FOOD SERVICE IN SIX PRIVATE COLLEGES IN ATLANTA, GEORGIA

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FOOD SERVICE IN SIX PRIVATE COLLEGES IN ATLANTA, GEORGIA

By

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A PROBLEM

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INTRODUCTION

Colleges and universities today recognize their responsibility for the physical and social well being of students. Since 1930 educational institutions through self liquidating building programs have provided the funds for residence halls, union buildings, and other facilities to improve campus living conditions.

Institution food service is accepted as an integral part of a successful functioning school program. The importance attached to such a service is indicated by the continued increase of college and university students who live in residence halls.

A food service program is made effective through the cooperative efforts of school administrators, student government, dean of students, and alumni. College and university residence hall programs are vitally important to physical and mental development of students. By correlating certain aspects of food service activities with subject matter areas of education, objectives and procedures have broadened to include (1) the promotion of health and nutrition education, (2) the development of good social behavior and (3) the attainment of an economically sound business organization. The administration and organization of an institution food service should not only provide adequate food but supply the best possible food, palatable, well prepared under acceptable standards of sanitation, and pleasingly served at a minimum cost.

The cost for improvement in the planning and organization of college and university food service operations has been apparent to the writer. The purpose of this study was to survey current management practices in six food service units in Atlanta, Georgia. A summary of the organizational planning, personnel procedures, cost control, and sanitary techniques should provide practical information for management review and improvement of managerial control.

REVIEW OF LITERATURE

Good organization is one of the keys that leads to success in any operation and an institutional food service is no exception to this rule. There are certain fundamental principles which aid in attaining an efficient food service, but there is no single set of rules which will lead automatically to a successful operation. Each food service must be patterned to overcome individual problems such as worker competence, reliability, and stability; maintainance and operation of machinery; and the financial nature of the enterprise. Consequently, managerial imagination and initiative are a requisite to success.

The Organization and the Personnel

A critical challenge that faces a food service manager is to organize both staff and services for a smooth and efficient operation. This can only be accomplished when management is geared to meet each demand intelligently and each facet of the operation blends unobtrusively into the whole.

According to Smith (51), organization means "bringing into effective correlation all the parts of a whole, each part having a function peculiar to itself, yet having a definite relationship to the whole." He has noted that the larger the group, the more impersonal the operation tends to become and the consequent necessity for a definitely structured organization.

Ghene (15) contended that lack of effective communication between employees resulted in poor person-to-person relationship among staff members and sometimes in poor performance of duties assigned. This may be due to the inability of some workers to read well, to inattention at briefing sessions and to resentment for "being told everything". Overcoming the communication barrier does not simply mean calling more formal meetings or sending a greater number of memoranda. It does mean that the food service manager must establish an atmosphere conducive to learning and encourage each member to constantly evaluate his contributions to the operation and to propose practices that can better the operation. In this way, it would be possible for the workers to see themselves in relationship to their co-workers and ideas can be freely expressed and discussed.

The food director is responsible for the establishment of a satisfactory organization and the effective coordination of the food service department with others related to it: successful personnel direction, including delegation, supervision, and building of morale; the maintenance of high food standards; and the inauguration of an adequate system of cost control (58). Besides maintaining good personnel relations, the manager of college dining halls must have a knowledge of the purchasing, the processing and the preparation of food; an understanding of the engineering layout of the kitchen and dining rooms in terms of the operating and scheduled services of equipment; and, appreciation of merchandizing and salesmanship (42).

Justification for the acquisition of this variety of skills and talents lies in the fact that in many food service operations the entire responsibility for success rests on the shoulders of one person. Other than a limited number of graduates from trade schools in cooking and baking, no semi-professional group provides trained employees. Under these circumstances, the food service manager must be prepared to assume responsibilities for all areas pertaining to efficient management.

Staffing is one of the most serious problems facing food service managers. Even though they know what they want, and they may even believe that employees with the desired skills are available, yet they find it difficult to obtain efficient workers.

In order to obtain desirable employees Mee (37) recommended that small establishments use a system of job evaluation. He advised that job descriptions should be prepared by the manager so that the qualifications of applicants for the position can be made on the basis of a complete picture of the job to be done rather than on the job knowledge possessed by the rater or the unrelated skills acquired by the applicant.

In some instances the job descriptions may be ranked initially to get a better picture of how the classification should be arranged. The number of classifications can be chosen by a consideration of the present rates paid and any other groupings which may be in present use, formally or informally.

When job classifications are the basis for employment, the chances of obtaining workers with the necessary skill increases,

since other desirable qualities do not come to the fore at the time of job selection. However, the fairly common practice of defining classification and then analyzing and classifying jobs is not recommended. Since this procedure does not require an intensive evaluation of the organization, the initial classification becomes the mold into which the operation must fit.

If employees with the desired skills are unavailable, the food service manager must be prepared to plan a training program. In most organizations where this is done there is no stated probationary period and the worker is not told formally that he is undergoing a training period. He is merely placed under the tutelage of either a highly regarded worker or a supervisor and taught his job. The rate of the new worker's progress, his aptitude, his attitude and any other desirable characteristics determine whether or not he is retained. After the worker proves that he can function on his own he is left alone to find his place in the organization. Smith (51) deplored this condition, and stated that after any training program, whether it be formal or on-the-job training, there should be a follow-up until the supervisor has been assured that the worker is performing in an acceptable manner.

No matter what standards may be set or what programs of control and performance may be initiated, the success or failure of the program depends, in the last analysis, upon the employee. If the worker knows the plan, understands what is to be accomplished and has a real desire to carry out this plan, his intelligent cooperation with adequate instruction and supervision will insure a satisfactory outcome.

An employee will do best what he can do well. There are certain mental and physical qualifications that will make for a better grade of work and for a happier worker. Various interviews, written tests, and aptitude tests can be employed to ascertain the potential ability of a new worker. Education and past experience may also be a decided asset in many cases. However, it may be more desirable to take an untrained worker and give him the necessary training for the specific job when there is need to depart radically from a previously established practice.

Kusner stated (29), that an employee's success depends upon the manner in which he is introduced to his job. She also pointed out that a new employee, if treated courteously and given adequate instruction during the orientation period, is likely to react favorably. If sufficient instructions are not given, circumstances may develop which will make later training difficult.

A conference should be arranged with the new employee before work is actually begun. General information covered in the employment together with other rules and regulations applying to all employees should be discussed. A handbook is also valuable at this time. A tour of the unit in which the employee will work serves to familiarize the new employee with his surroundings, equipment, and supplies, and to introduce the worker to his immediate supervisor. The employee is told specifically to whom he should go for information concerning any problem that may arise later. A written work schedule is a helpful tool during the orientation period and should be presented to the new employee as a guide to the basic duties and procedures.

West (59) recommended that every person discharged from a service should be given a final interview in which the reasons for his discharge are reviewed and his strong points brought to his mind. If the situation merits a recommendation for another position, assistance should be given.

Operational Procedures

Procedures for food service operation can be discussed most effectively in terms of aims and goals rather than by descriptions or definitions. These procedures should be regarded as the result of taking into account certain factors that govern the operation: administrative policy; condition and facilities of physical plant, budget, labor force; and competence of staff. The operational procedure governs the entire organization; it provides the tracks on which the program must run and yet it must not be so rigid that under certain circumstances the service will be discontinued or so loose that anything can happen to the service.

