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Sister Maude North

A PLAN
FOR
AN INTEGRATED COURSE
IN
INSTITUTION ECONOMICS

The author wishes to thank her graduate
student, Sister Margaret North, who encouraged her to
submit this study to Sister Mabel Campbell,
Superior of this Ursuline Convent, and to the members
of the professional group who aided her by their
advice and suggestions which proved so
valuable.

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by
Sister Maud North

A thesis submitted to the Faculty of the
University of North Carolina in partial
fulfillment of the requirements for the
degree of Master of Science in the
Department of Home Economics.

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Approved by:
Mabel V. Campbell.
Adviser

Table of Contents	
Chapter I.	Introduction
Chapter II.	ACKNOWLEDGEMENTS
Chapter III.	Proposed Curriculum

The writer wishes to express her gratitude to Miss Margaret Edwards who encouraged her to undertake this study; to Miss Mabel Campbell who directed this thesis ; and to the members of the professional group who aided her by answering the questionnaire which served as the basis of this study.

Appendix	
1934 List of Minimum Requirements	p.1
1936 List of Minimum Requirements	p.2
1938 List of Minimum Requirements	p.3
1940 List of Minimum Requirements	p.4
Copy of letter sent with first statement of objectives to 100 persons positively engaged in the field of Education or Research	p.5
Table A. The number of persons out of the 10 reporting who approved, who disapproved, or who suggested modifications in the first list of objectives.	p.6
List of cooperators who checked the list of objectives.	p.7
Copy of letter sent to the President of the American Dietetic Association.	p.8
Copy of letter sent to selected committees.	p.9
Table B. The comments and recommendations made by members of the committee of 10 for further revision of revised list of objectives.	p.10

101108

Table of Contents

Chapter	I.	Introduction	p.1
Chapter	II.	Review of Literature	p.1
Chapter	III.	The Specific Objectives for Courses in Institution Economics	p.19
Chapter	IV.	A Plan for an Tentative Integrated Course in Institution Economics	p.31
Chapter	V.	Summary and Recommendations	p.45
		Bibliography	p.48
<hr/>			
Appendix			
		1934 List of Minimum Requirements	p.1
		1936 List of Minimum Requirements	p.2
		1938 List of Minimum Requirements	p.3
		1939 List of Minimum Requirements	p.4
		Copy of letter sent with first state- ment of objectives to 100 persons actively engaged in the field of institution economics	p.5
		Table A. The number of persons out of the 69 reporting who approved, who dis- approved, or who suggested modifications in the first list of objectives.	p.6
		List of cooperators who checked the list of objectives.	p.11
		Copy of letter sent to the President of the American Dietetic Association.	p.16
		Copy of letter sent to selected committee.	p.17
		Table B. The comments and recommendations made by members of the committee of 10 for further revision of revised list of objectives.	p.18

101108

A Plan for an Integrated Program in Institution Economics.

Bibliography for Institution Economics	p.25
Schedule of division of time and the points to be studied. Sent to dietitian supervising summer work of students in dietary department.	p.30
Rating Sheet for evaluation of work of student.	p.31
Outline for reports of summer work.	p.32

was prepared, this list having been examined by 60 workers in the field of institution economics who served and again reviewed by a small committee selected by the President of the American Dietetic Association at the request of the writer.

Upon the second revision of the objectives, a plan for an integrated program, meeting the requirements of the American Dietetic Association, has been prepared.

The writer recommends that both the objectives and the program be continually evaluated and studies be made to develop objective methods of measuring student achievement of these objectives, and that the American Dietetic Association consider the substitution of such a program based on specific objectives for the present standards set up in courses and credit hours.

SISTER MAUD NORTH

A Plan for an Integrated Program in Institution Economics

(Under the direction of MABEL V. CAMPBELL)

The purpose of this study has been to prepare a tentative integrated program for the teaching of institution economics in a small college. A list of objectives for such a course was prepared. This list having been examined by 69 workers in the field of institution economics was revised and again reviewed by a small committee selected by the President of the American Dietetic Association at the request of the writer.

Based upon this second revision of the objectives, a plan for an integrated program, meeting the requirements of the American Dietetic Association, has been prepared.

The writer recommends that both the objectives and the program be continually re-evaluated; that studies be made to develop objective methods of measuring student achievement of these objectives, and that the American Dietetic Association consider the substitution of such a program based on specific objectives for the present standards set up in courses and credit hours.

Chapter 1

Introduction

Small colleges, which generally speaking are private institutions, rise or fall according as they meet or fail to meet the needs and, in many instances, the wants of the students seeking admission. During the last two decades, to meet these needs, departments of home economics have been introduced into many small colleges. In the beginning these courses were designed to teach homemaking. However, the advances in the science of nutrition emphasized the therapeutic phase of dietetics in college programs. The new positions open to women that naturally arose in the field of food administration gave impetus to courses in food administration.

When a student of institution economics completes her college course, she may do one of three things: she may enter a training course approved by the American Dietetic Association; she may enter a non-approved course; or she may accept a position in institution food administration with no further training.

To enter an approved training center, her undergraduate course must meet the requirements of the American Dietetic Association and at the completion of this advanced training she is eligible to membership in the association.

Should she enter a non-approved course she cannot become a member of the association until she has made up such deficiencies as exist in her college training and in addition presents: two years successful experience in a position of responsibility as dietitian in a food

11.

service department approved by the American Dietetic Association, or two years of successful experience in teaching foods, nutrition or institution management, or two years of successful experience in community or clinic education work, or two years of successful experience as adviser in her professional subjects to an organization or publication, or published original investigation in foods, nutrition,
1
or institution management.

In the event that she accepts a position without further training, membership in the professional organization will be denied her until she has fulfilled the same requirements as the person who enters a non-approved course.

That any association may determine its own standards is undisputed. The question is: "What advantages are to be derived from membership in such an association as the one under consideration?" "Are the advantages to the student sufficient to justify the institution's attempt to meet their requirements?"

Diversity of opinion concerning the advantages of such membership is indicated by the following:

"Active membership confers upon the recipient an enviable position in her chosen profession because of the high standards set up in 1926 and adhered to by the Membership Committee in passing upon applications." 2

"Membership in the Association brings her (the student) a desirable professional status more quickly and with less expenditure of time and money than any other course, because of the strict adherence to standards for admission to active membership." 3

1.Required Experience. Constitution and By-Laws, Article 3 -American Dietetic Association

2"Association Progress: Journal of the American Dietetic Association
Vol.IX(1933) p. 516

3"Association Progress: Journal of the American Dietetic Association
Vol.X (1934) p.168

The above quotations come from members of the dietetic profession.

Additional evidence as to the opinion of this professional group is suggested by a recent official action of this association. As indicated in the following, this action requests the increase of authority of the American Dietetic Association as a standardizing agency.

"Because of the increasing number of short courses professing to train dietitians, now being offered to the public, it seemed advisable to ask for the approval of the standards of the American Dietetic Association by the medical and hospital associations now approving courses offered for various groups engaged in hospital work. Accordingly an appeal has been made to the American College of Surgeons, the American Medical Association, the American Hospital Association, and the Catholic Hospital Association requesting their recognition and approval of the standards of the American Dietetic Association for dietitians both as to training and experience; and their acceptance of our inspection and approval of hospital courses designed for the training of dietitians." 4

The American College of Surgeons, several years ago, recognized the importance of the standards of the American Dietetic Association. As minimum requirements for the dietary department of an accredited hospital they recommended that:

"Organization: A properly organized dietary department under the direction of a competent graduate dietitian whose training conforms to standards approved by the American Dietetic Association should be provided."5

Their present attitude, which seems to be that of continued approval of the efforts of the American Dietetic Association, is indicated by their response to the appeal made by the association for an extension of authority as a standardizing agency.

"In view of the importance of dietetics in the hospital and of the

4. Cooper, Lenna "Special Committee on Professional Relations" Journal of the American Dietetic Association Vol. XV(1939) p.798

5. MacEachern, Malcolm "The Dietitian in Retrospect and Introspect" Modern Hospital Vol. XLVI(1936) p.96

apparently ample supply of well-trained dietitians available, it is probable that all well-administered hospitals will wish to employ only competent dietitians in their food service departments. It would be wise, however, for the dietitians to attempt to gain this objective by persuasion rather than by force and to counsel with authorized representatives of the hospital field at each step of the way." 6

That some hospital administrators still remain unimpressed and do not employ dietitians on the basis of membership in their professional organization is evidenced by the following:

"It would be a contribution of the first order, and a real contribution, if the American Dietetic Association could stand for what its name implies, namely, an organization of properly educated, properly trained and experienced nutritional experts to whom the hospital world could turn with assurance when seeking persons to fill dietary posts. We all know at the present time this is not the standard which is set by the organization, and that the entrance requirements are not sufficiently high, especially in experience, to warrant the confidence of hospital administrators in the efficiency of the training of the members of dietetic associations.....A great many of our dietary departments, like many of our hospitals, have a headship, if you will, but lack leadership." 7

On the other hand, the enrollment of students in non-approved courses and the employment of graduates of such courses, give evidence that some administrators believe the requirements of the American Dietetic Association too high. To these, representatives of the association say:

"Do you as administrators feel our professional standards are too high? If so, may I tell you the demands made today by you as administrators, physicians, patients and their families, and the community, are all contributing factors which have made us, as dietitians, realize our standards are not too ambitious if we are adequately to meet the demands being made upon us daily." 8

6. Looking Forward "Qualified Dietitians" Modern Hospital Vol.LIII (1939) p.42

7. MacCurdy, Frederick "The Dietitian As a Factor in Hospital Care" Hospital Management Vol.XLIII(1936) p.22

8. Gilson, Helen "What Dietitians Are Doing to Solve Today's Problems." Hospital Management Vol.XXXV(1933) p.50

This difference in opinion as to the significance of membership in the American Dietetic Association as indicated by the American Medical Association survey is further evidenced by present practice. This survey reported in 1939 showed that about one half of the dietitians in accredited hospitals are not graduates of approved courses nor are they eligible for membership in the American Dietetic Association.⁹

Since 1928 the Federal Government has adopted for all dietitians in its employ the standards as set up by the American Dietetic Association.¹⁰

It may be concluded that although membership in this association is not now necessary to secure a position as dietitian, that membership carries with it advantages which every progressive college, interested in the welfare of its students, will recognize and that in the future colleges offering training in this field but which do not meet the requirements of the professional organization will be at a disadvantage. Other conditions being equal, students desiring to prepare for institution food administration positions will register with colleges whose courses are such that graduates are eligible for acceptance into:

(1)approved training courses;(2) the American Dietetic Association.

Statement of the Problem

The purpose of this study is to set up a tentative, integrated program for the teaching of institution economics at an undergraduate level in a small college, the program being planned in such a way as

9. Editorial. Journal of the American Dietetic Association Vol.XV(1939)
p. 803

10. Storms, Lillian "The Purposed Reclassification of Dietitians in the Federal Service" Journal of Home Economics Vol.XXIII(1931) p.551

to meet the requirements of the American Dietetic Association.¹¹ 'Integrated Program' as here used means that the courses recommended by the American Dietetic Association be so organized as to form one functional unit as opposed to detached courses in institution administration, institution buying, institution accounting and quantity cooking. By 'small college' is meant a college having a total enrollment of 500 or less.

If this purpose can be achieved, it will aid in the solution of difficult problems encountered in the institution in which the writer is engaged and doubtless in similar small colleges where students from various sections of the country are enrolled. When State requirements, as well as association standards must be fulfilled and when all of the subjects offered in a program are obligatory, making the student load very heavy, economy of time is imperative.

In addition to helping to solve these recognized difficulties, the writer feels justified in attacking this problem because her experience indicates that it is difficult to avoid duplication of content when closely related subjects are taught in separate courses. She also believes that to make teaching effective, the training experiences should resemble as closely as possible the experiences which the student will meet in her profession, and that the administrative set-up in many small colleges favors such experiences.

¹¹.In addition to courses in institution economics considered in this study, the standards of the American Dietetic Association include course requirements in foods and nutrition, basic courses in physical, biological and social sciences, and in education.

The writer is actively engaged in the teaching of institution economics in a situation which, because of the administrative set-up, offers the students actual contact with the institution's problems. She believes that an integrated program based on specific objectives will do much to lessen the criticism so often made—"that school training leaves its students with voluminous notebooks, but with little practical knowledge."¹²

Therefore, the writer purposes to prepare a list of objectives, goals or outcomes to be achieved in the institution economics program at an undergraduate level; to determine the activities by which the student may most effectively attain these objectives; and to set up in a teaching form a suggested integrated program for the accomplishment thereof with maximum economy of time and effort.

In the West, Cooking Schools were organized. "In 1873 Dr. John Professor Player first gave lessons in cooking in several large saloons,"¹³ The New York Cooking School, which later became the training center for certified cooking in New York, and the beginning in 1874 in connection with the Free Cooking School for Women.¹⁴ By 1875 there were 2000 students of home economics in the

13. Editorial "Another Milestone" Journal of the American Dietetic Association Vol.1X(1933) pp.216
14. The New York Cooking School was the first training institution's first field of research before becoming a college, now called the New York School of Home Economics, Philadelphia, July 1933.

12. Editorial "Teaching Institution Management in the School Cafeteria". Journal of the American Dietetic Association Vol.1X(1933) p.216

Chapter 11

Review of Literature

"The early prototype of the dietitian flourished under another name hundreds of years before the birth of Christ, when Pythagoras, sometimes adjudged the wisest of all Greeks, advocated the exact measurement of victuals and drinks. Innumerable lengthy dissertations on food and diet appear in the medical literature from the days of Hippocrates through the centuries following, and are familiar to students of archaic science."¹

The history of dietetics shows a distinct evolution. Dietitians, as we know them, are "offshoots of home economics women trained in foods and nutrition and allied sciences."² In the West this training had its beginning in the Land Grant Colleges, notably Iowa State College in 1869, and the University of Illinois in 1874 whose catalogue for that year thus states its aim:

"to give to earnest and capable young women a liberal and practical education which should fit them for their great duties and trusts, making them the equal of their educated husbands and associates, and enabling them to bring the aids of science and culture to all the important labors and vocations of womanhood."³

In the East, Cooking Schools were organized. As early as 1860, Professor Pierre Blot gave lessons in cooking in several large eastern cities.⁴ The New York Cooking School, which claims to be the starting point in the movement for improved cooking in this country, had its beginning in 1874 in connection with the Free Training School for Women.⁵ By 1900 there were 30 departments of home economics in the

1. Editorial "Another Milestone" Journal of the American Dietetic Association Vol.VIII(1932) pp.61-62

2. Thoma, Katherine Mitchell "Where Is the Dietitian's Best Field of Service?" Modern Hospital Vol.XXVIII(1932) p.88

3. Bevier, Isabel, Home Economics in Education, Philadelphia, J.B. Lippincott Co. 1928 p.126

4. Ibid. p.134

5. Ibid. p.135

Land Grant Colleges.⁶

In 1886, women so trained were employed as visiting lecturers in the hospitals in Massachusetts to teach simple cookery to nurses. In 1889, Johns Hopkins Hospital in Baltimore employed a resident instructor in dietetics.⁷ In 1893, the managers of Presbyterian Hospital, Philadelphia, engaged as 'superintendent of diet' a graduate of Mrs. Rorer's Normal School.⁸ The first record of a dietitian being employed in the municipal hospitals of New York, states that in 1901, Miss Corbett was appointed with the title of cook.⁹ Institutions in other cities followed this lead.

