

AN EVALUATION OF LEARNING EXPERIENCES FOR  
COMMERCIAL DIETETICS AND INSTITUTION  
MANAGEMENT STUDENTS AT TUSKEGEE INSTITUTE AS  
PREPARATION FOR THE DUTIES WHICH THEY  
PERFORM AFTER GRADUATION

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William E. Brunson, Jr.

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AN EVALUATION OF LEARNING EXPERIENCES FOR COMMERCIAL DIETETICS  
AND INSTITUTION MANAGEMENT STUDENTS AT TUSKEGEE INSTITUTE AS  
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By

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A THESIS

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## FOREWORD

As a basis for future actions, it is helpful to occasionally take stock of what one is doing. In a sense this report serves that purpose. The men and women who have graduated from the Department of Commercial Dietetics and Institution Management are its products. Their success should be a source of pride to all who have had a part in their training. The aim of the staff is to ever improve the instructional program of the Department of Commercial Dietetics and Institution Management. The constructive suggestions given by graduates for making the curricula of study better fit current needs are greatly appreciated.

The instructional program of the Department of Commercial Dietetics and Institution Management to be effective must keep abreast of the changing science of food preparation in the Age of Automation, the needs of students, the rapidly developing hotel and restaurant industry, and the political-economic conditions of our times. The cooperation, support, and counsel of the graduates are essential if Tuskegee Institute is to provide its students the best possible training for the future.

The writer thanks personally the graduates and faculty who so freely responded to this appeal for information and advice. Their suggestions have been most helpful and have been given serious consideration. The information provided



by graduates concerning their careers and described in this report should be of intense interest to students choosing a vocation, to student counselors, and to the faculty of Tuskegee Institute.

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## ACKNOWLEDGEMENTS

This report is based upon a study of the present curriculum in the Department of Commercial Dietetics and Institution Management at Tuskegee Institute as related to the work now being done by graduates of the Department. The research was directed by Dr. S. Earl Thompson, Assistant Director of the School of Hotel, Restaurant, and Institution Management. Encouragement to undertake this study by Edward W. Ramsey, Assistant Director of the Department of Commercial Dietetics and Institution Management and Head of the Baking Division at Tuskegee Institute, is gratefully acknowledged.

The writer is also deeply indebted to graduates of the Department of Commercial Dietetics and Institution Management and to faculty members in the Department whose cooperation made this study possible. The author is especially grateful to Dr. S. Earl Thompson, Assistant Director of the School of Hotel, Restaurant, and Institution Management, Michigan State University, for constant encouragement and helpful criticism so generously given.

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## CHAPTER I

### INTRODUCTION

As our economic life became more highly industrialized and people found it expedient and necessary to eat more and more meals outside the home, the need for expanded food services in hotels, restaurants, cafes, and other types of eating places gave rise to the need for more and better workers trained adequately for employment in such establishments. Even to the casual observer, it seemed that as the need for more and better workers became acute in food establishments, the supply grew smaller and had less skill. Fortunately, the managers of hotels and eating establishments sensed the need; and managers located in the South felt that training courses might well be established at Tuskegee Institute to help in meeting this need.

#### History of the Department of Commercial Dietetics and Institution Management

#### Founding of the Department

During the summer of 1935 a prominent Alabama hotel man was returning from the American Hotel Association convention in Atlantic City. He met a member of the Tuskegee Institute faculty in the men's smoker. The two struck up a conversation on the future of Negro workers in Southern

hotels. The hotel man, W. T. Wilson, then of the Exchange Hotel in Montgomery, observed to the faculty member, G. L. Washington, that there was need for a school to train Negroes in the preparation and service of food.<sup>1</sup>

Dr. F. D. Patterson, in his second year as president of Tuskegee Institute, surveyed the commercial foods industry in 1935 and found it to be one of the fastest growing enterprises in the United States.<sup>2</sup> This survey verified the need for trained workers in the food service field. As a result, a pilot program was begun in June 1936, under the sponsorship of the Alabama Hotel Association. W. G. Moffat, then president of the association, did much of the spade work. The course later received the blessing of Frank McKowne of the Statler system, the late Lucius Boomer of the Waldorf Astoria, and the financial backing of the Rockefeller and Carnegie foundations and the National Youth Administration.<sup>3</sup>

Thus an idea was born. The final result was the department of commercial dietetics at Tuskegee. This Southern

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1. Kate D. Davis, "Ten Years Growth," Reprint from Southern Hotel Journal, Jacksonville, Florida, February 1945, p. 1.

2. Tuskegee Institute Daily Activity Sheet, Issued through the Division of Public Relations, Wednesday, March 20, 1957, p. 1.

3. Kate D. Davis, op. cit.



Negro college became the only college in the United States which offered a full, four-year course in food preparation from a commercial point of view.<sup>4</sup>

The philosophy of Tuskegee's founder to "put brains and skill in the common occupations of life,"<sup>5</sup> has traversed every facet of the educational program at Tuskegee Institute. The growth of the Commercial Dietetics Department was spirited by this philosophy. Training was directed in developing skills and knowledge in order to prepare graduates to seek employment in the service field of commercial foods. A program of study in food preparation and service promoted a sense of pride and integrity to an occupation which has continually struggled to hold its position of high esteem among other professions on the job market.

An examination of the existing program of study in commercial dietetics and institution management should afford some idea of the variety, scope, and quality of training offered.

#### Variety and Scope of Training Offered

The food service course was originally conceived as a three-months course for the specific purpose of giving quick training to woefully inefficient Negro food workers; but

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4. Kate D. Davis, op. cit.

5. B. T. Washington, Up from Slavery, Doubleday and Company, Inc., New York, 1901.



after the first summer term, it was expanded to a three-year course and later to a four-year course with a B.S. Degree upon completion of the full curriculum.<sup>6</sup>

The work of the Department of Commercial Dietetics was divided into two areas in 1942. These areas were (1) Commercial Dietetics and (2) Institution Management. Each division has its own curriculum but both are housed under the one department, the Department of Commercial Dietetics and Institution Management.

The Commercial Dietetics curriculum consists of a four-year course (four full calendar years) leading to the degree of Bachelor of Science. The courses were designed to train chefs, bakers, stewards, waiters, and caterers in the various skills of performance. The Commercial Dietetics curriculum was approved by the Educational Council of the National Restaurant Association and the American Hotel Association.

The work in Institution Management is also a four-year course leading to the degree of Bachelor of Science. It was designed to prepare dietitians for schools, colleges, hospitals, and industrial establishments and to train teachers. This course was approved by the American Dietetics Association. Students who planned to qualify as hospital

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6. K. D. Davis, op. cit.

dietitians were required to spend an additional year as interns in an approved hospital.<sup>7</sup>

In the first year of the Commercial Dietetics and Institution Management courses, the students are offered, in addition to usual freshman subjects, general chemistry, butchering and meat cutting, and principles of food preparation. The second year includes economics, bookkeeping, human biology, organic chemistry, foods and nutrition. In the junior year there is intensive training in advanced food preparation and catering and the beginning of specialization in the fields of Commercial Dietetics and Institution Management. There are also courses in food control and in psychology. The senior year has courses in advanced nutrition, marketing and buying, menu making, and personnel administration. The last course, added to earlier courses in psychology, is offered in an effort to teach the students the art of getting along with other people: employers, fellow employees, and helpers.<sup>8</sup>

There was necessarily some conflict between the aims of the hotel men who acutely needed better trained help in a hurry and the Institute's long-term objective of preparing students for wholesome lives and good citizenship with

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7. Prospectus for the Development of Commercial Dietetics at Tuskegee Institute, Unpublished material, Tuskegee, Alabama, 1942.

8. Kate D. Davis, op. cit., p. 3.

mastery of skills and knowledge in a life-long profession.<sup>9</sup> There are those who will argue that one can learn these things by getting in a kitchen and doing them. This is true in almost any field of learning, but organized teaching has always been designed for the sake of economy of learning. To eliminate this trial and error method of learning is one of the basic purposes for schooling.

In 1945 a short course was begun in an effort to meet the need for chefs and other food workers. This course presented an opportunity for men who were working in the field to improve themselves. It was offered to mature persons for the length of time and covering the particular phase of the work which they considered most helpful. The work was largely of a practical nature and in most cases the credit earned was not recognized for credit toward a degree. At times there have been as many as 25 special students working for a certificate in commercial dietetics.

Intern Plan: The structure of the courses in Commercial Dietetics is patterned on the famous "Antioch Plan," composed of alternating periods of classroom work and practical experience in the student's field outside the classroom.<sup>10</sup> This intern plan, as it is called at Tuskegee, calls for a full twelve-months year of two semesters and

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9. Kate D. Davis, op. cit., p. 1.

10. Ibid., p. 2.

a summer term. The student spends each alternate semester working as a paid worker on a productive job in the field of foods. The plan of training for the Department of Commercial Dietetics and Institution Management, as is true in other areas of Tuskegee, is based on the philosophy of "learning by doing" as enunciated by Booker T. Washington.

This intern plan permits a student to develop academically as well as practically. The intern plan is an agreement between Tuskegee Institute's Commercial Dietetics and Institution Management Department and various food establishments, whereby students currently enrolled in the Department undertake specific job assignments. Students therefore attend classes for a semester and then are assigned to full-time jobs for the following semester. This is repeated for the full four-year period of training.

A few trainees are placed in the Institute Cafeteria, Dorothy Hall Food Services, and other places on the campus of Tuskegee Institute. The bulk of them, however, are sent to hotels and food establishments off the campus, which cooperate with the intern plan and are selected and approved by the Commercial Dietetics and Institution Management Advisory Committee. These off-campus training centers include such areas as:

Commercial Establishments: Hotels, cafes, cafeterias, restaurants, tea rooms, resorts, etc.

Commercial Travel: Railroads, steamship lines, air lines, etc.

Commercial Specialties: Catering, bake shops, etc.

The records made by the interns are such as to make the Institution justly proud.<sup>11</sup> Women interns naturally pose additional problems. The women students are younger, and are more inexperienced. Matrons usually accompany a group of girl interns. Tuskegee has the word of sympathetic hotel men that the calibre of the matron has much to do with the success of the girl interns.

Students or interns have served in thirty-six states, in positions which include railroad dining cars, steamships, small and large hotels and restaurants, hospitals, schools, camps, and practically every conceivable type of food service situation. The intern is not returned to the same establishment a second time in the same capacity. If an assignment promises to be difficult for a group of students, a staff member is sent along to aid in the adjustment period.

The curriculum of the Commercial Dietetics and Institution Management Department at Tuskegee is unique in America. There is perhaps no other place in this country where organized teaching of food professions is as complete and

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<sup>11</sup>. Kate D. Davis, op. cit., p. 2.

for the sole purpose of developing the art and science of food preparation and service.<sup>12</sup> Of course, Cornell's School of Hotel Administration, University of Denver's School of Hotel and Restaurant Management, and Michigan State University's School of Hotel, Restaurant, and Institution Management have part of their courses devoted to food. But at Tuskegee the development of skills in food preparation is the primary object of an entire four-year course.<sup>13</sup>

In the past, American hotel and restaurant men have depended largely on foreign trained food workers. Not only has this been a short-sighted course, but the future will probably erect many barriers to this method of securing expert food workers. Up to now the old prejudice of the foreign trained chef in favor of a crew of his own people has, in many cases, prohibited employing American Negroes in our own American hotels and restaurants. For that reason the restaurant and hotel operators who usually do their own hiring may get the best trained of these Negro workers.