If operational procedures are regarded as the tracks for the food service operation, then the budgetary allocation may be considered the bed on which the tracks are laid. Although there is no fixed formula for arriving at the distribution of the budget,

West (59) suggested the following flexible percentage distribution of budget items for a college residence hall:

Food	40-46
Labor	
Managerial	5-8
Employee	22-24
Housing*	10-12
Depreciation	3
Operating**	5-6
Repairs and Replacements	3-4
Supplies	
Cleaning	1
Office	1
Laundry	2-3
Miscellaneous	1-2
Net Profit	5-3

*Housing, rent, amortization, or interest

**Operating, fuel, electricity, water, steam, refrigeration, telephone

Since food is a large budget item procurement of subsistence supplies for college residence halls has high priority value.

Frooman (15) recommended five steps for effective institutional buying: (1) find out what the food industry offers; (2) determine what best fits your needs; (3) compile written specifications covering your

selections; (4) work out a buying procedure and decide on the course of action; (5) check and inspect all deliveries.

In order to procure quality food the buyer should adopt sound purchasing methods. The majority of the 27 college and university food services (34) studied by McKinley procured subsistence supplies through a salesman from a reliable firm who made his contacts by telephone. Twenty-five checked all deliveries upon arrival to see if the quality was maintained and if the correct quantity was delivered. In large organizations a storeroom clerk was responsible for receiving the food, but in smaller units the dietitian, head cook, or storeroom clerk accepted deliveries. Meats, fruits, and vegetables were the food items most frequently ordered. Twenty schools maintained monthly inventories and fifteen school took stock of the refrigerators daily. Twenty-two units kept record of purchases; several indicated a purchase record.

Wood (62) recommended that purchasing requirements be determined according to financial policies of the organization and based on the quality, packaging practices, ability, peak of seasonal products, and keeping characteristics of food--all of which are causes for variations in prices. A record of net yields, scales and measures, and systematic rechecking at frequent intervals are necessary for effective and worthwhile specifications for purchasing.

The chief function of a food service is to provide palatable and nutritious food. No one is pleased with a food service whose standards of preparation vary from day to day. The use of standardized recipes is becoming increasingly valuable to the food service directors. In

a study of college and university food services McKinley (34) reported that 78 percent of the managers used standardized recipes to assure product control.

One of the inherent dilemmas facing the college food service manager is that while the cost of food fluctuates daily, his annual budgetary allocation is, for the most part, rigid; thus, he must attempt to control operational costs in the face of fluctuating raw food and labor costs. Herman (27) reported that 48 percent of the food directors in 152 colleges food service units stated that restriction of menu choices was their major weapon to obtain a balanced budget. Forty-three percent agreed that installing labor saving equipment to control labor cost was advantageous.

Dukas (11) stated that the function of cost control is to provide a comprehensive co-ordinated plan which will result in maintaining efficiency, exposing variances and unfavorable trends on the economic front, and preventing poor expenditure and management of funds. Gleason (17) found work sheets, market orders, a dual purpose form for combining refrigerator inventory and purchase orders, and standardized recipes to be tools necessary for controlling food cost.

Preston (41) suggested the efficient operation of any food service unit required a careful check by the dietitian to see that the public is receiving the quality and quantity which can reasonably be expected for the charged. He also discussed factors necessary for studying, analyzing and controlling food costs: maintenance of accurate inventories for all purchases, accurate records of raw food cost, careful

menu planning, use of listed and standardized recipes, serving of standardized or measured portions, the purchase of food by specifications, checking food waste, and figuring the labor cost.

No matter how well prepared the food may be or how efficient the purchasing staff may function, if sanitary conditions are not maintained in a food service organization the operation is a failure.

Fitch defined (14) sanitation as the application of scientific and technical knowledge and skills to obtain a healthful environment. The capstone for any complete sanitation program is adequate provision for sanitation inspection. Unless a definite self-inspection program is established, it is a foregone conclusion that sanitation deficiencies will develop and may become serious before they are detected. Mutual assistance among staff members is important in the achievement of an efficient sanitation program.

One of the basic purposes of a good sanitation program should be to promote pride and productivity among sanitation personnel, for these will have important effects on costs and results. Even today, sanitation is too commonly thought of in terms of janitorial tasks. On that basis, it is easy to understand why intelligent and competent workers tend to shun employment in the sanitation group on the assumption that the work is dull and demeaning. This unfortunate attitude is basically the fault of management and administration.

Good sanitation can result only when managerial support and adequate supervision are provided and when a definite program of personnel training and development of sanitation methods exist.

METHOD OF PROCEDURE

In recent years America has attempted to eliminate costly duplication of services in every area. The United Charities Incorporated, which can be found in almost every large city in the United States, not only promotes United Funds appeals "Give once for all" but studies its member organizations to reduce unnecessary overlapping of services. The Negro colleges in Atlanta, Georgia are evidence that this spirit of union is making itself felt in the educational field.

The University Center Colleges

The six private colleges which constitute the University Center in Atlanta, Georgia, are not an organic unit. Each of the six colleges is administered by its several boards of trustees and presidents, and operates under its own management. Curriculum-wise, however, there is a true exchange of faculty. A student enrolled in any one college can gain admission to classes held by a member college of the University Center.

A schematic map of the University Center is shown in Figure 1. The names and addresses of the colleges are listed in the Appendix.

The exchange faculty program has permitted each institution to offer a balanced curriculum without duplicating staff and instructional facilities. Recreational, residential, and food services have