A small number of these pioneers were college graduates but by far the greater number had two or three years of college work or were graduates of cooking schools. It was at the National Home Economics Conference held at Lake Placid, New York, in 1899 that it was decided to give to these women the title 'dietitian'.¹⁰

In an article contributed to "Careers for Women" edited in 1920, Lenna Cooper writes:

"The scientific feeding of human beings has received very little attention until recent years. Research work along food and nutritional lines the past fifteen years has demonstrated so clearly the need of balanced rations for human beings as well as especially regulated diets for corrective measures, that the hospitals and the medical profession have come to realize that the diets of sick people should be regulated by nutrition experts. Other institutions designed for well people have

6. Ibid. p.128

7. Clarke, Helen, The Professional Training of the Hospital Dietitian. Bureau of Publications, Teachers' College, New York, 1934 p.10

8. Thoma, Katherine Mitchell op.cit.p.88

9. Clarke, Helen op.cit.p.10

10. MacEachern, Malcolm Hospital Organization and Management Chicago, Physicians' Record Co. 1935 p.450

also come to realize that trained women are needed to keep their people well. These needs have been met in the person of the dietitian."¹¹

Many factors have contributed to the increase of interest in this growing profession:- in the nineties, because the public recognized the relation between food and health, lunchroom managers were trained to be employed in the feeding of school children;¹² as the clouds of the World War broke, food conservation became a necessity and it was logical that in this important work women should assume the major role; hundreds of women served as dietitians abroad;¹³ at home, occupations until then barred to women opened up opportunities and made their services welcome;¹⁴ the development of the chemistry of foods and investigations in the study of normal nutrition caused interest in scientific feeding to increase;¹⁵ after the war, dietitians were employed by hotels as well as by hospitals.¹⁶

In 1917, a group of 58 women who anticipated the growing demand for persons trained in the science of nutrition and the art of feeding people, organized the American Dietetic Association.¹⁷ The object of this association as stated in its constitution is:

"To bring about closer cooperation between dietitians and those in allied fields, in order that more effective work may be done in improving conditions and raising the standards of dietary work and the training of dietitians."¹⁸

11. Filene, Catherine. Careers for Women Boston, Houghton-Mifflin Co. 1920 p.217

12. Bevier, Isabel op.cit.p.171

13. Ibid. p.174

14. Hoerle, Helen. The Girl and Her Future New York, Random House 1935 p.1

15. Thoma, Katherine Mitchell op.cit.p88

16. Bevier, Isabel op.cit.p.178

17. Mitchell, Katherine "President's Address" Journal of the American Dietetic Association Vol.XII(1936) p.293

18. Dodge, Quindara Oliver "Association Progress" Journal of the American Dietetic Association Vol.IX(1934) p.423

The requirements for membership were:

"two years of training in home economics in a school of recognized rank, or one year of such training for persons who had already completed work for a bachelor's degree from a recognized college or university. Necessary experience included at least six months of successful administrative experience, or a year's teaching experience, or original published investigations in nutrition." 19

The association thus formed has grown rapidly and has acquired great prestige. From the nucleus of 58, the association now(1940) numbers about 3800 active members.²⁰ This growth has not been accomplished without persevering steadfastness and constant pressing forward to the goal.

"Never without hunger and thirst after the ideal would dietitians have pressed forward into this profession, hearkening not to the reports of baffling weariness from other laborers in the pioneer field. They knew that a diet of life's impossibilities and harsh-flavored criticism from tainted minds was not their goal but only the medium through which they must work for a time depending upon the zest of pursuit and a certain tang of achievement for their refreshment on the way. 21

At the very outset the association realized that one of its greatest problems was the lack of uniformity in the training of its members. This problem would not easily lend itself to adjustment. The second problem with which the association was confronted concerned the training of the young women who desired to follow in their footsteps professionally.

"These students were from home economics schools but without formal dietetic training. They had, however, excellent background in general home economics and a bent for scientific work. These students were handled more or less as individual problems by deans or heads of home economic departments, were

19.Lenfest,Dorothy Personal Communication

20.Ibid.

21.Eckman,Rena "President's Address" Dietary Administration and Therapy Vol.1V(1926) p.364

apprenticed by them to successful dietitians and thus received practical experience following two, three or four years of college work. There was no organized undergraduate course of study; there was no formal hospital training to continue and enlarge their scholastic preparation; there was no standard length of time for securing their apprentice training."²²

This second problem involved the development of adequate apprentice training courses and also the development of the undergraduate courses in college. These two phases of the training of prospective dietitians were attacked by the American Dietetic Association.

Apprentice training courses-

As the professional organization has more immediate contact with the training of students after the completion of the college course, and because the requirements of the training centers approved by the association influence the college curriculum, its activities in this field are considered first.

In 1925 questionnaires concerning the training of student dietitians were sent to hospitals offering such training. From the data received in reply to these questionnaires two outlines for hospital training courses were submitted to the association in October 1926. The Committee on Education adopted a definite outline and in 1927 sent it to hospitals training student dietitians."²³

"The American Dietetic Association, in its effort to maintain suitable standards for the hospital training of student dietitians, has followed the lead of older organizations such as the American Medical Association and the National League for Nursing Education. It was in October, 1927, that an outline of a standard course was approved by the Association and the first

22. Nelson, Mabel "Second to None" Modern Hospital Vol. XLIX(1937)
p. 96

23."Outline for Standard Courses for Student Dietitians in Hospitals."
Journal of the American Dietetic Association Vol. III(1927)p.183

published list of hospitals giving approved training for student dietitians appeared in the March, 1928, Journal.²⁴

To be listed for approval, the hospitals must have met the following requirements: (1) be on the approved list of the American College of Surgeons; (2) have an accredited training school for nurses or be able to affiliate with one; (3) have at least 100 beds; (4) employ not less than two trained dietitians.²⁵

From 1927-1929 the hospital courses were checked by questionnaire, there was no personal inspection or other means of judging quality of work. These hospitals which followed the outline sent them were placed on the approved list. From 1929-1932 these hospital courses were personally inspected by a selected group of members of the association appointed by the chairman of the Education Section.²⁶ Because the chairman was a different person for each inspecting group, the reports submitted were not made on the same basis and were not entirely satisfactory. In 1933 a general chairman for all inspecting groups was appointed with greater satisfaction to all.²⁷

The requirements of the association both as to undergraduate courses and to some of the conditions for hospital training were not accepted without protest. Miss Vera Howard writing to Mrs. Thema, Chairman of the Committee on Education, objected to limiting the admission to training courses of students to those holding a bachelor's degree. She based her objection on the fact that the Federal

24. Bryan, Mary de Garmo. Editorial "Furthering Hospital Advancement". Journal of the American Dietetic Association Vol.1X(1933) p.494

25. Ibid. pp.495-496

26. Thema, Katherine Mitchell. "The Present Status of the Survey of Hospitals Giving the Approved Course for Student Dietitians." Journal of the American Dietetic Association Vol.111(1928) pp.278-279

27. Gilson, Helen. op. cit. p.46

Government accepted dietitians with two years' training and claimed that public institutions may not exclude such students. Mrs. Thoma answered this objection by stating that it did not seem consistent for the American Dietetic Association to approve the education of students who would not be eligible for membership in the association at the end of the training course. The second objection raised was to the requirement that the dietitians employed in the hospital giving the training to students be members of the American Dietetic Association. Miss Howard suggested that the requirement be re-worded to read 'eligible to membership'. This objection was well taken and Mrs. Thoma replied that she did not even see the necessity of eligibility. From her reply we quote:

"There are, we all know, many able dietitians holding positions of responsibility who would not under the new ruling be eligible for membership. Should they be released from these positions in order that the hospital's course for students be approved?"²⁸

Despite the impression given by the above, the requirement remained that at least two dietitian's in the training center be members of the association.²⁹ In 1937, this requirement was raised to three.

During these years of organization much advancement in hospital training centers was evident.

"One of the most important contributions of the American Dietetic Association to the development of the profession of the hospital dietitian has been the establishment of standards for hospital courses for dietitian internes. Since its organization, the

28. "Report of the Section on Education" Journal of the American Dietetic Association Vol. 111(1927) pp. 320-323
29. Revision of Constitution and By-Laws. American Dietetic Association. 1937

Association has worked toward this end, and recommendations for the adequate training of these students have been increased from year to year to keep pace with the demands of the increasing responsibilities of the hospital dietitian.³⁰

While there is a greater number of dietitians employed in hospitals than in any other field, many other opportunities have opened up to them in recent years. The association has kept in step and at present sponsors non-hospital training courses. The college preparation for admission to these courses is the same as that for hospital courses.³¹ In 1939 there were 57 approved courses: 52 hospital, 4 administrative, and 1 food clinic.³² There is no published list of the non-approved courses but from the following it may be seen that many such are in existence.

"We have in Pennsylvania many times as many hospitals giving non-accredited courses and many times as many students taking these courses as we have accredited courses or students enrolled in them".³³

Undergraduate training-

As early as 1922, five years after its organization, the American Dietetic Association began to offer suggestions as to the subject matter that should be offered in institution economics in the undergraduate course for students intending to enter the field of hospital dietetics. A report made by Abby Marlatt reads in part:

30. Editorial "Courses for Dietitian Internes" Journal of the American Dietetic Association Vol.IX(1933) p.216

31. "Training of Student Dietitians Approved by the American Dietetic Association" Journal of the American Dietetic Association Vol.XI(1936) p.437

32. Gleiser,Fern "The College and University Training of the Dietitian" Journal of the American Dietetic Association Vol.XV(1939) p.558

33. Gilson, Helen op. cit. p.50

"Suggested Four Year Course Leading to B.S.Degree
 Institutional Administration 14 credits

1. Organization and administration of institutions: Principles of industrial organization applied to purchasing food, equipment, and supplies for an institution, accounting and office records; storeroom management and inventories; studies of service problems in management of employees; institutional housekeeping, cafeteria organization and management.
2. Large quantity cooking: Practice in preparing food for large groups; cost studies in changes in weight of food due to cooking; in determining size of portion; in number of portions per pound and in cost of serving. Limited to food majors. Lecture and laboratory.
3. Institutional dietaries and catering: Marketing and menu planning for all kinds of institutions, economical use of foods, catering, community kitchens.
4. Institutional laundry management: Purchase, care and use of laundry equipment, use of soaps, starches and bluing; organization of work in laundry; methods of laundering various materials; methods of checking and accounting.
5. Tea room, restaurant and hotel management: Study of location, amount of capital needed, necessary equipment, organization of staff and work, menus, cost accounting and advertising.
6. Institutional Equipment: Principles involved in construction of institutional equipment; care of equipment; types of equipment; newest equipment on market; planning of institutional kitchens, writing of specifications for equipment orders." 34

In the same year(1922) Lenna Cooper writing of the "Training of Hospital Dietitians" states that the institution administration courses are essential and outlines the topics that should receive special

35
 emphasis.

A survey of the undergraduate collegiate courses was made by a study of the 1925-1926 catalogues and Miss Marlatt, under whose leadership the survey was conducted, states that it is difficult to evaluate

any course of study on such a basis. Miss Marlatt recommended that

34. Marlatt, Abby L."Report of the Sub-Committee on Collegiate Training of Dietitians" Journal of Home Economics Vol.XIV(1922) p.75

35. Cooper,Lenna "The Training of Hospital Dietitians" Journal of Home Economics Vol.XIV(1922) pp.545-547

36. Marlatt, Abby L."Report on College Courses for Prospective Dietitians" Journal of the American Dietetic Association Vol.1(1925) p.179

in the undergraduate course, 50% of the work be standard courses in general education, 20% in general science, and 30% in professional ³⁷ home economics.

In 1928 the Section on Education of the American Dietetic Association suggested the appointment of:

"A committee to consider whether or not the American Dietetic Association should formulate recommendations for courses of study followed in colleges by students planning to enter hospital work." ³⁸

This committee worked with the food and nutrition section of the American Home Economics Association. In her preliminary report, Martha Koehne stated that in too many instances the student dietitians do not make a good impression on the professional staff and that improvement of the status of dietitians is on this account delayed. She urged that general raising of the standards for admission to approved courses as well as some degree of standardization in hospital training courses themselves was necessary to bring about the desired improvement. From the findings of this investigation we quote:

"Poor educational background was most evidenced in students from small colleges among whom there was conspicuous deficiency of training in quantity cookery, institution management and allied practical fields." ³⁹

Based on an investigation of the status of training in institution economics in 29 colleges, the following needs were noted:

- 1. The great need for standardization of content and nomenclature.
- 2. The need for more practical experience on the part of the

37. Ibid. pp.181-182

38. "Report of the Section on Education" Journal of the American Dietetic Association Vol.1V(1928) p.179

39. Koehne, Martha "The Training of Hospital Dietitians and the College Curriculum in Home Economics" Journal of Home Economics Vol. XXII (1930) pp.98-99

- graduate both during her training and following her college preparation.
3. The need for more work in food preparation, cost accounting, equipment(purchase and care),marketing, and employment management.
 4. The advisability of allowing only seniors or graduate students to take the major work in the Institution Economics courses.
 5. The advisability of institutional sections and laboratories, (resident halls, cafeterias, etc.,) with the home economics department." 40

In 1929 one of the projects inaugurated by the Education Section was:" A survey leading to a suggestive outline for college courses for students entering the field of nutrition."⁴¹

Standardization of courses seemed inevitable. Directors of courses approved by the American Distetic Associstion, working with the Education Section of this association, at the annual meeting of the association in 1931 submitted a list of ' Recommended Minimum Requirements ' of certain designated college courses. It is interesting to note the basis on which these recommendations were made.

