulation - planning	109	24	4	1	4		7
Purchasing & requisitioning food	130	23	3	2	6	1	3
Recipe standardization	91	9	2	1	2		
Sanitation	105	13	7	1	1		1
Teaching	23	3		1			1
Total		272	49	25	45	4	46

1 Some of the respondents offered no explanation for rating their preparation inadequate.

TABLE 54 EXPLANATIONS GIVEN FOR RATING SPECIFIC AREAS OF UNDERGRADUATE PROFESSIONAL EDUCATION INADEQUATE

## Hotel Administration -- Michigan State University

Area of Responsibility	Total Rating Item	Total Rating Item Inadequate	Reasons for Rating Preparation Inadequate <sup>1</sup>				Number
			Emphasized Insufficiently	Not Advanced Enough	Not Enough Practical Experience	Poor Instruction	
Accounting and cost control	133	14		5	3	3	
Budget making	92	34	6	3	3	1	8
Catering	93	36	7	1	5		7
Diet therapy	28	14	2		1		3
Equipment layout & selection	107	18	4	2	3	3	3
Food production supervision	118	27	9	1	5	2	1
Food service supervision	116	24	7		8	1	2
Menu planning	108	27	9		3	1	2
Merchandising	96	28	7	2	1		3
Nutrition counseling	39	14	3		1	1	3
Personnel selection, etc.	123	30	8	3	5		2
Policy formulation - planning	106	21	3	1	2		1
Purchasing & requisitioning food	112	19	7		4	1	1
Recipe standardization	81	15	5		4		1
Sanitation	109	10	2	1	1		1
Teaching	21	4	1		1		2
Total		325	80	19	50	13	40

<sup>1</sup>Some of the respondents offered no explanation for rating their preparation inadequate.

TABLE 55 EXPLANATIONS GIVEN FOR RATING SPECIFIC AREAS OF UNDERGRADUATE PROFESSIONAL EDUCATION INADEQUATE

## Hotel Administration -- Oklahoma State University

Area of Responsibility	Total Rating Item	Reasons for Rating Preparation Inadequate <sup>1</sup>					Number
		Total Rating Item Inade- quate	Empha- sized Insuffi- ciently	Not Advanced Enough	Not Enough Practical Exper- ience	Poor Instruc- tion	
Accounting and cost control	8						
Budget making	6	4					4
Catering	10	2	1				
Diet therapy	11						
Equipment layout & selection	6	2		1			
Food production supervision	9	1					1
Food service supervision	8	1	1				
Menu planning	10						
Merchandising	7	2					1
Nutrition counseling	1						
Personnel selection, training	9	2					1
Policy formulation - planning	7						
Purchasing & requisitioning food	8	2					
Recipe standardization	6						
Sanitation	8	1					1
Teaching							
Total		16	2	1			8

<sup>1</sup>Some of the respondents offered no explanation for rating their preparation inadequate.

TABLE 56    RESPONDENTS' EVALUATION OF THEIR UNDERGRADUATE GENERAL  
EDUCATION

Home Economics -- Cornell University

Objectives of General Education	N	Rating			
		Well	Fairly Well	Poorly	Not at all
Percentage					
To acquire and use skills & habits involved in critical thinking	99	52	40	7	1
To develop a code of behavior based on democratic & ethical prin.	98	68	29	3	
To recognize the fact of world interdependence	96	53	40	6	1
To learn to get along with people	97	80	19	1	1
To attain a satisfactory social and emotional adjustment	96	74	23	1	2
To understand the cultures of other people	96	42	46	11	1
To understand the ideas of others	97	57	39	4	
To habitually apply scientific thought to discovery of facts	97	36	52	12	
To understand the enjoy music, art and literature	98	24	39	33	4
To understand one's physical and social environment	98	50	46	4	
To move smoothly from high school to adult independence	95	71	24	4	1
To develop a broad general outlook & familiarity w/ variety of subj.	98	45	48	7	
To acquire knowledge & attitudes basic to satisfying family life	96	68	29	2	1
To develop ability to do significant independent research	95	20	46	28	6
To maintain & improve one's health	99	63	30	3	2

TABLE 57    RESPONDENTS' EVALUATION OF THEIR UNDERGRADUATE GENERAL  
EDUCATION

Home Economics --Michigan State University

Objectives of General Education	N	Rating			
		Well	Fairly Well	Poorly	Not at all
		Percentage			
To acquire and use skills & habits involved in critical thinking	78	36	60	4	
To develop a code of behavior based on democratic & ethical prin.	78	56	37	4	3
To recognize the fact of world interdependence	75	47	41	7	5
To learn to get along with people	77	64	30	5	1
To attain a satisfactory social and emotional adjustment	77	49	45	3	3
To understand the cultures of other people	77	36	51	13	
To understand the ideas of others	77	48	51	1	
To habitually apply scientific thought to discovery of facts	77	38	49	13	
To understand and enjoy music, art and literature	78	36	42	17	5
To understand one's physical and social environment	77	47	51	3	
To move smoothly from high school to adult independence	77	48	44	6	1
To develop a broad general outlook & familiarity w/ variety of subj.	77	53	39	8	
To acquire knowledge & attitudes basic to satisfying family life	76	55	41	4	
To develop ability to do significant independent research	76	18	50	24	8
To maintain and improve one's health	76	61	37	1	1