### Faculty

In the summer of 1936 when the Commercial Dietetics Department of Tuskegee Institute was organized, five persons served as a committee to direct the program. Table 1 shows the title, training, and experience of these faculty members.

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12. Kate D. Davis, op. cit., p. 3.

13. Ibid.



Table 1--The title, training, and experience of  
faculty members for the Department of  
Commercial Dietetics of Tuskegee Institute  
when it was founded in 1936.

TITLE	TRAINING	EXPERIENCE
Director of Home Economics	Master's Degree	
Instructor	Master's Degree	
Director of Boarding Dept.	B. S. Degree	15 years
Home Demonstration Instructor	Diploma	16 years
Senior Chef	Diploma	20 years

In 1937 and 1938 the Department was directed in the same manner with the substitution of a chef and an additional person in the Boarding Department with a Bachelor of Science degree.

From 1939 to 1947 the Department was directed by the faculty and staff of the Boarding Department consisting of seven persons. The title, training, and experience of each is listed in table 2.

Table 2--The title, training, and experience of faculty members for the Department of Commercial Dietetics of Tuskegee Institute from 1939 to 1947.

TITLE	TRAINING	EXPERIENCE
Instructor	Master's Degree	15 years
Instructor	Master's Degree	15 years
Instructor	Master's Degree	3 years
Instructor and Dietitian	Bachelor's Degree	10 years
Instructor	Diploma	20 years
Director	Bachelor's Degree	20 years
Instructor	Diploma	20 years

From 1947 to 1951 the Department was organized as a major educational department of Tuskegee Institute with two curricula, Commercial Dietetics and Institution Management, with five full-time faculty members. The title, training, and experience of each is listed in table 3.

Table 3--The title, training, and experience of faculty members for the Department of Commercial Dietetics and Institution Management of Tuskegee Institute from 1947 to 1951.

TITLE	TRAINING	EXPERIENCE
Instructor	Master's Degree	18 years
Instructor	Master's Degree	8 years
Director	Bachelor's Degree	22 years
Instructor	Bachelor's Degree	12 years
Instructor	Bachelor's Degree	12 years

From 1951 to 1953 there were six full-time faculty members, and from 1953 to 1957 there were six full-time faculty members and one part-time faculty member. The title, training, and experience of each is listed in table 4.

Table 4--The title, training, and experience of faculty members for the Department of Commercial Dietetics and Institution Management of Tuskegee Institute from 1953 to 1957.

TITLE	TRAINING	EXPERIENCE
Associate Professor	Master's Degree	12 years
Intern Supervisor	Master's Degree	13 years
Senior Instructor	Master's Degree	13 years
Senior Instructor	Master's Degree	12 years
Director	Bachelor's Degree	18 years
Assistant Director	Bachelor's Degree	28 years
Instructor	Diploma	20 years

While there has been an improvement in the faculty available since the course began in 1936, the staff is far from adequate to prepare students for service in the food and hotel industries.

### Teaching Facilities

The large cafeteria located on the campus of Tuskegee Institute, which serves more than 3,000 meals daily to both students and faculty, provides many of the available training facilities at the Institute. The cafeteria contains an old kitchen with some hotel equipment, a bakery which makes some of the breads and all pastries, as well as a salad department, with some modern refrigeration.

Commercial Dietetics and Institution Management students are also placed in the teacher cafeteria and John A. Andrews Memorial Hospital; both of these food establishments have some modern equipment but are far from up to date. In addition, there is a small laboratory kitchen available for the training of students in this department. This laboratory is furnished with gas and electric ranges. There is some other equipment present, though it is neither up to date nor is the laboratory located in the place that will be most conducive to learning experiences.

Tuskegee also has an abattoir where carcasses are dressed, together with a small creamery where milk is processed, which offers special training facilities to the students in the Commercial Dietetics and Institution Management Department. Since June 1, 1952, the Commercial Dietetics and Institution Management Department has operated Dorothy Hall Food Service at Tuskegee Institute as a laboratory project. Dorothy Hall is a building on the campus where thousands of visitors are housed as guests of the Institute.

All of the work required for the successful operation of this unit has been done by students enrolled in Commercial Dietetics and Institution Management. The necessary facilities for regular classroom work are provided by the various schools and departments of the Institute which

instruct students of Commercial Dietetics and Institution Management.

### Enrollment

The program began in 1936 with 45 students who would graduate in 1939. Girls were first admitted to the course in the fall term of 1937 and the course was extended to four years. There were 97 enrollments that year. The enrollment was 150 in 1939 and 1940, and 144 in the fall of 1941. By then the war began to take its toll. In the fall of 1943 there were 96 students--only 5 of whom were men. The number of students enrolled in the Department has fluctuated. In June 1953 there were only 43 students enrolled.

In September 1956 there were 218 students enrolled. This number included men and women in Commercial Dietetics and Institution Management. As to classification there were 107 freshmen, 66 sophomores, 28 juniors, and 17 seniors, all of whom were working toward the Bachelor's Degree.

### Demand for Graduates

The Department of Commercial Dietetics and Institution Management has made an admirable record in placing its graduates in positions which gave both prestige and above-average salaries. In the author's experience, the Department is often pressed in efforts to fill the demand for graduates.



The graduates of the Department of Commercial Dietetics and Institution Management are doing a variety of things. Over 20 types of work were listed by the graduates in answer to the question, "What is your title?" which was asked in a survey of employment of graduates of the Department of Commercial Dietetics and Institution Management made by the author in 1954 at Tuskegee Institute. In general, these many types of jobs can be described under five broad headings; they are:

1. Administrators in food establishments, salesmen, and proprietors--A count showed that 22 alumni or 18% of those responding to the survey were engaged in this type of work. These men and women are in positions of responsibility requiring initiative and sound judgement.
2. Food teachers in secondary schools and colleges--"Teacher of Foods" describes 25 or 20% of all graduates reporting. They are educators of those who have signified their intention to enter what is, if not one of the oldest of the professions, certainly one of the most important.<sup>14</sup>

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14. Student Handbook, School of Commercial Dietetics and Institution Management (Tuskegee Institute Press, Tuskegee Institute, Alabama, 1954), p. 2.

3. Dietitians, food supervisors, school lunch supervisors--Approximately 35% or 43 of the 123 graduates responding to this survey were engaged in this type of work. Graduates from the Commercial Dietetics and Institution Management Department at Tuskegee Institute are now employed in some thirty states of the United States doing these types of work. They are employed in most of the Negro schools in the South and in some of the hospitals.
4. Food production managers, chefs, cooks, bakers, waiters, and waitresses--The demands for graduates in these positions has always exceeded the supply. Twenty-five graduates or 20% of those surveyed are employed in these capacities, and they are located over a large area of the United States in hotels, restaurants, cafes, tea rooms, resorts, railroads, steamships, catering establishments, bake shops, schools, colleges, hospitals, camps, and institutions.
5. Those not specifically working in the field of foods and those in the armed forces--This group made up a small percent--7%--of the total sample. These graduates describe their occupations as housewife, professional worker, or administrative worker. While many of these people are not working

directly in the food field, several are engaged in work related to foods. Some were currently in some branch of the armed forces. It is clear from this story of what the graduates are doing, that they have found many different career opportunities.

In 1955 the author made a survey of the requests for Commercial Dietetics and Institution Management graduates. Table 5 portrays the requests for graduates from June 1953 to August 1955. This survey was made to validate the need for an extensive recruitment program for students.

Table 5--Requests for Commercial Dietetics and Institution Management Graduates from June 1953 to August 1955.

TYPES OF POSITIONS	NO. REQUESTED
Cooks	366
Dietitians	69
Chef-Cooks	62
Waiters	57
Managers and Supervisors	46
Instructors	34
Bakers	22
Kitchen Helpers	15
Butchers	7
Pastry Cooks	4
Caterers	4
Bartenders	2

The average salaries offered for the various positions open to Tuskegee Institute graduates from 1953 to August 1955 are listed in Table 6.

Table 6--Average Salaries Offered Tuskegee Institute's  
Commercial Dietetics and Institution Management  
Graduates from June 1953 to August 1955.

TYPES OF OCCUPATIONS	MONTHLY SALARY
Chef - Cooks	\$400
Caterers	350
Butchers	350
Managers and Supervisors	350
Bakers	300
Pastry Cooks	300
Dietitians	250
Instructors	250
Kitchen Helpers	180
Waiters	160*
Bartenders	160*

\*Plus tips.

The location of establishments requesting Tuskegee graduates from the Department of Commercial Dietetics and Institution Management is listed by states in Table 7. There are 31 states represented plus the District of Columbia and the Virgin Islands.

Table 7--Location of Establishments requesting  
Tuskegee Graduates from the Department  
of Commercial Dietetics and Institution  
Management from June 1953 to August 1955.

STATE	NO. REQUESTED
Georgia	21
New York	19
Alabama	18
Virginia	14
South Carolina	13
North Carolina	12
Pennsylvania	12
Mississippi	10
Florida	8
Connecticut	8
New Jersey	8
Michigan	7
Massachusetts	4
Kentucky	4
Oklahoma	4
Tennessee	3
Ohio	3
Illinois	3
Kansas	3
Delaware	2
Arkansas	2
Maryland	2
California	2
West Virginia	2
Washington D. C.	2
Minnesota	2
Indiana	1
Texas	1
Rhode Island	1
Louisiana	1
Utah	1
Virgin Islands	1
Iowa	1

The types of businesses requesting Tuskegee Graduates from the Department of Commercial Dietetics and Institution Management are listed in Table 8.

Table 8--Types of Business Establishments Requesting  
Tuskegee Institute Graduates from the De-  
partment of Commercial Dietetics and Insti-  
tution Management from June 1953 to August  
1955.

TYPES OF BUSINESS	NO. REQUESTED
Schools	48
Hospitals	45
Hotels	44
Restaurants	25
Camps	14
Cafeterias	8
Clubs	7
Food Processing	5
Teaching	3
Railroads	2
Catering Establishments	2
Homes, Private	2
Bakery	1
Pastry Shop	1

There were 14 different types of business represented. Of the 207 positions offered to Tuskegee graduates, the Department was only able to fill 59. Thus, there is a definite need for increasing the enrollment in order to meet these demands for graduates from the Department of Commercial Dietetics and Institution Management.

### Statement of the Problem

This study is an evaluation of the learning experiences provided Commercial Dietetics and Institution Management students in their programs of instruction at Tuskegee Institute. The assistance of alumni of the Department has been sought in discovering the strengths and weaknesses of the program as preparation for job success after graduation.

### Significance of the Study

The investigator is head of the Commercial Dietetics and Institution Management Department of Tuskegee Institute and has the responsibility of planning, organizing, and directing the program of instruction. This study should point up specific limitations of the present program of instruction; should prove helpful in determining the qualifications and experience most needed by instructional personnel, and should serve as a guide to the improvement of the existing instructional program.

### Methods

The specific method problems involved in this study will include (1) the preparation of interview schedules, (2) the preparation of a questionnaire, (3) the preparation of a job analysis form. Information obtained must be

tabulated and presented according to numerical responses, implications must be drawn out from the data, and a list of recommendations as response to the data must be formulated.

Procedures to be Employed in Investigating  
the Problem

Data related to assigned duties of employees will be secured by three methods, namely, personal interviews, direct observations, and questionnaires. A random sample of graduates was selected on the bases of geographic locations and types of positions held. Interviews will be controlled by a schedule of questions previously validated by members of the faculty of the Department of Commercial Dietetics and Institution Management. Direct observations will be controlled by a schedule of items relating to various operations performed by employees.