"In drawing up recommendations regarding the subject matter which might reasonably be expected in courses accepted as qualifying for membership in the American Distetic Association, the committee considered two points, one the percentage of institutions that required such subjects in their majors in food and nutrition or in institution economics, and the other the credits most frequently allowed for each subject." It was recommended that a major in institution management should require:

- 1.A minimum of six semester credits in institution economics to include basic courses in personnel management, organization, purchasing and accounting.
- 2.A minimum of six semester credits in a basic course in foods and at least two semester credits in an advanced course which supplements the basic course best." 42

40.Nemeck,Mildred"Report of Committee on Status of Institution Economics Education" Journal of Home Economics Vol.XX(1928) p.729
 41"Association Reports-Education Section." Journal of the American Dietetic Association Vol.V(1929) p.238

42.Bryan,Mary de Garmo "Home Economics Courses and Requirements for Membership in the American Dietetic Association"Journal of Home Economics Vol.XXV(1933) pp.487-488

Recommended Minimum Requirements of College Courses
 for Students Planning to Enter Hospital Dietetic
 Training, As Approved by the American Dietetic
 Association. 1931

	Semester Hours	
General Chemistry	6	
Organic Chemistry	4-6	
Physiological Chemistry	3-5	
Human Physiology	4-8	
Bacteriology	3-5	
Psychology	3-6	
Sociology	3	
Economics	3-6	
Education	3	Exclusive of History of Education Methods of Teaching must be includ- ed. #
Food preparation, meal planning, experimental cookery	6-8	
Quantity cooking	3	
Institution management		Facilities for practical experience must be available. The instructor
Institution Buying	6	must have had practical institution-
Institution accounting		al experience. Personnel Management is included in this course. #
Nutrition	3-6	Emphasis on Normal Nutrition
Diet in disease	3	Instructor must have had hospital experience and have access to hospital facilities for observation. #

These specifications have been removed from subsequent lists of requirements issued by the American Dietetic Association. 43

This list has been revised from year to year. In the first lists published there was question of but one major, Foods and Nutrition. In the 1934 list(Appendix - p.1) provision was made for two majors, Foods and Nutrition, and Institution Management. In this list the institution economics subjects were not required for a Foods and Nutrition major. On the 1936 list(Appendix - p.2) these institution courses again appeared as a requirement of both majors for admission to approved courses. In the report of the 'Action of the Executive Committee' of the American Dietetic Association in 1936 we read:

"Anna Tracy expressed the opinion that the 6-9 hour requirement for institution management was confusing and suggested that the distribution of hours for the courses listed under this heading be clearly specified inasmuch as some of the courses are more important for the student to have than others."⁴⁴

Outline #1, issued in 1938(Appendix - p.3) took account of this suggestion and pointed out that in the hours assigned to institution economics subjects, six credits were to be given primarily to management and quantity cookery. Outline #1, issued in 1939(Appendix - p.4) listed practically the same courses and credit hours as those which appeared on the 1936 list. Some special recommendations were made.

Recommendations have been made but there has been no method of judging the quality of the courses offered other than the 'questionnaire' and 'catalogue study' before mentioned. These methods are none too reliable. The association accepts as 'recognized colleges' those listed in Bulletin 16, U.S.D.I., Accredited Higher Institutions.⁴⁵ However, it

44."Action of Executive Committee".Journal of the American Dietetic Association Vol.XII(1936) p.365

45.Mitchell, Helen "Annual Reports of Professional Education Section"
Journal of the American Dietetic Association Vol.XV(1939) p.775

has no authority to visit and inspect the courses administered in these colleges.

In the lists of Minimum Essentials, the courses recommended are placed in three groups:(1) those furnishing a scientific and educational background;(2) those directly concerned with nutrition and food preparation;(3) those dealing with institution economics, i.e., Organization and Administration, Institution Buying, Institution Accounting, and Quantity Cookery.

As has been before stated, the institution economics requirements have been but slightly changed since 1936. However, in the 1938 list management and quantity cookery were made absolute requirements, buying and accounting desirable. All recommendations have been made in terms of courses and credit hours. Although no course outline for undergraduate training has been published by the American Dietetic Association, workers in individual institutions have interpreted these requirements in suggestive outlines.

A study of the college curricula of 161 institutions offering training for prospective dietitians during the year 1931-1932 was made by questionnaire. This study was based on the recommended minimum requirements which had been adopted by the American Dietetic Association. One of the conclusions drawn reads:

"It is apparent that the arbitrary use of credit as a measurement of work offered fails to attain the aim of the standard. This is due to wide variation in course content, methods of teaching, facilities and equipment.....It is pertinent in concluding to point to the fact that at the present time it is preferable to emphasize subject matter rather than the hours concerned and to point out, also, the need of further accurate studies as to the adequacy of the minimum standards and their possible further development."⁴⁶

That courses bearing the same title are widely different in content is the conclusion drawn from two surveys carried on by the department of home economics in institution administration of the American Home Economics Association. One of these studies was made to obtain a cross section of the status of courses which deal specifically with organization and administration as it is taught in institutions emphasizing such training. It concludes:

"From its findings we can perhaps arrive at a true evaluation of the areas in which we are most generally deficient and proceed to set up an outline which will incorporate the minimum essentials of subject matter content and practical experience. Standardization is not desirable nor feasible, but certainly a greater degree of uniformity between courses bearing similar titles would be helpful to those who employ or give apprentice training to our graduates. In addition, such uniformity would go far toward raising the level of vocational training."47

There were two reasons advanced for the making of the second of these surveys:

"(1) Courses in quantity cookery offered by colleges whose graduates apply for entrance into the fields of hospital and administrative dietetics show a lack of uniformity in content and laboratory practice. (2) Frequent requests for a suggested outline in quantity cookery indicate a need for more information concerning courses now being offered and for an outline which might be adopted to individual situations."48

At a joint session of the departments of colleges and universities and of research of the American Home Economics Association held at Seattle in July, 1936, a report was made on a survey relating to college curricula in Home Economics. The investigators concluded that the difficulties in the present program and the questions about education

47. Harris, Katherine W. "Study of Content of Organization and Administration Courses." Journal of Home Economics Vol. XXV(1934) p.509

48. Smith, Evelyn "Study of Content of Courses in Quantity Cookery." Journal of Home Economics Vol. XXV(1934) p.510

still unanswered, indicate the need for concentrated study of the college curriculum. From the report we quote:

"In many institutions goals are still vaguely defined, traditional courses are being offered not because they are known to be the best means of aiding students but because they are customary..... There is need for more vigorous scientific and widespread attack on these college problems. Out of this should come.....a more definite stating of goals for the college program, more recognition of the interrelation between goals and experiences important for homemaking and for those entering other professions."⁴⁹

In 1937 the Professional Education Section of the American Dietetic Association made a study of the graduate training for the hospital dietitians with a review of the course content for undergraduates. The chairman reported:

"The review of the undergraduate courses was the second part of the study, and each person answering the questionnaire was also asked to express an opinion as to the adequacy of the courses offered. Forty-nine reported through follow-up of their students that the courses were adequate or excellent; five reported the courses inadequate and thirty-nine gave no opinion. Sixty-four of the colleges reported giving practical experience in institution management.

The suggestions which have been received on the questionnaire from the colleges and the more recent action of the Executive Committee of the American Dietetic Association indicate that ⁵⁰ there is mutual understanding of the further needs of the students."

Institution Economics courses aim to train students not only for hospital dietetics but for other fields open to trained home economists. A survey made to determine whether present educational methods fit students for work in the commercial field reports:

"Dietitians fail to measure up to the standard set for them in the commercial field." Please notice that the statement is quoted. It represents the consensus of opinion expressed in the replies to a

49. Coon, Beulah I. "Report of Joint Session" Journal of Home Economics Vol. XXIX(1937) p. 159

50. Gillam, S. Margaret "Graduate Training for the Hospital Dietitian with a review of the Course Content for Undergraduates." Journal of the American Dietetic Association Vol. XLV(1938) p. 791

questionnaire sent to two hundred leading food executives in the country. The results as tabulated from the various answers and the free comments and suggestions which are still coming in at this writing are most illuminating. The broad general question is 'What do employers expect of trained dietitians?' and the answer is 'A good deal more than they are getting.' Returns from the questionnaire show unanimous agreement that 'the new recruits are weaker in practice than in theory. Now it is obvious that food preparation is done with the hands as well as the head. The young aspirant for a position as food executive may find that the first steps had better be taken around the kitchen stove.'⁵¹

An excerpt from a paper read at the annual meeting of the American Dietetic Association in 1939 presents a contrast to the above.

"Progress is evident. A short time ago a manager of a large building corporation asked for the names of graduates in institution administration. His comment was of interest. He said: 'I am convinced that people have become aware of the type of food that institution administration graduates serve and have come to prefer it to the chef's type of meals. Hereafter, we will want home economics graduates for our tea rooms and restaurants.'⁵²

Much progress has been made in the dietetic profession. This has been possible because of the cooperative efforts of professional organizations, college departments of home economics and directors of institution dietary departments. Because any profession is influenced by the education and training of those entering it, the American Dietetic Association, the professional organization of dietitians, has been active in setting standards for both college courses and advanced training courses. In 1928, a list of approved hospital training courses was published and yearly since then a list has been compiled, the hospitals appearing on the list having been inspected by a committee appointed by the American Dietetic Association. In 1931, minimum requirements for

51. Easton, Alice M."How Effective Is Our Home Economics Training?" Practical Home Economics Vol.XVI(1938) p.275

52. Raitt, Effie I."The Dietitian in the Vanguard" Journal of the American Dietetic Association Vol.XV(1939) p.868

entrance to these approved courses were set up and sent to colleges offering training for dietitians. Each year this list has been revised.

Investigators in the field of institution economics believe that there is need of further scientific study of the entire training program. If the literature indicates that there is still much to be done, it also clearly shows that the profession has made rapid strides and that further possibilities of achievement are being stimulated.

guide to those responsible for their success, and last, therefore, there is need of some other kind of attack.

It has been said that to him who knows not the part for which he is bound, no wind is favorable. Applying this dictum to education, it may be stated that unless the student as well as the teacher knows very definitely the goal in which she aspiras, the best results will not be attained. Applying this dictum still further to a specific field in education, it may be stated that unless the student as well as the teacher knows very definitely the goals of the courses in institution economics, the best results will not be attained.

This view is supported by the thinking of many leaders in education. "The outcome of study processes in institutions and agencies must emphasize by their character in 1935 general ideas and specific objectives appearing when 1935 the growing trend be away from older and objective-centered activities from analysis of adult activities toward specific objectives that represent continuing goals selected and pursued by children and teachers cooperatively in a real or life-like experience."¹

"The teacher can intelligently employ materials of instruction which have been designed in the service of goals he does not perceive."²

¹Hegdine, L. Rhodes. Interpretation, Its Meaning and Application. New York, D. Appleton-Century Co., 1937. p. 21.
²Harvey, Henry. The Changing Curriculum. New York, D. Appleton-Century Co., 1937. p. 16.

Chapter III.

The Specific Objectives of the Courses in
Institution Economics

The conclusions drawn from previous studies in the field and the personal experience of the writer as a teacher of institution economics and as hospital food administrator indicate that the standards now set up by the American Dietetic Association do not serve as an adequate guide to those responsible for these courses, and that, therefore, there is need of some other method of attack.

It has been said that to him who knows not the port for which he is bound, no wind is favorable. Applying this dictum to education, it may be stated that unless the student as well as the teacher knows very definitely the goal to which she aspires, the best results will not be attained. Applying this dictum still further to a specific field in education, it may be stated that unless the student as well as the teacher knows very definitely the goals of the courses in institution economics, the best results will not be attained.

This view is supported by the thinking of many leaders in education.

"In courses of study previous to 1914, aims and objectives were conspicuous by their absence; in 1925 general aims and specific objectives appeared; since 1929 the growing trend is away from aims and objectives set up in advance from analysis of adult activities, toward specific objectives that represent meaningful goals selected and pursued by children and teachers cooperatively in a real or life-like experience."¹

"No teacher can intelligently employ materials of instruction which have been designed in the service of goals he does not perceive."²

1. Hopkins, L. Thomas. Integration-Its Meaning and Application New York, D. Appleton-Century Co. 1937 p.281

2. Harap, Henry. The Changing Curriculum New York, D. Appleton-Century Co. 1937 p.10

"The planning of a program for education demands at the outset a clear conception of the purpose which education is to serve. The initial task is a determination of the functions, aims, and objectives to be achieved. Without an understanding of the desired ends, it is impossible to determine the direction in which the program is to lead, the materials to be utilized, the activities to be stimulated, or the procedure to be followed."³

"Objectives, or end-goals, in any field of endeavor should stand out so clearly and so brilliantly that they will never be lost sight of for a moment. In education all school activities should make very definite and direct contributions towards the accepted objectives. Objectives will not be realized, however, until those interested in having them achieved make a careful analysis of each and determine just what information, experience, and situations are necessary for their realization."⁴

That there is need for some other method of attack upon the problems of standardization of education is suggested by Bancroft Beatley, President of Simmons College, in addressing the American Dietetic Association on 'The College and Vocational Preparation'.

"Professional associations through their knowledge of conditions in the field can do much to assist the college in its efforts to lay the foundations of future professional leadership. Unfortunately, the type of program best suited to develop such leadership over the long range does not and can not produce workers who are immediately skillful. This point of view deserves wider recognition among professional organizations.

There is danger that the program of professional preparation in the colleges will be hampered by the attempt of certain standardizing agencies to prescribe certain courses, subject matter and time allotments minutely. Although such efforts may be fruitful in protecting the field against weaker institutions, they will, if persisted in, circumscribe too narrowly the work of the stronger institutions and hence prevent the attainment of that professional status so earnestly sought. Standards of professional preparation should, therefore, be defined in terms of goals to be achieved rather than of procedures to be followed. When thus defined, they constitute constructive force in that they encourage experimentation and varied lines of approach on the parts of the institutions which aspire to excellence. In their

3. Linquist, R.D. A Challenge to Secondary Education New York,
D. Appleton-Century Co. 1935 p.221
4. Badger, O.B. "The Contribution of Industrial Arts to Two General
Secondary School Objectives." Education Vol. LVIII (1937) p.160

common interest the college and the professional association should work out together such standards as will secure for the profession, workers who are not only technically competent but professionally wise."⁵

With the hope that the American Dietetic Association will eventually accept the achievement of certain objectives as a substitute for the standards now used, i.e., the completion of certain specific courses, the writer has prepared a list of objectives for institution economics. In preparing this list the following have been done:

(1) Preparation of a tentative list(Table A.Appendix-p.6). In doing this the duties of a food administrator were analyzed. This analysis was based on a study of texts concerned with this particular subject, catalogues of colleges whose institution courses are recognized as adequate, outlines compiled by leaders in the field, together with the experience of the writer as a teacher of institution economics and as a food administrator.

