



137
581
THS

CURRICULUM DEVELOPMENT FOR FOOD
SERVICE TRAINING OF STUDENTS
THROUGH THE ACTIVITIES OF
THE SCHOOL LUNCH PROGRAM

A Problem for the Degree of M. S.
MICHIGAN STATE UNIVERSITY
Virginia S. Hoglund
1958

THESIS
MICHIGAN STATE UNIVERSITY
COLLEGE OF HOME ECONOMICS
EAST LANSING, MICHIGAN

LIBRARY
Michigan State
University

CURRICULUM DEVELOPMENT FOR FOOD SERVICE TRAINING
OF STUDENTS THROUGH THE ACTIVITIES
OF THE SCHOOL LUNCH PROGRAM

By

Virginia S. Hoglund

A PROBLEM

Submitted to
the Dean of the College of Home Economics
of Michigan State University
in partial fulfillment of the requirements
for the degree of

MASTER OF SCIENCE

Department of Institution Administration

1958

ACKNOWLEDGMENTS

The author expresses her special appreciation to Professor Katherine Hart for her patience, advice, and encouragement in the development and completion of this study.

The author also wishes to acknowledge the assistance and helpful suggestions of Dr. Meta Vossbrink, of the College of Education, and of Dr. Pearl Aldrich and Dr. Grace Miller, of the College of Home Economics.

TABLE OF CONTENTS

	Page
ACKNOWLEDGEMENTS	ii
LIST OF EXHIBITS	iv
Chapter	
I. INTRODUCTION	1
II. LANSING PUBLIC SCHOOL CAFETERIA PROGRAM. . .	7
III. CURRICULUM DEVELOPMENT FOR FOOD SERVICE PERSONNEL.	20
IV. A CURRICULUM OUTLINE FOR TRAINING SCHOOL CAFETERIA STUDENT ASSISTANTS	42
BIBLIOGRAPHY	60
APPENDIX	66

LIST OF EXHIBITS

Exhibit	Page
1. ORGANIZATION CHART FOR LANSING PUBLIC SCHOOL CAFETERIAS	9
2. TABULAR IDENTIFICATION OF BEHAVIOR ORIENTED GOALS FOR FOOD SERVICE TRAINING ACCORDING TO INTERESTS OF GROUPS CONCERNED	24
3. BEHAVIOR AND CONTENT ASPECTS OF OBJECTIVES FOR ON-THE-JOB FOOD SERVICE TRAINING GOALS .	28

CHAPTER I

INTRODUCTION

Increases in school enrollment have been instrumental in focusing the educational spotlight on the nation's school cafeteria programs. School consolidations, closed campuses, and an increase in the number of working mothers are keeping a great majority of students at school during the noon hour. As a consequence, school lunchroom operations have mushroomed from an extracurricular activity of the homemaking department, serving only a small fraction of the total school population, into a full-fledged restaurant business with many of the operational problems of a regular restaurant together with those special responsibilities peculiar to an educational enterprise.

In addition to their service responsibilities for providing nutritionally adequate and attractive meals at a minimum cost, school cafeterias have a unique opportunity to function as an educational laboratory in a real-life situation. The rapid increase in the size of the

school lunch program has created, within the schools, a food service operation similar in many respects to a commercial restaurant. As a business enterprise, the school cafeteria must maintain performance standards comparable to any well-managed eating establishment. Boards of education usually expect the school lunchroom to be self-supporting. High levels of student patronage are necessary to provide sufficient income for meeting the expenses of the operation. A favorable relationship between consistently standard sizes of servings and selling price, eye appeal of food, prompt and courteous service, cleanliness, and customer satisfaction are all necessary for good student participation.

Since the cafeteria department requirements for additional help during the relatively short periods of time meals are actually being served make the employment of short-hour adult workers impractical, students have often been assigned noon-hour duties as an in-school work experience. An efficient operation with high levels of performance and minimum production costs requires adequately trained personnel. On-the-job vocational training provides opportunity for the immediate application of learning in meaningful activities through a planned program

of instruction which includes evaluation of the student's ability to perform in a realistic work situation.

