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Planning school lunch workshops

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BOSTON UNIVERSITY
SCHOOL OF EDUCATION

Thesis

PLANNING SCHOOL LUNCH WORKSHOPS

Submitted by

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(B.S. in Ed., Boston University
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In Partial Fulfillment of Requirements for
the Degree of Master of Education

1958

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"... I doubt if program planners know how important they are. Every hour that moderns are willing to give to a program, convention, or meeting must be well planned, full of valuable information, interestingly and intelligently presented. We moderns have not time to waste. There is little time left in the world....."

Pearl Buck, School Lunch Journal, May 1957

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CHAPTER I

INTRODUCTION

Statement of the problem.-- In recent years there has been a decided trend towards providing school lunch personnel with the opportunity to increase their own common knowledge, as well as to further their own professional growth by means of in-service training and the school lunch workshops. (For purposes of clarification, this study will be concerned solely with that of a workshop; although some of the information contained herein, might readily be applied locally to in-service training programs.) In essence, the workshop is an attempt to utilize the available information in a realistic setting, in order to integrate the importance of the school lunch program as an integral part of the total educational program; and thereby assist to provide the intelligent, and inquiring school lunch worker with a better understanding of what could or should be accomplished in the lunch program in their own schools. Workshops, like so many other types of meetings attempting to reach large numbers of people, have witnessed repeated failure. Both the workshop planners and the participants go away from the meetings with such questions as, "Did it pay?" or "Was it worth the time and effort?"

Purpose of the study.-- The author wishes to plan a school lunch workshop, after determining the most common

deficiencies in management practices in schools participating in the National School Lunch Program, and the extent of training and experience of managers presently employed in school lunch programs in the Commonwealth of Massachusetts. Just as the school administrator develops the curriculum with reliable information on the type of training and experience of the students in the various subjects to be offered, I am proposing to center the development of the school lunch workshop around the participants, and at their own level. A well known educator is once reported to have said, "Guidance, in the absence of data, is quackery." Therefore, what right have those vested with the responsibility of planning school lunch workshops; to plan content material, without the necessary information on the student or participant whom the subject serves.

Scope of the problem.-- The writer has attempted to survey all school lunch programs in the Commonwealth, as well as the managers of these programs which participated in the National School Lunch Program during the 1957-1958 school year, by means of the following methods:

1. Administrative Reviews on file at the Office of School Lunch Programs, completed during the 1957-1958 school year, were surveyed.
2. Questionnaires were sent to 300 out of a possible 455 school lunch managers and/or supervisors; representing 301 cities and towns against a possible 351.

3. After the data obtained from 1 and 2 above was evaluated, the results were discussed with members of the staff in the Office of School Lunch Programs in order to ascertain whether or not the information was to any degree reliable, based on actual first-hand observations of the staff.

Source of the problem.-- There are many conflicting ideas as to what subjects should be included in a school lunch workshop. Countless writers have developed elaborately detailed plans of operation, to the extent that a layman could almost conduct a workshop just by following the guide that was developed by others. However, in most of the proposed plans, little or no mention has been made of the actual mechanics involved in program development. I feel that most of the subject matter planning of most workshops has originated in the subconscious utopia of school lunch workshop planners; and therefore, I believe there is a definite need for a study showing just who the participant really is and what their needs consist of, before one can begin to set up a proposed plan. Such a viewpoint is important when we consider the manager's contribution in the operation of the program in the school, to the role of the program in the health of our Nation's children as well as our national defense.

Justification of the problem.-- It is the hope of the writer that an examination of those participating in school lunch workshops might provide program planners with information

which will materially aid in the success of that particular workshop. It may also serve as a possible guide for future program development, based on known or obtainable factors concerning the participant and their relationship with the program in the community.

The School Lunch Program Defined.-- The school lunch program, as it will be referred to many times throughout this study, is that program by which the school provides a noon lunch available to all children. This program is supported by funds and legislation, as indicated by the following act: ^{1/}

"It is hereby declared to be the policy of Congress, as a measure of national security, to safeguard the health and well-being of the Nation's children and to encourage the domestic consumption of nutritious agriculture commodities and other food, by assisting the States, through grants-in-aid and other means, in providing an adequate supply of foods and other facilities for the establishment, maintenance, operation, and expansion of non-profit school lunch programs."

In order to carry out this program in Massachusetts, the State Legislature passed the following law in 1947: ^{2/}

"The Board of Education is hereby designated as the 'State Educational Agency' to represent the Commonwealth in dealing with the Secretary of Agriculture of the United States in carrying out the provisions of the National School Lunch Act ... a school committee of any town may establish, maintain, operate, and expand a school lunch program for the pupils in any school building under the jurisdiction of said committee, may make all contracts necessary to carry out the provisions of this Act and...

^{1/}National School Lunch Act, Public Law 396, Sect. 2, passed by Congress in June, 1946. (79th Congress, H.R.#3370)

^{2/}Chapter 548, Massachusetts Legislature, June 1948, ammended by Chapter 417, May 1950.

may appropriate funds to meet the matching requirements and any other provisions of said National School Lunch Act."

Under the eligibility requirements of the National School Lunch Act, as amended by Chapter 548 and 417 in the Massachusetts Legislature, the following requirements are outlined:^{1/}

A. Sponsoring Agencies

Individual schools or groups of schools are eligible to participate and receive assistance, provided their programs meet all eligibility requirements. Private Non-Profit Agencies (PTA's, civic and service groups, etc.) may cooperate in the conduct of a school lunch or milk program in any school, if such agencies have the approval of the Superintendent of Schools of the community in which the program is to operate. All finances in public schools, however, must be handled in accordance with Chapter 417 of the Acts of 1950 (Massachusetts). Sponsorship by private individuals or by profit organizations cannot be approved.

B. Schools

School Lunch Programs, operated not for profit in non-profit schools of high school grade or under, will be considered eligible for participation in the National School Lunch Program provided it is determined that Federal assistance is necessary in order the sponsors may operate an adequate program, i.e., supplying lunches without cost to those children who are unable to pay the full cost and making available to other children lunches at a price commensurate with the child's ability to pay. For participation in the Special Milk Program for Children, an eligible public school is a school of high school grade or under as defined by the State statutes, an eligible private school is a school of high school grade or under that is exempt from Federal income tax. An additional requirement for participation is that the school shall operate a non-profit food service, or a non-profit milk service in the event that no other feed service is maintained by the school.

^{1/}John C Stalker, School Lunch Bulletin No. 1, Massachusetts Department of Education, Office of School Lunch Programs, August 1956.

C. Assistance According to Need

Although the National School Lunch Program is not limited by law to low-income children or low-income schools, it is desirable to provide assistance where the greatest need exists. This recommendation does not apply to the Special Milk Program for Children.

D. Segregation

The opportunity to participate in these programs shall be offered to all children attending the school. No physical segregation or other discrimination against any child shall be made by the school because of inability to pay the prevailing charge for the meal and or milk.