(2) A revised list was prepared(Table B.Appendix-p.18). The revisions were based on recommendations of a group of 69 persons employed in various phases of institution work.⁶

(3) A second revision was made(Table 1.p.28). This was based on the recommendations of 9 representatives of the American Dietetic Association.⁷

5. Editorial "The College and Vocational Preparation" Journal of the American Dietetic Association Vol.XIII(1937) pp.254-255

6. The original list, with a letter of explanation, was sent to 54 directors of approved courses-35 were returned, to 16 teachers of institution courses-14 were returned, to 29 other dietitians-23 were returned. Of the 72 workers in the field of institution economics who responded to the writer's appeal, all but 3 contributed to this study.

7. The committee of 10 selected by the president of the American Dietetic Association included 5 persons from approved training courses, 5 persons from approved college courses.

In the preparation of the original list, the responsibilities of the position of food administrator were classified as follows:

A. Professional

Executive and Professional Traits

B. Food Administration

Menu Planning

Purchasing

Storage

Preparation

Service

Costs

Waste

C. Personnel Management

Selection

Training

Supervision

Legal Requirements

D. Equipment

Selection

Operation

Inspection

Care

E. Cleaning Program

Supplies

Schedules

Supervision

Table A in the appendix, shows the number of the cooperators who approved, who disapproved and who suggested modifications of the first statement of objectives. Although as indicated in the table, the statement of objectives was approved by a large majority, individual objectives were disapproved by a significant number, practically all the objectives were disapproved by a few, and suggestions for modification of many were made by a few persons.

In general, the replies indicated that:(1)all phases of the undergraduate field of institution economics had been considered;(2)that many of the objectives are too ambitious for undergraduate work-this

applies particularly to those concerned with personnel; (3) in some instances emphasis is misplaced. The following quotations are representative of the suggestions given.

From Directors of approved training courses:

"I think the material which you have prepared is excellent and I have nothing to add to it. If a student can attain these goals, even in part, she will do a very good job. However, I believe as you do, the goals should be sufficiently difficult of attainment to offer real stimulation."

"This outline seems very complete and my comments are only raising a question of emphasis. Greater emphasis could be placed on Food Administration and Housekeeping as Food Preparation is covered thoroughly in those courses and in quantity cooking."

"I should like for my students to have more preparation in menu planning and food purchasing when they come in training. The list of objectives with the heading Food Administration is especially good. I also like them to have as thorough a knowledge of equipment as possible. I think a basic knowledge of personnel management is excellent, although I believe that it is a little difficult for the average college student to realize the importance of this subject until she has actually begun working in an organization. The same thing is true of the qualifications of an executive."

"Although I have delayed answering your questionnaire, I have enjoyed the consideration of it. After a good many years of experience, I have developed some rather determined ideas on the subjects you have been considering. For this reason, I have given my answers to your questionnaire on separate sheets of paper which has enabled me to give them a little more fully in certain instances. I have given my honest opinion and I want to state in a general way that I do believe your goals have been a little too elevated for an undergraduate program. I should certainly like, however, to see the development of some of your points which I believe have been glossed over by too many educational institutions. I feel that many schools of Home Economics are falling too far below good standards and I shall be interested in knowing what effect your study will mean to you and possibly to others."

"I was so interested in the study which you are making and the list of objectives which you have compiled. It seems most complete to me and well thought out. The question which arises in my mind is: 'Would the average college student be capable of arriving at all that information?' 'Would she have the background and experience which would be essential for mastering these objectives?' It seems to me that this would apply in particular to Personnel."

From Teachers of institution economics

"I have checked through the outline that you submitted for objectives of the Institution Economics courses. I regard all of the points that you have mentioned as being pertinent, but feel that your list could be more concise. For example under Food Administration the matter of purchasing could be summed up by saying: 'Possessing information requisite to accurate judgment in buying'. This statement might sum up points 4, 5, 6, 7, 8, 9, 10, 11, and 12."

"Your outline of goals seems to me to be an excellent one. My main criticism would be that many of the points are too general, they would be difficult to check. I am thinking particularly of A-7, 8, 9; B-22, 24, 34; D-5, 12; E-1. Could your goals be accompanied by standards for each point that you wish checked?"

"You have certainly set a comprehensive goal in your plan for institution courses. I do not see how you can possibly incorporate so much material in less than several courses. The knowledge which you wish to give the student is all valuable and would be of benefit in most any type of institutional food problem; so if you can put it across I would say you have covered the situation quite thoroughly."

"The standards stated as a basis for an undergraduate program in a small institution are very broad and comprehensive. I feel that too many fine points are given as objectives, the knowledge of which could not be gained in a college course. I feel, that only time, experience and an accumulative adaptability to institutional situations can leave one able to cope with various problems as those concerning personnel. I also believe that only such factors as mentioned above can serve as trustworthy guides to decisions such as presented in Goal A-6... To generalize after having considered each question individually one should gain some knowledge of facts in the executive and personnel groupings, more understanding to be realized in advanced training. The aims of the food administration, equipment and cleaning groupings should be accomplished in so far as possible in theory and practice."

"Except that some of your theoretical objectives are not well stated, you seem to have covered the field. However, I wonder where you will find hours in a college program to accomplish all this and if some of it should not be left for the internship or advanced training. For instance, most of the purely institutional problems suggested, we cover only in the sense of making the student aware of the problem and depend on later training to develop her judgment."

"I think you have outlined goals for students which cover the field, I do feel that the undergraduate course should be considered an

introduction to the problems of the field and an opportunity of securing some practice in carrying out or in solving problems. I think one cannot expect a student to become very expert in the limited time which can be devoted to actual practice during the undergraduate years."

From other dietitians

"I am returning the material which you sent me recently with my comments. I wish to make this general criticism, however, that in my opinion you are putting too heavy a burden of responsibility on college preparatory course for dietitians.....Experience on the job is the most effective teacher. College can give practice and principles and ideals but it cannot teach abilities and skills."

"I have read and re-read your paper and I think it is very complete and really ideal; but these are a few questions I asked myself. 'Will the general knowledge gained about the duties of an executive help the student or will it take actual experience to do this?' I think the goals as outlined are certainly among the most desirable but can they be reached without good practical experience? Perhaps I am thinking more of the mastery of these points which you do not mean. They are all important and portray just exactly what one encounters in the every day practical application of this work."

Of particular interest is the report received from an approved training center whose director did some experimenting with the list of goals.

"From your outline we selected 54 questions which we considered covered the most practical points. This examination was given to eight student dietitians, all graduates of representative colleges. This group is just beginning their post graduate course at _____. The results range from 21 to 39 correct answers out of the given 54. The analyses of the papers showed the students to have a good knowledge of questions pertaining to Executive Duties and so forth. They had all had experience in interpreting floor plans and equipment layouts. None, however, had done work in conference with an architect.

The majority did quite well on questions pertaining to Food Administration, however, their knowledge was mainly theoretical and they had hardly any practical experience in cost accounting, using devices for recording meals, inventories and so forth.

Under Personnel they were fairly well informed. Most students had made job analyses, but here again in time studies, payrolls, records and such, their knowledge was only theoretical.

Under Equipment the students had some knowledge of operating, care and purchase, none had experience in the purchase of furniture. Most all had experience in the purchase of linen, and scarcely any had experience in the purchase and so forth of silver, china and glassware.

Under Cleaning only two had any experience whatsoever and very little theory relative to same.

In our opinion the outline is very comprehensive and would serve as an excellent goal in college courses and in so doing acquaint the students with the important factors in institution economics."

On the basis of the suggestions received, the original list of objectives was revised. As indicated in Table B(appendix.p.18)these revisions included:(1) reclassification for clarity and emphasis; (2)addition of 10 objectives;(3)restatement to increase clarity(terms used being more carefully defined; (4)omission of 1 objective.

Nine of the committee of ten made a critical study of the revised list. The statements were in general approved, only 26 out of 103 objectives being questioned by any of the 9, and of these only 1 being questioned by more than 2 persons. The suggestions given as indicated in Table B(appendix p.18)referred largely to the wording rather than to the content. The opinion of this committee is further evidenced by the following quotations.

"Your set of objectives should produce a superior executive.Frankly,I don't think any college course could be expected to accomplish them entirely even with the best teaching and the most superior physical equipment."

"I agree with you that a set of objectives will be more worth while in setting up a course of study if they are worked out in great detail.

My chief suggestion with regard to your plan is that you re-group your objectives into an outline form that will organize them more closely. ..I think it would also help to group your aims or objectives in your outline under each sub-division to indicate whether they pertain to knowledge, interpretation of knowledge, or practical performance in actual situations."

"I have really no criticism to make but one or two questions did arise in my mind.(1)A No.7-I am wondering if this does not belong in general education rather than in institution economics. I think you have made an excellent contribution to the subject of Institution Economics."

"The objectives which you have formulated for an integrated course in Institution Economics are well drawn up. It seems to me that they are covering well all the phases of the course such as we would like to see taught in our colleges. The suggestions and changes which I have indicated are not major ones."

"The outlined detailed objectives seem to cover the field of knowledge needed to provide a background for a person desiring to prepare herself for a position as an institution manager. The items mentioned seem very detailed. Under personnel management, I presume that the background of courses in psychology and sociology are considered essential for the background of employee management."

"I like the detailed objectives for the integrated course in institution management as you have listed them above. On the whole it is quite comprehensive."

"I think your list of objectives is very well worked out and I have listed just a few comments."

These suggestions have been incorporated in the second revision, Table 1. Those statements in which a change has been made are indicated by an asterisk *. As will be noted, these changes are very minor in character being largely those necessary for clarity and brevity.

The list of objectives as now stated in Table 1 does appear to the writer to meet the approval of 69 representative workers in the field of institution management and also of a group of 9 representative members of the association who were recommended by its president at the writer's request. It has not been submitted to the American Dietetic Association for official approval.

Table 1. Second revision of list of objectives for courses in institution economics.

Objectives

A. Professional Responsibilities and Personal Traits

1. To know the duties of an executive.
2. To know the personal qualifications which are necessary to perform these duties.
3. To recognize one's own attainments and weaknesses with regard to the qualifications.
4. To be able to interpret--Codes of Ethics.
5. To know the various types of organizations.
6. To be able to recognize the line of authority in the organization of which she is a part.
7. To develop those traits of character which will enable her to live with and to cooperate with others.
8. To be able to measure her progress in the development of these traits.
- * 9. To be able to follow orders and to accept corrections in a professional manner.

B. Floor Plans, Equipment and Furnishings

1. To be able to interpret floor plans and equipment layouts.
2. To be able to make simple floor plans and equipment placement to scale.
3. To know the factors which should be considered in selecting equipment.
4. To be able to recognize good points and weak points in equipment construction.
- * 5. To know how to interpret specifications for purchase of equipment.
6. To be able to interpret printed directions for the operation of equipment.
7. To be able to operate institution equipment in a given situation.
8. To know how to care for equipment.
- * 9. To recognize the necessity of routine inspection of equipment.
10. To be able to detect inefficiency in the functioning of equipment.
- * 11. To know what characteristics (of appearance and performance) are most essential in the selection of: furniture, linen, silverware, china, glassware, furnishings.
- * 12. To know how different factors contribute to these characteristics.
- * 13. To be able to interpret specifications for the above.

C. Food Administration

1. To be able to prepare varied, well-balanced, attractive menus for large groups, taking into consideration the type of person to be served, the number and capabilities of the employees, the time available, the amount and type of equipment as well as the budget.
2. To know the factors that determine how long in advance menus should be planned.
3. To know the factors that make prohibitive the preparation of certain foods in large quantities.

4. To know the factors that should influence the selection of wholesale houses.
5. To know what fruits and vegetables should be selected by variety.
6. To know the characteristics of the varieties of such fruits and vegetables.
7. To know the availability and seasonability of foods.
8. To be able to purchase foods in quantity by specifications.
9. To know what quality of foods to purchase for specific purposes.
10. To know the Government grades of foods and limitations.
11. To know the factors that determine the amounts to purchase.
12. To know the factors that determine the frequency of purchasing.
13. To be able to interpret the meaning of label terminology.
14. To be able to interpret purchase orders, purchase records, quotation sheets, market quotations, other sources of market information.
15. To be able to prepare these records.
16. To have a workable knowledge of inventories, storeroom procedures.
17. To be able to set up a simple system for storeroom control.
18. To be able to apply principles for food storage.
19. To be able to prepare foods using standard quantity recipes.
20. To be able to adjust these recipes to the size of the group to be served.
21. To be able to recognize differences in quality of prepared foods.
22. To know the best possible preliminary processes in food preparation.
23. To know the best method of cooking dependent on the product desired.
24. To know what constitutes a good product for each of the types of food served.
25. To know how the processes involved in the preparation affect the finished product.
26. To know the optimum conditions for conserving the nutritive value in quantity food preparation.
27. To know the methods of preparation by which the color of foods may be preserved.
28. To know the special hazards, if any, presented in quantity food preparation.
29. To be able to plan food preparation so as to have a minimum of left-overs.
30. To know how to use left-overs attractively.
31. To recognize the necessity of planning for hygienic handling of foods.
32. To be able to apply principles of meal service to institution meal service.
33. To know the factors which determine the type of service best suited to the institution.
34. To know the qualifications necessary to produce efficient satisfactory service.
35. To be able to analyze a situation as to the factors which contribute to or detract from efficiency.
36. To be able to apply principles of flower selection and of table decoration in specific situations.
37. To be able to use a device for recording the number of meals served.

38. To be able to set up and use a device for checking food waste.
39. To be able to set up plans for reducing food waste.

D. Financial Responsibilities

1. To be able to interpret simple food budgets.
- * 2. To be able to prepare a food budget in a given situation.
3. To be able to determine food costs: raw, labor, operating.
4. To be able to interpret a simple food-cost set-up.
5. To be able to set up and to operate a simple food-cost set-up.
6. To know what information should be obtainable from these records.
7. To be able to prepare financial statements.
8. To be able to interpret employee time cards, payroll.
- * 9. To know where to secure reliable information concerning compensation insurance.
- * 10. To know the use of equipment records as cost controls.