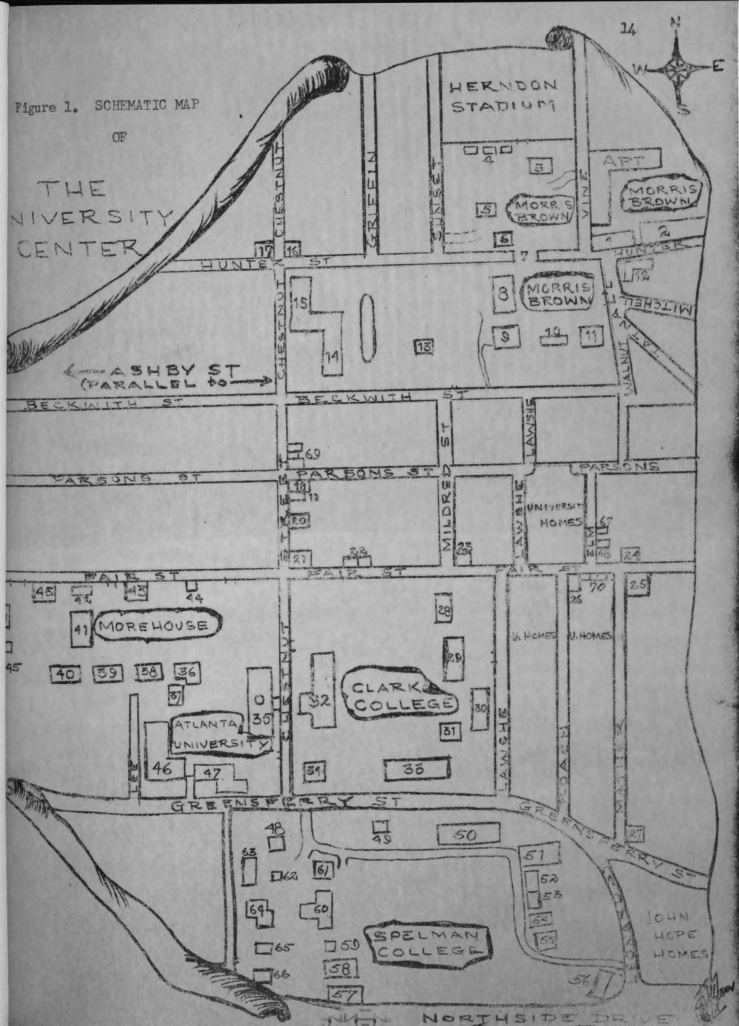


Figure 1. SCHEMATIC MAP
OF
THE
NIVERSITY
CENTER
HERNDON
STADIUM
APT
MORRIS
BROWN
MORRIS BROWN
MORRIS BROWN
HUNTER
MITCHELL
WALNUT
CHESTNUT
GRIFFIN
HUNTER ST
ASHBY ST
(PARALLEL TO
BECKWITH ST
BECKWITH ST
PARSONS ST
PARSONS
PARSONS ST
UNIVERSITY
HOMES
MILDRED
LAWSHE
FAIR ST
FAIR ST
MOREHOUSE
U. HOMES
U. HOMES
CLARK
COLLEGE
ATLANTA
UNIVERSITY
GRESHAM
GRESHAM
GRESHAM
GRESHAM PERRY ST
GRESHAM PERRY ST
JOHN
HOPE
HOMES
SPELMAN
COLLEGE
NORTHSIDE DRIVE
N
W
E
S

Key to the Map of the University Center

1. Quadrangle,Morris Brown
2. Gymnasium,Morris Brown
3. Ferber Cottage,Morris Brown
4. Temporary Building,Morris Brown
5. Cottage,Morris Brown
6. Gaines Hall,Morris Brown
7. Bridge over Hunter Street,Morris Brown
8. Stone Hall,Academic Building,Morris Brown
9. Grant Hall,Morris Brown
10. Administration Building,Morris Brown
11. Ogelthorpe,Laboratory School,Morris Brown Campus
12. Phyllis Wheatley Branch Y.W.C.A.
13. President's Home,Atlanta University
14. Bumstead Hall,A.U. Dormitory for Women
15. Ware Hall,A.U. Dormitory for Men
16. School of Mortuary Science
17. Church,Baptist
18. University Flower Shop
19. Dry Cleaners,Ted Lewis
20. Rush Memorial Church
21. Yates and Milton Sundry Store
22. University Grill and Dry Cleaners
23. University Shoe Shop
24. Ritz Theater
25. Gasoline Station
26. Yates and Milton Pharmacy
27. Providence Baptist Church
28. Pfeiffer Hall,Clark
29. Thayer Dining Hall,Clark
30. Home Management Building, Clark
31. Merner Hall,Clark
32. Haven - Warren Hall,Clark
33. Holmes Hall,Clark
34. A. U. Temporary Building,Clark Campus
35. Harkness Hall, A.U. Administration Building
36. Chemistry Building, Morehouse College
37. School of Social Work,A.U.
38. Biology Building, Morehouse
39. Sale Hall, Morehouse
40. Robert Hall, Morehouse
41. Graves Hall,Morehouse
42. Temporary Building,Morehouse
43. President's Home,Morehouse
44. Meditation Chapel,Morehouse
45. Apartments,Morehouse
46. Dean Sage Hall,A.U.
47. Trevor Arnett Library
48. Home of Superintendent of buildings and grounds,Spelman
49. Speech Clinic,Spelman
50. Giles Hall,Spelman
51. Abbe Aldrich Rockefeller,Spelman
52. Morehouse North,Spelman
53. Morehouse South,Spelman
54. Laura Spelman,Spelman
55. Tapley,Spelman
56. Chadwick Hall,Spelman
57. Read Health and Recreation Building, Spelman
58. Sisters Chapel
59. Reynold's Cottage, President's Home, Spelman College
60. Rockefeller Hall,Administration Building, Spelman
61. Packard Hall,Spelman
62. Laundry,Spelman
63. Upton Hall,Spelman
64. Morgan Hall,Spelman
65. McVicar Infirmary,Spelman
66. Bessie Strong
67. Barber Shop
68. Beauty Salon
69. Beauty Shop,Barber Shop, Dressmaker Shop
70. Beauty Shop, Barber Shop, Grocery Stores etc.
71. Infirmary, Morehouse

not been operated as cooperative ventures; consequently, the program for operating these services is designed to satisfy the needs of each college.

Spelman College

In 1881, two New England women, Sophia Packard and Hariett E. Giles, who wished to alleviate the problems of the Negro in the South, established a college for Negro women. The school, first known as the Atlanta Female Seminary, opened in the basement of Friendship Baptist Church with an enrollment of eleven. After three months eighty students were registered and at the close of the year one hundred and seventy-five young women were enrolled.

As the school continued to grow, the founders sought financial assistance. One of their fund-raising speeches attracted the attention of John D. Rockefeller who became a benefactor of the college. The Rockefeller family has given continuous support to Spelman College until present time.

In 1888 the school secured option of nine acres of land and five frame buildings which had been used as barracks and drill grounds for the Union Army during the Civil War. During the past quarter century new buildings have been erected on the campus and old ones have been remodeled.

Spelman College is dedicated to the cultural, the intellectual, the social and personal development of the student. Dr. Albert E. Manley, the fifth president of Spelman, directs the administration. The curriculum offers a basic liberal arts program, and the college

grants the bachelor of arts and the bachelor of science degrees. Approximately 48 faculty members and exchange teachers from the University Center comprise the instructional staff. The student enrollment is 480, with 225 students in residence halls.

Spelman College is a member of the Southern Association of Colleges and Secondary Schools and is on the approved list of American Universities. The school has achieved a prominent place for itself in the community and in the country at large, for its graduates have established themselves in all parts of the country and abroad.

Morris Brown College

The African Methodist Episcopal Church established Morris Brown College in 1881. In that year a resolution was passed at the North Georgia Annual Conference to organize a preparatory school in Atlanta for the Christian education of Negro boys and girls.

The school was opened in 1885, the year a charter was granted. The first class was graduated in 1890; the liberal arts college was organized in 1894.

In September, 1932, William Business College was merged with Morris Brown College and the preparatory type of education was discontinued. Morris Brown College aims to provide opportunity for moral, spiritual, and intellectual growth under Christian influence. An effort is made to meet the needs of the individual student and to stimulate and develop his interests by the maintenance of an environment in which the highest spiritual and intellectual ideals prevail. Accordingly, cultural education is combined with practical vocational

and prevocational training in the preparation of ministers, elementary and secondary school teachers. Preprofessional training for medicine, law, and social work is available. Morris Brown offers a basic liberal arts program and grants the bachelor of arts and the bachelor of science degrees. The faculty total fifty-four. The administration of the college is under the leadership of Dr. Frank Cunningham, President. The student enrollment is 750, with 250 students living in residence. Morris Brown is a member of the Southern Association of Colleges and Secondary Schools and is on the approved list of the Association of American Universities.

Atlanta University

Atlanta University, a non-sectarian institution, was established for the liberal and Christian education of youth in 1865. The first normal class was graduated in 1873, the first college class in 1876.