The Type "A" Lunch is a complete lunch, served hot or cold, providing one third to one half of the daily nutritional requirements for children, which are prescribed by the United States Department of Agriculture. As follows, is the minimum daily requirements, commonly referred to as the "Type 'A' meal pattern."^{1/}

- a. One half pint of whole white milk, as a beverage.
- b. Two ounces of meat, fish, poultry or cheese; or four tablespoons of peanut butter; or one whole egg; or one half cup of cooked dried beans or peas.
- c. Three fourths cup of cooked or raw (six ounces) (one half may be juice) vegetables and/or fruit.
- d. One or more portions of bread, rolls, muffins, or other hot breads made of enriched or whole-grain flour or cereal.
- e. Two teaspoons of butter or fortified margarine.

The requirements of this lunch "type" are best adapted to a plate or tray-type service. The protein requirements in (b) above may be met by serving one-half the required quantities of each of two proteins. One-half cup of fruit juice may be served in meeting one-half of the requirements of (c).

^{1/} John C Stalker, op. cit., Bulletin No. 1.

CHAPTER II

REVIEW OF RELATED READING AND RESEARCH

1. The Importance of the School Lunch Program

Avenues of approach.-- "The School Lunch Program has grown, if for no other reason than it filled a need, and it is a good program; good for the child, good for his parents, good for the school, and good for the community". ^{1/} Bateman sums it up very nicely by saying ^{2/} "The time has arrived when the main purpose of food service programs in our elementary and secondary schools should shift from that of being a gastronomical filling station to that of being an important educational experience. As an uninvited guest at the educational banquet, school food service has successfully run the gamut of neglect, of scorn, of fear, of anger, and has now entered the approved portals which entitle it to a chair at the educational board". "In practically all schools, lunches are served at cost. In most of them, some of the foods are bought at very low prices through the school lunch program, and in practically all schools children are permitted to bring part or all of their lunch from home, although this practice has been gradually diminishing in recent years". ^{3/} During this same period of time, there has been

^{1/}John C Stalker

^{2/}E. Allen Bateman, Supt of Public Instruction, Utah; Talk, Washington D.C., on August 27, 1957.

^{3/}Harl R Douglas, Modern Administration of Secondary Schools, Ginn and Co., Boston, 1954, p.448

considerable discussion on the importance of the school lunch program. "The need for cafeterias or hot lunches on the elementary level is real. Educators need to give this program guidance and lead in adjusting the modern elementary school to a day program that truly provides for the whole child"^{1/}. However, this should not be restricted to the elementary school, although it should originate at that level. Moehlman^{2/} "justifies the operation of the school cafeteria on the grounds:

- (a) that present attendance conditions necessitate the provision for noonday meals, at least in the all-day, one-session schools,
- (b) that responsibility for the health of children demands that scientifically balanced, nutritious and sanitary meals be furnished for both elementary and secondary students, and
- (c) that instructional values arise from social eating. This program receives general parental and popular support".

To clarify the importance of the school lunch program as an integral part of the total educational development of children, the items indicated by Hoehlman will be discussed further under the following sections: (1) lunchroom facilities are required at many schools due to the present attendance conditions, (2) the health of our school children

^{1/} Millard D. Bell, "The Need for a Cafeteria in the Elementary School," The Nation's Schools, November 1951, p.65

^{2/} Arthur B Moehlman, School Administration, The Houghton Mifflin Company, Boston, 1951, p.118

can be improved with adequate lunches, (3) the school lunch program can be used to reinforce classroom instruction.

Lunchroom facilities are required at many schools due to present attendance conditions.-- For the most part, educators agree ^{1/} that the lunch program may not be needed when it is possible for all children to go home for lunch at noon. However, due in part to the burden placed on schools as a result of an increasing population eligible to attend schools, coupled with the changes in our social structure which has forced mother's to seek employment outside of the home; our schools are faced with the task of providing increased instructional space, in addition to lunchroom facilities. During 1952, enrollment throughout the nation totaled 30.6 million children, and it is estimated ^{2/} that enrollment will reach 37.0 million by 1960. Although it is improbable that participation in the National School Lunch Program will ever reach the total number of children in attendance; the Program has grown from 4.5 million meals or 16.7 percent in 1947 to 10.7 million meals or 28 percent in 1957. There has not been a single year in which the percent of participation has decreased, and there is every indication that this increase will continue.

1/ Office of Education, School Lunch and Nutrition Education, Bulletin No. 14, Federal Security Agency, 1951, p.1

2/ Progress Report, National School Lunch Program, U.S. Dept. of Agriculture, FA-208, June, 1952, p.18.

The health of our school children can be improved with
with adequate lunches.-- The Office of Education ^{1/} sees the
purpose of the lunch program in the schools as that of
bridging "the gap between what the child needs in his diet
and what he obtains in his diet a home". For almost twenty
five years, the Federal government has given assistance to
the schools for the operation of non-profit school lunch
programs. Congress has continued this support over the years
on the grounds that it has been demonstrated that the Program
is effective in improving the diets of school children.

As far as the role of the school is concerned, Otto ^{2/}
suggests the following:

"The school's interest in the school lunch centers
around the relationship between eating and the child's
health and growth, and the ways in which the school
lunch can be used in the health instruction program....
A relationship between poor diets, absences from school,
and failure to complete the grade's work has also been
found. But not all of the deficiencies in nutrition are
confined to persons in the lower-income groups; some
children in high-income groups are suffering likewise
from diets that are improper if not inadequate in
quantity."

As a result of the physical examinations performed during
World Wars I, II and the Korean War, it is commonly accepted
as 'fact' that over 50 percent of the men taking these

^{1/} Office of Education, op. cit., p. 1.

^{2/} Henry J. Otto, Elementary School Organization and Admin-
istration, Appleton Century Crofts, Inc., New York, 1944,
p. 418

examinations were physically unfit for military service, as direct result of inadequate diets. Reeder ^{1/} goes on to clarify this statement further, by suggesting that:

"Thousands of children are undernourished because of parental ignorance of the principles of nutrition, and thousands of these are malnourished because of poverty in their homes. All these children should be of special concern to school officials and employees, because malnourishment is sure to affect the educational accomplishment of the pupil, his emotional tone, his health, his conduct, and his happiness."

In essence, the school is required to bridge and supplement the physical needs of children in their care, in addition to providing for their educational needs. Although education is already overburdened, they are best equipped to assume this responsibility, more so than any other institution in our society.

The school lunch program can be used to reinforce classroom instruction. -- Ratner ^{2/} suggests that in order "to make the idea of activity effective, we must take it broadly enough to cover all the learning and doing that involves growth and power; especially the power to realize the meaning of what is done." When one becomes interested in a

1/ Ward G Reeder, The Fundamentals of Public School Administration, Macmillian Co., New York, 1941, p. 262

2/ Joseph Ratner, Intelligence in the Modern World, John Dewey's Philosophy, The Random House, New York, 1939, p. 607.

problem, as a problem, and in inquiry and learning for the sole purpose of solving that particular problem; then he is seeking knowledge in its purest sense, intelligence in its freest form. The writer does not intend to philosophize further, but he does feel that such an approach might be accepted as a workable goal to strive for.