## CHAPTER II

### REVIEW OF SIMILAR STUDIES

#### A. State College of Washington<sup>1</sup>

At State College of Washington in 1947 a study was undertaken to determine the needs of hotel managers in regard to training and education.

There were two hundred and fifty questionnaires sent throughout the United States to graduates of four-year college courses in Hotel Administration. The distribution of questionnaires and returns was as follows:

Table 9--Results of Questionnaires to Graduates of  
Four-Year<sup>2</sup> College Courses in Hotel Admin-  
istration<sup>2</sup>

COLLEGE	NO. SENT	NO. RETURNED	% OF 150 RETURNED
Cornell Univ.	185	122	81.3
Michigan State Univ.	25	12	8.0
State College of Wash.	20	11	7.3
Penn. State College	<u>20</u>	<u>5</u>	<u>3.3</u>
Totals	250	150	100.0

1. Warren Wells Fisk, "Evidences of Needs of Hotel Managers in Regard to Training and Education," A Master's Thesis, State College of Washington, 1947.

2. Donald Greenaway, "Findings from the Study," A summary of the above thesis by Warren Wells Fisk, p. 1.

An analysis of the returns from graduates of the four colleges represented in this study seemed to indicate a consistent pattern of replies--that is, the graduates holding different types of jobs were in about the same proportion; the ratings given courses by graduates of different institutions were similar; and the suggestions offered by the graduates were much alike regardless of the institution in which they were trained.

An analysis was made of the one hundred and fifty graduates of the four year hotel courses who answered the questionnaire as to their present position in industry. Of the 150 hotel graduates, 90% were actively engaged in hotel or related industry with the majority occupying managerial or executive positions and one sixth owning or having an interest in their own hotel. Only one tenth have left the hotel industry and several of these stated that they hoped to return in the near future.

Results of Questionnaires to Managers of Hotels of  
Varied Size and Type Located Throughout the United States  
State College of Washington, 1947

Two hundred and fifty questionnaires were sent to hotel managers of varied types and sizes of hotels located throughout the United States. Information was sought regarding each hotel and its policies, and concerning the manager's

work experience in hotel and related industry. One hundred and twenty-five of the managers answered and returned the questionnaire.

An analysis of the education of the 125 hotel managers follows:

Table 10--Educational Background of 125 Hotel Managers Located Throughout the United States.<sup>3</sup>

KIND OF EDUCATION	ATTENDANCE	
	No.	%
Elementary School	8	6.4
High School	24	19.2
Business School	20	16.0
Attended College	24	19.2
Graduated College	45	36.0
Attended Summer Session, Cornell	<u>4</u>	<u>3.2</u>
Totals	125	100.0

Each manager was requested to state whether his hotel belonged to local, state, or American Hotel Associations. The answers showed that no local association was available to 16 or 12.4%. The other distributions were:

<sup>3</sup>. Donald Greenaway, op. cit., p. 8.

Table 11--Associations to which the Surveyed Hotels Belong.<sup>4</sup>

ASSOCIATIONS	MEMBER		NON-MEMBER		NO REPORT	
	No.	%	No.	%	No.	%
Local Hotel Association	95	16.4	5	4.0	9	7.2
State Hotel Association	115	92.0	3	2.4	7	5.6
American Hotel Assoc.	114	91.2	6	4.8	5	4.0

With reference to the past working experience of 125 hotel managers who returned questionnaires, the replies showed that practically no food experience was had by these managers. The majority had been promoted to executive positions from room clerks or auditors. Forty-five of the managers were college graduates. As a result, each stressed the importance of the need for and lack of trained department heads and employees in the food department.

The replies of 125 hotel managers who were requested to rate as to their importance thirteen phases of hotel operation as needs for training and education of future students in Hotel Administration indicated that:

1. The majority rated as of greatest importance the phase, "Purchase, Storage, Preparation, and Service of Food;" and of next importance, "Development of Personnel Program, Job Evaluation, and Job Training."

<sup>4</sup>. Donald Greenaway, op. cit., p. 8.

2. Others suggested as of importance to be studied in a post-war Hotel Administration program such phases as "Teaching of the Mechanics of Human Relations"--how to get along with, lead, and train people--"Sales Promotion and Advertising" and "Study of Hotel Engineering."

The personal remarks made by the 125 hotel managers concerning what they considered helpful or evidences of the needs of managers in regard to education, training, and experience may be summarized as follows:<sup>5</sup>

1. In college courses, more stress should be given to teaching the mechanics of human relations, and the training of new employees on the job.
2. More general and detailed instruction is needed on operation of small hotels and resorts.
3. Courses in hotel finance and steps to ownership should be formulated.
4. More stress should be given the study of Unionism. (There is a trend toward all departments in hotels becoming unionized.)
5. Students should have more experience during college and summer vacations.
6. Personnel problems for which training is needed include the improvement of employee relationships through better personnel techniques and methods, job training, development of personality and individual interest in jobs and hotel work, reducing labor turnover which is one of the largest items of expense.

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5. Donald Greenaway, op. cit., p. 17.

7. More training is needed to help develop better employer-employee relations.
8. Experience is needed in promotion of better guest-employer relations.

The second purpose of the study was to help to revise the college course in Hotel Administration at the State College of Washington.

Replies were received from 150 graduates of four-year college courses given in Hotel Administration in four year colleges in the United States. In regard to the helpfulness of their college courses they were of the opinion that:<sup>6</sup>

1. Courses in Home Economics dealing with Foods should be stressed much more in college curricula, especially those courses whose principles apply to large quantity cookery applicable to hotel and restaurant and industrial feeding establishments. There should be less stress on institutional methods as previously taught.
2. All courses in Hotel Administration, Hotel Accounting, and Hotel Engineering were most helpful. In some curricula these courses were not given or had been taken by the graduates reporting. This accounts for the fact that a large percentage did not report courses in Hotel Accounting and Hotel Engineering in some cases. Hotel Housekeeping was stressed as a new course to be included in future curricula.
3. More courses should be included in Business Administration. A majority stated that Personnel Administration was the most helpful but that more stress should be given to it and to other courses such as employer-employee relations, growth of unionism, job analysis, job specification, wage incentives, and study of human relations.

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6. Donald Greenaway, op. cit., p. 18.

4. New courses should be added in the future such as hotel sales promotion and advertising, public relations and publicity; small hotel operation; accounting and food control for smaller hotels; and resort hotel operation.
5. There should be more opportunity for more electives, with a well rounded educational curriculum including some opportunity to take cultural subjects.
6. There should be more courses in public speaking and oral English, business letter writing, all of which were rated by almost 100% as being most helpful.
7. Courses in biology, physics, and chemistry should be deleted as required subjects and should be listed among electives. All of these were rated as being of least importance.
8. More stress could be given to courses in business law and psychology as their principles were applied to the practical problems in hotel operation and organization.

The 150 graduates answered questions regarding the helpfulness of their work experience as follows:<sup>7</sup>

1. The majority of the hotel school graduates stressed the importance of working every summer during their four year college course. They thought this experience should be required of every student.
2. Very few of the graduates who are now holding supervisory or executive positions spent more than five years on jobs in the back of the house. Exceptions were those who are specializing in food operation and are now in the food business as in restaurants, airline or industrial feeding establishments.
3. Ninety percent of the graduates were actively engaged in hotel or related industry and were in managerial or executive positions. This goal could not have been achieved by so many unless their education and training enabled them to progress as they have. (One sixth of them own or have a financial interest in their own hotel.)

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<sup>7</sup>. Donald Greenaway, op. cit., p. 19.

With respect to interest in their profession, the graduates listed pertinent personal remarks which they thought would be helpful to any future student taking a hotel course or to those planning a hotel course curriculum.<sup>8</sup>

1. Reasons were given for leaving the hotel business. The majority did not leave because they disliked hotel work. They stated that their college courses and work experience had been helpful in their present positions.
2. Some graduates did not get any hotel experience during their four years of college and therefore could not progress so rapidly as in other work.
3. Suggestions were given for the curriculum. The graduates thought more attention should be paid to human relations. The employee, "the forgotten man" has to be considered in post-war planning with much more attention to personnel techniques as aids to better employer-employee relations. More cultural subjects should be included and an attempt should be made to turn out graduates with a well-rounded education.

As a result of the evidences cited in this study, the writer feels that the most important problem facing the hotel manager of today in regard to training and education was concerned with "Back of the House," especially those departments dealing with the purchase, storage, preparation and service of Food; and the development of a Personnel Program for all employees including job evaluation and job training.<sup>9</sup>

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8. Donald Greenaway, op. cit., p. 19.

9. Ibid.



B. Iowa State College in 1953<sup>10</sup>

At Iowa State College in 1953 a study was made to determine the criteria for certain aspects of institution management curricula, as a guide for the evaluation of institution management curricula.

Membership in the American Dietetic Association is currently accepted in lieu of certification for dietitians. The development of membership requirements has had great influence in the planning of curricula for college and university students preparing to become dietitians.

Early recommendations for institution management preparation emphasized the necessity of a broad general education, technical training, and experience. The need for internship or apprenticeship training and experience before they were employed in full-time positions was recognized by early leaders, and these training courses were developed at an early date.<sup>11</sup>

In spite of the fact that the number of dietitians actively engaged in the profession is growing each year, the demand for dietitians is greater than the supply. The American Dietetic Association is currently engaged in an active program to recruit dietitians and to develop guides

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10. Marion Dorothy Galster, Criteria for Certain Aspects of Institution Management Curricula, a Master's Thesis, Iowa State College, 1953.

11. Ibid., p. 158.

for the delegation of routine duties to nonprofessionally trained personnel in order to make maximum use of the knowledge and skills of dietitians, and to meet the demands for various sources for more dietitians.<sup>12</sup>

In 1949 the United States Bureau of Labor Statistics in cooperation with the American Dietetic Association conducted a study to determine reasons for the shortage of professional dietitians and to ascertain their economic status. Included in the questionnaire was a section asking the dietitians to keep a record of their duties for one day in order to determine the relative amount of time spent by the group as a whole on various duties.<sup>13</sup>

The following table shows the findings of this questionnaire:<sup>14</sup>

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12. Marion Dorothy Galster, op. cit., p. 159.

13. Ibid., p. 160.

14. Ibid., p. 58.



Table 12--Duties of Dietitians in Selected Fields, 1949<sup>a</sup>.

DUTIES	PERCENT OF TIME SPENT BY	
	Hospital Dietitians	College Food Service Dietitians
Planning menus	8	9
Planning therapeutic or other special diets	12	(b)
Teaching nutrition to the pub- lic or individual patients	6	(b)
Teaching or supervising stu- dents (except dietetic in- terns)	7	6
Teaching or supervising other dietitians (including diet- etic interns)	4	5
Supervising nonprofessional workers in food preparation	14	19
Supervising nonprofessional workers in food service	17	17
Training nonprofessional workers	4	4
Buying or requisitioning food, supplies, or equipment	9	14
Record keeping or preparing reports	8	13
Research	(b)	(b)
Editorial work	(b)	(b)
Planning work schedules and work procedures	6	7
Others	<u>5</u>	<u>6</u>
Total	100	100

a. Based on report from each dietitian for one day in May 1949.

b. Less than 0.5 of 1 percent.



The findings for the hospital dietitians and the college food service dietitians were of particular interest in the present study. A review of recommendations for institution management curriculum development revealed the need for a broad general education combined with specialized education including the areas of physical and biological sciences, social sciences, education, foods and nutrition, and institution management.<sup>15</sup>

The American Dietetic Association is currently engaged in studying the curricula of the dietetic internships. Although it is recognized that the technical education stressed in the past is still important, in the current literature the problems of working with people and the problems associated with discharging one's responsibilities as a professional person are being emphasized.