On April 1, 1929, Atlanta University, Morehouse College and Spelman College completed an agreement for affiliation in a University plan: graduate and professional work would be centered in Atlanta University, Morehouse and Spelman Colleges would offer undergraduate college programs. On September 25, 1929, the Atlanta School of Social Work was discontinued as a separate corporation and became an integral part of Atlanta University.

In accordance with the affiliation agreement, each institution is independently organized under a board of trustees, but through affiliation, duplication of course offerings was eliminated and the resources and facilities of all institutions were available to every student.

Atlanta University offers courses for graduate students in the arts and sciences and grants the master of arts and the master of science degrees. The administration of the University and faculty of 67 is directed by Dr. Rufus E. Clement.

Approximately 100 of the 600 students live in residence halls. Atlanta University meets the requirements governing the accreditation of universities by the Association of Colleges and Universities.

Clark College

The Freedmen's Aid Society of the Methodist Episcopal Church founded Clark College in 1869. To make possible the use of University Center facilities in 1941 the college moved to the present site on Chestnut Street. Residence halls for men and women, a student union, social building with cafeteria service, and a large administration and classroom unit comprise the campus buildings.

Clark College offers a basic liberal arts program and grants the bachelor of arts and the bachelor of science degrees. The administration of the college is directed by Dr. James P. Brawley and the faculty total sixty. The college provides a learning situation which will offer an opportunity to develop well-balanced personalities through diversified learning situations. Three hundred twenty-two of the seven hundred students live on campus. Clark College is a member of the Southern Association of Colleges and Secondary Schools. The institution is recognized as a Class A College by the State Department of Education in Georgia, Texas, North Carolina and Flordia.

Morehouse College

Morehouse College, an institution for the education of young men in leadership and service, occupies one of the highest points of land in Atlanta and commands a fine view of the city and surrounding country. The campus covers twelve acres.

The college was organized in 1867 in Augusta, Georgia under the name of The Augusta Institute. Early in 1890 the school was moved to its present location and in 1897 amendments to the charter were secured, granting full college powers and changing the name of the institution to Atlanta Baptist College. The name Morehouse College was adopted 1913.

Morehouse is a member of the Southern Association of Colleges and Secondary Schools and is on the approved list of the Association of American Universities. The present student enrollment is 700 with 350 in residence. The faculty at Morehouse total approximately forty-two. The administration of the college is under the leadership of Dr. Benjamin E. Mays.

Gammon Theological Seminary

Gammon Theological Seminary was found by the Methodist Episcopal Church in 1883, and offers an extensive course of study for the Christian ministry. The Seminary which has played a vital part in the life and progress of Negroes in America has trained leaders of highest caliber. The school prepares men and women for various fields of Christian service. Although it places primary emphasis on pulpit and ministry, the Seminary provides a foundation for ministry in the educational missionary, institutional, social and related fields.

Three regional seminaries and Gammon are consolidating to establish a new institution, The Interdenominational Theological Center. The campus will be constructed in area 13 of the University Center. See Figure 1.

Gammon offers three degree programs: (1) the bachelor of divinity degree; (2) the master of sacred theology degree in rural sociology and sociology of religion; (3) the master of religious education for women. The Seminary which is accredited by the American Association of Theological Schools has an enrollment of 80 and a faculty of 16 under the direction of Dr. Harry V. Richardson.

Collection of Data

The data for this study were collected during the month of October, 1958, when the food service units at the University Center were operating at a normal rate.

Permission for interviews was obtained from the President of each institution. See letter in Appendix. Personal interviews were arranged with each food service director, and a cordial relationship was established between the investigator, and the institution personnel.

A questionnaire was prepared by the interviewer to simplify the procedure for recording the findings and tabulating the results. See Appendix. A copy of the questionnaire was sent to the manager of each food service before an interview was conducted.

The interviewer was able to secure information in a logical sequence with few interruptions and minimum distractions. Opinions expressed by the management of each food service were verified by cross-checking certain items.

The interview guide was divided into five sections. The introduction sought general information about the institution. This section dealt with the type of school, method of support and the number of students enrolled and in residence. In order to know the size and nature of the operation, information was tabulated on the number of persons employed by the food service, average daily census, the capacity of dining areas and the type of service rendered.

The second portion of the questionnaire examined the organizational structure of the food service by identifying the lines of authority and responsibility. Questions pertaining to the classification and qualifications of positions, regularity of staff meeting and techniques of supervision were included.

The third phase of the questionnaire was concerned with food service personnel. Special attention was made to appraise the labor market from which workers were recruited, the conditions under which they worked, the gap between desirable and available employees and the job orientation and training programs.

Section four listed questions relative to the policies and practices of food and labor cost control; the final section included desired standards and procedures for the maintainance of sanitary conditions.

In order to present the data objectively, the tabulations were coded alphabetically by institutions A through F. The letter A was assigned the school with the smallest number of students in residence and F to the institution with the largest resident enrollment.

DISCUSSION

No attempt has been made to discover ideal conditions for institutional food service. The operational patterns of the six units studied varied according to the policies of the college administrators, the method of financing, the personal esteem of the food director, and the socio-cultural role assigned the food service department. However, in examining the service units, certain principles conducive to achieving acceptable management practices were evident.

In each case the dining operation reflected the administrative climate of the college it served. Table 1 shows the name of each institution, composition of student body, program and method of control. Students from every state in the United States and some foreign countries comprised the enrollments. Four colleges had undergraduate programs and two schools provided graduate programs. All colleges were private; four were sectarian. The schools surveyed were each controlled by a board of trustees and administered by a president. One college was for women; one was established for men; and four institutions were co-educational.

Table 1. The University Center Colleges, Atlanta, Georgia

College	Program	Control	Type
Spelman	Undergraduate	Private	Women
Morehouse	Undergraduate	Private	Men
Morris Brown	Undergraduate	Religious	Co-Ed
Clark	Undergraduate	Religious	Co-Ed
Gammon Seminary	Graduate	Religious	Co-Ed
Atlanta University	Graduate	Religious	Co-Ed

The enrollment of the colleges ranged from 81 to 800; the number of resident students averaged 289. Dining room capacities had no relationship to the enrollments and varied from 270 to 430 as shown in Table 2.

Table 2. Relationship of total enrollment, students in residence, seating capacity of dining areas, and type of service in six private colleges in Atlanta, Georgia, 1958-59

College	Enrollment	In Residence	Capacity of Dining Areas	Type Service	
				Family	Cafeteria
A	81	75	312	X	X
B	600	120	400		X
C	750	250	300		X
D	480	255	430	X	X
E	800	322	274		X
F	700	350	270		X

Four colleges operated cafeteria type service; two offered a combination of cafeteria and family style service. Even though the directors of the two food services that provided family style service admitted that a cafeteria plan was more desirable, the respective administrators insisted on family style service to provide an atmosphere where the social graces might be learned and practiced. Only college E had no choice but to adopt a cafeteria style service for all meals because of limited service and seating areas. See Table 3.

Table 3. Relationship of seating capacity and number in residence for six colleges in Atlanta, Georgia, 1958-59

College	No. In Residence	Seating Capacity
A	75	312
B	120	400
C	250	300
D	255	430
E*	322*	274*
F	350	270

In five of the six food services studied the managers were the direct supervision of the business manager. See Figure 1.