In order for the school to reinforce classroom instruction and utilize the lunch program as a laboratory; the following suggestions ^{1/} might very well be used:

- "a. Health classes should use the variety and amounts of food served in the school lunch as illustrative material on the health value of nutritionally balanced meals. Importance of cleanliness in the preparation and serving of food, in the washing of hands before eating, and of proper disposal of food wastes should be emphasized.
- b. Science classes should find in the school lunch program many applications of proper food preservation, of precautions to prevent spoiling of cooked and/or prepared foods, of the use of varying degrees of temperature and air pressures in cooking food, of the chemistry of food preparation.
- c. Mathematics classes could alternate in selling tickets, in checking participation, in computing the receipts and expenditures each month, in calculating the per cent of expenditures represented by food, by donated commodities, and by labor. Graphs and charts of pupil participation and other items could be prepared each week and displayed on bulletin boards.
- d. Social Science classes have opportunities to use school lunch meals for study of sources of our foods; the variety of vocations represented in food production, processing and transportation; value of

^{1/} California State Department of Education, School Lunch News, November-December 1957, p. 3.

school lunch foods in supporting various areas of our economy. The social sciences also may well use the school lunch as a means of studying differing social customs of other peoples, to include the characteristic meals of other nations.

- e. Art classes should assume responsibility for school lunch projects in providing table decorations. This will not only assist the school to develop better attitudes toward art, but will also improve social relationships during the lunch hour. Art classes may be consulted in the selection of eating utensils, such as plates, knives, forks and spoons.
- f. The school should assign definite responsibility to teach children desirable habits of eating, such as the proper use of knife, fork, and spoon. This should include proper attitudes and courtesies toward each other in all activities of the school lunch service."

As suggested above, these are some of the methods which might be employed and/or developed further, as far as the area of curriculum objectives are concerned.

2. Summary

The writer did not find a great deal of material concerning the school lunch program available in textbooks on education, and a complete lack of information on the planning of school lunch workshops from any source. Although some of the educational magazines give space to the lunch program, and there appears to be more coverage in recent years; the absence of materials on planning school lunch workshops is quite noticeable. The writer feels that this reflects a lack of interest in this problem, and also points up the need for further study.

CHAPTER III

METHODS OF PROCEDURE

1. Survey Questionnaire

Writing the questionnaire.-- The writer listed the various items which he believed would be desirable to learn from the managers surveyed. The value of each item listed and the probability of item returns was contemplated before the questionnaire was composed. An introductory letter was drafted to be sent with the questionnaire, explaining the purpose of the study and soliciting the assistance of school lunch managers.

Mr. John C. Stalker and four selected school lunch managers studied the questionnaire and made valuable suggestions for improvement. Particular attention was given to making the questionnaire as simple as possible to answer; to broaden the scope; eliminate items referring to the specific achievement of managers as far as salary and education are concerned, and avoid items which could be interpreted as evaluations of past School Lunch Workshops under the sponsorship of the Massachusetts Department of Education, Office of School Lunch Programs. Following the recommendations of the group presented with the draft questionnaire, the questionnaire was refined into its final form, as found in Appendix "A".

The parts of the questionnaire.-- Two main parts made up the questionnaire. In Part I, the items consisted of general background information which included the size of the program, and outline of education and training, previous positions, and specific areas of managership which might be included as part of lunchroom duties and responsibilities. Part II consisted of a number of items which were devised to determine the extent of participation in workshops, the quality of workshops, types of instruction preferred, and other items to indicate the likes, dislikes, and needs to be considered in future workshop planning.

A notation was made which suggested that additional details or elaborations could be presented on an attached sheet.

2. The Massachusetts Office of School Lunch Programs

Suggestions from staff personnel.-- Mr. John C. Stalker, Director, expressed great interest in the proposed thesis, and offered the use of the files in his office. Various members of the staff, including Mrs. Bethel B. Ross, Supervisor of Nutrition, spent a good deal of time with the writer suggesting a number of ideas for the survey, as well as considerable background material on management deficiencies and workshop planning.

Use of records.-- The writer studies all Administrative Reviews completed by staff members during visitations to

schools during the 1957-1958 school year, recording the frequency of management deficiencies reported.

Review of School Lunch Workshops in Massachusetts.-- The writer analyzed the programs offered at the workshops under the sponsorship of the Massachusetts Department of Education, Office of School Lunch Programs, to determine the content of previous instruction. An attempt will be made to correlate this information with that gained from Item 7, Part II of the survey questionnaire. (i.e., subjects previously presented with subjects requested in future workshops)

Critique.-- The writer, after recording and evaluating the information gained from the various methods listed above, will review his findings with the staff in the Office of School Lunch Programs.

CHAPTER IV

ANALYSIS OF THE DATA

1. Preliminary Considerations

Organization of the chapter.-- The chapter is divided into four main parts. The first section consists of the information obtained by means of the questionnaires completed by school lunch managers and/or supervisors. The second section contains a summary of the information gained by the writer from the Administrative Reviews. The third section consists of a summary of the programs offered at previous school lunch workshops in the Commonwealth. The final section consists of a summary of the major factors which should be considered in planning a school lunch workshop.

Tabulating the information.-- The information from the questionnaires was tabulated in order to show the background, training, workshop experience and opinions of those surveyed, and a Table was constructed for every item on the questionnaire. The information mentioned in Sections 2, 3 and 4 above was obtained and tabulated.

Type of sample.-- A total of 300 questionnaires were sent to school lunch managers and/or supervisors in the Commonwealth. In order to insure as complete coverage as possible, the questionnaire was sent to one manager and/or supervisor in every city and town that participates in the National School

Lunch Program, which includes all schools of high school grade and under. From the number of questionnaires sent, 144 were answered and returned to the writer. Therefore, information from 48% of the questionnaires sent was used for completing this survey. Additional questionnaires were returned after the tabulations were completed, but these were not included in this report other than a check to determine if the information therein was comparatable to the completed tables. At the time the questionnaires were mailed, there were approximately 455 school lunch managers and/or supervisors employed by 301 cities and towns in the Commonwealth. Inasmuch as 65% out of a possible 455 school lunch managers and/or supervisors received a questionnaire in the 301 cities and towns which participate in the National School Lunch Program, the writer believes that coverage was adequate and the data supplied by the sample is typical of school lunch managers and/or supervisors throughout the Commonwealth.

2. Results of the Questionnaire

Part I of the survey questionnaire.-- Five questions concerning background information on the managers and/or supervisors was asked in Part I of the questionnaire, and is listed as follows:

1. Name of manager; title of position, and whether it is a full or part-time position.
2. Name of school; name of city or town; grade levels of the school (elementary, junior or senior high school); type of community (rural, town or urban); number of schools in their school lunch program; average daily attendance; enrollment; number of Type "A" meals served

daily; and number of half-pints of milk served to children under the Special Milk Program.

3. Outline your education and training.
 4. Highest full-time position you have ever held.
 5. In the specific areas listed below, please denote the extent of your duties in the lunchroom, by the following number: (1) Responsible for, supervise full-time. (2) Perform these duties. (3) Cooperate with school officials. (4) Little or no association with.
- Note to the reader; the complete listing of the eighteen different areas can be found in Appendix A.