E. Personnel Management

1. To be able to interpret the responsibilities of executives to the personnel.
2. To be able to recognize situations in employee relations which need adjustment.
3. To be able to make job analyses.
- * 4. To know the sources of employee selection.
5. To be able to make job specifications as a basis for employee selection.
6. To be able to make time studies as an aid in labor distribution.
7. To know for what to look in interviewing and in being interviewed.
8. To know the techniques of successful interviewing.
9. To be able to formulate employee schedules.
10. To be able to recognize favorable and unfavorable working conditions.
11. To be able to make suggestions to better working conditions.
- * 12. To recognize the necessity of training employees on the job.
- * 13. To know where to secure reliable information concerning State Labor Laws.
- * 14. To be able to interpret State Labor Laws.

F. Cleaning Program

- * 1. To be able to recognize cleanliness and orderliness of environment.
2. To be able to set up and to supervise a cleaning program.
3. To know the cleaning supplies which will best accomplish the program set up.
4. To be able to interpret specifications for the purchase of these supplies.
5. To be able to formulate cleaning schedules.

Chapter LV

A Tentative Plan for an Integrated Course in
Institution Economics

Leaders in the field of home economics are aware of the vulnerable points in its present scheme of organization. They doubt not that the 'rattling of dry bones' and the wholesome unrest presage growth and ¹ finer achievement. Ivol Spafford, a leader in home economics education writes:

"Teachers in service and those directing the training of teachers have been conscious for some time that new ways are needed, and there has been a growing appreciation that the new ways must be built on a basic philosophy of education and fundamental principles of learning if they are to be effective over any period of time in a wide range of situations."²

The philosophy which defines education as 'creative grappling with the situations which the world puts continually before us' is the ³ basis of the integrated curriculum.

Hopkins states that integration refuses to lend itself easily to mere definition and that in order to deal with it intelligently one ⁴ must achieve an attitude toward it. The same author says: "Integration must be a shorthand word used to designate intelligent behavior. Integration refers to continuous, intelligent, interactive adjustment."⁵

1. Editorial "Integration and Cooperation" Journal of Home Economics Vol. XXIII(1931) p.555

2. Spafford, Ivol. Fundamentals in Teaching Home Economics. New York, John Wiley and Sons 1935 p.vii.

3. Oberholtzer, Edison Ellsworth. An Integrated Curriculum in Practice. New York, Bureau of Publications, Teachers' College. 1937 p.15

4. Hopkins, L. Thomas op. cit. p.51

5. Ibid. p.1

George Reynolds, writing of the integration of English with related subjects says:

"All of us, radicals or conservatives, must agree with the general idea of integration in education. We all wish for our students integrated personalities. We all want them to build their various subjects of study into a real education, not to hold them as disassociated scraps of knowledge. What we differ about is the way to secure these ends. There is integration and integration."⁶

This statement made in regard to the specific field of English, admits of general application. Referring to the experiment described in MacClean's article-'A College in 1934', Norton and Norton say:

"The tendency towards integration of subject matter is not limited to the elementary school level. Its significance for the secondary school is being recognized by many students of this field. In higher education, the developments of the University of Minnesota illustrate a similar trend."⁷

Various committees in different sections of the United States have conducted studies and surveys to determine, if possible, what form the curriculum should take in order to best meet the needs of the students and at the same time satisfy these demands for an integrated program. One of these studies made on a city-wide movement in curriculum revision in Houston, Texas reports that:

"The organizing determinants are derived from an interpretation of life needs rather than from fixed subjects to be learned. The learning products sought are desirable informations, insights, attitudes, appreciations and skills. Guided by the aims and objectives set up to achieve these learning ends, this curriculum makes use of more carefully selected subject matter and provides for greater flexibility in methods of teaching. In short it attempts to bring about transmutation of subjects and lesson reciting into life experiences so that learning may become both more natural and more effective and much of the waste resulting from a curriculum of separate subjects may be eliminated."⁸

6. Reynolds, George. "The Integration of English and Literature with Related Subjects." Education Vol. LV1(1936) p. 488

7. Norton, John K. and Norton, Margaret A. Foundations of Curriculum Building New York, Ginn and Co. 1936 pp.45

8. Oberholzer, Edison Ellsworth op. cit. pp.7-8

Brown and Haley say:

"We have made the same error in teaching home economics that has been made in other fields of education, thinking that if well-organized, logically arranged facts were handed out to the students, they could by some mysterious process of transmutation apply the information when the occasion arose. We are beginning to realize that people learn to do things by practicing the doing of these particular things, not by taking lecture notes about them, nor by doing other things."⁹

What has been written of general education is particularly applicable here.

"Again and again it has been urged that if we study any subject in water-tight compartments we greatly reduce its value. And it has been insisted that education must find the means to recognize this one-ness of all knowledge. The great obstacle has been the organization of the curriculum into separate courses, as the mechanism of the credit system."¹⁰

Norton and Norton say:

"There is a general trend towards organizing curriculum content in large functional units as opposed to detached and logically arranged subjects. In support of this tendency the following arguments are made: 'The psychological facts of learning justify the functional in preference to the logical type of subject-matter organization. In meeting a problem in every day life we draw not from one subject-matter field but from many.'"¹¹

As life has become more complex so have educational systems. To meet the requirements of accrediting agencies and of professional associations, course has been added to course and as Caswell and Campbell claim:

"A body of material has developed with untold over-lappings and complexities. The result is a state of confusion which makes it difficult to plan for the rounded development of a given pupil with a minimum of wasted time and effort."¹²

9. Brown, Clara M. and Haley, Alice H. The Teaching of Home Economics
Boston, Houghton-Mifflin Co. 1928 p.40

10. Mursell, James. Principles of Education. New York, W.W. Norton and Co.
1934 p.394

11. Norton, John K. and Norton, Margaret A. op. cit. pp.27-28

12. Caswell, Hollis L. and Campbell, Doak S. Curriculum Development.
New York, American Book Co. 1935 p.43

Heaton and Koopman report:

"This trend towards integration of instruction has hardly gone far enough in higher education for us to be able to estimate the extent to which it will characterize the college curriculum of the future. The need seems clear, but we may expect many experiments before the most usable plans for the integration of instruction will be determined. It is possible that there may develop different patterns of integrated instruction than those which have been effective in our elementary and secondary schools."¹³

To this movement toward the integrated curriculum, as to all other progressive movements, objections are raised. One of the outstanding objections is that purposeful integration could lead to standardization and establish limits and boundaries which would further restrict expansion and growth. To this Stacy replies: "While it is conceivable that certain types of organization might do more harm than good, the evidence is stronger on the side of integration."¹⁴

Although the literature in the field of general education gives some evidence of experimentation in integrated programs on the college level and considerable on the elementary and secondary levels, the writer finds few evidences of attempts at integration in the field of institution economics.

The cooperative courses in institution economics offered by Mechanics Institute in Rochester, New York, give evidence that some integration is being sought.

An unpublished study made by the writer in 1938-1939 of the institution economics courses offered in 25 small institutions in 15 states,

13. Heaton, Kenneth L. and Koopman, G. Robert. A College Curriculum Based on Functional Needs of Students. Chicago, University of Chicago Press, 1936 p.19

14. Stacy, William H. Integration of Adult Education. New York, Bureau of Publications, Teachers' College. 1935 pp.2-3

all but one of which meet the course requirements of the American Dietetic Association, indicates that there is no uniformity of course organization, of credit hours, or of experience offered. It likewise indicates that in 12 of these colleges the need of integration is recognized. There is considerable variation in the manner in which integration is being developed. Four of these institutions combine administration and purchasing and accounting, quantity cooking being a separate course; 1 combines administration and accounting, purchasing and quantity cooking; 2 combine administration and accounting but offer purchasing and quantity cooking as separate courses; 1 offers as a separate course administration, combines quantity cooking and purchasing, and does not include accounting; 2 combine administration and purchasing, quantity cooking and accounting; 1 combines all four subjects; 1 combines administration, purchasing and quantity cooking--this program does not include accounting.

In a discussion of the procedures which she has witnessed as being effective in the training of students majoring in the field of institution economics, Fern Gleiser says:

"The fifth consideration for the training of the student relates to the courses in her curriculum. Bateson says: 'Not what is offered, but how it is offered, determines whether training courses send out students skilled in performing duties within a particular dietary department, or whether they have enabled the students, through acquiring efficiency in these duties, to formulate a basis for judgment to which all future experience will contribute. Approximately the same variety of experience is offered in all the courses. It is how it is offered that makes the difference in the value resulting to the students. Certain factors are inherent in student training for which conscious responsibility must be accepted if the highest aim of the course is to be achieved.' This statement has been made concerning what should be the aim of hospital training courses. I believe it is applicable to the undergraduate courses. In all courses related to the specialized training for the dietetic profession the student should be given every chance to show her initiative, her power of organization, and she should be

provided opportunity to solve problems which demand judgment and independent thinking.

In other words, education for the dietitian should conform to the dictum of Horace Mann: "Higher education should properly concern the whole individual and not the mind alone."¹⁵

The writer believes that a program which breaks down the barriers which separate the institution economics courses will:(1) avoid duplication of subject matter content;(2) provide more effective learning experiences and thus more efficiently achieve the objectives which she has set up for the course in institution economics.

In the development of this integrated program in institution economics the following have been done:

- (1) An analysis has been made of the types of experience through which each objective might be reached.
- (2) A complete annotated bibliography, classified and filed(card file) according to the objectives, has been prepared and made available for student use.
- (3) The learning experiences have been organized in teaching form.
- (4) The students in the course in institution economics have at all times known what contributions each experience was expected to make to the achievement of each objective.

The activities, through which the objectives set up for this integrated program in institution economics may be attained, were classified under: lecture and literature, laboratory classes, field trips and field experience.

Field trips include observations made in: hospital dietary departments, school cafeterias, wholesale houses and markets, equipment

15.Gleiser, Fern op. cit. pp.561-562

and furniture houses.

By field experience is meant all experience outside the scheduled laboratory classes. Such experiences include: the work undertaken during the vacation period between the junior and senior years; individual projects necessary to fulfill the requirements of term assignments; the experience gained in planning, preparing and serving food for social functions of the college.

The bibliography prepared for the course supplies ample material for the attainment of the factual knowledge suggested in the objectives. In small institutions, the library facilities may be somewhat limited, therefore, in the bibliography the writer has indicated the books she believes have the greatest value.

In order to furnish a background for the work in institution economics, the student is required to spend one month during the period between her junior and senior year in an institution dietary department. That this period may be of educational value, a schedule of the division of time and the points to be studied (Appendix p.30) is sent to the supervising dietitian. She is also requested to fill in a rating sheet (Appendix p.31) evaluating the student. To the student is given an outline which she is required to follow in making the required reports. (Appendix p.32)

The course in institution economics is carried through two semesters. At the beginning of the first semester, the list of objectives and the bibliography are presented to the students. At the same time they are made acquainted with the demonstration files and cabinets.

The study of the institution's dietary department is then begun. Its material organization is first considered. During this study, records of all articles of equipment are made and filed. Storeroom set-ups and the system of financial reports investigated. Forms for inventories and requisitions are made.

The analysis of the dietary staff is next undertaken. It is not deemed advisable to permit the students to interview the employees but they are required to prepare employee records from which some of the data is omitted. Job analyses and job specifications for each duty in the department are required.

Food administration is considered in all its phases. Throughout the entire first semester, one laboratory period a week is employed in the preparation of menus planned by the instructor and criticized by the students. In this way, not only is food preparation learned but also the use, operation and care of each article of equipment. Employing inventories and standard recipes, purchase orders and food requisitions for the preparation of these menus are filled by the instructor and carefully checked by the students. The students are required to take a copy of all these records; to calculate the per capita cost of the meal served; to list the equipment used; to estimate the fuel consumed; the time necessary for the preparation and the number of persons employed in the preparation of each food prepared. During these classes in food preparation, students by turn are required to make time studies as assigned.

During the second semester the responsibility of the laboratory classes is distributed. For the dates assigned to her, each student

is required to:(1) plan the menu for the college department;(2) select the recipes to be used;(3) prepare the purchase orders and food requisitions;(4) schedule the division of labor among the other members of the class;(5) supervise the preparation and service of the meal;(6) calculate the per capita cost;(7) prepare the food cost report.

The theory classes of the second semester consider budgeting and the fundamentals of accounting. Panel conferences offer opportunity for the discussion of the various phases of institution economics.

The writer recognizes that this integrated program is merely a beginning. As a result of its development and use during the current year, the writer believes that student progress has been more satisfactory than under the former program. This is due to the fact that the students knew definitely what contribution each experience was expected to make to the attainment of each objective; also to the fact that the experiences have been set up in situations parallel to those which the student will encounter on the job. She also believes that although the methods used for measuring student achievement are largely subjective, that because of the use of the definitely stated objectives, the measurement of achievement has been more objective than heretofore.

Table 11. A plan for a tentative integrated program in institution economics indicating the relationship of the specific objectives to the course outline.

<u>Course Outline</u>	<u>Objectives</u>
A. Organization	
1. Plant design	B-1. To be able to <u>interpret</u> floor plans and equipment layouts.
location	B-2. To be able to <u>make simple</u> floor plans and equipment placement to scale.
construction	
flooring	
walls	
ventilation	
lighting	
2. Equipment selection	B-3. To know the factors which should be considered in selecting equipment. B-4. To be able to <u>recognize</u> good points and weak points in equipment construction.
	B-5. To be able to <u>interpret</u> specifications for the purchase of equipment.
	B-6. To know what characteristics (of appearance and performance) are most essential in the selection of: furniture, linen, silverware, china, glass-ware, furnishings.
	B-12. To know how different factors contribute to these characteristics.
	B-13. To be able to <u>interpret</u> specifications for the above.
operation	B-6. To be able to <u>interpret</u> printed directions for the operation of equipment.
	B-7. To be able to <u>operate</u> institution equipment in a given situation.
	B-8. To know how to <u>care</u> for equipment.
care	B-9. To recognize the necessity of routine inspection of equipment.
inspection	B-10. To be able to detect inefficiency in the functioning of equipment.
3. Department	
types of organizations	A-5. To know the various types of organizations.
charts of organization	A-6. To be able to <u>recognize</u> the line of authority in the organization of which she is a part.
analysis of personnel	E-3. To be able to make job analyses.
	E-5. To be able to <u>make</u> job specifications as a basis for employee selection.
	E-6. To be able to <u>make</u> time studies as an aid in labor distribution.

d. legal obligations
E-13. To know where to secure reliable information concerning State Labor Laws.

E-14. To be able to interpret State Labor Laws.