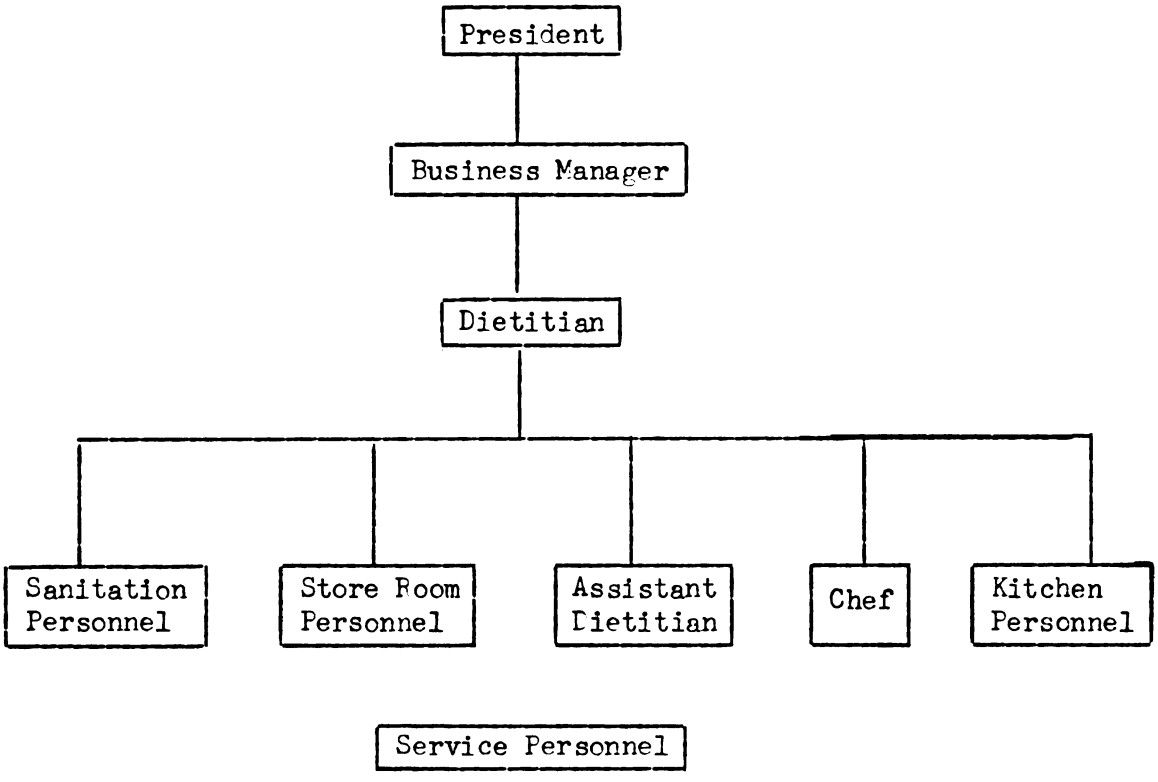


Figure 1. Organization of food services in colleges A, B, C, E, and F

The business manager acted as business agent for these food services; he banked all funds into the food service account and paid all bills properly processed by the food service manager, who operated within the confines of an established budget. In essence, the food director made recommendations to the business manager which he either approved or disapproved. Whenever a serious difference of opinion arose between these two parties, it was not unusual for the president of the institution to resolve or arbitrate the differences.

College D was the one institution in which the food service manager was directly responsible to the president as shown in Figure 2. The funds for operating this service were set apart in an independent accounting system under the direct control and supervision of the food service director.

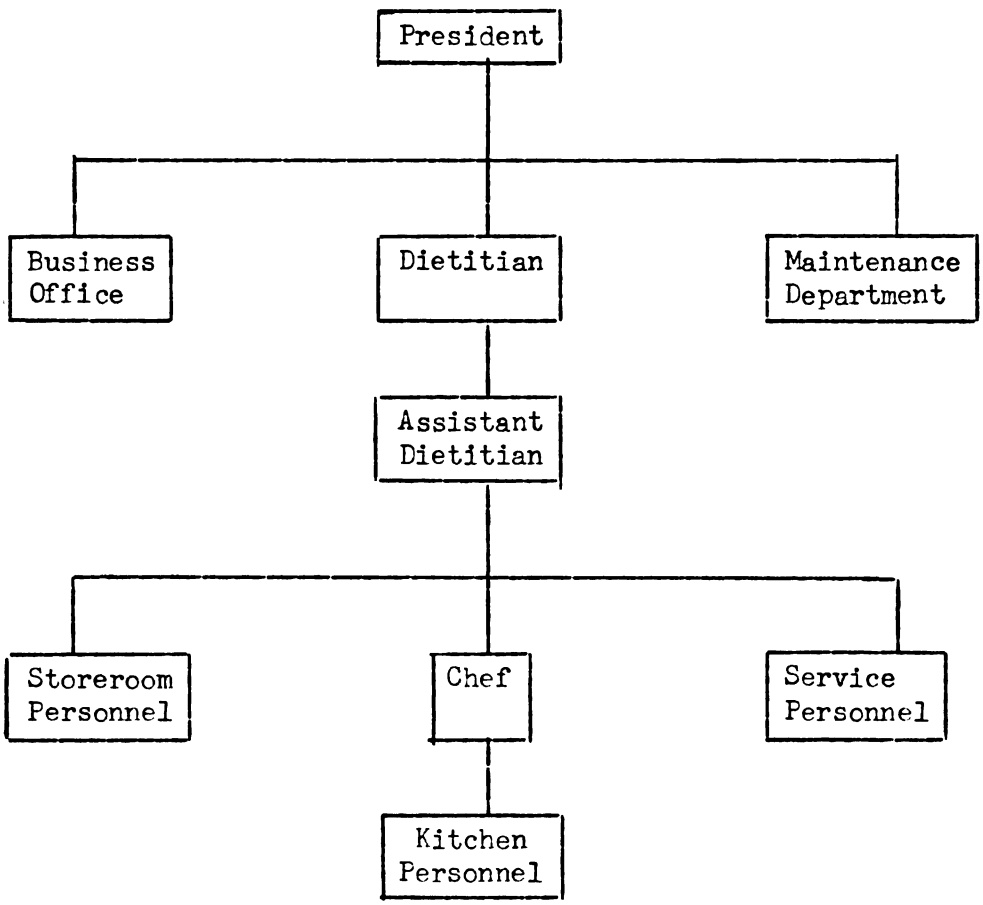


Figure 2. Food service organization chart for college D

Personal appearance, employment history and mental alertness were the selection factors for potential employees as shown in Table 4.

Table 4. Selection factors for new employees in six private colleges in Atlanta, Georgia, 1958-59

Selection Factors	College					
	A	B	C	D	E	F
Personal appearance	X	X	X	X	X	X
Employment history	X	X		X	X	X
Mental alertness		X	X	X	X	X
Test						

Table 5 indicates that five of the six colleges provided worker sponsorship for personnel orientation; two of the colleges conducted plant tours for new employees. None of the six had prepared an employee handbook; neither had management in any of these institutions established job descriptions for food service positions. Desirable skills and aptitutes were used as a basis in selecting most of the workers. Only college D reported exit interviews.