All of the items included in the first five questions in Part I of the Questionnaire have been tabulated, and the results placed in tables as follows:

Table 1. Data on Item 2, Part I: The Average Daily Attendance and Enrollment of Schools reporting in the sample, during the 1957-1958 school year.

	Reported by Sample	State Dept of Education Statistics	Percent represented in the sample
Average Daily Attendance	230,060	701,752	32.8%
Enrollment	257,754	780,893	33.0%

In Table 1, the percentages of 32.8 and 33.0 for the Average Daily Attendance and Enrollment respectively, is intended only to depict the relationship of the sample, with the overall statewide statistics. Generally speaking, the sample comprises one-third of, or, the managers and/or supervisors represented in the sample service one-third of the children in the Commonwealth. From a total of 2171 schools in the program, 645 or 33.6% of the total is represented in the sample.

Table 2. Data on Item 2, Part I: The number of Type "A" meals and half-pints of milk served daily in the schools reporting in the sample, during the 1957-1958 school year.

	Reported by Sample	State Average per day	Percentage of State Average in the Sample
Type "A" Meals Daily	89,905	218,127	41.2%
Half-pints of Milk served Daily	138,809	475,826	29.2%

In Table 2, the relationship of the number of Type "A" meals served daily in the sample to the State average per day, is intended to establish with the writer a means of justification by which further data as reported by the sample can be interpreted as representative of 41.2% or almost a majority of the managers and/or supervisors in the program. Inasmuch as the number of Type "A" meals served per day is the end result, purpose, or product of the school cafeterias in the program, the writer believes that the reported sample is adequate for the purpose of this study, leading to the ultimate development of a workshop program for managers and/or supervisors. Even though Table 1 reflects that 33.6% of the total schools in the program is represented in the sample, 41.2% of the total meals is served by this group.

Table 3. Data on Item 3, Part I: Educational level of sample, as reported by 142 managers and/or supervisors out of a possible 144.

Levels of Accomplishment	Frequency	Percent of Sample
Completed 8th Grade	9	6.3
Completed High School	134	94.4
Post Graduate	1	.07
College Education		
Normal School.....	5	3.5
B.S. in Home Economics	30	21.1
B.S. in Nutrition	6	4.2
B.S. in Education	24	16.9
B.A.	1	.07
Graduate School		
Completed at least one year of study ..	19	13.4
Number of graduate degrees awarded	10	7.0
Related College Programs		
Business School (2 yrs)	12	8.4
Institutional Management (2 yrs)	4	2.8
Dietetic Internships	13	9.2
Extension courses, all fields	8	5.6

From the reported sample, Table 3 reflects that 45.77% or 46% of the managers and/or supervisors have successfully completed four years of study at a recognized college or university; indicating the workshops planned for this group should provide for advanced courses of study, separate from non-professionally trained personnel.

Table 4. Data on Item 3, Part I: School Lunch Experience of Sample, as reported by 142 managers and/or supervisors out of a possible 144.

Years of Experience	Frequency	% of Sample	Years of Experience	Frequency	% of Sample
No report.	2	1.38	14.....	0	
1.....	3	2.08	15.....	2	1.38
2.....	10	6.94	16.....	0	
3.....	14	9.72	17.....	0	
4.....	30	20.80	18.....	2	1.38
5.....	6	4.16	19.....	0	
6.....	19	13.20	20.....	1	.006
7.....	10	6.94	21.....	0	
8.....	13	9.02	22.....	0	
9.....	3	2.08	23.....	0	
10.....	5	3.47	24.....	0	
11.....	6	4.16	25.....	2	1.38
12.....	2	1.38	26.....	0	
13.....	0		27.....	0	

Table 4 reflects that from the sample reporting, 70% of the managers and/or supervisors fall into the range of from two to eight years of school lunch experience.

Table 5, Data on Item 3, Part I: Teaching Experience of School Lunch managers and/or supervisors.

Teaching Experience in years. (9 months)	Frequency	Teaching Experience in years. (9 months)	Frequency
1.....	1	6.....	2
2.....	1	7.....	3
3.....	3	8.....	1
4.....	3	9.....	1
5.....	1	10.....	1
		Over 10.....	2

Table 6, Data on Item 3, Part I: Hospital Dietician Experience of School Lunch managers and/or supervisors.

Hospital Experience in years.	Frequency	Hospital Experience in years.	Frequency
1.....	0	6.....	1
2.....	7	7.....	0
3.....	2	8.....	0
4.....	4	9.....	0
5.....	0	10.....	2
		Over 10.....	1

Tables 5 and 6 reports the teaching experience and hospital dietician experience of the sample. The writer does not feel that 15% of the sample, or 4% of the total of 455 employed as managers and/or supervisors is representative of the teaching experience of school lunch personnel; although, there is no data available at present to point up this claim. As far as hospital experience is concerned, the data merely indicates it.

Table 7. Data on Item 3, Part II Other Employment Experience of School Lunch managers and/or supervisors reported in sample.

Fields reported	Frequency	Fields reported	Frequency
Housewife	10	Dietician(college)	2
Secretarial	7	Practical nurse	1
Bookkeeping	5	Hairdresser	1
Waitress	4	Legal Secretary	1
Armed Forces	3	Social worker	1
Dietician(home)	3	Fashion designer	1

Table 7 reports the various occupational experiences of the sample, not previously covered in tables 4, 5 and 6. Likewise, this data has supplied the writer with general background information; reflecting the overall scope, although somewhat restricted.

Table 8. Data on Item 5, Part I: Extent of Duties in the lunchroom from the sample reporting.

Area of Duties in Lunchroom	1	2	3	4	2	3	3	3	Blank
*(see key below)	1	2	3	4	2	3	3	3	Blank
Baking	76	9	0	10	25	0	3	0	21
Cooking	74	12	1	16	20	1	3	0	23
Teaching	19	18	0	47	8	2	0	0	50
Accounting	37	17	14	12	18	7	0	2	35
Cashiering	45	22	1	12	47	3	5	0	14
Purchasing	70	21	1	8	25	4	0	0	15
Serve Food	72	15	0	12	21	3	3	0	18
Menu Planning	38	19	6	22	29	3	5	2	20
Record Keeping	42	32	8	5	40	2	4	2	9
Home Economics	14	7	8	50	8	0	1	1	55
Reports and Claims ...	43	21	10	11	36	3	0	1	19
Carry-out Service	17	5	1	46	3	2	0	0	70
Evaluate Personnel ...	40	12	13	18	25	3	0	2	31
Nutrition Education ..	20	17	15	33	9	1	3	1	45
Interview new workers.	36	16	16	15	22	5	5	4	26
Lunchroom Supervision.	35	11	25	15	17	6	2	2	25
Lunchroom Discipline..	22	6	37	25	13	4	6	1	30
In-service Education..	19	6	10	29	6	0	4	1	69

* Key:

- #1. Responsible for, supervise full time.
- #2. Perform these duties.
- #3. Cooperate with school officials.
- #4. Little or no association with.
- #1,2,3. Combination of 1,2, and 3 above.
- #1,2. Combination of 1 and 2 above.
- #1,3. Combination of 1 and 3 above.
- #2,3. Combination of 2 and 3 above.