The current problem in institution management curriculum development seems to be one of integrating a broad general education and an education for a professional career. Although the requirements of institution management and dietetic curricula leave little room for electives because of requirements for entrance to internships and apprenticeships and the necessity for technical training in many areas, these curricula usually provide an adequate general education.

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<sup>15</sup>. Marion Dorothy Galster, op. cit., p. 161.



The purpose of this study was to define and propose criteria to be considered in planning and evaluating some aspects of the professional or specialized parts of institution management curricula.

The criteria were listed in terms of behavior and were used as a guide for the evaluation of institution management curricula. The list of criteria was too long to list, but it was noted that many qualities desirable or essential to the dietitian are developed in that part of the curriculum designed to provide a general education.

The writer felt that this study was of value to him in preparing this thesis because it reviews the duties of dietitians in selected fields, reports on curricula studies, explained the membership in the American Dietetic Association, and stressed the importance of including behavior instruction in the curriculum. All of these valuable areas must be considered in revising the curriculum in the Department of Commercial Dietetics and Institution Management.



C. Cornell University in 1956<sup>16</sup>

At Cornell University in 1956 an analysis was made of the required courses in Institution Management at Cornell University and their relation to the duties of the Hospital Dietitian.

All food service establishments have many of the same kinds of problems. This is true whether they serve only food, or food and beverages, or whether they are part of a hotel, club, hospital, school or institution. Although, they may differ as to grade of food served, type of service and clientele, they have the same basic problems--purchasing, receiving, storing, preparation, and service.<sup>17</sup>

The following subjects are usually required for graduation from the School of Institution Management: Institution Management; food preparation; food science; bacteriology; food service; organization and administration procedures; the selection, care, preparation, and service of food in quantity; nutrition; menu planning; meat and meat products; personnel management; accounting; food control; kitchen planning; and the selection and care of institution equipment and furnishings. Also recommended are courses in management, marketing, economics, teaching methods,

16. Nora Villanueva Daza, An Analysis of Required Courses in Institution Management at Cornell University and Their Relation to the Duties of the Hospital Dietitian, a Master's Thesis, September 1956.

17. Ibid., p. 20.



applied psychology and human relations which deal with subject matter which is closely allied to the work of the food administrator or dietitian. The background of preparation is dependent upon the interest the student wished to pursue.<sup>18</sup>

A summer practice requirement must be met by students who plan to seek positions, such as those in commercial, industrial, and other institutional food services, in the field of Institutional Management. This entails full-time employment on an approved job during one summer period of not less than six weeks. It is recommended that this summer practice be between the junior and senior years. Contacts for positions are made through the Placement Office, although the College does not guarantee placement. Students are also expected to present a written report to the Department of Institution Management.<sup>19</sup>

The duties of the hospital dietitian were examined to see if the Department was adequately training them. In all cases in this study, the hospital dietitian supervised and inspected actual meal preparation. In no case did she perform food preparation activities except in cases of emergency. Her duties, therefore, as far as food production is concerned, was predominantly supervisory--involving the instruction of employees, human relations and personnel manage-

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18. Nora Villanueva Daza, op. cit., p. 31.

19. Ibid., p. 32.



ment. In this respect, the instruction units were not adequate to meet the requirements.<sup>20</sup>

The following suggested areas denote areas for more extensive training for the hospital dietitian:

Personnel administration--The recruiting of new assistant dietitians, pupils, and employees is often done by a central personnel office. However, it is generally the dietitian who interviews and finally recommends the employment of perspective employees. This implies that the dietitian should be familiar with interviewing techniques--what to look for when engaging the services of an applicant, how to communicate effectively to insure mutual understanding. After employment, the problem is to seek cooperation and to confer with employees concerning work problems and personal problems. This function implies that the dietitian needs to know, understand, and be sufficiently familiar with all the functions performed under her department. The training for this function of counseling needs to be re-enforced in courses offered for the students in Institution Management. The dietitian needs to be well-versed on the reliable criteria for recommending promotions as well as demotions and separation, should the occasion call for it. To insure the smooth flow of work, the dietitian needs to develop skill in

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<sup>20</sup>. Nora Villanueva Daza, op. cit., p. 148.

calculating the labor and time involved in the preparation of quantity menu items. She needs to have a basis upon which to predict the rise and fall in production.<sup>21</sup>

Education--As applied to Institution Management, the dietitian utilizes principles in education for the standardization and supervision of processes in the dietary department. For example, all dietitians had to do "on-the-job" supervision of employees. Knowledge of teaching methods is essential in order to effectively teach and assist employees to understand and appreciate their role. This strengthens the observation that the dietitian needs to have a knowledge of personnel management and employee relations.<sup>22</sup>

Consultation--Consultation with other members of the staff was one of the functions of the hospital dietitian. Most often consulted were hospital administrators, patients, and nurses. In her frequent contact with these persons, the dietitian needs to apply her knowledge in communication, human relations, and management. Instruction for this type of work should therefore be planned for the student in Institution Management.<sup>23</sup>

Increase in Personnel Management Responsibilities--In an effort to meet the demands of the profession, the American

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21. Nora Villanueva Daza, op. cit., p. 150.

22. Ibid., p. 151.

23. Ibid., p. 152.



Dietetic Association has repeated its suggestion that the dietitian concentrate on tasks which require specialized knowledge and delegate routine tasks to non-professional personnel. The delegation of routine dietary functions demands a thorough understanding of human relations and personnel administration.

The recognition of this pressing function has added new requirements to the training program. The dietitian must take more courses that will serve her in the management of personnel and public relations, besides the subject matter covered in her field of specialization.<sup>24</sup>

Increase in Emphasis on Financial Management--The trend toward the wiser use of time and money is prominent in contemporary life. Magazines continuously publish information about budgeting, measured calorie intake and reducing diets. Consumer research and education has increased. The need for the preparation of a greater variety of food has resulted in a more difficult control of production. Costs have become more significant; and the dietitian, in order to prove her efficiency, has to produce a greater variety of foods, with approved standards of quality at a reasonable price. In order to do this, she needs to exercise strict control over the whole process of food production.<sup>25</sup>

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24. Nora Villanueva Daza, op. cit., p. 153.

25. Ibid., p. 154.





D. Michigan State University in 1956<sup>26</sup>

At Michigan State University in 1956, eighteen graduates of the School of Hotel, Restaurant, and Institution Management who had found employment in the hospital field were contacted. They were asked how well they thought they had been prepared for the hospital field. The thirteen replies are summarized below:<sup>27</sup>

Table 13--Responses to a Curriculum Survey Made at Michigan State University in 1956.

COURSES	Did you feel that these areas of study were essential?		Did you feel that the material offered was:		
	Yes	No	Adequate	Inadequate	Over Emphasized
Accounting	13	0	5	6	1
Architecture & Engineering	13	0	6	7	0
Communication	12	1	4	8	0
Field Trips	9	4	5	4	3
Food Service	12	1	8	3	2
Housekeeping	12	1	8	5	0
Humanities	11	2	6	4	1
Natural Science	12	1	9	2	1
On-the-job Training	11	2	5	6	1
Organization & Management	12	1	4	8	0
Social Science	12	1	10	1	2

<sup>26</sup> S. E. Thompson, Reactions of Graduates to Training Received, Unpublished material, February 21, 1957, p. 1.

<sup>27</sup> Ibid.

After reviewing the data received, the following courses were recommended for addition to the curriculum.<sup>28</sup>

1. Hospital Terminology--a study of medical and health service terms commonly needed by individuals engaged in hospital management.
2. An additional term of Organization and Management - to provide additional time for the consideration of the materials now presented in Hospital Management.
3. Hospital Accounting - A study of accounting procedures and methods commonly employed in hospitals with particular reference to uniform hospital statistics and classification of accounts as recommended by the American Hospital Association.

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28. S. E. Thompson, op. cit., p. 2.

## CHAPTER III

### METHODOLOGY

The faculty of the Department of Commercial Dietetics and Institution Management at Tuskegee Institute has long recognized the necessity of adjusting its training program to best meet the needs of an ever changing American food service age. In 1953 the Commercial Dietetics and Institution Management Faculty started a series of meetings with the idea of obtaining information for use in improving course offerings and laboratory facilities in order to provide a better educational program for students in these curricula.

At that time very little data was available upon which a critical review of the program offered could be based. The author of this work, who is the Director of the Department at Tuskegee Institute, is attempting through this thesis to determine if adjustment of the curriculum and other related experiences is needed and if so, where adjustment should be made. The author elected to base his judgement in these matters primarily upon an investigation of the work currently done by graduates of these curricula and their experiences concerning the adequacy of the training which they had received at Tuskegee Institute.

The techniques considered for use in collecting data pertinent to the problem included:

1. A questionnaire addressed to graduates of the Commercial Dietetics and Institution Management Department at Tuskegee Institute in as large numbers as circumstances would permit covering:
  - (a) An analysis of duties performed if the individual were presently employed in the food service industry.
  - (b) Questions designed to measure the respondent's judgement concerning the adequacy of the training received in preparing him for his present duties.
  - (c) A request for suggestions concerning methods of improving the existing instructional program.
2. Interviews with a sampling of graduates who are now employed in the food service industry.
3. Observing a limited number of graduates in food service positions in an effort to determine how well the training offered is correlated with duties of such individuals.
4. The development of case histories for selected graduates which would trace their educational training and employment experiences in an effort to determine the adequacy of the former as preparation for the duties later performed.

The use of case histories was eliminated by the author because this procedure could have been applied to relatively few individuals within the time and funds available and the results might therefore have had limited validity for graduates generally.

### The Questionnaire

#### Rationale for Questionnaire Approach

The questionnaire was the principal method used in the study. This method of investigation was used for the following reasons:

1. The use of the questionnaire enables the investigator to obtain information during a relatively short period of time from many individuals in various localities.
2. The questionnaire serves to remind the respondent of each item to be considered, thus helping to insure reactions to the same item in all cases, and avoiding the situation where the individual submits only the unusual facts particularly interesting to him.
3. The questionnaire tends to standardize and objectify the observations of different enumerators by singling out particular aspects of the situation and by specifying in advance the terminology for describing the observations.

4. Although the questionnaire is usually based on factual questions, intended to obtain information about conditions and practices of which the respondent is presumed to have knowledge, it has been used increasingly to inquire into the opinions and attitudes of a group.<sup>1</sup>

#### Preparation of the questionnaire

The first step in the preparation of the questionnaire was deciding upon the questions to be used. With the aid of several references,<sup>2</sup> the suggestions of the author's major professor, and his own experiences and observations in the field as a graduate from the department he now heads at Tuskegee Institute, the author was able to formulate a group of pertinent questions.

With the questionnaire a job analysis form was developed to discover what positions the respondents were holding and the specific function involved in their duties. It was felt that this information was necessary in order to obtain a clear picture of types of work now available to and being performed by graduates. Included with the questionnaire was a letter of instruction. See Appendices 1, 2, and 3 for a copy of the questionnaire and related materials.

1. Carter Good and Douglas E. Scates, Methods of Research, New York: Appleton-Century-Crofts, Inc., 1954, p. 606.  
 2. Ibid.; Donald E. Lundberg, Personnel Management in Hotels and Restaurants, Dubuque, Iowa, 1955; Job Descriptions for Hotels and Restaurants, U. S. Dept. of Labor, Wash. D. C. 1938.