B. Administration

1. Executive
a. qualifications

- A-2. To know the personal qualifications which are necessary to perform those duties.
- A-3. To recognize one's own attainments and weaknesses with regard to these qualifications.
- A-7. To develop those traits of character which will enable her to live with and to cooperate with others.
- A-8. To be able to measure her progress in the development of these traits.
- A-9. To be able to follow orders and to accept corrections in a professional manner.

b. duties

Food Administration
Menu planning

- C-1. To be able to prepare varied, well-balanced, attractive menus for large groups taking into consideration the number and capabilities of employees, the time available, amount and type of equipment as well as the budget.
- C-2. To know the factors that determine how long in advance menus should be planned.
- C-3. To know the factors that make prohibitive the preparation of certain foods in large quantities.
- C-4. To know the factors that should influence the selection of wholesale houses.
- C-5. To know what fruits and vegetables should be selected by variety.
- C-6. To know the characteristics of the varieties of such fruits and vegetables.
- C-7. To know the availability and seasonability of foods.
- C-8. To be able to purchase foods in quantity by specifications.
- C-9. To know the quality of foods to purchase for specific purposes.
- C-10. To know the Government Grades of foods and their limitations.
- C-11. To know the factors that determine the amounts to purchase.

Purchasing

- C-12. To know the factors that determine the frequency of purchasing.
- C-13. To be able to interpret the meaning of label terminology.
- C-14. To be able to interpret purchase orders, purchase records, quotation sheets, market quotations, other sources of market information.
- C-15. To be able to prepare these records.
- C-16. To have a workable knowledge of inventories, storeroom procedures.
- C-17. To be able to set up a simple system of storeroom control.
- C-18. To be able to apply principles for food storage.
- C-19. To be able to prepare foods using standard quantity recipes.
- C-20. To be able to adjust these recipes to the size of the group to be served.
- C-21. To be able to recognize differences in quality of prepared foods.
- C-22. To know the best possible preliminary processes in food preparation.
- C-23. To know the best method of cooking dependent on the product desired.
- C-24. To know what constitutes a good product for each type of food served.
- C-25. To know how the processes involved in the preparation affect the finished product.
- C-26. To know the optimum conditions for conserving the nutritive value in quantity food preparation.
- C-27. To know the methods of preparation by which the color of foods may be preserved.
- C-28. To know the special hazards, if any, presented in quantity food preparation.
- C-29. To be able to plan food preparation so as to have a minimum of left-overs.
- C-30. To know how to use left-overs attractively.
- C-31. To recognize the necessity of planning for hygienic handling of foods.
- C-32. To be able to apply the principles of meal service to institution meal service.
- C-33. To know the factors which determine the type of service best suited to the institution.
- C-34. To know the qualifications necessary to produce efficient satisfactory service.
- C-35. To be able to analyze a situation as to the factors that contribute to or detract from efficiency.

G-36. To be able to apply principles of flower selection and table decoration in specific situations.

G-37. To be able to use a device for recording the number of meals served.

G-38. To be able to set up and to use a device for checking food waste.

G-39. To be able to set up plans for reducing food waste.

Financial budget costs

D-1. To be able to interpret simple food budgets.

D-2. To be able to prepare a food budget in a given situation.

D-3. To be able to determine food costs: raw, labor, operating.

D-4. To be able to interpret a simple food-cost set-up.

D-5. To be able to set up and to operate a simple food-cost system.

D-6. To know what information should be obtainable from these records.

D-7. To be able to prepare financial statements.

D-8. To be able to interpret employee time cards, payroll.

D-9. To know where to secure reliable information concerning compensation insurance.

D-10. To know the use of equipment records as cost controls.

E-1. To be able to interpret the responsibilities of executives to personnel.

E-2. To be able to recognize situations in employee relations which need adjustment.

selection

E-4. To know the sources of employee selection.

E-7. To know for what to look in interviewing and in being interviewed.

E-8. To know the techniques of successful interviewing.

E-9. To be able to formulate employee schedules.

E-10. To be able to recognize favorable and unfavorable working conditions.

E-11. To be able to make suggestions to better working conditions.

E-12. To recognize the necessity of training employees on the job.

F-1. To be able to recognize cleanliness and orderliness of environment.

F-2. To be able to set up and to supervise a cleaning program.

F-3. To know the cleaning supplies which will best accomplish the program set up.

Sanitation cleaning supplies

CHAPTER V

PURCHASING AND PROCUREMENT

The purpose of this study has been to set up a cooperative integrated purchasing program based on specific objectives, fully meeting the requirements of the American Dietetic Association, for the buying of food supplies and equipment at an intermediate level in a small college. The scope of the program is limited to institutional food supplies and equipment set up by the college Dietetic Department. It is essential that colleges offering this kind of purchasing program, also agree that the standards be set up in such a way that credit hours are not entirely withdrawn from students as a result of these standards. The following is a tentative list of objectives for success in purchasing.

- F-4. To be able to interpret specifications for the purchasing of these supplies.
- F-5. To be able to formulate cleaning schedules.

In setting up the tentative integrated program, the activities through which the objectives might be attained were determined.

Chapter V

Summary and Recommendations

The purpose of this study has been to set up a tentative integrated program based on specific objectives, fully meeting the requirements of the American Dietetic Association, for the teaching of institution economics at an undergraduate level in a small college.

Because admission to approved courses is limited to students completing the minimum requirements set up by the American Dietetic Association it is essential that colleges offering this training meet these requirements. It also appears that the standards as set up in terms of courses and credit hours are not entirely satisfactory. Therefore, as a substitute for these standards, the writer has:

- (1) Prepared a list of objectives for courses in institution economics;
- (2) Set up a tentative plan for an integrated program in institution economics.

The original list of objectives was submitted to a group of 100 persons actively engaged in some phase of institution work. The suggestions received from the 69 members who replied were the basis upon which the first revision of the list was made. The revised list was critically reviewed by 9 of a committee of 10 selected by the president of the American Dietetic Association at the request of the writer. The recommendations of this committee were incorporated in the second revision.

In setting up the tentative integrated program, the activities through which the objectives might be attained were determined, a

bibliography prepared and the materials arranged in teaching form.

The writer is fully aware that the setting up of specific objectives for institution economics courses is but the initial step. Although there seemed to be no serious disagreement among the professional group who examined the statement of objectives as to what should be provided by the college in the undergraduate training of dietitians, there is no proof that the members of this group interpreted the statements in the same way. Continued re-evaluation will be necessary. Eventually as more objective methods of measuring student achievement are developed, it will be possible to determine the objectives which, by contrast, are most important in the undergraduate program and those which can be more economically achieved in advanced training.

Much more experimenting will be needed with the integrated program before judgment can be passed but this very experimenting should produce a wholesome growth. By this experimenting the comparative value of experiences offered will stand out and the difficulties encountered in some institutions will be overcome to some extent.

In concluding this study the writer offers the following recommendations:

- (1) That continued re-evaluation of the objectives be made.
 - a. That additional studies be made in colleges offering courses in institution economics with the purpose of further development.
 - b. That studies be made in approved training courses to determine the extent to which these objectives are being achieved.
 - c. That the Education Section of the American Dietetic Association

sponsor such studies as will contribute to the re-evaluation of these objectives.

d. That studies be made to develop more objective means of measuring the achievement of these objectives.

(2) That continued experimentation with the use of the integrated program be developed.

a. That experimentation in this particular institution be continued with careful evaluation of the achievement of objectives.

b. That the Education Section of the American Dietetic Association assume the responsibility of helping some of the small colleges experiment with the developing of an integrated program such as can be effectively offered in their situations.

(3) That admission to approved training courses be made on the basis of competitive examinations based on statement of objectives.

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Lenfest, Dorothy

Personal Communication

THE AMERICAN HOTEL & RESTAURANT
FOOD AND BEVERAGE TRADE AND INDUSTRY MANAGEMENT INSTITUTE
AND THE HOTEL & RESTAURANT EDUCATION FOUNDATION
INSTITUTE OF HOTEL & RESTAURANT MANAGEMENT

December 1976, Revised

SIXTH EDITION

January 1977

APPENDIX

Food and Beverage Management	Food and Beverage Management
12	12

General Subjects
Mathematics
Organic Chemistry
Biology
Microbiology
Quantitative
Three of above plus laboratory
requirements.

Biology
Human Physiology
Bacteriology
None required.

Social Sciences
Psychology
Sociology
Economics
At least one required.

Communication
Any required but valuable.

Food Preparation
Basic
Advanced or Experimental
Catering, Catering skills

Nutrition
Health
Specific to Child Nutrition,
Diet and Disease Seminar.

Institutional Nutrition
Food-Item Management
Purchasing
Accounting
Personnel
Quantity Cooking

At least one course
advanced preferred
courses

At least one course
specific required
courses in addition
to those in

Basic courses major courses
desirable specifically and
not optional at least 8
units

THE AMERICAN DIETETIC ASSOCIATION

Requirements for
Foods and Nutrition Major and Institution Management Major
as the basis for
Active Membership in the American Dietetic Association
January 1934 Effective

	Semester Hrs. Required	Recommended Semester Hr.	
	Foods and Nutrition Major	Institution Management Major	Distribution for Specific Subjects.
Chemistry	12	12	
General			5
Inorganic			4
Organic			3
Physiological			
Quantitative			
Three of above (with laboratory required.)			
Biology	6	6	
Human Physiology			3
Bacteriology			3
Both required.			
Social Science	6	6	
Psychology			3
Sociology			3
Economics			3
At least two required.			
Education			3
Not required but valuable.			
Food Preparation	6	6	
Basic	At least one advanced	Only basic required	6 2
Advanced: as Experimental Cookery, Catering etc.	course		
Nutrition	6	3	
Normal	At least one specific course	Only Normal required	6 2
Specific: as Child Nutrition, Diet and Disease, Seminars.	in addition to Normal		
Institution Economics	0	6	
Basic-i.e., Management	Basic Course desirable	Basic Course required and	3
Purchasing	but optional	at least 2 others	3
Accounting			
Personnel			
Quantity Cookery			3

**Preparation Required
for
Students Applying for Admission
to
Graduate Training Courses Approved
by
The American Dietetic Association**

	Semester Hours Required	Desirable but Optional Subjects
Chemistry To include General Organic and Physiological	12-17	Physics, zoology, analytical chem- istry
Biology To include Human Physiology and Bacteriology	6-13	
Social Sciences Psychology Sociology Economics At least two required	9-12	
Education	3	
Food Preparation To include Meal Planning Experimental Cookery, etc.	6-8	
Nutrition	6-8	
Institution Management Organization and Management Institution Buying Institution Accounting Quantity Cookery	6-9	

MINIMUM PREPARATION REQUIRED OF STUDENTS
APPLYING FOR ADMISSION TO GRADUATE TRAINING COURSES
APPROVED BY THE AMERICAN DIETETIC ASSOCIATION

A bachelor's degree from an accredited college or university with the following distribution of courses and hours.

Subjects	Semester Hours Required	Optional Subjects and Special Requirements
Chemistry	12-17	Analytical chemistry Physics
To include General Organic Physiological		
Biology	6-13	Zoology General Biology
To include Human Physiology and Bacteriology		
Social Sciences(at least two)	9-12	Additional hours in the social sciences are desirable for students entering clinic courses.
Psychology Sociology Economics		
Education	3-6	Students entering clinic courses and those interested in school lunchroom work may be asked to include more than the minimum hrs.in Education.
Food Preparation	6-8	
To include Meal Planning Experimental Cookery		
Nutrition	6-8	Diet in Disease is recommended for all students entering hospital and clinic training courses.
To include Normal Nutrition		
Institution Management	6-9	The minimum of six credits is to be devoted primarily to the two subjects marked (*).The maximum is usually required of students entering administrative courses.
To include Quantity Cookery *		
Organization and *		
Management		
Institution Buying		
Institution Accounting		

These recommendations will become requirements of all students graduating after September,1940.

Ferm 1-October 1938

MINIMUM REQUIREMENTS FOR STUDENTS
APPLYING FOR ADMISSION TO GRADUATE TRAINING COURSES
APPROVED BY THE AMERICAN DIETETIC ASSOCIATION

A bachelor's degree from an accredited college or university with the following distribution of courses and hours. (One quarter-system credit = 2/3 semester credit)

Required Subjects	Semester Hours Distribution	Desirable Additional Subjects. Special Recommendations.
Chemistry	12-17	Analytical Chemistry Food Chemistry Advanced Biochemistry
To include General Organic and Biochemistry		
Biology	6-12	Zoology General Biology
To include Human Physiology and Bacteriology		
Social Sciences (chosen from at least two of the following fields)	9-12	The maximum in Social Sciences is desirable for students entering <u>administrative</u> <u>and clinic</u> courses
Psychology Sociology Economics		
Education (preferably one of the following) Educational Psy- chology Methods of Teach- ing(General Home Economics)	3-6	The maximum in Education is desirable for students entering <u>hospital</u> and <u>clinic</u> courses
Food	6-8	Experimental Cookery. The maximum in foods is desir- able for <u>administration</u> students.
To include Food Selection and Preparation Meal Planning and Service		
Nutrition and Dietetics	6-8	A course in Diet in Disease is recommended for all students entering <u>hospital</u> <u>and clinic</u> courses
Institution Management	6-12	Institution Buying, Institution Accounting The maximum in Institution Management is usually re- quired of students enter- ing <u>administrative</u> courses
To include Quantity Cookery Organization and Management		

Students entering administrative courses may, at the discretion of the Director, be allowed to substitute Food Chemistry, provided they offer the minimum of 12 hours in chemistry.

These recommendations will become requirements of students graduating after September, 1940.

August 1939

St. Joseph's College

Emmitsburg, Md.

July 2, 1939.

Dear.....

In the endeavor to set up an undergraduate program for the co-ordination of the Institution Economics Courses in a small college, I have drawn up a list of objectives as a basis for such a program. This problem is to be used in a Master's Thesis at the University of North Carolina.

I realize that this is an inopportune time to make such a request, but I rely on your cooperation and assistance and beg you to review the enclosed list of objectives in the light of what you believe should be accomplished by the college in the undergraduate training. In arranging the set-up, I have used double spacing so that you might be able to insert your suggestion under the objective.

Should you desire to have a summary of this study when completed, please signify this on the returned list and I shall be very glad to send one to you.

I shall greatly appreciate your cooperation.

Very sincerely,

Sister Maud

Copy of letter sent with original list of objectives to 100 persons engaged in institution economics.

Table A .The number of persons out of the 69 reporting who approved, who disapproved, or who suggested modifications in the first list of objectives.