Table 5. Orientation procedures in six Atlanta Colleges

Orientation Procedures	College					
	A	B	C	D	E	F
Employee handbooks						
Personally conducted tours	X					X
Job descriptions						
Sponsorship for workers		X	X	X	X	X

Staff meetings were held at regular intervals. At these briefings points of general interest to management and workers were discussed and suggestions for improvement of food service operations were made. Each manager reported that all areas received some personal supervision daily. Duty records and charts were used as aids in maintaining adequate supervision.

In every case investigated the budgetary allocations for the food services were based on figures which did not take into consideration any serious fluctuation in the cost of food. Consequently, the food service manager continually had to consider cost control before making any decision.

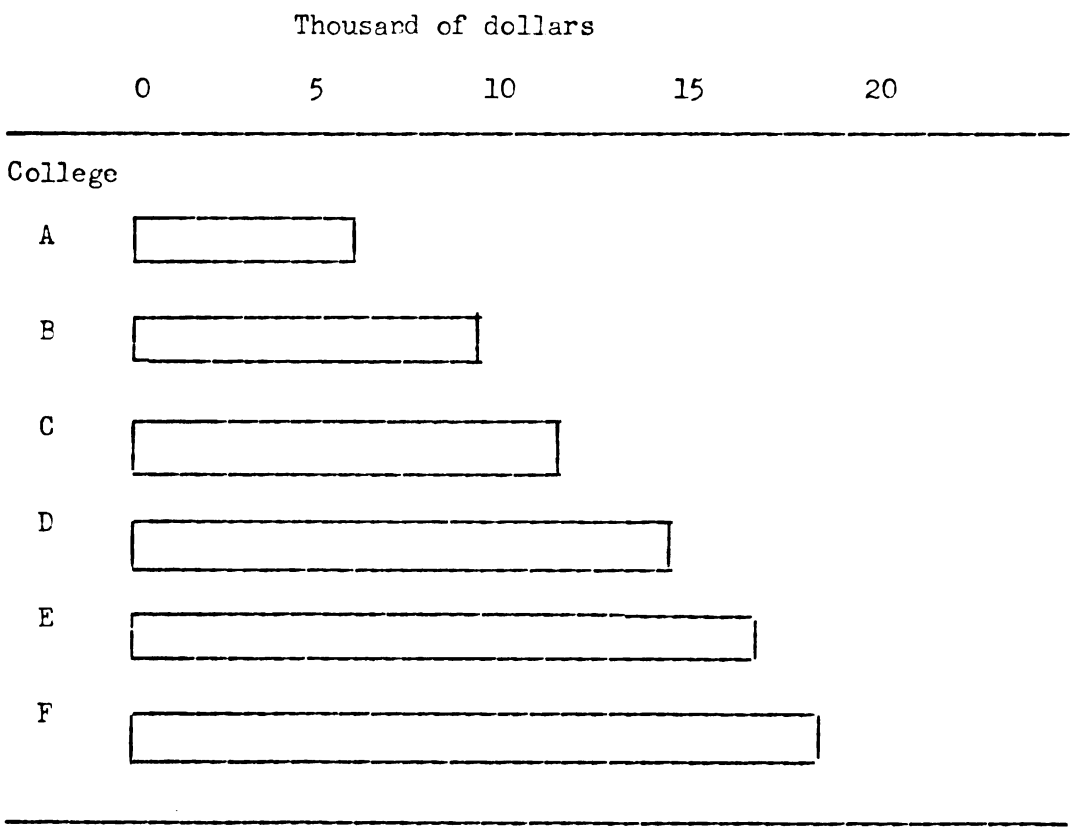
Food-cost control procedures were similar for the six colleges. All the directors of food services utilized the following system to obtain satisfactory results. These included: type service rendered, provision of employee meals, purchasing methods, standardized recipes, control of waste in preparation and service, and standardized portions. Preportioning tools and equipment were adequate but the six colleges seldom used these controls.

The most crucial problem that faced all food directors interviewed was recruitment and training of efficient employees. None found the demands by their respective institutions unreasonable if they could maintain a competent staff. All managers relied heavily on promotion within the ranks to supply needs for skilled labor and recruited additional workers from friends and acquaintances of employees.

The labor cost section of the questionnaire provided a wage comparison with other institutions and organizations in Atlanta. The food service managers interviewed did not feel that their allotments for labor were adequate to secure the best qualified applicants and they cited hospitals and industrial food establishments as competitors in recruitment of trained personnel.

Labor cost for food service personnel in the colleges surveyed ranged from $6,000.00 to $19,000.00 per year as shown in Table 6.

Table 6. Annual labor budget for staff personnel for six colleges in Atlanta, Georgia, 1958-59



Food budgets were found to vary greatly among the colleges surveyed. As shown in Table 7, budgets for food service operations ranged from $10,000.00 per year for the college with 75 students in residence to $72,000.00 and 350 students in residence.

Table 7. Residence hall census and food budgets for six colleges in Atlanta, Georgia, 1958-59

College	No. In Residence	Annual Food Budget
A	75	$ 10,000
B	120	27,000
C	250	43,000
D	255	45,000
E	322	64,000
F	350	72,000

Monthly meal rates for students at the six colleges ranged from $27.00 to $37.00. One college furnished three meals daily while five institutions provided three meals for five days and two meals on Saturdays and Sundays.

The housekeeping program was satisfactorily planned, supervised and conducted. Posted were the cleaning and entomological service schedules and maintainence on the physical layout and equipment in the service areas was scheduled regularly. Most of the colleges stored and handled food properly by maintaining adequate refrigeration and clean, well lighted and ventialated storage areas.

All colleges complied with county and state health regulations by purchasing food items from companies that received periodic sanitation inspections, maintained high sanitary standards in each food service unit, provided proper supervision for the maintenance of sanitary work habits of their workers, and scheduled periodic examinations for all personnel.

Each food service operation reflected the policy of the organization. Where the financial program of the college was on an annual basis, the food service received an annual budget; where the budget depended on periodic allotments, the food service program was dependent on short term planning.

The food service managers in the Atlanta University Center were well acquainted with desirable operational procedures and aimed to satisfy student demands without ignoring the nutritional program.

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APPENDIX

Names and Addresses of Colleges Surveyed

Atlanta University
50 Chestnut Street, Southwest
Atlanta, Georgia

Clark College
240 Chestnut Street, Southwest
Atlanta 3, Georgia

Gammon Theological Seminary
9 McDonough Boulevard, Southeast
Atlanta 15, Georgia

Morehouse College
223 Chestnut Street, Southwest
Atlanta 3, Georgia

Morris Brown College
643 West Hunter Street, Southwest
Atlanta 3, Georgia

Spelman College
350 Leonard Street, Southwest
Atlanta 3, Georgia

November 29, 1958

President Albert E. Manley
Spelman College
Atlanta, Georgia

Dear President Manley:

As you probably know, I am working towards my master's degree at Michigan State University. The subject which I have chosen for may problem is: "Food Service in Six Private Colleges in Atlanta, Georgia". I would like to include Spelman College in my study.

The aim of this problem is to obtain a picture of current management practices in (A) organizational planning from the standpoints of communication in line and staff, classification of duties, and supervision; (B) personnel in terms of selection of employees, orientation, and termination of employment; (C) cost control including food and labor costs; and (D) sanitation policies, practices, and sanitary inspection.

I am enclosing a copy of the questionnaire I have prepared so that you can see the type of material I am including in my study. All information will be coded, and names of colleges and persons will not be used.