### Distribution of Questionnaires

The questionnaire was mailed to all the graduates of the Department of Commercial Dietetics and Institution Management of Tuskegee Institute whose addresses could be obtained from the files of the Department. This covered the period from 1939, the year students first graduated from the Department, through 1956 and totalled 253 persons. Of this number, 45 questionnaires were returned undelivered and 85 others were not returned. Completed questionnaires were returned by 123 graduates or 49% of the individuals to whom the material was sent.

There is no exact basis for determining the number of replies that would be adequate, but it is significant that the percentage of questionnaires returned was far beyond that normally expected in such mailings. With this degree of response the cross-section of the alumni is considered to be representative.<sup>3</sup>

### The Interview

#### Purpose of Interviews on Training

When the job information plus the opinions and evaluations offered on the questionnaire by the graduates had been studied, the author felt that additional information of

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3. "Careers in Hotel and Restaurant Management," Research Report, Bureau of Business Research, Michigan State College, East Lansing, Michigan, p. 2.





value to the study could be obtained by interviewing some of the respondents. His reasons for deciding upon the use of interviews were as follows:

1. The interviewee might provide personal and confidential information during the interview which he would not ordinarily place in writing and he might need the stimulation of personal contact in order to fully answer the questions submitted.
2. The interview would enable the investigator to follow up leads and to take advantage of small clues. No instrument prepared in advance can take advantage of such situations.
3. The interview permits the investigator to form an impression of the person who is giving the information, to arrive at some judgement of the truth of the answers, and to "read between the lines" things that might not have been said in words.<sup>4</sup>

A group of questions in the form of a check list was developed by the author for use during the interview. These questions were intended to validate or invalidate opinions and information given on the questionnaire, to add to information submitted in the questionnaire, and to provide for answers concerning faculty and training which the interviewees

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4. Good and Scates, op. cit.

might not wish to put in writing. The check list was designed to serve as a guide for the interview and at the same time permit individual variations according to the interviewee's interests and point of view; a copy is shown in item 4 of the Appendix.

### Procedure for Arranging Interviews

The investigator chose two localities in which to interview graduates: Washington, D. C., and New York City. These places were chosen because a large number of graduates in a variety of food service occupations were concentrated in an area easily reached from them. Twenty graduates from the Department of Commercial Dietetics and Institution Management were working in the areas selected and were interviewed. Their experiences ranged in duration from three to ten years. Positions held by the graduates interviewed were representative of those reported in the questionnaire: supervisor of lunch room, dietitian, teacher, chef, food production manager, head baker, steward, dining supervisor, food service manager, and food instructor. The investigator arranged with the graduates by telephone for a time convenient for the graduate. Fourteen of the 20 interviews were held at the graduate's place of work. At least a half hour was allowed for each interview.



### Procedure Followed in Conducting Interviews

Each interview was opened with the question: "Do you enjoy your work?" The investigator then explained the purpose of the interview and the process by which the interviewees were selected. A copy of the check list was given each person interviewed so that he might follow it if he wished. The investigator then asked permission to take a few notes during the interview. In most cases the graduates examined the check list briefly at the beginning of the interview, followed it for about the first two questions, then became interested in the discussion and did not consult it again during the interview.

### Personal Observation

#### Purpose of Observation

Some authorities believe that observation is the most direct means of studying subjects, when the interviewer is interested in overt behavior.<sup>5</sup> In an interview people may tell what they think they do, but their reports often are different from their actual behavior, since human beings are not generally accurate observers of themselves. The author was especially interested in observing the graduates whom he interviewed, in seeing the actual places where they

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5. Good and Scates, op. cit., p. 647.



are working, and their response to their job situations. This experience, he felt, would further aid him in making recommendations for course and equipment adjustments in his department at Tuskegee Institute.

#### Procedure for Making Observations

Observations took place at the time of the interviews. The graduates conducted the author through the plant at which they were working, introduced him to key personnel, and showed him the equipment with which they were working. A record was made of the observation immediately and was included as a part of the interview notes.

Results of the questionnaire, the interviews, and personal observations are contained in Chapters IV and V.





## CHAPTER IV

### PRESENTATION OF DATA

#### Introduction

The preceding chapter set forth the methods used for collecting data in this study. The aim of the present chapter is to present the findings from the questionnaire and interviews which have implications for the instructional program of the Department.

#### Analysis of Work Done on the Job by Graduates

The types of positions held by its graduates have definite bearing upon the kind of training that should be offered by the Department of Commercial Dietetics and Institution Management at Tuskegee Institute. Only by knowing what types of jobs are available to its graduates can learning experiences be planned that will make for success when the program has been completed. Table 14 shows positions in food service and related fields held by the 123 persons who responded to the questionnaire.



Table 14--Positions Held by 123 Graduates Responding to the Questionnaire.

TITLE	NUMBER	PERCENT
Dietitian	28	23.0
Teacher	25	20.0
Administrator	16	13.0
Chef	13	10.5
Food Service Director and Supervisor	11	8.5
Student	4	3.5
Waiter	4	3.5
Baker	3	2.5
Housewife	3	2.5
Lunch Room Assistant and Supervisor	3	2.5
Purchasing Agent	3	2.5
Butcher	2	1.5
Cook	2	1.5
Personnel Manager	2	1.5
Steward	2	1.5
Health Inspector	1	1.0
Intern Supervisor	<u>1</u>	<u>1.0</u>
Totals	123	100.0

Of the 123 Commercial Dietetics and Institution Management graduates, approximately 98% were actively engaged in Food Service or teaching positions. Only 2% had left

the field, several only temporarily. Table 15 analyzes the duties of the graduates according to data obtained from the job analysis sheets.

Only 42 graduates, or 34% of the 123 who responded, had duties involving actual food production and service. Table 16 analyzes the total time spent in food production and service by these 42 graduates.

The minimum qualifications for the jobs now being held by the graduates are listed below:

Minimum Qualifications for Jobs Held

- A. Age: 21-25 - 30%                      41-45 - 3%  
           26-30 - 39%                      46-50 - 1%  
           31-35 - 22%                      51-55 - 1%  
           36-40 - 3%                        56-60 - 1%
- B. Sex: Male - 34%, Female - 31%, No restriction - 35%
- C. Training: Baccalaureate Degree - - - 87%  
                   Masters Degree plus 3  
                   years teaching experience - 3%  
                   Masters Degree plus 3  
                   years work experience - - - 10%
- D. Experience: Two years - 8%    Six years - 11%  
                   Three years - 18%    Seven years - 12%  
                   Four years - 16%    Not stated - 20%  
                   Five years - 15%

Table 15--Percentage of 121 graduates performing selected duties.

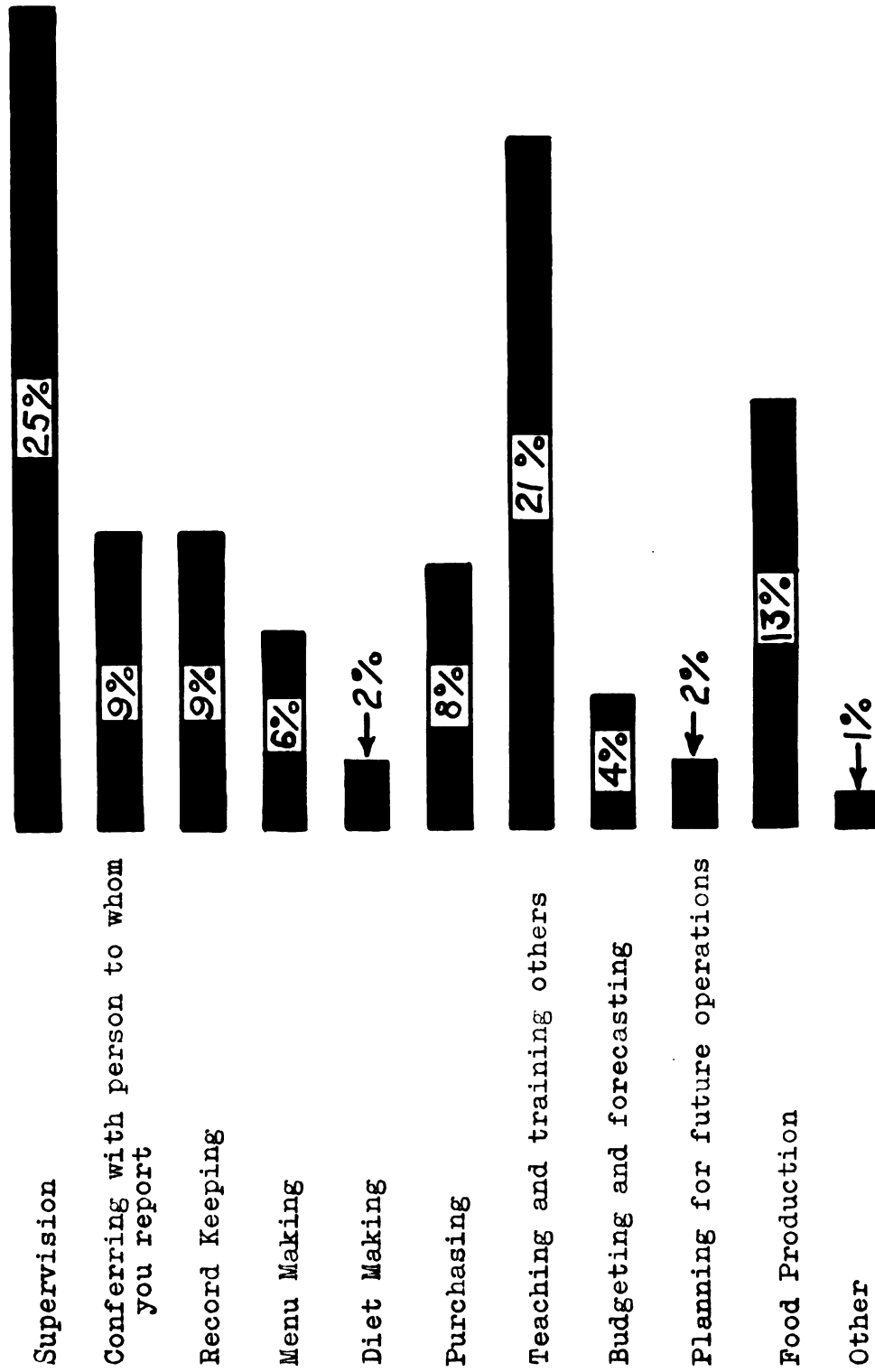
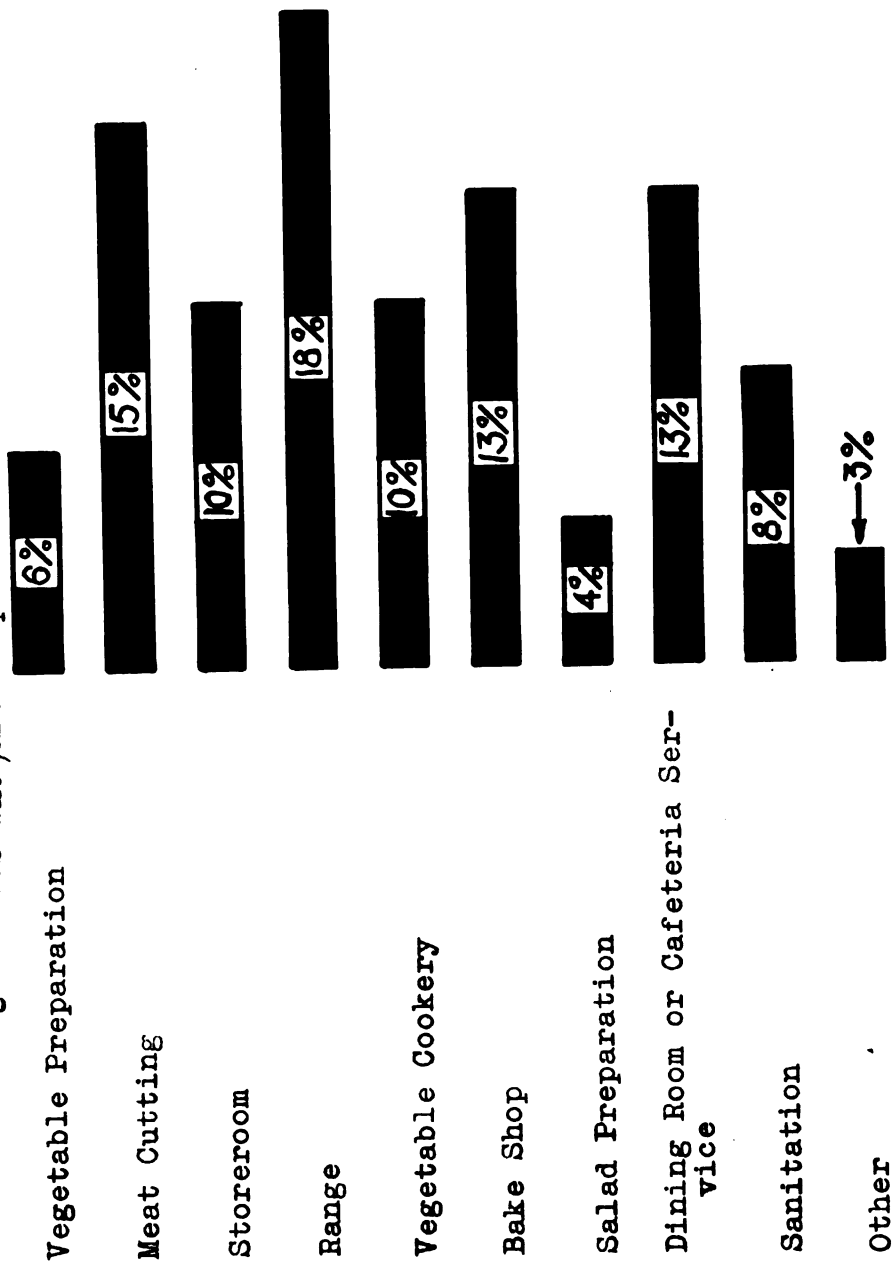