TABLE 58    RESPONDENTS' EVALUATION OF THEIR UNDERGRADUATE GENERAL  
EDUCATION

Home Economics -- Oklahoma State University

Objectives of General Education	N	Rating			
		Well	Fairly	Poorly	Not at all
		Percentage			
To acquire and use skills & habits involved in critical thinking	38	47	50	3	
To develop a code of behavior based on democratic & ethical prin.	38	84	13	3	
To recognize the fact of world interdependence	36	55	42	3	
To learn to get along with people	38	73	24	3	
To attain a satisfactory social and emotional adjustment	37	67	33		
To understand the cultures of other people	37	35	51	14	
To understand the ideas of others	37	59	38	3	
To habitually apply scientific thought to discovery of facts	38	52	40	8	
To understand and enjoy music, art and literature	38	42	29	24	5
To understand one's physical and social environment	37	54	43	3	
To move smoothly from high school to adult independence	38	61	34	5	
To develop a broad general outlook & familiarity w/ variety of subj.	38	55	37	8	
To acquire knowledge & attitudes basic to satisfying family life	38	63	37		
To develop ability to do significant independent research	27	43	38	16	3
To maintain and improve one's health	38	71	29		

TABLE 59    RESPONDENTS' EVALUATION OF THEIR UNDERGRADUATE GENERAL  
EDUCATION

## Hotel Administration — Cornell University

Objectives of General Education	N	Rating			
		Well	Fairly Well	Poorly	Not at all
		Percentage			
To acquire and use skills & habits involved in critical thinking	223	38	52	9	1
To develop a code of behavior based on democratic & ethical prin.	218	40	45	7	8
To recognize the fact of world interdependence	207	27	44	18	11
To learn to get along with people	220	59	36	3	1
To attain a satisfactory social and emotional adjustment	212	49	40	6	5
To understand the cultures of other people	212	25	37	25	13
To understand the ideas of others	213	39	54	7	1
To habitually apply scientific thought to discovery of facts	213	19	51	23	7
To understand the enjoy music, art and literature	215	14	28	34	25
To understand one's physical and social environment	214	23	56	14	7
To move smoothly from high school to adult independence	200	42	48	5	5
To develop a broad general outlook & familiarity w/ variety of subj.	218	43	38	16	4
To acquire knowledge & attitudes basic to satisfying family life	208	21	42	23	14
To develop ability to do significant independent research	216	16	46	25	13
To maintain & improve one's health	209	19	50	16	16

TABLE 60    RESPONDENTS' EVALUATION OF THEIR UNDERGRADUATE GENERAL  
EDUCATION

Hotel Administration -- Michigan State University

Objectives of General Education	N	Rating			
		Well	Fairly Well	Poorly	Not at all
		Percentage			
To acquire and use skills & habits involved in critical thinking	173	47	47	5	
To develop a code of behavior based on democratic & ethical prin.	169	52	40	5	4
To recognize the fact of world interdependence	162	40	47	8	6
To learn to get along with people	169	69	26	4	1
To attain a satisfactory social and emotional adjustment	165	53	41	4	2
To understand the cultures of other people	169	32	48	15	5
To understand the ideas of others	167	47	47	4	1
To habitually apply scientific thought to discovery of facts	167	35	55	7	3
To understand and enjoy music, art and literature	169	28	39	27	5
To understand one's physical and social environment	168	39	52	7	2
To move smoothly from high school to adult independence	164	44	44	7	5
To develop a broad general outlook & familiarity w/ variety of subj.	169	57	37	5	1
To acquire knowledge & attitudes basic to satisfying family life	162	36	48	11	6
To develop ability to do significant independent research	166	25	52	18	5
To maintain & improve one's health	164	27	48	14	10

TABLE 61    RESPONDENTS' EVALUATION OF THEIR UNDERGRADUATE GENERAL  
EDUCATION

Hotel Administration -- Oklahoma State University

Objectives of General Education	N	Rating			
		Well	Fairly Well	Poorly	Not at all
Percentage					
To acquire and use skills and habits involved in critical thinking	10	4	6		
To develop a code of behavior based on democratic & eth. prin.	10	7	3		
To recognize the fact of world interdependence	10	3	7		
To learn to get along with people	11	7	3		1
To attain a satisfactory social and emotional adjustment	11	7	3		1
To understand the cultures of other people	10	4	4	1	1
To understand the ideas of others	11	6	4	1	
To habitually apply scientific thought to discovery of facts	10	3	6	1	
To understand and enjoy music, art and literature	10	2	4	2	2
To understand one's physical and social environment	11	5	3	3	
To move smoothly from high school to adult independence	10	4	5	1	
To develop a broad general outlook & familiarity w/ variety of subj.	10	8	1	1	
To acquire knowledge & attitudes basic to satisfying family life	10	4	4	2	
To develop ability to do significant independent research	9	3	3	3	
To maintain & improve one's health	10	4	5	1	

TABLE 62    COMPARISONS OF RATINGS MADE BY GRADUATES OF CORNELL AND  
MICHIGAN STATE UNIVERSITIES OF THEIR UNDERGRADUATE  
EDUCATION FOR FOOD SERVICE ADMINISTRATION

Areas of Responsibility	Between Universities		Within Universities	
	Home Econ.	Hotel Adm.	Cornell	Michigan State
	Chi Square			
Accounting and cost control	2.56	35.15*	34.70*	10.06*
Budget making	.73	.25	3.02	3.68
Catering	.11	2.48	1.61	4.61
Diet therapy	.83	**	**	**
Equipment layout and selection	4.43	13.21 *	4.14	.66
Food production supervision	7.64*	6.35*	15.92*	3.90
Food service supervision	17.66*	3.09	24.00*	.00
Menu planning	19.83*	6.35*	23.47*	43.14*
Merchandising	8.08*	1.69	3.86	.87
Nutrition counseling	1.92	**	**	**
Personnel selection, training etc.	1.18	3.01	3.54	4.74
Purchasing & requisitioning food	7.56*	2.35	10.58*	4.53
Recipe standardization	11.49*	3.03	15.10*	2.71
Sanitation	7.34*	2.63	15.76*	.00
Teaching	1.23	**	**	**

\*Significant at or beyond 5 per cent level.