It was the original intent of the writer to break down Table 8 above into eighteen sub-tables. However, such a division would tend to hinder the reader and distort the overall picture.

In Table 8; 142 managers and/or supervisors out of a possible 144 answered this item, with two questionnaires being entirely blank. The writer could not visualize any value in determining the percentage performing any one of the duties listed, as the duties of each manager and/or supervisor are specific to each community and the local school setting, and therefore can not be compared with the average of the sample group when it is removed from its own environment. However, the writer believes that the Table does indicate the overall relationship of school lunch personnel in the performance of specific duties in the lunchroom, and the extent of their duties therein.

Part II of the survey questionnaire.-- Eight questions were asked in order to determine the extent of participation in school lunch workshops, and are listed as follows:

1. Please list the workshops you have attended; by year, location, length, level (local, State, National) and type (workers, managers, supervisors).
2. Is the workshop period of five days too long? () Yes () No. Circle the number of days which would be suitable to you: 1 2 3 4 5 6 7 8 9 10, over 10 ().
3. In general, has the program offered at the workshops you have attended been interesting to you? If so, why? If not, why not?
4. List the specific subjects you have gained the most from.
5. List the subjects which you feel from your own experience should not be repeated in future workshops, and your reasons why.
6. List the specific subjects you would like to have covered in future workshops.
7. Indicate the type of instruction you prefer in a workshop, in the order of preference, 1 through 5.
() lectures and demonstrations; () panel discussions;
() small group discussions; () field trips; () participation in lunchroom problems.
8. If you have had previous experience in planning workshops or similar training programs, please outline the major factors which you feel should be considered in planning school lunch workshops.

All of the items included in Part II of the Questionnaire have been tabulated, and the results placed in tables as follows:

Table 9. Data on Item 1, Part II: Participation in School Lunch Workshops as reported by the Sample.

Type of Workshop	Frequency of Attendance by year											Totals
	'11	'12	'13	'14	'15	'16	'17	'18	'19	'10	'11	
Summer School Fitchburg (5 days)	4	2	19	9	13	4	2	4	2	2	2	97
Spring Workshop Boston (3 days)	3	4	36	9	4	1	1	2				87
Local Workshops (1 day)	18	6	5	3								32
National Workshop	4											4
Out of State Workshops	4											4

From the sample of 144 reporting on this item; 18 have not participated in a Summer Workshop; 28 have not participated in a Spring Workshop; and 32 have not participated in either type of workshop. (Although it is not indicated in the Table, one of the school lunch managers has attended the Summer workshop at Fitchburg State Teachers College faithfully for the past fiveteen years) An attempt to isolate the attendance by specific years at the Summer workshop did not reflect any trend in the sample, other than to indicate that the managers and/or supervisors attendance was reduced or terminated

completely at the end of the first and second years. Inasmuch as the total Summer workshop attendance has averaged 150 over the past five years, Table 9 reflects that the majority of school lunch personnel in attendance over this period was drawn from the ranks of the workers, with little consideration given to the professionally trained manager and/or supervisor. At the Spring workshop, previously conducted in Boston and within the past two years expanded to the Springfield area; the close association between the frequency of attendance as reported by the sample in the past two years may indicate a growing trend in participation at the Spring workshops.

Table 10. Data on Item 6, Part II: Is the workshop period of five days to long?

Number of Days Requested By Group Reporting "Yes"	Days Requested For Workshop Period	Number of Days Requested By Group Reporting "No"
4	1	0
11	2	0
71	3	0
1	4	0
0	5	42
0	6	0
0	7	1
0	8	0
0	9	0
0	10	4
0	5-10	2
<u>87</u>		<u>49</u>

In Table 10, 136 out of a possible 144 answered Item 2, indicating that 63% of the sample felt that the workshop period of five days was to long, while 36% of the sample felt that five days or more is necessary at the Summer workshop. The writer attempted to analyze the reasons behind the negative and affirmative answers supplied by the sample; however, specific reasons were not denoted to any extent on this item. Some indication is brought out on this factor in the data contained in Table 11, from Item 3 in Part II of the questionnaire.

NOTE: When the writer originally designed the questionnaire,

especially in Part II, the questions were generalized to the extent that if one of the questions were not answered completely, the data might very well be contained in the other answered ones, i.e., Items 3, 4, 5 and 6. To some extent, this method proved quite helpful, as will be brought out in some of the Tables that follow.

Table 11. Data on Item 3, Part II: Has the workshop program been interesting to you? If so, why? If not, why not?

Reasons Why Workshop Was Not Interesting As reported By Sample	Freq- uency	Percent of Sample
Repeats to much, same subject content	27	.1942
Needs advanced courses for supervisors	16	.1151
Too many demonstrations	5	.0359
Too many idle talks, non-related	4	.0287
Subjects geared to large programs only	3	.0215
Poor classroom facilities for instruction	2	.0143
Lectures poorly planned and presented	1	.0071
Subjects poorly scheduled	1	.0071
Workshop too lengthy, factor of weather	1	.0071

As reflected in Table 11, 139 out of a possible 144 answered this item, indicating that 56% of the sample felt that the workshops they had attended were interesting, while 43% of the sample felt that the workshops had not been interesting. On the whole, those in the affirmative did not indicate any reasons to justify their statements, other than to list such non-descriptive answers as: interesting, good, and helpful. Considering this factor further, the writer questions the validity of the group answering "yes" to this item on the grounds of infrequent attendance at the Summer workshop, as evidenced by the completed questionnaires of this group. On the other hand, the group which answered negatively to this question clearly indicated the specific reasons why the Summer workshops have not been interesting; and these factors must be

considered as worthy of some thought as far as program planning is concerned. To clarify this last remark further, 86% of school lunch managers and/or supervisors who listed specific reasons as to why they did not feel that Summer workshops had been interesting to them as individuals belonged in the group of professionally trained personnel.

Table 12. Data on Item 4, Part II: List the specific subjects you have gained the most from.

Subjects Gained The Most From As Denoted By Sample Reporting	'Freq- 'uency'	Subjects Gained The Most From As Denoted By Sample Reporting	'Freq- 'uency'
Menu Planning	33	Purchasing Techniques	5
Demon., Equipment	22	"All Subjects"	5
Demon., Cooking	17	Type "A" Meal Pattern	3
Portion Control	16	Accounting	2
Meal Preparations	12	Quantity Cooking	2
Cooking with USDA Surplus Commodities	11	Public Relations; School and Community	2
Baking with USDA Surplus Commodities	12	Food Handling; Storage and Controls	2
Record Keeping	10	School Lunch Problems	2
Time-saving Techniques	10	Audio-Visual Aids	1
Nutrition; Basics	8	Nutrition Education	1
Panel Discussions	8	"Hal" Bolin, USDA, Demon!	1
Cost Accounting	7	Field Trips	1
New Recipes	6	Personnel Problems	1
Sanitation	6	"Reports & Claims"	1

In Table 12, 102 out of a possible 144 answered this item, with 42 managers and/or supervisors leaving the item blank. The sole purpose of this item was in order to obtain general information on the various subjects which the workshop participants felt had been helpful to them in the operation of their own lunch programs. It is interesting to note that the subjects with the highest frequency pertain to the actual preparation of food, whereas subjects that deal with the administration and supervision of the lunch program occupy a minor role. Therefore, since this latter category is more directly associated with that of managers and/or supervisors,

and duties surrounding the actual preparation of food should be supervisory in nature; the writer feels that administrative subjects such as: Public Relations, Personnel problems, Accounting, and Methods in Nutrition Education should occupy a more prominent role in workshops specifically planned for managers and/or supervisors.