Table 16--Analysis of total time spent in food preparation and service by 42 graduates who are responsible for such duties.





### Evaluation of Course Offerings

The body of the questionnaire and part of the interview check list were devoted to evaluation by the graduates of the course of instruction offered them during their period of study at Tuskegee Institute. Table 17 shows the rating by these graduates of courses taken. The questions to which they were asked to respond were as follows:

1. Did you feel that these areas of study were essential?
2. Did you feel the material offered was: adequate, inadequate, overemphasized?
3. If inadequate, please list why.



Table 17--Ratings of Courses Offered Made by 123 Graduates

COURSE	Essential		Ade- quate	Inade- quate	Over-em- phasized
	Yes	No			
<b><u>Food Preparation and Service</u></b>					
A. Baking					
1. Foods 331-Breads	123	0	117	6	0
2. Foods 332-Cakes and Pastry	123	0	57	66	0
B. Foods					
1. Foods 131-Prin., Prep., Serv.	123	0	62	61	0
2. Foods 134-Meat & Meat Products	121	2	62	60	0
3. Foods 231-Elem. Quant. Cookery & Catering	123	0	39	84	0
4. Foods 431--Special Hotel Cookery & Catering	123	0	39	84	0
5. Foods 436-Menu Making	123	0	88	32	3
6. Foods 433-Experimental & Adv. Cooking	89	5	80	7	7
7. Foods 132-Prin., Prep. & Serv.	123	0	120	3	0
<b><u>Business &amp; Personnel</u></b>					
A. Business					
1. Business Law 452	108	0	67	41	0
2. Bookkeeping 220	120	3	75	45	0
B. Economics					
1. Economics 201	117	0	98	19	0
2. Economics 470	114	0	114	0	0
C. Management					
1. Management 361-Food Cost Control	123	0	24	99	0
2. Management 365-Personnel	96	0	23	99	0
3. Management 366-Food Purchasing	104	0	63	41	0
<b><u>Education</u></b>					
A. English					
1. 101, 102-Communication	123	0	111	12	0
2. 205, 216-Lit.	123	0	57	50	16

Table 17--(Continued)

COURSE	Essential		Ade- quate	Inade- quate	Over-em- phasized
	Yes	No			
<b>B. Social Studies</b>					
1. History Civiliza- tion, 101, 102	116	7	90	20	13
2. Sociology, Intro. 240	120	3	115	5	3
<b>C. Orientation</b>					
1. Orientation 121	101	14	90	16	8
<b>D. Drawing</b>					
1. Mechanical 171	96	27	62	48	13
<b>E. Education</b>					
1. General Psychol- ogy 270	96	5	57	33	6
2. Methods of Teach- ing 218	105	0	96	0	9
3. Art--Interior De- sign & Renovation	60	21	25	50	6
4. Health Education 204	90	12	30	56	4
<b>F. Physical Education</b>					
1. Pys. Ed. 102, 103	123	0	101	22	0
<b>Science</b>					
<b>A. Mathematics</b>					
1. Math 101, 102 - General	123	0	114	9	0
<b>B. Science</b>					
1. Biol. (Human) 101, 102	123	0	123	0	0
2. Anat. & Phys. 125	77	5	71	6	0
3. Bact. 301, 302	119	4	105	5	9
4. Chem. 221, 222, 311, 512	123	0	43	0	80
<b>C. Nutrition</b>					
1. Nutrition 341	123	0	113	10	0
2. Nutrition 342	106	0	91	15	0
<b>Field Trips And Internships</b>					
A. Field Trips	10	0	0	10	0
B. Internships	123	0	10	35	78

The 20 graduates who were interviewed by the author were not asked to evaluate specific courses in the curriculum, as were the respondents to the questionnaire. Instead, they were asked to: (A) rate the usefulness of their academic training in the development of specific skills, (B) state the courses they had taken which were most helpful, (C) list the courses which were least helpful, and (D) state the one course which was most essential to their success. Their responses to these inquiries were as follows:

A. Did your training help improve the following?

	<u>Yes</u>	<u>No</u>
1. Ability to write reports, letters, etc.	6	14
2. Ability to speak effectively to fellow workers and to the public	3	17
3. Ability to interpret and analyze situations	9	11
4. Ability to get along with people	4	16
5. Ability to participate in community activities	5	15
6. Ability to assume responsibility	16	4
7. Ability to lead people	7	13
8. Ability to get things done	19	1
9. Ability to make wise decisions	9	11
10. Ability to handle tools and equipment	18	2
11. Ability to adapt to job procedures and conditions	19	1

- B. What phases of your training have been most helpful?  
 (Responses are listed in the order most frequently mentioned by the 20 graduates.)

<u>Course</u>	<u>Number Who Mentioned</u>
Personnel Management	15
Food Preparation and Service	8
Nutrition and Diet Therapy	6
English	4
Menu-Planning	4
Marketing and Buying	3
Mathematics and Bookkeeping	3
Internship	3
Administration	2
Meat Cutting and Meat Products	2
Food and Labor Cost Control	2
Quantity Cookery	2
Methods of Teaching	2
Supervision	1
Business Law	1

- C. What phases of your training have been least helpful?  
(Responses are listed in the order most frequently mentioned by the 20 graduates.)

<u>Course</u>	<u>Number Who Mentioned</u>
Chemistry	14
History	7
Art and Mechanical Drawing	7
Biology	4
Nutrition	4
Bacteriology	4
Physical Education	2
Internship	2
Meat and Meat Products	1

- D. Is there a single phase of your training that you have considered extremely essential to your progress and job performance? (Responses are listed in the order most frequently mentioned by the 20 graduates.)

<u>Course</u>	<u>Number Who Mentioned</u>
Management	8
Food and Food Preparation	4
Internship	3
Marketing and Buying	2
Menu-Planning	2
Meat and Meat Products	1

1

1

During the interviews graduates from the Department were asked to state any deficiencies they might have noted in the curriculum in general. Deficiencies were given by individuals as follows:

1. The curriculum was not broad enough for the work I am now engaged in.
2. I felt that the institution management graduates in my class should have had more training in marketing and buying, bookkeeping, and some knowledge of social security tax and how to handle income taxes for a small business.
3. Practice teaching and subjects for teacher certification should be a must in this field.
4. Business English would be very valuable.
5. There was a lack of training in food cost, personnel management and organization, business report writing and business letter writing.
6. The curriculum offered little preparation for the training of future trainees--a course in tests and measurements of teaching would be helpful.
7. More stress should be placed on nutrition of diets.
8. More attention should be given to institutional training and catering.
9. Courses should be better planned and more offered in purchasing, storage, personnel program, job evaluating, and job training.

Although the above comments were made by individuals and do not carry the significance of those made by the numbers of people listing inadequacies on the questionnaire, they serve to point up some of the deficiencies as given in less detail by the larger group. Implications from the data as presented in this chapter are to be found in Chapter V.





[illegible]

Table 18--(continued)

COURSE	INADEQUACIES		
		Field Trips & In-ternships	Field Trips Internships
	Insufficient lab. space & equipment		
	Insufficient variety in lab. work		
	Insufficient theory		
	Additional courses needed in this area		
	Insufficient practical experience		
	Insufficient laboratory time		
	Insufficient small quantity work		
	Lack of adequately trained teaching personnel		
	Classes did not always meet on schedule		
	Course should be slanted more to hotel & restaurant field		
	Actual situations would be helpful		
	Written work not always returned		
	Too many courses required of all students		
119	Importance not stressed enough		
112	Too many internships for Comm. Dietetics		
109	Assignments should be made in progressive order		
83	Internships begin too soon in Comm. Dietetics program		
117	More supervision needed		
104	Assignments should be classified, not picked at random		
87	Intern establishments need to be up-graded		

## CHAPTER V

### IMPLICATIONS FROM THE STUDY

The data presented in the preceding chapter as gathered from the questionnaire and the interviews hold certain implications for the Department of Commercial Dietetics and Institution Management at Tuskegee Institute. They may be grouped under the following divisions: (1) implications for the instructional program, and (2) implications for organizations and administration.

#### I. Implications for the Instructional Program

##### A. Courses in food preparation and baking.

These courses were considered by all graduates as being essential, but definite inadequacies were noted. Chief among these were lack of laboratory space and equipment, and lack of variety in course content. Specifically, more small quantity work is needed, more training in pastry, and more detailed work in catering.

##### B. Business Courses

Business courses were generally considered to be inadequate. In light of the large proportion of graduates employed in managerial positions, it is expected that many would find business training necessary, and in this area in particular,

training was found to be insufficient for their needs. Implications from the data are that (1) courses should be expanded and slanted more to the hotel and restaurant field, (2) additional courses should be available for those who want them.

### C. Management and Psychology

Courses in this area were considered to be essential but were rated as inadequate by important numbers of graduates. The findings indicate that in the four management courses that are available, further calendar time should be allotted or additional courses in the area should be offered. Need was also expressed for more practical experience in actual working situations. Ninety-five percent of all the graduates who participated in the study stated that courses should be established dealing with job analysis, job classification, and job instruction as applicable to the food service field. The inclusion of work relating to human relations, salesmanship, and unionism was felt to be of vital importance. The Tuskegee Department offerings were considered to be inadequate along the lines of administration and personnel relations, and should be expanded and implemented by means of more inclusive course work and a larger number of course offerings.