\*\*Expected frequency in cells too small for statistical comparison.

TABLE 63    COMPARISONS OF RATINGS MADE BY GRADUATES OF CORNELL AND  
MICHIGAN STATE UNIVERSITIES OF THEIR UNDERGRADUATE  
GENERAL EDUCATION

Objectives of General Education	Between Universities		Within Universities	
	Home Econ.	Hotel Adm.	Cornell	Michigan State
	Chi Square			
To acquire and use skills & habits involved in critical thinking	7.76*	5.29	5.39	3.56
To develop a code of behavior based on democratic & eth. prin.	2.95	3.96	24.37*	.46
To recognize the fact of world interdependence	1.37	14.46*	27.49*	1.06
To learn to get along with people	5.79	5.26	12.03*	.56
To attain a satisfactory social and emotional adjustment	16.60*	2.18	17.43*	.37
To understand the cultures of other people	.30	15.55*	21.80*	1.63
To understand the ideas of others	3.14	4.25	10.14*	2.31
To habitually apply scientific thought to discovery of facts	.09	25.80*	15.81*	.79
To understand one's physical and social environment	.79	17.73*	29.60*	2.74
To understand and enjoy music, art and literature	15.68*	26.94*	15.42*	3.19
To move smoothly from high school to adult independence	9.10*	.15	20.93*	.83
To develop broad general outlook, familiarity w/ variety of subjects	1.29	14.78*	8.18*	.29
To acquire knowledge and attitudes basic to satisfying family life	2.93	21.59*	72.39*	11.82*
To develop ability to do signifi- cant independent research	2.11	11.06*	1.04	2.55
To maintain and improve one's health	2.57	4.98	60.70*	30.49*

\*Significant at or beyond 5 per cent level.

TABLE 64 OVER-ALL EVALUATION OF UNDERGRADUATE EDUCATIONAL PROGRAM

College and University	N	Adequate both Generally and Profession- ally	Adequate Generally, Inadequate Profession- ally	Adequate Profession- ally, Inadequate Generally	Inadequate both Generally and Profession- ally
Percentage					
Home Economics					
CU	94	62	13	25	
MSU	76	53	29	18	
OSU	36	67	11	22	
Hotel Administration					
CU	225	37	22	38	3
MSU	170	47	37	14	2
OSU	12	25	33	25	17

TABLE 65 SUMMARY OF GRADUATES' OVER-ALL EVALUATION OF UNDERGRADUATE EDUCATION

College and University	N	Adequate Generally	Adequate Professionally
Percentage			
Home Economics			
CU	94	75	87
MSU	76	82	71
OSU	36	78	89
Hotel Administration			
CU	225	59	75
MSU	170	84	61
OSU	12	58	50

TABLE 66    RESPONSES TO THE QUESTION, "IF YOU COULD START COLLEGE AGAIN,  
WHAT PROFESSION OR OCCUPATION DO YOU THINK YOU  
WOULD CHOOSE?"

Changes in Occupation Which Graduates Might Now Have Chosen	Home Economics			Hotel Administration		
	CU	MSU	OSU	CU	MSU	OSU
N:	103	80	38	236	181	12
Percentages						
No change	78	61	71	63	68	83
Same major, additional minor	7	6	8	3	4	
Inst. Mgt. ----- Dietetics		9			1	
Hotel Mgt. ----- Rest. Mgt.						
Accounting				1	3	
Business Administration	4			8	7	
Dentistry		1		2	1	
Education	2	11	13	1	1	
Engineering			3	4	4	
Law				4	3	
Liberal Arts		1	5	8	3	8
Medicine	2			2	1	
Sales		1		2	1	
Others	8	10		4	3	
Total	101	99	100	101	100	99

## APPENDIX II

**Check List of Professional Education and Work Experience for Selected Graduates from  
Colleges of Home Economics, Hotel and Restaurant Administration**

Please fill out the following questionnaire. Your answers will be treated confidentially and used only in mass tabulations. You may sign your name or not, as you desire.

1. Year of graduation: 1953\_\_\_\_ 1956\_\_\_\_  
1954\_\_\_\_ 1957\_\_\_\_  
1955\_\_\_\_
2. University attended: (a) Cornell\_\_\_\_  
(b) Michigan State\_\_\_\_  
(c) Oklahoma State\_\_\_\_
3. College or Division: (a) Home Economics\_\_\_\_  
(b) Hotel\_\_\_\_
4. Major (a) Dietetics\_\_\_\_  
(b) Foods & Nutrition\_\_\_\_  
(c) Inst. Management\_\_\_\_  
(d) Hotel Administration\_\_\_\_  
(e) Restaurant Administration\_\_\_\_

5. Sex: (a) Male\_\_\_\_ (b) Female\_\_\_\_

6. Marital Status

- (a) Single\_\_\_\_  
(b) Married\_\_\_\_  
(c) Separated\_\_\_\_  
(d) Divorced\_\_\_\_  
(e) Widowed\_\_\_\_