Objectives	Approved	Disapproved	Suggested Modifica- tion
A.			
1. To know the duties of an Executive.	64	3	2
2. To know the qualifications which are necessary to perform these duties.	66	2	1
3. To recognize one's own attainment and weakness with regard to these qualifications.	63	6	0
4. To be able to interpret: Code of Ethics for Executives.	67	1	1
5. To know the various types of organizations.	68	1	0
6. To be able to recognize the line of authority in the organization of which she is a part.	67	2	0
7. To develop those traits of character which will enable her to live fully her life.	62	3	4
8. To develop those traits of character which will enable her to live with and to cooperate with others.	66	0	3
9. To be able to measure her progress in the development of these traits.	64	2	3
10. To be able to interpret floor-plans and equipment layouts.	67	0	2
11. To be able to plan, in conference with architect, the layout of Food Service Department.	54	13	2
B.			
1. To be able to plan varied, well-balanced, attractive menus for large groups, taking into consideration the number and capabilities of the employees, the time available, the amount and type of equipment as well as the budget allowance.	60	6	3
2. To be able to determine how long in advance menus should be planned.	67	2	0
3. To know the factors that make prohibitive the preparation of certain foods in large quantities.	69	0	0
4. To know the factors that should influence the selection of wholesale houses.	67	1	1

Objectives	Approved	Disapproved	Suggested Modification
5. To know what fruits and vegetables should be selected by variety.	66	0	3
6. To know the characteristics of the varieties of such fruits and vegetables.	66	0	3
7. To know the availability and seasonability of foods.	68	1	0
8. To be able to purchase foods in quantity by specification.	58	7	4
9. To know what qualities of foods to purchase for specific purposes.	67	0	2
10. To know the Government Grades of foods.	68	0	1
11. To know the factors that determine the amount to purchase.	66	2	1
12. To know the factors that determine the frequency of purchasing.	66	1	2
13. To be able to interpret the meaning of label terminology.	67	2	0
14. To be familiar with: Purchase Orders, Purchase Records, Quotation Sheets, Market Quotations, and other sources of market information.	66	0	3
15. To know how to use the above records.	65	1	3
16. To have a workable knowledge of: Inventories, Storeroom Procedures.	68	0	1
17. To be able to set up a simple system for storeroom control.	67	2	0
18. To be able to apply principles for food storage.	69	0	0
19. To know how to prepare foods using Standard Quantity Recipes.	69	0	0
20. To be able to adjust these Quantity Recipes to the size of the group to be served.	67	1	1
21. To be able to recognize differences in quality of prepared foods.	67	2	0
22. To know the best possible preliminary processes in food preparation.	68	0	1
23. To be able to determine the best method of cooking dependent on the product desired.	69	0	0
24. To know what constitutes a good product for each of the various types of food served.	68	0	1
25. To know how the processes involved in the preparation affect the finished product.	69	0	0
26. To know the optimum conditions for conserving the nutritive value in quantity food preparation.	69	0	0
27. To know the methods of preparation by which the color of foods may be preserved.	69	0	0

Objectives	Approved	Disapproved	Suggested Modification
28. To know the special hazards, if any, presented in quantity food preparation.	69	0	0
29. To known how to plan food preparation so as to have a minimum of left-overs.	67	2	0
30. To have devices for using left-overs attractively.	68	1	0
31. To be able to set up a guide for hygienic handling of foods.	67	2	0
32. To know how to apply the principles of meal service to institution meal service.	68	1	0
33. To be able to determine the type of service best suited to the institution.	64	5	0
34. To know the qualifications necessary to produce efficient, satisfactory service.	63	3	3
35. To be able to analyze a given situation as to the factors which contribute to or detract from efficiency.	67	2	0
36. To be able to apply principles of flavor selection and of table decoration in specific situations.	68	1	0
37. To be able to use a device for recording the number of meals served.	68	1	0
38. To be able to determine food costs: raw, time, labor, operating.	67	2	0
39. To be able to interpret simple food-cost set-ups.	67	2	0
40. To be able to set up and to operate a simple food-cost system.	65	4	0
41. To know what information should be attainable from these records.	66	2	1
42. To be able to set up and to use devices for checking food wastes.	66	3	0
43. To be able to set up plans for reducing food waste.	67	2	0
C.			
1. To be able to interpret the responsibilities of executives to the personnel.	65	1	3
2. To be able to recognize situations in employee relations which need adjustment.	66	3	0
3. To be able to make Job Analyses.	68	1	0
4. To be able to make Job Specifications as a basis for employee selection.	66	3	0

Objectives	Approved	Dissapproved	Suggested Modifica- tion
5. To be able to make Time Studies as an aid in labor distribution.	68	1	0
6. To know the techniques of successful interviewing.	67	2	0
7. To know for what to look in interviewing or in being interviewed.	66	3	0
8. To be able to formulate Employee Schedules.	66	3	0
9. To be able to recognize favorable and unfavorable working conditions.	67	2	0
10. To be able to make suggestions to better working conditions.	67	2	0
11. To be familiar with: Employee Records, Time Cards, Payroll.	68	1	0
12. To know where to secure reliable information concerning State Labor Laws and to be able to interpret them.	69	0	0
13. To know the laws concerning Compensation Insurance.	66	2	1
D.			
1. To know the factors which should be considered in selecting equipment.	69	0	0
2. To be able to recognize good points and weak points in equipment construction.	65	3	1
3. To know how to make definite specifications for purchasing equipment.	65	4	0
4. To be able to operate institution equipment and to know the principles by which the various pieces of equipment operate.	69	0	0
5. To know how to care for equipment.	68	0	1
6. To be able to interpret printed directions for use of equipment.	69	0	0
7. To be able to detect inefficiency in functioning of equipment.	67	1	1
8. To be able to judge what characteristics (of performance and appearance) are most essential in furniture selection.	69	0	0
9. To know how different factors in construction contribute to these characteristics.	68	0	1
10. To be able to prepare specifications that will secure the desired product.	66	3	0
11. To be able to judge what characteristics (of performance and appearance) are most essential in a given situation in the selection of linen-table and towel.	67	2	0
12. To know how different factors contribute to these characteristics.	67	2	0

Objectives	Approved	Disapproved	Suggested Modifica- tion
13. To be able to prepare specifications that will secure the desired product.	67	2	0
14. To be able to judge what characteristics (of performance and appearance) are most essential in a given situation in the selection of silverware.	68	1	0
15. To know how the different factors contribute to these characteristics.	67	2	0
16. To be able to prepare specifications that will secure the desired product.	67	2	0
17. To be able to judge what characteristics (of performance and appearance) are most essential in a given situation in the selection of china.	69	0	0
18. To know how different factors contribute to these characteristics.	66	3	0
19. To know how to prepare specifications that will secure the desired product.	66	3	0
20. To be able to judge what characteristics are most essential in a given situation in the selection of glassware.	68	1	0
21. To know how different factors contribute to these characteristics.	68	1	0
22. To be able to prepare specifications that will secure the desired product.	66	3	0
E.			2
1. To be able to recognize cleanliness of environment.	67	0	2
2. To be able to set up and to supervise a cleaning program.	68	1	0
3. To know the cleaning supplies which will best accomplish the program set up.	69	0	0
4. To be able to prepare specifications to secure the desired product.	66	3	0
5. To be able to formulate cleaning schedules.	69	0	0

Cooperators Checking

Original List of Objectives

Bietley, Catherine	Latter-Day Saints Hospital Salt Lake City, Utah
Burgess, Tiphaine	Watts Hospital Durham, N.C.
Burns, Helen	Walter Reed Hospital Washington, D.C.
Burns, Nellie	Joseph H. Pratt Diagnostic Hospital Boston, Mass.
Brown, Aileen	Medical College of Virginia-Hospital Division Richmond, Va.
Bryan, Mary de Garmo	Teachers' College, Columbia University New York, N.Y.
Buckley, Janet	Sisters' Hospital Buffalo, N.Y.
Carden, Grace	Strong Memorial Hospital Rochester, N.Y.
Causey, Dell	School Cafeterias, Assistant Supervisor Raleigh, N.C.
Cavanaugh, Elizabeth	Carney Hospital Boston, Mass.
Connelly, Miriam	University of Maryland Hospital Baltimore, Md.
Cooper, Lenna	Montefiore Hospital New York, N.Y.
Cowden, Margaret	Michael Reese Hospital Chicago, Ill.
Dill, Pauline	Colorado General Hospital Denver, Col.
Forsberg, Ruth	Swedish Hospital Seattle, Wash.

Gillam, S. Margaret	New York Hospital New York, N.Y.
Gillum, Helen	University of California Hospital Berkeley, Calif.
Gilson, Helen	Pennsylvania Hospital Philadelphia, Pa.
Hall, Marjorie	Cincinnati General Hospital Cincinnati, Ohio
Harrington, Mary	Harper Hospital Detroit, Mich.
Harris, Katherine	Cornell University Ithaca, N.Y.
Hawver, Helen	Henry Ford Hospital Detroit, Mich.
Hines, Marie	University Hospitals Cleveland, Ohio
Hirsch, Mrs. Alta	Miami Valley Hospital Dayton, Ohio
Kalsem, Millie	Cook County Hospital Chicago, Ill.
Kelly, Eileen	Pensacola Hospital Pensacola, Fla.
Koehne, Martha	Department of Public Health Columbus, Ohio
Leister, Ann	St. Vincent's Hospital Norfolk, Va.
Lieb, Clare	St. Agnes Hospital Baltimore, Md.
Lopez, Dinorah	Providence Hospital Washington, D.C.
Lowman, Geraldine	St. Joseph's Hospital Reading, Pa.
MacLachlan, Mabel	University of Michigan Hospital Ann Arbor, Mich.

McCormick, Emma	Starling-Loving Hospital Columbus, Ohio
McCue, Margaret	St. Vincent's Hospital Bridgeport, Conn.
McKittrick, Mary	Mercy Hospital Chicago, Ill.
McMackin, Lucile	Woman's College, University of N.C. Greensboro, N.C.
Marble, Mrs. Beula Becker	Huntington Memorial Hospital Boston, Mass.
Miller, Elizabeth	Philadelphia General Hospital Philadelphia, Pa.
Manning, Mary Louise	St. Joseph's Hospital Baltimore, Md.
Mitchell, Helen	Massachusetts State College Amherst, Mass.
Morris, Sophia	New Jersey Cooperative Hospitals Newark, N.J.
Ohlson, Margaret	Iowa State College Ames, Iowa
Pickering, Mervyle	St. Mary's Hospital Detroit, Mich.
Phillips, Angeline	University Hospital Omaha, Neb.
Robinson, Wilma	The Christ Hospital Cincinnati, Ohio
Rosenberger, Margaret	St. Leo's Hospital Greensboro, N.C.
Rowe, Phyllis	Johns Hopkins Hospital Baltimore, Md.
Silkey, Mrs. Gladys	St. Louis University Hospital St. Louis, Mo.
Sister Charlotte	Regis College Weston, Mass.

Sister Ann Elizabeth	Seton Hill College Greensburg, Pa.
Sister Marcella	Providence Hospital Washington, D.C.
Sister Margaret	St. Joseph's College Emmitsburg, Md.
Sister Mary Albert	Mount Mary College Milwaukee, Wis.
Sister Mary de Paul	Sienna Heights College Adrian, Mich.
Sister Mary Elizabeth	St. Mary's Hospital Detroit, Mich.
Sister Mary Loyola	Notre Dame College South Euclid, Ohio.
Sister Mary Martha	Font Bonne College St. Louis, Mo.
Sister Mary Romana	Mount St. Scholastica Atchison, Kan.
Smith, Blanche	House of Mercy Hospital Pittsfield, Mass.
Stewart, Elizabeth	Oregon State Hospital Portland, Ore.
Swanson, Mabel	Woman's College, University of N.C. Greensboro, N.C.
Terrell, Margaret	University of Washington Seattle, Wash.
Thomas, Gertrude	University of Minnesota Minneapolis, Minn.
Tracy, Anna	Florida State College Tallahassee, Fla.
Troxel, Elizabeth	St. Mary's Hospital Philadelphia, Pa.
Turner, Catherine	Shelby High School Cafeteria Shelby, N.C.

Tyler, Rhoda

Grasslands Hospital
Valhalla, N.Y.

Varner, Bernice

Madison College
Harrisonburg, Va.

White, Georgette

Freedman's Hospital
Washington, D.C.

Huntington Memorial Hos-
pital
Boston, Mass.

by Mrs. Mrs. Marble

Some months ago you may recall me to have check-
ed for me a list of objectives which I had drawn up as a basis for
developing an integrated course in Institutional Statistics. At that time
I sent this same list to one hundred persons representing various
groups of Approved Training Courses, Teachers of Instruction
Management, Directors, University Teachers, and former students who I
believed would recognize what we actually expected in training train-
ing courses.

Responses were most generally wide, covering the
so far, and the valuable suggestions offered were many. The most
general comment was that the objectives outlined cover phases of the
field to be covered by college training. After collecting, summarizing
and analyzing the data, I have revised the list. I have re-examined
the objectives because I feel there are omissions as well as areas
where there was not a clear understanding of the term and his knowl-
edge, interpreting, performing.

It is my desire to have the revised list of ob-
jectives checked by a committee of the representatives of the various
Statistical Associations, and to add the signature of the preside-
nt, or add this favor. From the members who will be present
from each group whose judgment you require will be most helpful
in accomplishing my aim.

As this study was undertaken to improve the under-
graduates training of prospective statisticians, I am sure I can rely on
the cooperation of the associations.

For your personal consideration, I am deeply
grateful.

Sincerely,

Sister Mary

Copy of letter sent to Mrs. Marble, President of the American Statistical
Association, requesting the selection of a special committee.

St. Joseph's College

16

Emmitsburg, Md.

Nov. 25, 1939.

Mrs. Beula Becker Marble
Huntington Memorial Hospital
Boston, Mass.

My dear Mrs. Marble:

Some months ago you were so kind as to have checked for me a list of objectives which I had drawn up as a basis for developing an integrated course in Institution Economics. At that time I sent this same list to one hundred persons representing various groups: Heads of Approved Training Courses, Teachers of Institution Management, Dietitians, Cafeteria Managers, and former students who I believed would recognize what was actually expected on entering Training Courses.

Responses were most generously made, seventy-two to date, and the valuable suggestions offered were many. The most general comment was that the objectives embraced every phase of the field to be covered by college students. After collecting, assembling and analyzing the data, I have revised the list. I have re-classified the objectives because I feel that in some situations it was evident that there was not a common understanding of the terms used as: knowing, interpreting, performing.

It is my desire to have the revised list of objectives re-checked by a committee of ten, representative of the American Dietetic Association. Now, I come to you, as President of the association, to ask this favor. From the enclosed list will you please select five from each group whose judgment you believe will be most helpful in accomplishing my aim.

As this study was undertaken to improve the undergraduate training of prospective dietitians, I am sure I may rely on the cooperation of the association.

For your personal consideration, I am deeply grateful.