Please let me hear from you as soon as possible as to whether or not it will be permissible to use material from Spelman College in such a study. Your consideration will be greatly appreciated.

Sincerely yours,

Robert V. Cole

INTERVIEW QUESTIONNAIRE

I. INTRODUCTION

1. Name of school_____ Address_____

2. Name of president_____

3. Type of school:
   _____Graduate
   _____Undergraduate

   _____Liberal Arts
   _____Other

4. Organizational control:
   _____Religious
   _____Private
   _____Other

5. Number of students enrolled_____In residence_____

6. Size of food service department

   a. Number of non-professional employees ***_____
   b. Average number of persons fed per day _____

7. Capacity of dining areas
   _____Student
   _____Faculty
   _____Special ocassion

8. Type of food service

   _____ Cafeteria
   _____ Family style
   _____ Other

II. ORGANIZATIONAL PLANNING

1. To whom are the following persons responsible:

	President	Business Manager	Dietitian	Assistant Dietitian	Chef
Dietitian					
Assistant Dietitian					
Chef					
Kitchen Personnel					
Store room Personnel					
Waitresses or Waiters					
Sanitation Personnel					

2. Do you have personnel classification for all positions? Yes____No____

3. Do you have qualifications for each classified position? Yes___No____

4. Are conferences held regularly with staff personnel? Yes___No____

5. Does each work area receive personal supervision? Yes___No____

6. Indicate devices used as aids to good supervision:
   _____Records
   _____Charts
   _____Check lists
   _____Other

III. PERSONNEL

1. Sources of your applicants
   _____Employment agencies public and private
   _____Friends and acquaintances of employees
   _____Pupils who patronize the cafeteria
   _____File of previous applicants
   _____Promotion within the ranks

2. Factors that you consider in selection
   _____Personal appearance
   _____Employment history
   _____Mental alertness
   _____Tests
   _____Other

3. Orientation procedures
   _____Employee hand-books
   _____Personally conducted tours
   _____Job descriptions
   _____Sponsorship for workers

4. Do you provide exit interviews in your department? Yes___No____

IV. COST CONTROL

1. Food cost
   a. What is your food budget for this year? _____
   b. How much does each person in residence pay per month for meals? _____
   c. When you purchase perishable items are standing orders fixed: Yes____No____, or flexible: Yes____No____
   d. Do you practice competitive buying? Yes____No____
   e. Do you use standard purchase specifications in making stock purchases? Yes___No____
   f. Are daily receiving forms maintained? Yes____No____
   g. Does the receiving clerk check all incoming shipments? Yes___No____
   h. Do you have systematized procedures to guard against spoilage and pilfering? Yes____No____

i. Are requisitions used in issuing food items from the storeroom? Yes____No____

j. In production planning do you consider your past records? Yes__NO___

k. Are standardized recipes used in your operation? Yes___No___

l. What pre-portioning tools and equipment are used in your operation?

_____Standard sized pans for counter, bakeshop and range
_____Scales for weighed portions
_____Individual casseroles, custard cups, molds, souffle cups
_____Cutters for cakes, pies, butter, cheese
_____Slicers for breads, meats, and vegetables
_____Individual size milk containers
_____Individual cereal boxes
_____Individual cream pitchers
_____Special envelopes containing portions of crackers, sugar, etc.
_____Standard and suitable ladles, spoons, dippers, ice cream dippers and tongs of various sizes
_____Other

2. Labor cost

a. What is the amount of your labor budget this year?_____

b. How does your wage scale compare with that of other schools in the community? Above average_____Average____Below average_____

c. Do you feel that your labor budget is adequate to meet the requirements of your department? Yes____No____

V. SANITATION

1. Do you comply with county and state health regulations in the following areas:

	Yes	No
Purchase safe food	____	____
Store and handle foods properly	____	____
Employ healthy workers	____	____
Instruct workers in sanitary work habits	____	____
Plan careful housekeeping	____	____
Plan safe dishwashing	____	____
Plan safe pot and pan washing	____	____

2. Does your department receive inspection from the county health department? Yes____No____

How often?_____

he Interdenominational Theological Center

By

HARRY V. RICHARDSON

President Gammon Seminary

n June 6, 1958, word came that the ntic Fund of New York City, a efeller family foundation, had ap- riated $1,750,000.00 for the estab- ent of an interdenominational cen- n Atlanta. This amount, along with 500,000.00 that had previously been opriated by the General Education d, also a Rockefeller agency, brought being the grandest achievement in denominational cooperation that had been undertaken by Negroes in rica. It marked a new day in Negro ous history.

e amount given was one of the larg- ingle amounts, if not the largest, given to any Negro educational . It brought to fruition two years reful, patient working and planning our schools of theology and a body stinguished educators.

is project of cooperation really be- some three years previously when vriter, in company with Dr. F. D. rson, visited the Sealantic Fund and General Education Board in an ap- for aid in doing something to im- training opportunities in the Negro try. The Sealantic Fund had been p to aid Protestant theological edu- n, yet, up to then none of this aid one directly to the Negro ministry e training needs were greatest of all.

These needs are so well known that they hardly need recounting here. In fact, they constitute one of the scandals of Christendom. There are about ten million Negro Protestants in America. They have fifty thousand churches and about forty thousand pastors. The annual replacement in this ministry is about 1500. That is, we need about fifteen hundred new pastors every year. Yet only about one hundred candidates for the ministry graduate in any year from all the seminaries of the nation, sometimes less. This means that 93 per cent of the men entering our ministry in any year are professionally unprepared for their work. In the light of the needs of the church, this lack of trained leadership is crippling. In the light of the needs of our group in these crucial days, it is tragic. These needs have long been recognized and many persons have been concerned, but up to the present little, if anything, has been done.

Upon applying to Sealantic, we learned that help could only be given to interdenominational projects. Now, there are three seminaries in Atlanta devoted to the training of Negro ministers. They are Gammon Seminary, the Morehouse School of Religion and Turner Seminary in Morris Brown College. Through the years several plans had been advanced for their cooperation, but non had material-

ized. Here now it seemed was an opportunity. If these schools could work out some kind of cooperative program, they would be able to bring large financial aid to the training of Negro ministers. Invitations to join were extended to other seminaries. Phillips School of Theology of Jackson, Tennessee accepted at once.

Cooperation between educational institutions takes careful, technical planning. This costs money. We appealed to the General Education Board for help here. In 1956 this Board gave Gammon $15,000.00 with which to finance the necessary studies and do preliminary planning.

A distinguished study committee was formed. Dr. Ernest C. Colwell, former President of the University of Chicago and a leading statesman in theological education, was chairman. Dr. Henry P. Van Dusen, President of Union Theological Seminary in New York; Dr. F. D. Patterson, President of the United Negro College Fund; Dr. Walter N. Roberts, then President of the American Association of Theological Schools, and Dr. Merrill J. Holmes, President of Illinois Wesleyan University, were the other members. The Committee worked earnestly for more than a year. In the summer of 1957 they submitted a plan which in November, 1957 was adopted by the four participating schools. It is this plan which the gifts from the foundations on June 6th brought into living reality.