Schools today are faced with problems which arise out of the need to educate and train all the children of all the people. Such an assignment requires that the scope of the curriculum and teaching methods and techniques be adapted to the many special needs and interests of the learners. Problems of school drop-outs and the relationship of juvenile crime to lack of professional skills have forced school officials to give renewed interest to potential avenues for vocational instruction which would appeal to students who have not been motivated to learn in a formal classroom situation.

The area of school food service provides activities within the school which can utilize a wide range in student abilities, and it appeals to a variety of interests. The school cafeteria affords a training laboratory which could help meet student needs for opportunities to broaden vocational interests as well as develop behavior patterns essential for a successful adult life through work experiences in the school kitchens and dining rooms. Local, state and national food service organizations have

indicated a desire to cooperate with school systems in planning vocational training programs suitable to help meet the labor requirements of the industry.

Many school lunch supervisors have considerable responsibility for the business management of the cafeteria in addition to the actual supervision of food production and service activities. The shift to multiple noon hours to care for increased enrollments allows a minimum of time for the supervisor to devote to either planning for, or carrying out special teaching duties. Because of the time factor in a multiple noon-hour arrangement, student assistants are often assigned to work stations with limited pre-instruction and a minimum of follow-up on work performance. In such cases, quality of job performance and, indirectly, cafeteria operation standards, are determined by the previous knowledge and experience of the student workers. This situation provides little educational gain to the student and may result in a cafeteria program with a less than satisfactory operating record.

A carefully planned and organized on-the-job training program conducted in the school cafeteria as a noon-hour laboratory class can offer experiences which are

educationally significant to the school cafeteria program, to the student, and to the community.

Development of a training program for students in a noon-hour work situation poses questions as to "what" and "how." What kinds of experiences in a school cafeteria might be selected which would help increase student competencies as food service workers and, at the same time, afford opportunities for practicing the types of behavior necessary to develop values and concepts important in daily life? How might these experiences be organized for the greatest educational worth to the students and for the most production value to the cafeteria? What should be the responsibilities of the cafeteria teacher-supervisor in a vocational education curriculum in food services? What kinds of behavior changes might be expected in the student?

This study was undertaken in an effort to develop a curriculum outline for on-the-job training of noon-hour student assistants in secondary school cafeterias with special emphasis given to the needs of the Lansing, Michigan Public Schools, and to prepare guidelines for implementation of the training program.

This problem has been developed in four sections. Chapter I has presented an introduction and stated the purpose of the study. Chapter II which is entitled "Lansing Public School Cafeteria Programs" describes the operation of Lansing school cafeterias and explains the training activities conducted therein. Chapter III discusses the criteria for curriculum design as recommended by Tyler and develops each point in terms of its application to a school cafeteria training program. Chapter IV is entitled "A Curriculum Outline for Training School Cafeteria Student Assistants." This chapter is intended as a training guide for secondary school food service instruction utilizing cafeteria noon-hour activities.

CHAPTER II

LANSING PUBLIC SCHOOL CAFETERIA PROGRAM

CHAPTER II

LANSING PUBLIC SCHOOL CAFETERIA PROGRAM

An understanding of the operation of school cafeterias was considered necessary for integrating the principles of curriculum construction with a plan for on-the-job training of student assistants in a regular school lunch program. The schools in Lansing, Michigan, were regarded as representative of those in a typical, average-sized city. Departmental files provided information concerning the educational philosophy of the Lansing Board of Education (Appendix Exhibit 1). The organizational structure of the cafeteria department as one segment of the total educational program is shown in Exhibit 1. The description and classification of schools and operational details of the cafeterias were secured from Board of Education records for the 1958 academic year.

Data relative to present training goals, teaching problems, and training procedures were obtained by interviews with the cafeteria supervisors, cafeteria class students and by observations of student assistants at work in the Lansing school cafeterias.