Table 13. Data on Item 5, Part II: Subjects you feel from your own experience should not be repeated in future workshops.

Subjects To Be Omitted As Designated By Sample	Freq- uency	Subjects To Be Omitted As Designated By Sample	Freq- uency
Field Trips	21	Cost Control/Accounting	6
Type "A" Meal Pattern	12	Administrator's Day	6
Use of Surplus Foods	12	Unrelated speeches	6
Equipment demonstrations	11	Panel discussions	4
"Story Telling Periods"	9	Food Handling	3
Portion Control	9	Fancy Salads	3
Poorly prepared lectures	9	Demon. with "Hal" Bolin	2
* Do not omit any at all	9	Lectures with Statistics	2
Menu Planning	8	Purchasing Techniques	2
Large school problems	8	Dishwashing Techniques	2
Unrelated films	8	Cake decorations	1
Sanitation	7	Reports and Claims	1

In Table 13, 89 out of a possible 144 answered this item, with 59 managers and/or supervisors leaving the item blank. The writer hesitated to include this item on the questionnaire, as it actually cuts across the line to an evaluation of previous workshops, which is not the purpose of this study. However, since the majority of the sample have had professional training and experience; the writer believes that the sample reporting is not hypercritical, and the subjects cited that should not be repeated in future workshops were well thought over and generally from an objective point of view. Although this item should not warrant undue importance to the program planner, some thought should be given to the frequency at which "Field Trips" were sighted in this Table, as against the

reverse position of this very same item in Table 12.

The following information was obtained from the records of the
 Department of the Interior, Bureau of Land Management, regarding
 the acquisition of the land described in the above captioned
 report. The land was acquired by the Department of the Interior
 in 1954 and is located in the State of California. The land
 is situated in the County of San Diego, and is bounded by
 the following: to the north by the State of California,
 to the south by the State of California, to the east by
 the State of California, and to the west by the State of
 California. The land is situated in the County of San Diego,
 and is bounded by the following: to the north by the State
 of California, to the south by the State of California,
 to the east by the State of California, and to the west by
 the State of California. The land is situated in the County
 of San Diego, and is bounded by the following: to the north
 by the State of California, to the south by the State of
 California, to the east by the State of California, and to
 the west by the State of California.

The land is situated in the County of San Diego, and is
 bounded by the following: to the north by the State of
 California, to the south by the State of California, to the
 east by the State of California, and to the west by the State
 of California. The land is situated in the County of San
 Diego, and is bounded by the following: to the north by the
 State of California, to the south by the State of California,
 to the east by the State of California, and to the west by
 the State of California. The land is situated in the County
 of San Diego, and is bounded by the following: to the north
 by the State of California, to the south by the State of
 California, to the east by the State of California, and to
 the west by the State of California.

Table 14. Data on Item 6, Part II: Specific subjects you would like to have covered in future workshops.

Subjects Cited By Sample	Freq- uency	Subjects Cited By Sample	Freq- uency
Menu Planning	19	Sandwich making	2
Subjects for Supervisors	11	Salads for children	2
Subjects for Workers	11	Cooking for age groups	2
Personnel & Management Problems	11	Low cost menus	1
Use of USDA Commodities	8	Tech. aspects, feeding	1
Nutrition Education	6	Purchasing Equipment	1
Use & Care, new equip't	6	Meal Counts	1
Sanitation	6	Serving problems	1
Public Relations	6	Protein meals	1
Purchasing Techniques	6	Role of School Lunch in the Community	1
School Lunch Problems	6	Admin; Lunch Program	1
Methods, Nutrition Ed.	6	Courses, College Credit	1
Cost Controls	5	Garry-out service	1
Bookkeeping & Accounting	5	Demon., Baking	1
Salary schedules	5	Demon., Cooking	1
Quantity Cooking	4	Steam-Jacketed equip.	1
Portion Control	4	Publicity	1
Vitamin content of foods	3	Reg'tions, food handler	1
Recipes children like	3	Utilizing inadequate facilities	1
Storage, Refrig&Freezer	3	Purchasing canned foods	1
Personal Hygiene	2	Techniques of cleaning	1
Equip. & space problems	2	Demon., meal slicing	1
Limited budget meals	2	Increased Participation	1
Methods, in-service tr'ing	2	Job analysis	1
Kitchen Lay-Outs	2	Meat Preparation	1
Working with School Boards and Teachers	2	Quantity Cooking	1
Methods of Supervision	2	Administrative Policies	1
New Recipes	2	Perpetual Inventorys	1
Panel Discussions	2	Cash Reconciliation	1
Pricing policies	2	Menu Sharing Plan	1
Short-cuts, Food Handling	2	Correlation of Nutrition Projects with the School Lunch Program	1
Food Bids; Contracts	2		
First Aid; Safety	2		

In Table 14, 94 out of a possible 144 managers and/or supervisors answered this item, with 50 leaving the item blank.

The various subjects cited by the sample were tabulated and presented in this Table, exactly as they were indicated on the questionnaire. The writer made no attempt to group the subjects as far as subject areas was concerned, as it was decided that an overall picture would be more meaningful, even though considerable overlapping of subject matter is evident. As has been mentioned concerning Tables previously presented, the writer does not intend to accept this data as positive fact, or will the entire workshop program be developed around this Table; however, this Table does represent an objective attempt to seek-out and isolate the needs of school lunch managers and/or supervisors that exist at present, as reported by the sample.

Table 15. Data on Item 7, Part II: Indicate the type of instruction you prefer in a workshop, in the order of preference; 1 through 5.

Types Of Instruction Indicated On The Questionnaire	Sequence of Choice					Choice of Sample
	#1	#2	#3	#4	#5	
Lectures & Demonstrations	57	18	22	21	10	#1
Panel Discussions	14	31	35	27	21	#3
Small Group Discussions	33	31	19	36	7	#4
Field Trips	2	13	20	20	73	#5
Participation in Lunch-room Problems	19	34	33	27	17	#2

In Table 15: 128 out of a possible 144 managers and/or supervisors answered this item, with 16 leaving the item blank. Although the sample indicated that their first choice, as far as "methods of instruction" is concerned, is Lectures and Demonstrations; their second choice of Participation in Lunch-room Problems indicates the need of planning for this type of instruction more frequently in future Summer workshops. It is the personal conviction of the writer that this latter method is superior to any of the four other methods, provided of course that it is used following previous instruction in the basic fundamentals of school lunch feeding. As far as Field Trips are concerned, the sample indicated that this method was the least preferred; and their choice is in keeping with, or

there is a definite correlation between their choice on this item in Table 15, and the same items in Tables 12 and 13.