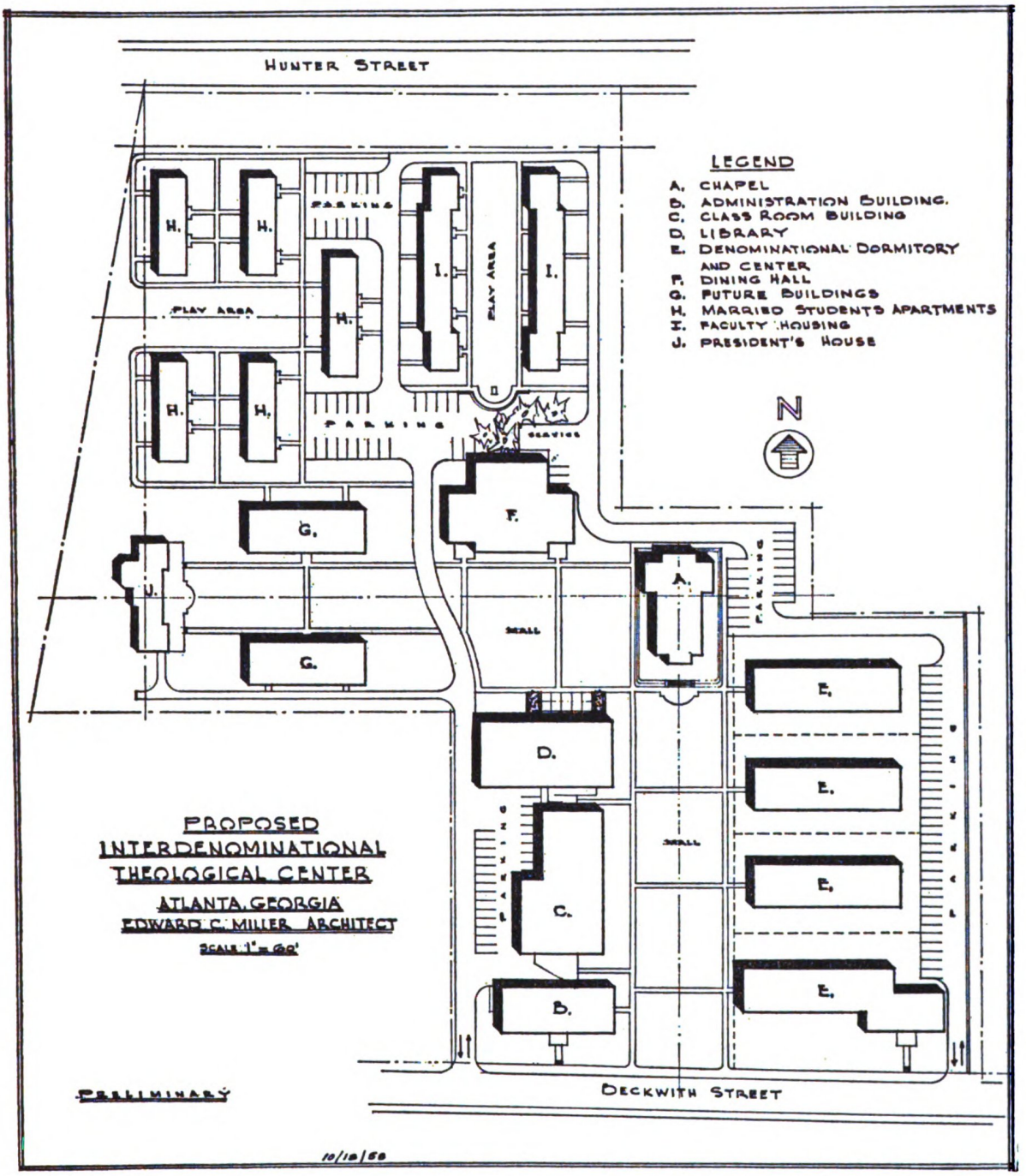
The Four Seminaries

The Interdenominational Theological Center is the product of cooperation between four separate, independent schools of four different denominations. They are: Gammon Theological Seminary, Methodist; the Morehouse School of Religion, Baptist; Phillips School of Theology, Christian Methodist Episcopal; and Turner Theological Seminary, African Methodist Episcopal. The basic pattern of the Center is *cooperation*. It is not federation, or merging, or unification. It is cooperation between independent, autonomous institutions. Each participating school will remain under its own board of trustees. Each will retain its own funds and assets. The financial resources of the Center will come from "new" money raised expressly for the Center. Each seminary will give its own degrees in cooperation, of course, with the Center. Each seminary will own such land as it may need for the erection of its own buildings. In short, each participating seminary will continue to be a separate, independent institution, cooperating with the others to constitute and operate the new Center.

Each seminary's financial responsibility to the Center will be based upon a per capita student rate. That is, each seminary will pay the Center a fixed fee for the instruction of each student. The seminaries themselves will provide housing and boarding for their students.

The New Center

The Interdenominational Theological Center is the new institution that is brought into being through the cooperation of the four schools, and by the gifts of the foundations. It embodies all of the advantages of cooperative action. It will have a larger, more efficient plant than any of the schools could ever hope to have alone. The instructional equipment will be of the latest type. The Center will have a larger, finer faculty, a greater library and a wider instructional program than any of the schools could have by themselves. In fact, the new institution will be one of the outstanding centers of theological education in America.



Preliminary sketch of the campus of the new Center. Final size and placement of buildings to be fixed shortly.

The I.T.C., for short, will be under the control of its own board of 22 trustees. Fifteen of these will be institutional members elected by the participating schools. Three seminaries will have three trustees each. Gammon will have six in recognition of its larger contribution in student body and resources. Seven trustees will be members-at-large, chosen by the Board without regard to their denominational affiliation.

The Board of Trustees will be in complete control of the Center. They will elect the President, employ the faculty, determine policies, set the curriculum, and promote the financial welfare of the Center. They will hold and manage the Center's property which, initially, will consist of some twenty-two buildings.

The Faculty

The faculty of the Center will be much larger than that of any single school, or even of all the schools combined. They will be teachers of highest qualification and will include scholars of national reputation. A larger faculty will make possible a wider curriculum with more areas of specialization.

Most of a student's work will be taken in the Center. However, specifically denominational courses, such as denominational history and polity, and supervised field work, will be taught by each seminary.

The Student Body

It is expected that the new Center will begin with an enrollment of 125 to 150 students. The school is built for 300, which it is anticipated will be reached within ten years. The Center is open to all students of all groups and denominations both at home and abroad.

The Physical Plant

The physical plant of the ITC will be one of the most modern, extensive and adequate in the nation. It will consist of some twenty-two buildings, including administration and classroom buildings, a library, a chapel, apartments for married students, the President's home, and housing for all faculty members.

In addition to these buildings belonging to the Center, there will be the buildings of the respective seminaries. These will include dormitories for single students and, in some cases, denominational houses or centers for activities related to each school's constituency. All will be located on a site of great natural beauty, ten and a quarter acres, in the heart of the University Center. The land is the generous gift of Atlanta University.

Resources and Needs

The opening date for the Center is September, 1959. It is fitting that this finest venture in religious cooperation should begin life well equipped and fairly well financed. The original grants, totalling two and a quarter million dollars, provide one and a half million for construction and one-half million for endowment. The additional quarter million will be available for endowment when the Center raises a similar amount. This will give the Center an endowment of a million dollars.

As much as this is, however, it still is not enough to finance the program of instruction the Center must carry on. New friends, new funds will have to be found if this great venture is to continue as it starts out to be, the finest thing of its kind we have ever known.

We are now seeking those friends.