EXHIBIT 1

ORGANIZATION CHART--LANSING PUBLIC SCHOOL CAFETERIAS
July 1958

CHART A

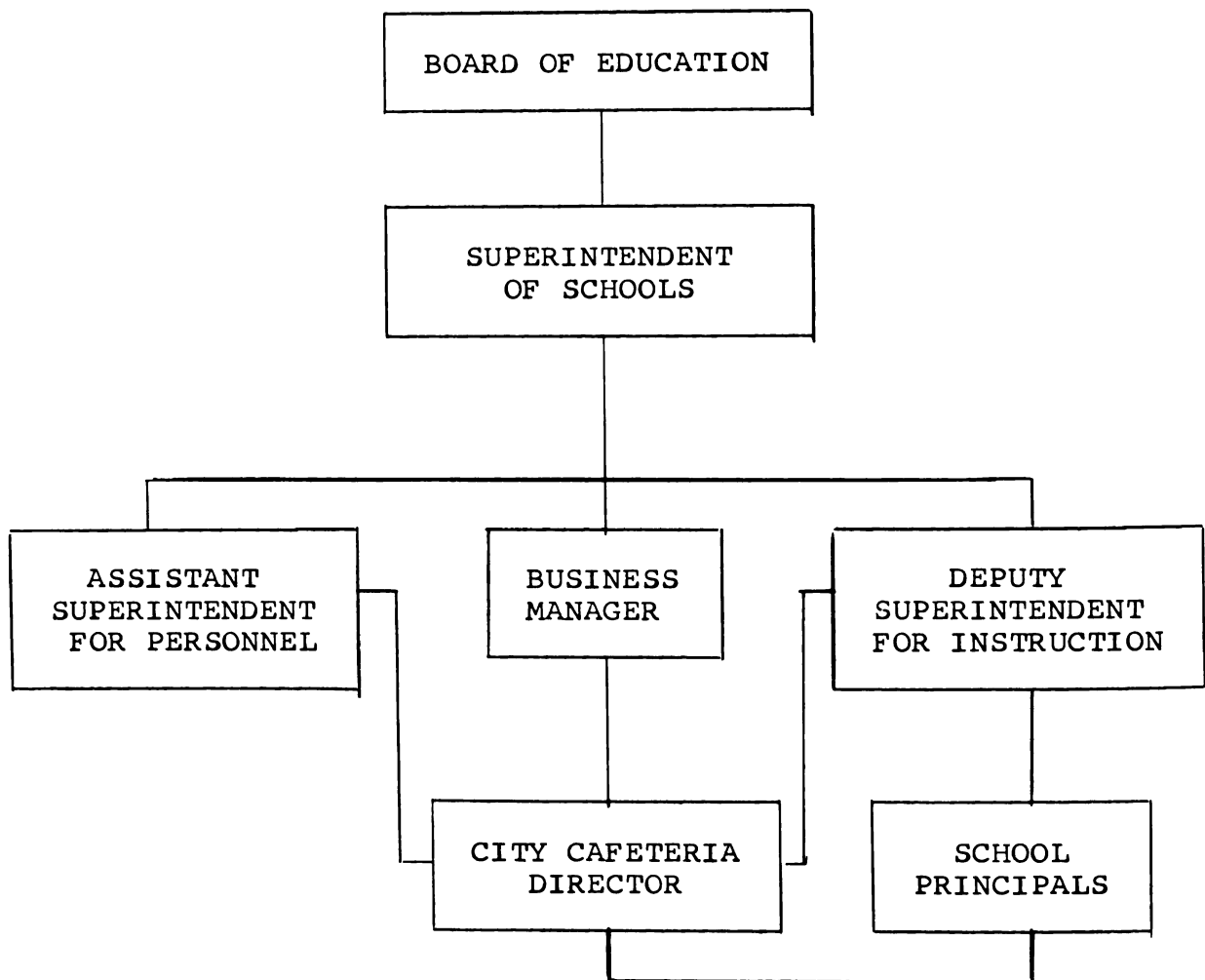
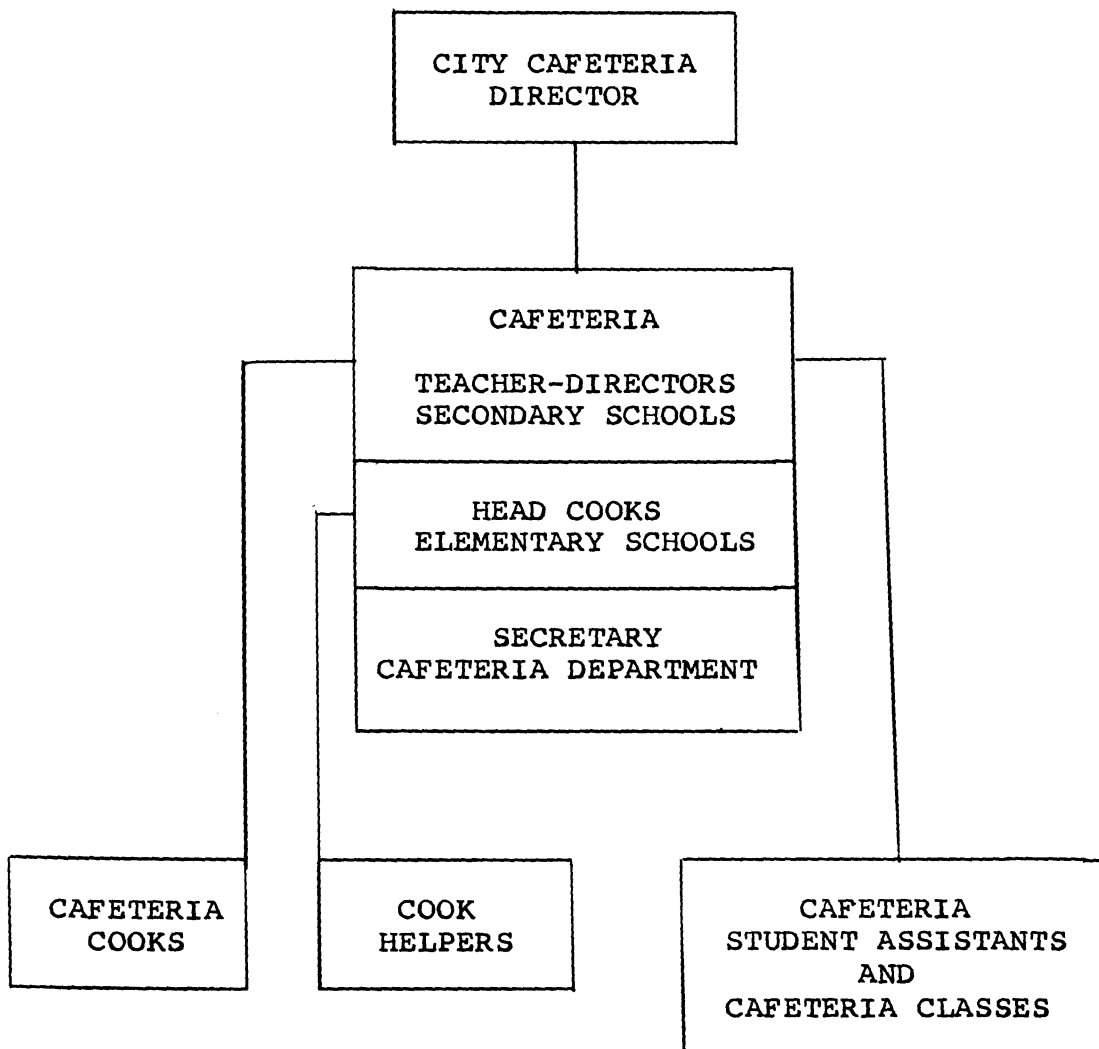