In Item 8, Part II of the questionnaire, the writer asked; "If you have had previous experience in planning workshops or similar training programs, please outline the major factors which you feel should be considered in the planning thereof". As far as the questionnaire was concerned, the writer feels that this item was the most important; and therefore, twice as much space was allowed for this item than any other single item. However, only 8 managers and/or supervisors out of a possible 144 completed this item, and in all but one questionnaire, the information presented was little more than a continuation of one of the other previous items. When considering the amount of professional training and experience of the sample, coupled with the broad scope of data which the sample has previously indicated on the completed questionnaires; the writer can not understand why the sample was so apathetic to this item. This factor warrants further study, as the writer does not believe that this item in itself was that poorly constructed, or the information desired beyond the level of the sample.

3. Summary of Administrative Reviews

The writer surveyed the Administrative Reviews on file at the Office of School Lunch Programs, Massachusetts Department of Education, in order to determine the various deficiencies in management practices observed during the 1957-1958 school year; as indicated by staff personnel on visits to the schools participating in the National School Lunch Program. Although the number of Reviews completed, as well as the frequency of deficiencies observed are both necessary to complete this summary; only the latter will be discussed openly in this section, as the former represents information which is restricted to publication by the Office of School Lunch Programs only. However, as the writer is presently employed in this Office, statements based on the relationship of deficiencies observed to the total number of Administrative Reviews performed can be justified as valid.

As follows on the next page, Table 16 reflects the scope of deficiencies observed during the above named period:

Table 16. Deficiencies in Management Practices, Reported in the 1957-1958 School Year.

Specific Area	Frequency
Poor Student Participation	36
Not utilizing USDA Surplus Commodities	32
Type "A" Meal Pattern inadequate	26
Little or no baking done, have facilities	24
Personnel problems, supervision lacking	22
Temperature inadequate, dish, machine	20
Poor Menu Planning	20
Poor Accounting Procedures	20
Not utilizing USDA recipe cards	18
Poor Sanitation techniques	18
School office & Manager's records differ	18
Need Sanitary Inspections	16
Poor food purchasing policies	16
Type "A" Meal Pattern questionable	14
Inadequate refrigerator space	14
Inadequate oven space	14
Need to prepare foods in advance	12

Although the previous Tables in this survey have outlined the background training, experience, duties, and extent of participation at Summer workshops; the real test of management in a lunch program revolves around the managers and/or supervisors ability to perform the duties and responsibilities of that office in the lunchroom setting, in keeping with the requirements of the National School Lunch Act. Table 16 reveals a list of deficiencies which occur quite frequently in the programs observed, and can be interpreted to point out the factors which contribute to the overall success, and in this case failure, of a school lunch program. It is logical therefore, for workshop planners to isolate these deficiencies, and build their program of instruction around these various factors. It is impossible to correlate the percentage of deficiencies occurring in any single school year, as visits are made to each school in the program at least once every two or three years; and no information is available on practices during the school year, other than on the day the program was visited.

4. Summary of Programs Offered at Previous School Lunch Workshops in Massachusetts.

The writer reviewed the programs offered at previous school lunch workshops conducted at Fitchburg State Teachers College during the summer, covering the period from 1947 to 1957. For the sake of clarification, the only information available on these programs was the major subject title, with no reference to the content material in any classes of instruction. Therefore, there is no possible way of evaluating the programs offered throughout this period, which in itself hinders the overall success of the training program. If the method is such that we are unable to review the content in previous programs of instruction, it is very doubtful that the program planners can justify the presentation in specific areas of instruction without the necessary background information in detail.

In Table 17, the writer has indicated the frequency in which specific subjects were presented at the summer workshops; and it is interesting to note that this data is comparable with Table 14, in which the sample was requested to indicate the specific subjects they would like to have covered in future workshops. This seems to indicate a positive correlating factor between what is needed, as against what has been previously offered, although it can not be accounted for except by chance.

Table 17. Summary of subjects presented at Summer Workshops during the period 1947 to 1957.

Subject Areas	Freq- uency	Subject Areas	Freq- uency
Nutrition Education	9	Accounting	2
Menu Planning	6	Portion Control	2
Public Relations	5	Inventory Control	2
Demon: Food Prep.	5	Objectives, School LP	2
Dishwashing Methods	4	Short Cuts, Food prep.	2
Purchasing	4	Demon: Meat Cutting	2
Refrigeration & Stores	4	Safety	2
Field Trips	4	Equipment	2
Use of Commodities	4	Needs of Children	2
Sanitation	3	Tech: Pressure Cooking	1
Audio-Visual Aids	3	Quantity Cooking	1
Cost Controls	3	Administration	1
Baking	3	Menu Evaluation	1
Food Habits, Children	3	Lunchroom Management	1
Record Keeping	3	Sandwich Making	1
Management Problems	3	Methods, Health Ed.	1

Table 18. Group Discussions, separate from Table 17.

Subject Areas	Freq- uency	Subject Areas	Freq- uency
Portion Control	4	Quantity Cooking	2
Accounting & Bookkeep!	4	Equipment Purchasing	2
Planing new lunchrooms	3	Prin. of Management	1
Menu Planning	3	Records and Reports	1
Sanitation	3	Audio-Visual Aids	1
USDA Commodities	3	Purchasing	1
Equipment, care & use	2	Meal Preparations	1
Nutrition Education	2	Work Simplification	1
Safety	2	Vitamins A and C	1
Counter-Control Record	2	Work Schedules	1
Storage, Freezer	2	Prob; Multiple Units	1

5. Summary of the Major Factors Which Should Be Considered In Planning A School Lunch Workshop.

The primary purpose of a school lunch workshop is to improve the school lunch operation at the local level. Therefore, it must originate for that level, incorporate the problems at that level; and be planned with full knowledge of the background, training and experience of managers and/or supervisors at that level. As follows, is a summary of the major factors which should be considered in planning a school lunch workshop:

A school lunch workshop must be planned in terms of the actual problems faced by school lunch managers and/or supervisors in the operation of their own programs. In order to determine the scope of these problems, the prospective participants could list the various subjects needed on a survey questionnaire, as the writer did in this study; or, on the pre-workshop application blank. The best method would be by direct contact with school lunch personnel at the local level; although this procedure would prove most ineffective in most states, due to limited staff personnel. Regardless of the method used to obtain the data needed, the important point is to secure information which the school lunch personnel themselves have recognized as real problems, and not necessarily the problems recognized by the state agency as important.

The school lunch workshop must be conducted by a staff thoroughly versed with the operation of the School Lunch Program at the local level. Needless to say, the staff should be comprised of personnel with teaching certificates, experienced with methods in education, and fully trained to utilize the most recent information from research in their own major fields.