Date \_\_\_\_\_  
" \_\_\_\_\_  
" \_\_\_\_\_  
" \_\_\_\_\_

7. Age:

- (a) 20-22\_\_\_\_  
(b) 23-25\_\_\_\_  
(c) 26-28\_\_\_\_  
(d) 29-31\_\_\_\_  
(e) 32-34\_\_\_\_  
(f) 35 or over\_\_\_\_

8. Indicate your interest as an undergraduate and also your present interest in the areas listed below according to the following scales:

Much interest ----- 1 Little interest ----- 3  
Some interest ----- 2 No interest ----- 0

Under-grad.	Present		Under-grad.	Present	
_____	_____	(a) Accounting & Cost Control	_____	_____	(g) Food Service Layout and Equipment
_____	_____	(b) Diet in Disease	_____	_____	(h) Front of the House (Hotel)
_____	_____	(c) Dining Room or Service Supervision	_____	_____	(i) General Administration
_____	_____	(d) Experimental Foods	_____	_____	(j) Journalism, Radio, TV
_____	_____	(e) Food Preparation	_____	_____	(k) Nutrition
_____	_____	(f) Food Purchasing	_____	_____	(l) Personnel Administration
_____	_____	Other(s) Specify: _____			

9. If you could start college again, what profession or occupation do you think you would choose?

- (a) No change\_\_\_\_ (b) Specify change: \_\_\_\_\_

**Postgraduate Education or Training**

10. ADA Internship (a) Type: Hospital\_\_\_\_ Administrative\_\_\_\_ Clinic\_\_\_\_ (b) Stipend \$\_\_\_\_\_  
(monthly)

11. NRA Internship: (a) Length of program\_\_\_\_ (b) Salary \$\_\_\_\_\_  
(months) (monthly)

12. CPA: Date granted \_\_\_\_\_

13. Company Planned, Formal, On-the-Job Training Program:

Name of company\_\_\_\_ Length of Program\_\_\_\_ Salary \$\_\_\_\_\_  
(months) (monthly)

Was it a rotating experience? Yes\_\_\_\_ No\_\_\_\_

14. Other technical or special training (Specify.) \_\_\_\_\_

15. How would you evaluate your internship or training program?

\_\_\_\_ Very valuable  
\_\_\_\_ Some value  
\_\_\_\_ Little value  
\_\_\_\_ No value

Criticisms of the program  
\_\_\_\_ No major criticism  
\_\_\_\_ Too long  
\_\_\_\_ Too theoretical  
\_\_\_\_ Too specific  
\_\_\_\_ Other(s) Specify: \_\_\_\_\_

\_\_\_\_ Too physically exhausting  
\_\_\_\_ Too rigid in method  
\_\_\_\_ Too rigid in discipline  
\_\_\_\_ Too repetitive of previous experience

16. If you have begun, but not yet completed, a graduate degree, how much have you completed?  
Less than 1/4\_\_\_\_ 1/4 to 1/2\_\_\_\_ 1/2 to 3/4\_\_\_\_ More than 3/4\_\_\_\_

17. Have you completed a master's degree? No\_\_\_\_ Yes\_\_\_\_  
University attended:\_\_\_\_ Major:\_\_\_\_\_

18. Have you completed a doctor's degree? No\_\_\_\_ Yes\_\_\_\_  
University attended:\_\_\_\_ Major:\_\_\_\_\_

19. If you have not yet begun graduate work, do you plan to work for a graduate degree at some time in the foreseeable future? No\_\_\_\_ Yes\_\_\_\_ Master's?\_\_\_\_ Doctor's?\_\_\_\_  
University?\_\_\_\_ Major?\_\_\_\_\_

Work Experience Before Graduating from College	None	Food Service			Non Food Service		
		Part-time	Full-time	How long?	Part-time	Full-time	How long?
20. During School year - High School							
21. Summer Vacation - High School (Including summer after graduation)							
22. Between High School and College							
23. During School Year - College							
24. Summer Vacation - College							

25. Was your college education interrupted by military service? No \_\_\_\_\_ Yes, for \_\_\_\_\_ years

26. Did you interrupt your college education to work full time? No \_\_\_\_\_ Yes, for \_\_\_\_\_ years

27. If you did interrupt your college education to work full time, was your job connected with food service administration? No \_\_\_\_\_ Yes \_\_\_\_\_

28. Some colleges or departments in Home Economics and Hotel Administration require each student to have some work experience before graduating from college. Do you think that this practice should be continued? No \_\_\_\_\_ Yes \_\_\_\_\_

If 'yes', indicate why

\_\_\_\_\_ Offers chance to explore professional opportunities  
 \_\_\_\_\_ Gives practical experience; develops skills  
 \_\_\_\_\_ Gives opportunities for valuable professional contacts

If 'no', indicate why

\_\_\_\_\_ Too limited in scope to be valuable  
 \_\_\_\_\_ Too time consuming  
 \_\_\_\_\_ Too little supervision  
 \_\_\_\_\_ Too physically exhausting

Other reason(s) \_\_\_\_\_

29. Work Experience After Graduating from College (List present position first)

Dates	Title and Nature of the Positions you Have Held	Firm or Institution

30. If you have not entered or have entered and left the profession for which you trained as an undergraduate, please indicate your reason(s).