CHART B



A history of the Lansing school cafeterias indicated that the school system had always been cognizant of the potentials for learning experiences through cafeteria activities. Basic to this philosophy is the fact that supervision of the cafeterias is delegated to professionally trained members on the regular teaching staff.

The Lansing Board of Education accepts the premise that learning occurs as a continuous process both in and out of the classroom. It views the cafeteria program as an important part of the total educational offerings in the school and, as such, feels responsible for treating a cafeteria program in the same manner as any other department. Salaries of the city cafeteria director and the school cafeteria teacher-supervisors are not charged to the cafeteria operation but are part of the teaching and administrative budget. All new lunchrooms are completely equipped by the Board of Education.

At the time of this study (1958) the Lansing Board of Education was responsible for the administration of 36 public schools within the limits of Lansing, Michigan. Twenty-nine elementary schools and seven secondary schools comprised the Lansing Public School system (See Appendix

Exhibit 2). All seven of the secondary schools and one elementary, orthopedic school operated cafeteria programs serving a Type A lunch (Appendix Exhibit 3), and also served milk under the federal school milk program. Twenty-six elementary schools served only milk.

The seven secondary schools assigned work responsibilities to students during the regular noon hours. Six schools offered regular school credit for this experience. The seventh school, Everett Senior High, had a combination of elementary and senior high schools sharing the same facilities. In this school four upper-elementary boys assisted in setting up folding lunch tables and in washing the tables after the meal. A senior high school girl cashiered. These students were under the direct supervision of the high school home economics teacher and received a Type A lunch in exchange for their services. Walnut Street Orthopedic school scheduled students to assist with the lunch program only as rewards for good conduct or as special privileges.

This investigation was concerned chiefly with the four junior high schools and the two senior high schools which offered both credit classes in quantity food production and service and provided certain work experience

opportunities at noon in exchange for a Type A lunch. The study was planned to consider ways to increase the educational worth of activities related to serving lunch at noon. The secondary schools involved were Eastern High, Sexton High, Otto Junior High, Pattengill Junior High, Walter French Junior High, and West Junior High.

These six schools offered one 55-minute morning class in quantity food preparation each term as an elective subject. In the senior high schools, the course also required that students work for three weeks as noon-hour assistants. Classes in quantity food preparation included six weeks of classroom teaching with demonstrations and visual aids and ten weeks of laboratory work in the various food preparation and housekeeping areas in the kitchens. Students worked in teams of two or three and were assigned to the cook in each work area who acted as a laboratory assistant to the cafeteria teacher. Jobs were rotated on a weekly or bi-weekly schedule as determined by the cafeteria teacher and covered range, salad, bakeshop, and housekeeping duties. Written and oral exams, selected resource materials, such as films and pamphlets, demonstrations, and a standardized city-wide curriculum outline were used. Dependability and

cooperation, regular attendance and selected food service skills were considered important for satisfactory job performance.

Junior high schools offered two additional cafeteria classes of 55 minutes each, designated as food service classes since they were scheduled during the staggered noon period, and class work was entirely laboratory experience in the kitchens and dining rooms. West Junior High had three noon-hour classes. The prerequisite for these classes was one term of the morning class in quantity foods preparation or consent of the teacher.

Cafeteria quantity food preparation classes had long been a part of the regular school curriculum. However, the noon-hour food service classes were scheduled for the first time in 1954 when the junior high schools adopted the system of closed campus and staggered classes during the noon hour to provide additional classroom space.

The term "student noon-hour assistants" refers to those students who were assigned to the school lunchroom for the performance of regular duties necessary for the serving of lunch. These duties might be performed as a part of the requirements of a food service class or they

might be a work experience with compensation in the form of a meal. In all cases, the work experience was during the normal noon-hour time schedule which varied from school to school; but in no case were students assigned to duties for longer than 55 minutes.

Students enrolled in a cafeteria quantity foods preparation class or in a noon-hour food service class received one credit which is the same as for any other elective subject. They did not receive compensation either in the form of meals or money. Non-credit students who worked in the cafeteria received a Type A meal and a choice of dessert for 30 minutes of work.

The trainer was considered to be the cafeteria teacher-supervisor. She was a member of the professional staff. Adult cafeteria workers in the various production areas aided the supervisor in training the noon-hour student assistants.

Personal observations and discussions with cafeteria supervisors indicated that many of the difficulties encountered in teaching were due to: irregularities in the scheduling of other school activities; normal problems of working with children in a situation where there

were limitations in time and supervision; and expectations by the customers for high standards of performance. The following statements summarize noon-hour training problems in the school cafeterias:

- * Responsibilities of the cafeteria teacher for both supervision of food services and for teaching a laboratory class simultaneously increased her work load over that of a regular classroom teacher and limited the amount of attention available for each of her responsibilities.
- * The teaching ability and educational concepts of the cafeteria supervisor varied with her background. Some supervisors were better trained in the management aspects of food service while others were more skilled as teachers. Cafeteria supervisors needed assistance and encouragement to strengthen weaknesses in their professional preparation.
- * A short (55-minute) training period each day did not always allow enough time for the cafeteria teacher-supervisor to cover all stations

to observe the students' progress or learning difficulties.