The subject content presented at workshops must be applicable to situations at the local level. Theory alone is not enough, as the managers and/or supervisors should be able to utilize the instructional material in a realistic manner; therefore, necessitating the program planner to isolate the various factors which make each school lunch program unique in it's own way.

Except for generalized lectures, the size of the participating group should be limited to a maximum of twenty. The writer believes that there should be two major workshops for school lunch personnel, and the data in this study points up this statement; one for managers and/or supervisors, and the other for workers. Attempts to combine both groups in a single workshop has met with considerable difficulty, and the question arises as to whether any learning results at all.

The objectives and aims of the workshop must be set down as guide lines, in order that future evaluations may

reveal deficiencies or overemphasis in specific areas of instruction. A philosophy on school lunch workshops should be set down and agreed upon, along the following lines:

A. This We Know

A complete knowledge of information concerning all facets of the school lunch operation.

B. This We Believe

The school lunch program in our schools is an integral part of the total educational development of children.

C. This We Will Try To Do

The objectives and aims of the workshop.

CHAPTER V

SUMMARY AND CONCLUSIONS

The main purpose of this study was to do the ground work in planning a school lunch workshop, after determining the most common deficiencies in management practices in schools participating in the National School Lunch Program, and the extent of training and experience of school lunch managers and/or supervisors presently employed in school lunch programs in Massachusetts. The results of this study can only be evaluated with due consideration of the existing conditions within the Commonwealth.

1. Conclusions

1. Almost 50% of the managers and/or supervisors have had college training, indicating that workshops planned for this group should provide for advanced courses of study, separate from non-professionally trained personnel.
2. 70% of the managers and/or supervisors have had between two to eight years of school lunch experience.
3. In recent years, there is a definite trend for managers and/or supervisors to spend more of their time in the lunchroom, and less time in the classroom.
4. The duties and responsibilities of the managers and/or supervisors is quite varied, specific to each community and the local school setting.

5. The majority of school lunch personnel in attendance at the Summer workshop over the past five years, was drawn from the ranks of the workers, with about 30 % for managers and/or supervisors.
6. 86% of the school lunch managers and/or supervisors who listed specific reasons as to why they did not feel that Summer workshops had been interesting to them as individuals, belonged in the group of professionally trained personnel.
7. The sample indicated subjects that pertain to the actual preparation of food, when they were asked to list the specific subjects they had gained the most from. This suggests that administrative subjects need to be stressed more with this group.
8. The sample indicated that subjects such as: Field Trips, Type "A" Meal Pattern, Use of Surplus Foods, Equipment Demonstrations and "Story-Telling Periods" should not be repeated in future workshops.
9. The sample, as well as a summary of the Administrative Reviews, indicates that the following subjects are required in future workshops for managers and/or supervisors: Menu Planning, Personnel and Management Problems, Nutrition Education, Methods of Increasing Participation, Utilizing US Department of Agriculture Surplus Commodities, Accounting Procedures and Sanitation.

The remarks made in this paragraph, as against the items cited in paragraph 8, can be justified on the grounds that previous instruction in the areas the sample did not want repeated, was not geared to the level of the managers and/or supervisors.

10. 63% of the sample indicated that the workshop period of five days was excessive, and indicated that a period of three days was most satisfactory to the majority.
11. The sample indicated their preference as to the type of instruction in a workshop, in the following order: (a) Lectures and demonstrations, (b) Participation in Lunch-room Problems, (c) Panel discussions, (d) Small group discussions, and last (e) Field Trips.
12. A separate workshop for managers and/or supervisors, and workers should be established to meet individual needs.
13. The objectives, aims, and an overall philosophy on school lunch workshops should be set up in order to guide the educational development of school lunch personnel.
14. The content of subjects presented should be planned in advance; outlines or set up in lesson plan form; utilized; and made part of the records on workshop curriculum.
15. Visiting lecturers should be presented with an outline containing the specific areas of instruction preferred by the state agency, in accord with conditions prevalent in that state.

2. Suggestions For Further Study.

1. A study to determine the reasons why attendance at the Summer workshop usually drops off or terminates completely at the end of the managers and/or supervisors first and second year of participation.
2. A study to determine if courses of instruction with undergraduate college credits would be desirable by school lunch managers and/or supervisors; and what institutions do provide, or could provide such instruction, within the Commonwealth.
3. Teaching units which could be used for instructional purposes at school lunch workshops.

MR. DONALD K. LUNETTA
210 REED STREET
ROCKLAND, MASSACHUSETTS

In partial fulfillment of the requirements for the degree of Master of Education at Boston University, I am conducting a survey in conjunction with my thesis on "Planning School Lunch Workshops."

In brief, I am seeking information that might readily be used in planning future school lunch workshops, after considering such factors as training, experience, and the problems confronting managers and workers throughout the Commonwealth. This might sound like a big project, but I have chosen this topic because I believe in school lunch as an integral part of the educational program, and I feel that this study might prove beneficial to people like yourself and the children your own program serves. Therefore, I am soliciting your cooperation in aiding me to assemble important data to complete my survey.

Recognizing the demands on your time in the operation of your own program, I have tried to be as brief as possible, and trust that you will be willing to complete the enclosed questionnaire and return it to me in the self-addressed envelope at your earliest convenience. Please do not file this questionnaire away to be completed at a later date, and please do not complete the questions in a hurry to get it out of the way - just give it ten to fifteen minutes of your undivided attention and you will be giving to me and the program in general some very valuable information.

Due to the somewhat confidential nature of the information received, I can assure you that it will not be identified in any way with a particular school, school district, or individual.

Very truly yours,



Donald K. Lunetta

DKL:mrp

PART I: BACKGROUND INFORMATION

1. Name _____ Position _____ Full or Part Time _____
2. School _____ City or Town _____ State _____
 Elem. (), Jr. High (), Sr. High (), Rural (), Town (), Urban (), Regional ()
 Consolidated (), Number of Schools ().
 Average Daily Attendance _____ Enrollment _____ Type "A" Daily _____ Special Milk
 Daily _____.
3. Outline your Education and Training: _____

4. Highest full time position you have ever held: _____

5. In the specific areas listed below, please denote the extent of your duties in the lunchroom; by the following letters: (Some items will have more than one letter.)

- | | |
|---|--|
| 1. Responsible for, supervise full time | 3. Cooperate with the school officials |
| 2. Perform these duties | 4. Little or no association with |
- | | | |
|----------------|-------------------------|---------------------------|
| () Baking | () Menu Planning | () Interview New Workers |
| () Cooking | () Record Keeping | () Lunchroom Supervision |
| () Teaching | () Home Economics | () Lunchroom Discipline |
| () Accounting | () Reports & Claims | () Inservice Education |
| () Cashiering | () Carryout Service | () Other |
| () Purchasing | () Evaluate Personnel | () |
| () Serve Food | () Nutrition Education | () |

PART II: PARTICIPATION IN WORKSHOPS

1. Please list the Workshops you have attended; by year, location, length, level (local, state, national) and type (workers, managers, supervisors):
- _____
- _____
- _____
- _____

(over)

(Note) If you believe that additional details or elaborations would be of value, please use and attach a separate sheet.

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