\_\_\_\_\_ (a) Compulsory military service  
 \_\_\_\_\_ (b) Personal reasons (family responsibilities, illness, pregnancy, etc.)  
 \_\_\_\_\_ (c) Unable to find a job in preferred location  
 Other reason(s) Specify: \_\_\_\_\_

\_\_\_\_\_ (d) Income low in relation to other occupations  
 \_\_\_\_\_ (e) Did not like the work  
 \_\_\_\_\_ (f) Unsatisfactory working conditions

31. Please check approximate salary received in first position (excluding internship or military service) and in present position.

Annual Salary*	First Position	Present Position	Annual Salary*	First Position	Present Position	Annual Salary*	First Position	Present Position
Under \$3,250			5,250 - 5,749			7,750 - 8,249		
3,250 - 3,749			5,750 - 6,249			8,250 - 8,749		
3,750 - 4,249			6,250 - 6,749			8,750 - 9,999		
4,250 - 4,749			6,750 - 7,249			Over 9,000		
4,750 - 5,249			7,250 - 7,749					

\*Basis of annual salary - First Position: 12 months \_\_\_\_\_ 10 months \_\_\_\_\_ 9 months \_\_\_\_\_ Other \_\_\_\_\_  
 Present Position: 12 months \_\_\_\_\_ 10 months \_\_\_\_\_ 9 months \_\_\_\_\_ Other \_\_\_\_\_

32. Please check fringe benefits received in first position and in present position.

Fringe Benefits	First Position	Present Position	Fringe Benefits	First Position	Present Position	Fringe Benefits	First Position	Present Position
Full Maintenance-self			Retirement			Vacation with Pay More than 2 weeks		
Full Maintenance-self & family			Social Security			Workmen's Compensation		
Room and Board			Sick Leave			Other (Specify)		
Room Only			Health Insurance					
Meals While on Duty			Vacation with Pay 2 weeks or less					

Items 33 to 36 to be answered only by those who have been or are presently employed in food service administration, either directly or as a consultant.

Please check the type of food service organization with which you were associated and your major responsibilities in your first position (excluding internship or compulsory military service) and in your present position.

33. Type of Operation	First Position	Present Position	34. Major Responsibilities	First Position	Present Position
(a) Armed Forces			(a) Accounting and Cost Control		
(b) Club			(b) Budget		
(c) College			(c) Catering		
(d) Commercial Cafeteria, Grill or Restaurant			(d) Diet Therapy		
(e) Department Store			(e) Equipment Layout and Selection		
(f) Drive-In or Luncheonette			(f) Food Production Supervision		
(g) Hospital			(g) Food Service Supervision		
(h) Hotel			(h) Menu Planning		
(i) Industrial Feeding			(i) Merchandising		
(j) School Lunch			(j) Nutrition Counseling		
(k) Other (Specify below)			(k) Personnel Selection, Training, Scheduling		
			(l) Policy Formulation		
			(m) Purchasing and Requisitioning Food		
			(n) Recipe Standardization		
			(o) Sanitation		
			(p) Teaching (Student nurses, etc.)		
			(q) Other (Specify below)		

35. Is the food service organization with which you are now or were associated administered by a contract catering firm or concessionaire?

(a) First Position: Yes \_\_\_\_\_ No \_\_\_\_\_

(b) Present Position: Yes \_\_\_\_\_ No \_\_\_\_\_

# Rating Undergraduate Education

36. How well did your undergraduate education provide a basis for the professional responsibilities which you have had since graduating from college? Rate only those areas for which you have had some responsibility.

(Please keep in mind that most colleges do not presume to train you entirely for specific jobs.)

Areas of Responsibility	Adequacy of Preparation		
	Excellent	Adequate	Inadequate*
(a) Accounting and Cost Control			
(b) Budget Making			
(c) Catering			
(d) Diet Therapy			
(e) Equipment Layout and Selection			
(f) Food Production Supervision			
(g) Food Service Supervision			
(h) Menu Planning			
(i) Merchandising			
(j) Nutrition Counseling			
(k) Personnel Selection, Training, Scheduling			
(l) Policy Formulation -- Planning			
(m) Purchasing and Requisitioning Food			
(n) Recipe Standardization			
(o) Sanitation			
(p) Teaching (student nurses, patients, etc.)			
(q) Other (Specify)			

\*If you rated any of the above areas of preparation 'Inadequate', please explain why.

37. How well did your undergraduate education prepare you	Well	Fairly Well	Poorly	Not at All
(a) To acquire and use skills and habits involved in critical and constructive thinking?				
(b) To develop a code of behavior based on democratic and ethical principles?				
(c) To recognize the fact of world interdependence?				
(d) To learn to get along with people?				
(e) To attain a satisfactory emotional and social adjustment?				
(f) To understand the cultures of other peoples?				
(g) To understand the ideas of others?				
(h) To habitually apply scientific thought to the discovery of facts?				
(i) To understand and enjoy literature, art, and music?				
(j) To understand one's physical and social environment?				
(k) To move smoothly from high school to adult independence?				
(l) To develop a broad general outlook and familiarity with a variety of subjects?				
(m) To acquire knowledge and attitudes basic to a satisfying family life?				
(n) To develop the ability to do significant independent research?				
(o) To maintain and improve one's own health?				

38. Please list the courses which have been most valuable to you. (Give descriptive title, not course number).

39. If there are deficiencies in your undergraduate education not otherwise explored in this questionnaire, list them here. Be specific.