Sincerely,

Sister Maud.

Copy of letter sent to Mrs. Marble, President of the American Dietetic Association, requesting the selection of a special committee.

St. Joseph's College

17

Emmitsburg, Md.

Dec. 23, 1939.

My dear Miss

Some months ago you were so kind as to check a list of goals which I had set up in connection with work being done at the University of North Carolina. At the suggestion of the director of my thesis, I recently wrote to Mrs. Marble, President of the American Dietetic Association, asking her to select from a list of names ten persons who might re-check the revised list of objectives. Your name was selected. From the enclosed copy of the letter written to Mrs. Marble, you will get a clear idea of what I am trying to do.

On the first checking, two persons commented that the objectives were too detailed and that many of them should be drawn together and considered in a general way. The faculty members of the University with whom I have been working believe, with me, that detailed specific objectives are the only means by which we can secure anything like uniform results in institution courses in small colleges.

I shall be most grateful for your criticisms and suggestions, crossing out and adding to. I know that these requests take much time but I rely on your consideration and cooperation and shall appreciate an early response.

Sincerely,

Sister Maud.

Copy of letter sent with revised list of objectives to committee of 10.

Committee Checking Revised List of Objectives

Burns, Helen	Walter Reed Hospital	Washington, D. C.
*Burns, Nellie	Massachusetts State College	Amherst, Mass.
Cooper, Lenna	Montefiore Hospital	New York, N. Y.
Gillum, Helen	University of California	Berkeley, Cal.
Hines, Marie	University Hospitals	Cleveland, Ohio
Kalsem, Millie	Cook County Hospital	Chicago, Ill.
Ohlson, Margaret	Iowa State College	Ames, Iowa
Sister Ann Elizabeth	Seton Hill	Greensburg, Pa.
Sister Mary Albert	Mount Mary	Milwaukee, Wis.

* Miss Burns reviewed the list at the request of Helen Mitchell
to whom the objectives had been sent.

Table B The comments and recommendations made by members of the committee of ten for further revision of the revised list of objectives.

<u>Objectives</u>	<u>Comments and Recommendations</u>
A. Professional Responsibilities and Personal Traits	
1. To know the duties of an Executive.	1. Is there a person who knows the duties of an Executive?
2. To know the personal qualifications which are necessary to perform these duties.	
3. To recognize one's own attainments and weaknesses with regard to these qualifications.	
4. To be able to interpret---Codes of Ethics.	
5. To know the various types of organizations.	
6. To be able to recognize the line of authority in the organization of which she is a part.	7. An outgrowth of A-8 7. In general education rather than in Institution Economics
7. To develop those traits of character which will enable her to live fully her own life.	7. Disapproved
8. To develop those traits of character which will enable her to live with and to cooperate with others.	8. Indefinite but important
9. To be able to measure her progress in the development of these traits.	
10. To be able to follow orders and to accept corrections in a professional manner.	
	Most of the points in this group are too subjective, difficult to teach, more difficult to measure results of teaching.
B. Floor Plans and Equipment	
1. To be able to interpret floor plans and equipment layouts.	
2. To be able to make simple floor plans and equipment placement to scale.	

Objectives

Comments and Recommendations

3. To know the factors which should be considered in selecting equipment.
4. To be able to recognize good points and weak points in equipment construction.
5. To know how to make definite specifications for purchasing equipment.
6. To be able to interpret printed directions for the operation of equipment.
7. To be able to operate institution equipment in a given situation.
8. To know how to care for equipment.
9. To recognize the necessity of routine inspection of equipment.
10. To be able to detect inefficiency in the functioning of equipment.
11. To know what characteristics (of appearance and performance) are most essential in furniture selection.
12. To know how different factors contribute to these characteristics.
13. To be able to prepare specifications which will secure the desired product.
14. To know what characteristics (of appearance and performance) are most essential in a given situation in the selection of table linen.
15. To know how different factors contribute to these characteristics.
16. To be able to prepare specifications which will secure the desired product.
17. To know what characteristics (of appearance and performance) are most essential in a given situation in the selection of silverware.
18. To know how different factors contribute to these characteristics.
19. To be able to prepare specifications which will secure the desired product.
20. To know what characteristics (of appearance and performance) are most essential in a given situation in the selection of china.
21. To know what factors contribute to these characteristics.
5. Rather -be able to interpret.
10. Can be developed only by more experience.
13. Rather -be able to interpret.
16. Rather -be able to interpret.
19. Rather -be able to interpret.

Objectives

22. To be able to prepare specifications which will secure the desired product.
23. To know what characteristics (of appearance and performance) are most essential in a given situation in the selection of glassware.
24. To know what factors contribute to these characteristics.
25. To be able to prepare specifications which will secure the desired product.

Comments and Recommendations

22. Rather -be able to interpret.

23. To know what factors contribute to these characteristics.

25. Rather -be able to interpret.

Combine material in B-11 to B-25. 3 general statements.

Should floor coverings, sound proofing, wall coverings, hangings and upholsterers fabrics be included?

C. Food Administration

1. To be able to prepare varied, well-balanced, attractive menus for large groups, taking into consideration the number and capabilities of the employees, the time available, the amount and type of equipment as well as the budget allowance.
2. To know the factors that determine how long in advance menus should be planned.
3. To know the factors that make prohibitive the preparation of certain foods in large quantities.
4. To know the factors that should influence the selection of wholesale houses.
5. To know what fruits and vegetables should be selected by variety.
6. To know the characteristics of the varieties of such fruits and vegetables.

1.Add -type of people served.

2. Disapproved

3. To know the availability and seasonability of foods.

4. Disapproved

Insert-Meats--cuts, quality.

7. To know the availability and seasonability of foods.
8. To be able to purchase foods in quantity by specifications.

Objectives

9. To know what quality of foods to purchase for specific purposes.
10. To know the Government Grades of foods.
11. To know the factors that determine the amounts to purchase.
12. To know the factors that determine the frequency of purchasing.
13. To be able to interpret the meaning of label terminology.
14. To be able to interpret: Purchase Orders, Purchase Records, Quotation Sheets, Market Quotations, other sources of market information.
15. To be able to prepare these records.
16. To have a workable knowledge of: Inventories, Storeroom Procedures.
17. To be able to set up a simple system for Storeroom control.
18. To be able to apply principles for food storage.
19. To be able to prepare foods using standard quantity recipes.
20. To be able to adjust these recipes to the size of the group to be served.
21. To be able to recognize differences in quality of prepared foods.
22. To know the best possible preliminary processes in food preparation.
23. To know the best method of cooking dependent on the product desired.
24. To know what constitutes a good product for each of the various types of foods served.
25. To know how the processes involved in the preparation affect the finished product.
26. To know the optimum conditions for conserving the nutritive value in quantity food preparation.
27. To know the methods of preparation by which the color of foods may be preserved.
28. To know the special hazards, if any, presented in quantity food preparation.
29. To be able to plan food preparation so as to have a minimum of left-overs.
30. To know how to use left-overs attractively.

Comments and Recommendations

10. Add- and limitations
14. Add- factors affecting market conditions(Nation-wide)

Objectives

31. To recognize the necessity of planning for hygienic handling of foods.
32. To be able to apply the principles of meal service to institution meal service.
33. To know the factors which determine the type of service best suited to the institution.
34. To know the qualifications necessary to produce efficient, satisfactory service.
35. To be able to analyze a situation as to the factors which contribute to or detract from efficiency.
36. To be able to apply principles of flavor selection and of table decoration in specific situations.
37. To be able to use a device for recording the number of meals served.
38. To be able to set up and to use a device for checking food waste.
39. To be able to set up plans for reducing food waste.

D. Financial Responsibilities

1. To be able to interpret simple food budgets.
2. To be able to prepare a food budget in a given situation.
3. To be able to determine food costs: raw, labor, operating.
4. To be able to interpret a simple food-cost set-up.
5. To be able to set up and to operate a simple food-cost system.
6. To know what information should be obtainable from records.
7. To be able to prepare financial statements.
8. To be able to interpret Employee Time Cards, Payroll.
9. To know where to secure reliable information concerning Compensation Insurance.
10. To know the use of Equipment Records as cost control.

ObjectivesE. Personnel Management

1. To be able to interpret the responsibilities of executives to the personnel.
2. To be able to recognize situations in employee relations which need adjustment.
3. To be able to make Job Analyses.
4. To know the sources of employee selection.
5. To be able to make Job Specifications as a basis for employee selection.
6. To be able to make Time Studies as an aid in labor distribution.
7. To know for what to look in interviewing and in being interviewed.
8. To know the techniques of successful interviewing.
9. To be able to formulate employee schedules.
10. To be able to recognize favorable and unfavorable working conditions.
11. To be able to make suggestions to better working conditions.
12. To recognize the necessity of training employees on the job.
13. To know where to secure reliable information concerning State Labor Laws.
14. To be able to interpret State Labor Laws.

14. Further experience needed.
Rearrangement suggested
Make Personnel Management
Group B.
-

F. Cleaning Program

1. To be able to recognize cleanliness and orderliness of environment.
2. To be able to set up and to supervise a cleaning program.
3. To know the cleaning supplies which will best accomplish the program set up.
4. To be able to prepare specifications to secure the desired product.
5. To be able to formulate cleaning schedules.

Explanation of terms used in Table.

To know.....either the student actually knows the facts or she knows where reliable information can be secured and she is able to draw it out without assistance.

To recognize; to interpret.....the student is able to see how facts or principles do apply in a given situation,--the situations being limited to those that can be brought within her experience.

To develop; to perform.....the student has the ability to actually do the task; i.e., to apply the facts or principles in those situations which can be brought within her experience.

for

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- *Blinks, Ruetta Food Purchasing for the Home Philadelphia J.B.Lippincott Co. 1932
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Child, Georgia	<u>The Efficient Kitchen</u> New York, Robert McBride and Co. 1925	
Coles, Jessie	<u>Standardization of Consumers Goods</u> New York The Ronald Press 1932	
*Converse, Paul	<u>The Elements of Marketing</u> New York, Prentice Hall 1935	
*Dahl, Crete	<u>Housekeeping Management in Hotels and Institutions</u> New York, Harper and Bros. 1931	
*Dahl, J.O.	<u>Kitchen Management</u> New York, Harper and Bros. 1935	
*Dahl, J.O.	<u>Restaurant Management</u> New York, Harper and Bros. 1938	
Dana, Margaret	<u>Behind the Label</u> Boston, Little, Brown and Co. 1938	
Darby, W.D.	<u>Linen</u> New York, Dry Goods Economist 1926	
Davis, Ralph	<u>The Principles of Factory Organization and Management</u> New York, Harper and Bros. 1928	
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*Schell, Erwin	<u>The Techniques of Executive Control</u> New York, McGraw-Hill Book Co. 1934	
Sheldon, Oliver	<u>Philosophy of Management</u> New York, Issac Pitman and Sons 1923	
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*Smedley, Emma	<u>Institution Recipes</u> Media, Pa. Emma Smedley 1929	
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Smith, Coral B.	<u>New Dishes from Left-Overs</u> New York, Frederick A Stokes Co. 1933	
Smith, Frances	<u>Recipes and Menus for Fifty</u> Boston, M. Barrows and Co. 1926	
Southard, Lydia	<u>Institutional Household Administration</u> Philadelphia, J.B. Lippincott Co. 1923	
Stanley, Louise Cline, Jessie	<u>Foods-Their Selection and Preparation</u> New York Ginn and Co. 1925	
Sweetman, Marion	<u>Food Preparation</u> New York, John Wiley and Sons 1932	
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Weld, L.D.H.	<u>The Marketing of Farm Products</u> New York, The Macmillan Co. 1920
Wells, Eleanor	Nationality Recipes, Providence, Y.W.C.A. 1935
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Periodicals

American Journal of Public Health	New York, 370 Seventh Ave.
*American Restaurant	New York, 347 Fifth Ave.
Buildings and Building Management	New York, 100 E. 42 Street
Forecast	New York, 6 E 39 Street
*Hospitals	Chicago, American Hospital Association
*Hospital Management	Chicago, 537 S. Dearborn St.
Hospital Progress	Milwaukee, The Bruce Publishing Co.
*Hotel Management	New York, 40 E. 49 St.
*Hotel Monthly	Chicago, 443 S. Dearborn St.
*Journal of the American Dietetic Association	Baltimore, Williams and Wilkins
*Journal of Home Economics	Baltimore, Williams and Wilkins
*Modern Hospital	New York, 1 Park Ave.
Nations Schools	New York, 1 Park Ave.
Personnel Journal	Baltimore, Williams and Wilkins
Practical Home Economics	East Stroudsburg, Pa.
*Restaurant Management	New York, 40 E. 49 St.

* Most valuable when number of books is limited.

Schedule of time and points to be studied.

Sent to dietitian supervising summer work in dietary department.

Background for Integrated Program

in

Institution Economics

1 month spent in approved institution dietary department.

Time Schedule

General Kitchen

2 weeks

Study of:

- Floor plans
- Equipment layouts
- Menu planning
- Food purchasing
- Storeroom control
- Food preparation
- Food service
- Personnel management

Special Diet Kitchen

Study of:

- Equipment layout
- Preparation of special diets
- Weighed diets
- Effects of special diets on patients served
- Personnel management

Hours: 1st week in each department.....7:00 A.M.- 1:00 P.M.
2nd week in each department.....1:00 P.M.- 7:00 P.M.

Rating sheet to be returned by supervising dietitian.

Name of student _____ Date _____

Characteristics	A 90-100 Except- tional	B 80-89 Above average	C 70-79 Average	D 60-69 Below average	E Below 60 Poor

Interest

Application

Ability to learn

Self reliance

Accuracy

Speed

Reliability

Initiative

Judgment

Conduct

Additional Remarks:

Length of service in days: _____

Number: _____

Special diets: _____

Average number: _____

Type: _____

Method of transportation: _____

Follow-up work: _____

Supervisor _____

a. General Impressions

Attentiveness: _____

Efficiency: _____

Suggested Improvements: _____

A report following this form will be required of each student at the beginning of her Senior Year for entrance to Institution Economics course.

Observation Points

1. Equipment

Types and makes
Material
Placement
Fuel consumption

2. Food Service

Methods of purchasing
Receipt of goods
Food consumption
Per capita cost
Number of persons served per day
Menu
Type of service
Relation of overhead expenses to cost of food
Employees
Number
Appearance
Ability

3. Diet Kitchen

Student dietitians
Number
Duties
Nurses
Number
Length of service in diet kitchen
Duties
Special diets
Average number
Types
Method of transportation
Follow-up work

4. General Impressions

Atmosphere
Efficiency
Suggested improvements