#### D. English

All graduates contacted agreed that instruction in English is essential. Major criticisms here were that there was insufficient exercise in writing presented in English 101, and that neither of the English courses held the students' interest. Of the students interviewed 18 of the 20 stated that further work in public speaking, oral English, business letter writing, and business report writing should be given.

#### E. Science

In the sciences, graduates all agreed that biology is necessary and also adequately taught at Tuskegee. Anatomy and physiology, however, were considered to be inadequate in course content and time allotted, but were not necessary for cooks and chefs. Chemistry was rated as essential by all, but over-emphasized by 80 of the group of 123. Interviewees stated that the 4 courses in chemistry required were unnecessary unless graduates wish to seek membership in the American Dietetics Association. It was also stated that chemistry requirements tend to exclude many persons who could be successful as food production managers and food supervisors. The implication is that chemistry should be kept in the curriculum but that it should receive less emphasis and that fewer hours should be required.

Courses in nutrition were considered essential by all respondents but inadequate for persons in management positions and for dietitians. The course was rated as inadequate by 15 graduates who felt the need for more practical experience in writing diets and a period for current approaches in nutrition and diet planning. The implication here is that an additional course in this area should be available as an elective.

#### F. Other Areas

Drawing--Twenty-seven of the 123 graduates found mechanical drawing unnecessary and 13 found it overemphasized. Implications are that it might be considered an elective for those especially interested. This is true also of interior design and renovation, which 60 found essential and 21 unnecessary.

Health Education--Ninety students out of 102 stated that this area was necessary but 56 of the number felt that instruction was too general in nature and therefore inadequate for their needs.

#### Summary

Course implications from the data presented in this study may be summarized as follows:

1. Courses in food planning and production should be continued in the curriculum but should contain more detailed and varied work.

2. Business course offerings should be considerably expanded and slanted more toward the hotel and restaurant field.
3. Courses in management and personnel should be expanded and brought up to date by the inclusion of present day problems and interests.
4. English courses should be made more practical and interesting by the inclusion of business forms and oral expression.
5. Courses in chemistry should be reduced in number, but nutrition courses should have additional elective offerings.
6. Other courses necessary for a well-rounded education should be continued.

## II. Implications for Organization and Administration

Most of the criticisms expressed by the graduates contacted were directed toward the curriculum and course content. Other criticisms, however, were of situations best adjusted by or with the help of the administration. The implications from the data for the administration of the program are given below.

#### A. General Emphasis

From the large numbers of graduates whose duties are chiefly managerial, and from the criticisms levelled at the 4 courses in management, implications are that a strong business core should be developed in the curriculum planning, closely allied with improved courses in food preparation and management.

#### B. Internships and Field Trips

The internship program was strongly criticized. The feeling has been that too much of the internship training has been left to chance and that more careful planning of the experience to be gained from it is necessary. The findings indicate that the program should be completely investigated and that a systematized method should be developed of assigning students to internship, and providing sufficient supervision to see that a variety of experience is obtained.

The graduates expressed overwhelmingly (119 out of 123) their opinion that field trips should be stressed. The administration accordingly should arrange more visits to institutions of various types to acquaint students with situations and equipment they are learning about in theory in the classroom. In addition to making the learning situation more practical, such field trips may serve to guide some students into specialized areas in the food industry.



### C. Provision for Electives

According to data found in this study, graduates have felt a need, not only for a greater variety of subjects within the Department curriculum, but also for more of the cultural subjects for which they have not had time. These findings suggest that more flexibility be allowed in the curriculum with the opportunity given for greater selectivity on the part of the student after basic courses have been taken. A program of guidance would possibly be of great benefit in encouraging a student to take those courses for which he has special interest and aptitude.

### D. Faculty Upgrading

Among the frequently mentioned inadequacies listed by the graduates were those concerning the lack of variety in the material presented in class and the lack of direction in terms of the field of commercial dietetics and institution management. These comments imply certain criticisms of the faculty of the Department with implications for the administration. The instructional staff should be upgraded to provide personnel with specific interest and adequate training in commercial dietetics and institution management to better prepare students for success in the field after graduation. This appears to be particularly applicable in the areas of management and food preparation and service. In view of the

fact that these are the areas considered by the graduates to be most essential to progress and job performance, this adjusting of faculty experience assumes great urgency.

#### E. Space and Equipment

A second serious inadequacy, according to the data collected, concerns space and equipment in the foods laboratories. All of the 123 respondents to the questionnaire and the 20 graduates interviewed mentioned this deficiency. The aid of the administration is needed here, as in the case of faculty upgrading, to provide the laboratory space and equipment necessary for the adequate training of students in the Department.

#### F. Fees and Remuneration

The matter of fees paid to the school during the internship program, and the remuneration to the student for services rendered to the school during this period, was one consideration that graduates from the Department felt strongly about. From the number and variety of their comments it appears that the administration should make a study of fees to be paid to the school by the students and salary to be paid to the students, and reach an adjustment that would be agreeable to both groups. Students who feel that they are being unfairly treated by the administration are not likely to learn well nor to render efficient service.

The implications as presented here in the study are necessarily general in nature because the graduates were asked to list inadequacies and not to check specific solutions. It is to be hoped that the faculty and administration of Tuskegee Institute may consider the data and its implications with the view of making definite plans to improve the quality of training offered its students. The author of this work, from the findings presented, attempts in the following chapter to state his own recommendations for specific adjustments in the program at Tuskegee.

## CHAPTER VI

### SUMMARY AND RECOMMENDATIONS

The following is a summary of the author's findings and recommendations based upon the data collected and reported in this study.

#### Summary

Some of the important and significant results of the study were as follows:

1. The greater proportion of the graduates held positions involving managerial duties rather than those involving the actual preparation and service of food.
2. Graduates felt that training received at Tuskegee Institute provided most of the basic experiences needed on their jobs but that additional experiences would have facilitated adjustment and prepared them for solving problems that have arisen in their work.
3. Courses in food preparation and service were considered to have too little variety and to be too general in nature.
4. Courses in management should be greatly expanded in number and content. Most of the problems encountered by the graduates seemed to lie in this area.

5. Courses in Business and Business English should be expanded and slanted toward the commercial field with opportunity for variety in electives.
6. Science courses were considered subordinate in importance to foods and management courses but essential nevertheless. A smaller number of required courses here would appear to be adequate with provision for electives.
7. The internship program was severely criticized as to assignment, experiences received, and compensation. A thorough investigation into this phase of the program seems to be necessary.
8. Laboratory space and equipment, considered by all to be inadequate, needs to be expanded and brought up to date to provide proper experience in use of today's specialized machines.
9. As individuals, the faculty commanded respect but on-the-job experience of the graduates showed that faculty members' knowledge of the commercial field was limited. More adequately trained personnel would result in better prepared alumni.

### Recommendations

From the data presented in this study and from his experience as Director of the Department of Commercial Dietetics

and Institution Management, the author presents the following recommendations:

### Curriculum Adjustments

1. Courses whose principles apply to quantity cookery in hotels, restaurants, and industrial feeding establishments should be strengthened much more in the Commercial Dietetics curriculum.
2. A strong business core should be the basis for the curriculum. With increasing labor and food costs, the expansion of individual companies, and the developing services of the food industry, the importance of a good business background is increasingly evident. Handling the problems of personnel has become another major area in the hotel and restaurant field which must be met in the Tuskegee curriculum. In order that graduates can make the necessary adjustments called for on the job, courses in management must be expanded in content and number. Training in personnel management should be given more stress. New courses should be added to include salesmanship, advertising, public relations, business law, and food and labor cost control for smaller restaurants, hotels, institutions, motels, and resorts.

3. More experience should be offered in the English courses in public speaking, oral English, business letter writing, and business report writing.
4. Some of the courses in biology, chemistry, history, art, and bacteriology should be deleted as required subjects and listed among the electives. This will provide opportunity for the student to select other courses in which he is especially interested, including cultural subjects as well as those pertaining to his major field. Recommendations made below for the internship program also will provide additional hours, which will allow more opportunity for the construction of an adequate and satisfying program.

### Administrative Adjustments

#### A. Areas of Self-Improvement for Staff

The following suggestions are offered as means of improvement that the present faculty under present conditions can make as steps toward improving the instructional program of the Department:

1. Syllabus should be prepared by each teacher for each course as an aid to more effective teaching.
2. Teachers should make greater use of audio-visual aids in their teaching programs.

3. Teachers should be conscientious about meeting classes on schedule and returning written work promptly.
4. A teacher rating sheet should be constructed by the faculty, completed by students, and returned to individual instructors for their guidance.
5. Teachers should do independent and/or cooperative research as an aid in broadening their knowledge.
6. Faculty members should affiliate with professional organizations in their fields and participate in the activities of such organizations.
7. Each member of the staff should read the professional magazines in or closely related to his field of interest.
8. Each faculty member should read the new books which are published in his subject matter field.
9. The faculty should, as frequently as practical, visit other colleges having departments of food and institutional management.
10. The faculty should attend and participate actively in conferences, work shops, and short courses in their respective areas of interest.



## B. Faculty

The faculty of the Department needs to be upgraded as quickly as possible and rewards established in terms of increased salary for those who meet the higher standards. Faculty members should be relieved of the responsibility of supervising production and carrying a full teaching load simultaneously. It is recommended that the faculty be appointed for ten months annually and encouraged to work in industry or go to school during part of the year. This will keep them abreast of the changes in education and in industry and can develop a valuable liason with industry providing a means of replenishing interest and enthusiasm for the teaching job. Time and facilities for faculty and students to engage in research should also be provided by the administration.

## C. Space and Equipment

The need for additional space and adequate and up-to-date equipment is an urgent one. One of the reasons for the graduates' statement that some classes were frequently late in starting was that laboratories were needed for both production and teaching and as a result the students were often late being admitted. This situation limited even further the variety of experiences offered in the

foods curriculum and must be remedied as quickly as possible. Also the approach of automation in the food industry makes it mandatory that students be provided with the opportunity to learn about the new machines and the new techniques that are rapidly becoming a part of the food industry's essential processes. It is important that the administration recognize the immediacy of this need and set up a long range plan for the acquisition of space and equipment and the servicing of the latter.

D. Intern Program

The present intern program which includes six semesters of on-the-job training should be reduced as quickly as possible to four semesters. It is believed that the student can become sufficiently familiar with skills involved in the back of the house as well as the skills in the front of the house within four semesters providing there is a program of job instruction with well defined steps of accomplishment established. Students should advance from the jobs requiring the least degree of skill, such as pot and pan washing and dish machine operation, as rapidly as possible to those requiring higher skills, such as fry cook, meat cutter, and sauce cook, student dietitian, and student manager. Progress from

The reduction of the intern program from six semesters to four semesters would provide space in the curriculum for two additional semesters of instruction in the class room, which would amount to 30 to 36 semester hours. This would provide adequate time for the recommended additional required and elective courses. Of the semester hours required for graduation, 23% are now satisfied by intern training. The writer feels that this slants the program too far on the vocational side, thereby hindering students from graduating with a broad background.

The writer feels that a good arrangement for the commercial dietetics students internship would be:

1. One in the summer following the student's freshman year. This training period for the student should be spent in the salad pantry or vegetable preparation room.
2. The second on-the-job training period should come at the end of the second school year in the summer and should be spent in the kitchen from one station to the other.