40. In retrospect, would you say that your undergraduate education was:

☐ Totally adequate
 ☐ Adequate generally but not professionally  
☐ Inadequate both generally and professionally
 ☐ Adequate professionally but not generally

Date: \_\_\_\_\_

Name: \_\_\_\_\_

NEW YORK STATE COLLEGE OF HOME ECONOMICS  
A UNIT OF THE STATE UNIVERSITY OF NEW YORK  
CORNELL UNIVERSITY  
ITHACA, NEW YORK

137

HELEN G. CANOYER, DEAN

October 1, 1958

Dear Alumna:

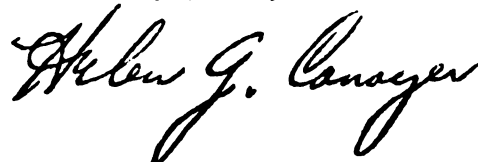
As a recent graduate of our college we are seeking your cooperation in a study which is attempting to assess the effectiveness of your undergraduate education, particularly as it relates to your professional experience since graduation. We hope you will be kind enough to complete the enclosed form whether or not you have remained active in the profession since graduation. We are interested in what you are doing now, why you have changed fields, if you have done so, and what types of positions you have had.

This study, which is being conducted by Miss Aimee Moore, Associate Professor of Institution Management, as a part of her doctoral dissertation, is concerned with alumni of three universities whose undergraduate majors prepared them for a possible career in food service administration. This is a rapidly developing profession with many types of positions open to graduates of colleges of home economics, hotel and restaurant administration. Your evaluation of how well your undergraduate education prepared you for your profession will provide Miss Moore with information which will be of great value to her in appraising the curricula and in making recommendations which may help schools and colleges of home economics in curriculum planning and course revisions.

The American Dietetic Association is also particularly interested in this project and has awarded Miss Moore a fellowship to finance the research. It is the belief of the officers of the Association that the results of this study will provide insight in evaluating educational requirements for admission to the Association.

I hope that you will assist in the compilation of this important information by completing the enclosed form and returning it to Miss Moore in the envelope supplied for your use. Miss Moore will appreciate prompt action on your part.

Sincerely yours,

A handwritten signature in cursive script, reading "Helen G. Canoyer". The signature is written in dark ink and is positioned above the typed name and title.

Helen G. Canoyer  
Dean

## MICHIGAN STATE UNIVERSITY EAST LANSING

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COLLEGE OF HOME ECONOMICS • OFFICE OF THE DEAN

Dear Alums,

Several weeks ago Miss Moore sent you a questionnaire which was designed to ascertain the effectiveness of your undergraduate education in preparing you for your subsequent professional responsibilities and personal and civic life. The data obtained from your responses will help her, and through her the faculty of your College, in curriculum evaluation.

The response has been gratifying but I feel that she would be better able to draw inferences from the data obtained if she heard from an even higher proportion of graduates of the classes selected for this study. I would like to re-emphasize that we are interested in hearing from you whether or not you have followed the profession for which you trained. We need to know what our graduates are doing, and whether or not your education has satisfied your personal as well as professional goals.

She is enclosing another questionnaire for your convenience. Some of you may have already returned the questionnaire and if so, just ignore this second plea and accept our sincere thanks for your cooperation. We have found that the mail is very slow sometimes, especially from distant points, and your reply may still be on its way.

She has already begun to tabulate the data and would appreciate a prompt response from you so that your data may be included.

Sincerely yours,



Dena C. Cederquist, Head  
Department of Foods and Nutrition

DCC:jw

Enclosure



Supplementary Code to Questionnaire (A.M.)

Card #1

Serial Number \_\_\_\_\_

Item   Column

6	10	Date of Marriage--WOMEN ONLY	
		0 Not married	5 Between 2 and 3 years
		1 Before graduating	6 Between 3 and 4 years
		2 Within 3 mo. after grad.	7 Between 4 and 5 years
		3 Between 3 mo. and 1 yr.	8 More than 5 years
		4 Between 1 and 2 years	
9	36	x No change or no answer	6 Liberal Arts
		0 Accounting	7 Medicine
		1 Business Administration	8 Sales
		2 Dentistry	9 IA Dietetics; Hotel
		3 Education	Rest. IM
		4 Engineering	y Same, but different
		5 Law	emphasis
			Blank Others
16	75	Classification of Field of Study	
		x No answer	6 Law
		0 Accounting	7 Liberal Arts
		1 Business Administration	8 Nutrition
		2 Education	9 Personnel Administration
		3 Foods	y Others
		4 Hotel or Restaurant Adm.	
		5 Institution Mgt.	
17 & 18	47 & 48	x No or no answer	6 Law
		0 Accounting	7 Liberal Arts
		1 Business Administration	8 Nutrition
		2 Education	9 Personnel (ILR)
		3 Foods	y Others
		4 Hotel or Rest. Adm.	
		5 Institution Mgt.	
19	49	x No or no answer	
		0 Master's	
		1 Doctor's	
		2 Medicine	

Item   Column

- |    |    |  |   |
|----|----|--|---|
| 19 | 76 | x No or no answer<br>0 Accounting<br>1 Business Administration<br>2 Education<br>3 Foods<br>4 Hotel or Rest. Adm.<br>5 Institution Mgt.  | 6 Law<br>7 Liberal Arts<br>8 Nutrition<br>9 Personnel (ILR)<br>y Others |
| 28 | 73 | If answer is <u>no</u><br><br>x No answer<br>0 Too limited in scope<br>1 Too time consuming<br>2 Too little supervision<br>3 Too physically exhausting<br>4 Salaries too low<br>5 No reason given<br>6 Others  |   |
| 28 | 74 | If answer is <u>yes</u><br><br>x No answer<br>0 Offers chance to explore professional possibilities<br>1 Gives practical experience; develops skills<br>2 Gives opportunities for valuable professional contacts<br>3 All of above<br>4 Helps student decide if he is really interested in the profession<br>5 Makes course work more meaningful<br>6 Gives insight into some of the problems encountered<br>7 Helps to develop a realistic picture of the profession<br>8 Experience very valuable when seeking position after graduation<br>9 Matures student<br>y Others<br>Blank No reason given |   |