3. The third training period should come at the end of the third school year in the summer and the training period should be spent in the bakery.
4. The fourth on-the-job training period should come in the fall semester of the senior year and should be spent in the front of the house and in the office. This arrangement in some respects would vary for the young ladies, no doubt, as many will want to intern in hospitals and in school lunch operations.

Changes are also recommended for the institution management students' on-the-job training periods. The number of such periods should be increased from one to two semesters and should be as follows:

1. The first on-the-job training period should come in the summer at the end of the sophomore year.
2. The second on-the-job training period should come in the summer at the end of the junior year. These training periods should be spent in hospitals, hotels, restaurants, or other food service programs.

A survey was made by the writer of other colleges and universities offering hotel and restaurant

training at the college level, including Cornell University, Michigan State University, Florida State University, and the University of Denver. Department heads at these universities felt that students should not be required to register with the registrar's office, but should register with the dean of school in which they are enrolled and that on-the-job training should be a curriculum requirement not for credit.

They further felt that the student should not be required to pay the school tuition and fees during the semesters that they are engaged in on-the-job training. This feeling is shared by 98% of the 123 graduates who took part in this study.

At the present time Tuskegee Institute appears to be the only school in this country with a restaurant or hotel curriculum that requires on-the-job training as a part of the curriculum and requires the students to pay full tuition and fees, (\$165 per semester), while the student is engaged in on-the-job training. The maximum charged by any other schools investigated was \$10 per quarter. The writer recommends that Tuskegee Institute conform to the program in the other institutions in this respect.

#### E. Student Compensation

The writer also recommends that after a student has completed a specified number of hours of satisfactory work on the campus, while enrolled at Tuskegee, his hourly rate be increased commensurate with his increased proficiency in his work. It would be advisable to set a pay scale that would give the student an incentive to progress from the beginning pay rate to a higher pay rate which would recognize achievement and efficiency through training and experience. Students should be paid in cash as learning to handle a budget is educational in itself.

#### F. Non-Degree Program

A well defined non-degree program should be instituted to offer courses to students who desire training in specialized areas such as chefs, bakers, waiters, butchers, etc. Such a program should stress development of special skills and permit the student to advance as rapidly as his ability allows him.

#### G. In-Service Education

Short courses for in-service personnel should be offered to persons employed in industry who are interested in improving themselves and learning new techniques that will be helpful in their work.

#### H. Change in Name of Department

The name of the Department of Commercial Dietetics should be changed to a name more appropriate and representative of its curriculum. To many people in the food service industry the name "Commercial Dietetics" has become misleading and confusing. The writer suggests that the name be changed to School of Food Service Management.

As a result of evidence cited in this study, the author judges the most important problems confronting the Commercial Dietetics and Institution Management graduates to be concerned with the need for a good business management background, especially in personnel management, human relations, purchasing, and the writing of business reports. The writer believes that the findings and recommendations outlined in this study will give strength to this program--it is evident that much more strength is needed to qualify graduates for successful performance and progress.

The writer realizes the limitations of this study, but it is hoped that the ideas expressed and the information presented will focus attention on the need for further investigation into the training and educational demands of graduates from this program. Two additional pieces of research are recommended to help the department at Tuskegee

with the evaluation and development of its program: (1) a study of the programs of other schools and universities that offer training in Hotel and Restaurant Management, and (2) a questionnaire directed to those who are potential employers of graduates to ascertain the knowledge, skills, and attitudes they consider necessary for success in the field.

Until other sources of information have been tapped, it is hoped that the present study may be of some assistance in supplying a critical look at the program as it has been in the past, and indicating the future direction that it may take. The recommendations submitted outline a program of improvement which the author believes to be essential to the continued strength of the Department of Commercial Dietetics and Institution Management at Tuskegee Institute.



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## APPENDIX I

Tuskegee Institute  
Department of Commercial Dietetics

February 1, 1957

You, as an alumnus of the Department of Commercial Dietetics and Institution Management at Tuskegee Institute, are in a position to help your school. We are attempting an evaluation of our program - an investigation of its weaknesses. If need be, we plan to recommend changes in the curriculum.

It is essential that we keep pace with the rapidly growing food service industry. Frankly, to do this successfully, we need the guidance from an experienced person like yourself. Honest criticism is a stepping stone to success. We would like to know our weak points and also our strong points.

In an effort to give the Department the leadership which it should have, I am doing graduate work at Michigan State University this year in the School of Hotel, Restaurant, and Institutional Management. It is a requirement of the School that we submit a thesis and I have decided to further investigate and report on our training program at Tuskegee. To facilitate your reply, we have prepared the following check list concerning the type and methods of instruction we offer. We are also interested in discovering the types of work which our graduates are doing and the specific duties which they perform.

I have developed a job analysis form for your convenience in submitting this information and hope that you will complete it for inclusion in the study. Please return all of the material in the enclosed envelope to:

William E. Brunson, Jr.  
Box 3  
East Lansing, Michigan

Since we are interested in reaching all graduates of the Department, please send me names and addresses of any graduates with whom you are familiar.

Sincerely,

William E. Brunson, Jr.  
Director of Commercial Dietetics

APPENDIX II  
JOB ANALYSIS FORM

1. Name \_\_\_\_\_ Date \_\_\_\_\_
2. Date of graduation from Tuskegee Institute \_\_\_\_\_
3. Place of Employment \_\_\_\_\_
4. Date of employment in this location \_\_\_\_\_
5. Title \_\_\_\_\_ No. of employees supervised \_\_\_\_\_
6. Analysis of Duties (Please show what percentage of your time you spend on each of the following types of duties - add others necessary in the blanks provided.)
  - a. \_\_\_\_\_ Supervision
  - b. \_\_\_\_\_ Conferring with person to whom you report
  - c. \_\_\_\_\_ Record keeping (Time cards, payroll, inventory, sick leaves, etc.)
  - d. \_\_\_\_\_ Menu making
  - e. \_\_\_\_\_ Diet making
  - f. \_\_\_\_\_ Purchasing (Food, supplies, equipment, etc.)
  - g. \_\_\_\_\_ Teaching and training others
  - h. \_\_\_\_\_ Budgeting and forecasting
  - i. \_\_\_\_\_ Planning for future operations
  - j. \_\_\_\_\_ Food production
  - k. \_\_\_\_\_
  - l. \_\_\_\_\_

100 Total Percentage
7. Analysis of time spent in food production and service. (If your duties include food production, show the percentage of time so spent according to the following categories.)

a. _____ Vegetable preparation	e. _____ Vegetable cookery
b. _____ Meat cutting	f. _____ Bake Shop
c. _____ Storeroom	g. _____ Salad preparation
d. _____ Range	

h. \_\_\_\_ Dining room or cafeteria service

i. \_\_\_\_ Sanitation

j. \_\_\_\_

k. \_\_\_\_

100 Total Percentage

8. What are the minimum qualifications for your position?

a. Age \_\_\_\_ Sex \_\_\_\_

b. Education \_\_\_\_\_

c. Experience \_\_\_\_\_

d. Other (Please explain) \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

9. Please list any unusual tools or equipment which you are required to operate as a part of your duties.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

10. Please give any additional information which you believe might give us additional insight into your responsibilities in the position which you now hold.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## APPENDIX III

SURVEY OF COURSE OFFERINGS

Department of Commercial Dietetics and Institution Management  
 Tuskegee Institute, Alabama  
 Office of Director of Commercial Dietetics

Did you feel  
 that these  
 areas of study  
 were essential

YesNoCOURSE

Did you feel the material  
 offered was:

Adequate

Inadequate  
 (If so, why)

Over-  
 Emphasized

1. Baking

a. Food 331 Breads

b. Food 332 Cakes

2. Business

a. Business Law 452

b. Bookkeeping 220

3. Drawing

a. Mechanical 171

4. Educationa. General Psychology  
270b. Methods of Teach-  
ing 218c. Art (Interior  
Design and Re-  
novationd. Health Education  
2045. Economicsa. Economics 201  
Principlesb. Economics 470  
Consumer6. Food Preparation and  
Servicesa. Foods 131 (Princ.,  
Prep., Serving)b. Foods 134 (Meat  
and meat products)c. Foods 231 (Elem.,  
quan. cookery &  
catering)d. Foods 431 (Spec.  
Hotel cookery &  
Catering)e. Foods 436 (Menu  
Making)f. Foods 433 (Exp. &  
Advanced Cooking)g. Foods 132 (Prin. of  
Food Prep. & Serv.)

Did you feel  
that these  
areas of study  
were essential

COURSE

Did you feel the material  
offered was:

Adequate    Inadequate    Over-  
                 (If so, why)    Emphasized

Yes      No

7. English

- a. English 101, 102  
    (Communications)  
b. English Composit.  
c. English 205, 206,  
    (App. of Lit.)

8. Management

- a. Management 361  
    (Food cost control  
    & accounting)  
b. Management 365  
    (Personnel)  
c. Management 363  
    (Eng. & Manage.)  
d. Management 366  
    (Food Purchasing)

9. Mathematics

- a. Math. 101-102  
    (General)

10. Nutrition

- a. Nutrition 341  
    (Elementary)  
b. Nutrition 342  
    (Adv. Diet & Disease)

11. Physical Education

- a. Phys. Ed. 102, 103

12. Orientation

- a. Orientation 121

13. Science

- a. Biology (Human)  
    102, 101  
b. Anatomy and Psy.  
    125  
c. Bacteriology 301-  
    302  
d. Chemistry 221, 222,  
    311, 512

14. Social Science

- a. History (Civili-  
    zation) 101, 102  
b. Sociology (Intro.  
    240

15. Field Trips

16. Internships



APPENDIX IV  
INTERVIEW ON TRAINING

DATE \_\_\_\_\_

NAME OF PERSON INTERVIEWED \_\_\_\_\_

PLACE OF EMPLOYMENT \_\_\_\_\_

PRESENT POSITION \_\_\_\_\_

Statement of Purpose

This interview is part of a general study designed to investigate the degree to which training in Commercial Dietetics at Tuskegee Institute prepares students for success in the work which they do after graduation. I will appreciate receiving a frank and complete answer to each of the questions which will be discussed during our interview.

1. Did your curriculum include training of the types which you have needed? If not, what deficiencies have you discovered?
2. Was the subject matter in classes you attended well taught?
3. Did you instructors command your respect as persons and as teachers?
4. Were they usually well prepared?
5. Did they give evidence of having adequate training?
6. Was the space and equipment used in your classes adequate?

- |   | Yes | No  |
|---|-----|-----|
| 7. Did your training help to improve the following?   |     |     |
| a. Ability to write reports, letters, etc.  | ___ | ___ |
| b. Ability to speak effectively to fellow workers and to the public   | ___ | ___ |
| c. Ability to interpret and analyze situations  | ___ | ___ |
| d. Ability to get along with people   | ___ | ___ |
| e. Ability to participate in community activities   | ___ | ___ |
| f. Ability to assume responsibility   | ___ | ___ |
| g. Ability to lead people   | ___ | ___ |
| h. Ability to get things done   | ___ | ___ |
| i. Ability to make wise decisions   | ___ | ___ |
| j. Ability to handle tools and equipment  | ___ | ___ |
| k. Ability to adapt to job procedures and conditions  | ___ | ___ |
| 8. What phases of your training have been most helpful?   |     |     |
| a.  |     |     |
| b.  |     |     |
| c.  |     |     |
| 9. What phases of your training have been least helpful?  |     |     |
| a.  |     |     |
| b.  |     |     |
| c.  |     |     |
| 10. Is there a single phase of your training that you have considered extremely essential to your progress and job performance? |     |     |

**ROCK ISF ONLY**  
**Date Due**

## Date Due

[illegible]

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