Work experience since graduating from college

29            4      Full-time positions held since graduating from college

0	None	3	One	6	Four
1	Internship only	4	Two	7	Five
2	Military service only	5	Three	8	More than 5

29 continued

		0	1	2	3	4	5
	Length of time employed	Less than 1 year	1-2 yrs	2-3 yrs	3-4 yrs	4-5 yrs	More than 5 yrs
9	First Position						
10	Present Position						
11	Last Position (If not presently employed)						
12	Since marriage (If not presently employed)						

### Work History of Married Women Only

13	0	$B_{\cancel{W}}$	$A_{\cancel{W}}$	$C_{\cancel{W}}$	4	$B_W$	$A_{\cancel{W}}$	$C_{\cancel{W}}$
	1	$B_{\cancel{W}}$	$A_{\cancel{W}}$	$C_W$	5	$B_W$	$A_{\cancel{W}}$	$C_W$
	2	$B_{\cancel{W}}$	$A_W$	$C_{\cancel{W}}$	6	$B_W$	$A_W$	$C_{\cancel{W}}$
	3	$B_{\cancel{W}}$	$A_W$	$C_W$	7	$B_W$	$A_W$	$C_W$

14 0 Started non profession; continued non profession after marriage

1 Started non profession; changed to profession after marriage

2 Started in profession; changed to non profession after marriage

3 Started in profession; continued in profession after marriage

Card 2 (Continued)

Serial Number \_\_\_\_\_

Item   Column

36	30	Explanations for "Inadequate"
	thru	
	45	3 Not offered
		4 Offered - not taken
		5 Not emphasized sufficiently
		6 Not advanced enough
		7 Not enough practical experience
		8 Poor instruction
		9 Didn't study hard enough
		y Others

### Question

\*\*\*\*\*

[illegible][illegible]

# Academic Requirements for Active Membership in The American Dietetic Association and Entrance to Dietetic Internships Approved by the Executive Board

## 620 North Michigan Avenue, Chicago 11, Illinois

### Revised November 1, 1958

#### These requirements apply to:

- (1) Applicants for admission to dietetic internships approved by The American Dietetic Association.
- (2) Applicants for membership in The American Dietetic Association.
- (3) Former members desiring reinstatement of membership in The American Dietetic Association after a 5-year period.

A bachelor's degree from an accredited college or university,\* which has included or been followed by required courses and credit hours as outlined below, is a basic requirement both for membership in the Association and entrance to approved dietetic internships. Certain directors of dietetic internships request more than the required credit hours stated below.

The limit of time which may elapse between completion of academic requirements in nutrition or related subjects and admission to an approved dietetic internship is five years. If the internship applicant has not met this requirement, it is necessary to present three semester hours of advanced nutrition within the five-year period preceding application.

If a membership applicant with the above requirements has not been actively employed for the five year period prior to application for membership he must present:

A. Credits for two courses from an accredited college or university in nutrition, food service management, or related sciences within the last five years, OR

B. A minimum of at least six months of full time or twelve months half time experience in some area of dietetics supervised and endorsed by a member of the Association, OR

C. A minimum of at least six months of full time or twelve months half time experience in some area of dietetics sponsored by a regional committee appointed by the Membership Committee Chairman.

If the applicant has not completed an approved dietetic internship he must meet the "experience" requirements, copies of which are available upon request.

**Plan I will be accepted for applicants to dietetic internship until October 1961 (to permit application for membership until October 1962). Plan II will be accepted for applicants to dietetic internship until October 1964 (to permit application for membership until October 1965). Plan III is now effective for applicants to dietetic internship and for applicants for membership and will be effective after Plans I and II are discontinued.**

#### PLAN I.

(to be discontinued October 1962)

#### PLAN II.††

(to be discontinued October 1965) +++

		Required	Recommended Additional	
SUBJECT GROUP	SEMESTER HOURS**	COURSES	COURSES	GROUP I Semester Hours 8-10
Chemistry	12	General Inorganic Organic Physiological Chemistry with Laboratory***	Analytical Chemistry Food Chemistry Advanced Biochemistry Quantitative Chemistry	Basic foods, required Nutrition, required (Prerequisite or concurrent—3 courses from Group II)
Biology	6	Human Physiology Bacteriology	Zoology General Biology	GROUP II 20-25
Social Sciences	9	Selected from at least 2 of the following: Psychology Sociology Economics	Advanced Psychology Personnel Management Community Organization Consumer Economics Economic Geography	Inorganic Chemistry Organic Chemistry Human Physiology Bacteriology Physiological or Biological Chemistry Food Chemistry Physics Other Advanced Nutrition courses
Education	3	At least 1 of the following: Educational Psychology Methods of Teaching Principles of Education	Methods of Teaching Nutrition†	GROUP III 12-20
Foods	6	Food Selection and Preparation Meal Planning and Service	Experimental Cookery	Psychology Education Sociology Anthropology Economics Personnel Relations
Nutrition and Dietetics	6	At least 2 of the following: Normal Nutrition (general) Advanced Nutrition Diet in Disease‡	A course (seminar) which develops the ability to read and interpret current scientific literature	GROUP IV 12-25
Institution Management§	6	Quantity Cookery Organization and Management	Accounting¶ Institution Marketing¶ Institution Equipment¶	Experimental Foods Diet Therapy Quantity Cookery Institution Equipment Purchasing Organization and Management Accounting Cost Control

\*\* To translate these hours to fit the quarter system, multiply the number of semester hours by 1½.

\*\*\* Graduates of approved administrative internships may substitute Food Chemistry for Physiological Chemistry, at the discretion of the director of the internship.

† Desirable for graduates entering approved hospital and food clinic internships.

‡ Required for graduates entering approved hospital and food clinic internships.

§ Courses listed under the Subject Group, Institution Management, while desirable, are not required of applicants who are employed in public health agencies.

¶ Usually required for graduates entering approved administrative internships, and applicants from the field of institution management.

†† 60 total semester hours required with not less than the minimum number of hours indicated for each group.

+++ Revisions to Plan II became effective October 13, 1956.

#### \* Definition of "Accredited" as Used by the Association

Bulletin 1957, No. 1, *Accredited Higher Institutions*, U. S. Office of Education, available from Superintendent of Documents, Washington 25, D. C., fifty-five cents. It is accepted as a guide in determining whether an institution is "accredited" when applications for membership in The American Dietetic Association or entrance to dietetic internships approved by the Association are considered.★ Colleges and universities will be considered as "accredited" if they are members in, or are approved by, one or more of the following organizations at the time the degree is conferred: Middle States Association of Colleges and Secondary Schools; New England Association of Colleges and Secondary Schools; North Central Association of Colleges and Secondary Schools; Northwest Association of Secondary and Higher Schools; Southern Association of Colleges and Secondary Schools; Western College Association.

★ Evidence may be submitted that a college, heretofore not listed as accredited, has been added to one of the accredited lists since the last edition of the Bulletin.

# ACADEMIC REQUIREMENTS FOR ADA MEMBERSHIP—(PLAN III)

The Core plus one Emphasis, plus one Concentration constitute the requirements for membership or internship, as designated for the specialties

## CORE SUBJECTS

22 semester hours\* — Basic Minimum

All core subjects required

Natural Sciences — 14 s.h.  
 human physiology }  
 and bacteriology } 6 s. h.  
 chemistry — 8 s. h.

Food — 6 s. h.  
 selection, preparation,  
 meal planning and service  
 Nutrition — 2 s. h.

Plus one of the following:

## EMPHASES

Choice of one Emphasis — 9 semester hours — Basic Minimum  
 Underlined subject areas required

**I**  
**FOOD SERVICE MANAGEMENT**  
*organization and management*  
*quantity food production and service*  
 advanced food production management  
 equipment selection, maintenance and layout  
 principles of accounting  
 purchasing

or

**II**  
**EDUCATION** (Business and Industry, Clinic,  
 College, Extension, School and Public Health)  
*educational principles and techniques*  
*educational psychology*  
 anthropology  
 child psychology  
 sociology

or

**III**  
**FOODS — EXPERIMENTAL AND DEVELOPMENTAL**  
*experimental foods*  
 advanced bacteriology  
 consumer economics  
 cultural aspects of food  
 food styling  
 quantity food production and service  
 psychology of advertising  
 research and development  
 theory and technique of communications

Plus one of the following:

## CONCENTRATIONS

Choice of one Concentration — 15 semester hours — Basic Minimum  
 Underlined subject areas required

**A**  
**THERAPEUTIC AND ADMINISTRATIVE DIETETICS**  
*nutrition* 2 s.h. (biochem. prereq. or concurrent)\*\*  
*personnel management or industrial psychology*  
*principles of learning or educational psychology*  
 Remainder of credit:  
 diet therapy\*\*\*\*  
 advanced food production management  
 equipment selection, maintenance and layout\*\*\*  
 foods: cultural, experimental or technological  
 principles of accounting\*\*\*  
 purchasing\*\*\*

or

**B**  
**BUSINESS ADMINISTRATION**  
*advanced accounting*  
*advanced food production management*\*\*\*  
*equipment selection, maintenance and layout*\*\*  
*personnel management*  
*purchasing*\*\*\*  
 Remainder of credit:  
 communications  
 human relations  
 industrial psychology  
 labor economics

or

**C**  
**SCIENCE — FOODS AND NUTRITION**  
*advanced nutrition* 6 s. h.  
*biochemistry with lab.*  
*foods: cultural, experimental or technological*  
 Remainder of credit:  
 child growth and nutrition  
 diet therapy\*\*\*\*  
 principles of learning  
 or educational psychology  
 statistics  
 food processing and preservation

1. Applicants for Internship and Membership

a. Clinic Interns: Core + Emphasis I or II + Concentration A or C

b. College Industrial Interns: Core + Emphasis I + Concentration A or B

c. Hospital Interns: Core + Emphasis I + Concentration A

LEGEND: \*\*Sciences and behavioral sciences are considered to be essential and assumed to be included in college degree requirements

\*\*\*Food Chem. may be used by College or Industrial Interns

2. Other applicants for membership

Hospital or other Institutions, Business, Clinic, College Teaching, Extension, Hotels,

Industry, Public Health, Research, Restaurants, School Food Service and Related Specialties:

Core + Emphasis I, II or III, + Concentration A, B, or C.

\*\*\*\*Required for hospital and clinic interns

\*\*\*\*\*Required for hospital and clinic interns



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