- * A classroom in a real-life situation with service functions was difficult to coordinate with school auditorium programs, student absences, and special school projects which altered the length of time students spent in the cafeteria classes.
- * The crowded school program and the necessity for transporting school children on a rigid bus schedule made it difficult for the teacher to meet with students for supplemental instruction and group planning at any time of the day except during the busy noon-hour.
- * Noon-hour activities were selected from the stand-point of job coverage rather than in terms of opportunities for practicing goal oriented behavior.
- * Some students lacked interest in their cafeteria duties because they had no choice in their assignment to the cafeteria class.

- * Differences in ability and physical maturity of the students impeded the flow of service because of their slowness in movement and inability to see the needs of a situation.
- * The physical and emotional pressures of quantity food production and service created difficulties in providing the relaxed and permissive atmosphere essential for good learning.
- * Evaluation of student performance was based upon the supervisor's or cook's opinion of quality of work performed rather than upon the degree of learning of measurable behavior changes in the individual concerned. There was no formalized attempt to measure individual growth or changes in student behavior.

Since the student lunch was designed to meet U.S.D.A. Type A lunch specifications, considerable emphasis was placed on ability to assist student patrons in selecting a qualifying lunch.

It was apparent that the cafeteria teacher-supervisor needed a better understanding of her role as a teacher. Her thinking tended to be production oriented, influenced by the necessity for getting many people served in a limited period of time. Goals were considered in terms of production and service needs rather than from the standpoint of kinds of behavior to be displayed to bring about desirable changes in the student's development. Few resource materials other than a work schedule and a written list of instructions were used for the noon-hour classes.

CHAPTER III

CURRICULUM DEVELOPMENT FOR FOOD SERVICE PERSONNEL

CHAPTER III

CURRICULUM DEVELOPMENT FOR FOOD SERVICE PERSONNEL

When developing a curriculum for food service training, the curriculum maker must operate on some kind of a theory of learning representing value judgments (39). The values implied would determine the kinds of objectives and types of activities included in the curriculum. The curriculum maker must give recognition to individual differences and student needs for personal satisfaction by arranging the depth and sequence in the learning activities to coincide with individual interests and abilities.

The criteria for developing a training program for school cafeteria noon-hour assistants were based on the curriculum construction recommendations of Ralph Tyler (39) of the University of Chicago. Tyler suggested answers were needed for questions involved in four fundamental areas in curriculum design: educational goals, educational experiences, effective organization of experiences, and the evaluation of training methods.

Each of the four aspects of curriculum design described by Tyler was considered in developing a curriculum outline for training school cafeteria student assistants.

1. What educational goals would be pertinent to carrying out the school's philosophy of education?

In order to identify the philosophy of education in the Lansing schools, refer to the Creed of the Lansing Public Schools (Appendix Exhibit 1).

In a school cafeteria training program, goals reflect the aims of the school system, the counselors, the students and the cafeteria production and service requirements.

The school administration was interested in developing in students the ability to think, to use their potential abilities to become contributive members of the community and to develop democratic values and concepts.

The reasons given by counselors for encouraging student enrollment in cafeteria classes related to their desire to provide experiences which would help students to develop well-adjusted personalities.

Identification of student goals in a training program was based upon discussion with cafeteria class students and information secured from the cafeteria teacher-supervisor. Secondary students' needs were for the fulfillment of basic human wants for this age group: physical needs for food, activity, and approval of the opposite sex; social needs for affection, ego satisfaction and attention, security, and a sense of belonging to a group. High school students were interested in developing skills which would enable them to qualify for jobs to earn money necessary for satisfying the physical and social needs described.

The cafeteria department was concerned with developing food service skills, increasing knowledge about a food service operation, demonstrating the importance of attitudes and values which make an effective operating team, and broadening vocational interests of the students.

The typical work requirements of school cafeterias determined the frame of reference for goal selection since opportunity to practice the kinds of behavior required by the goals would be limited to those necessary for satisfactory job performance. Exhibit 2 summarizes these goals by three categories of behavior: development of interests;

EXHIBIT 2

TABULAR IDENTIFICATION OF BEHAVIOR ORIENTED GOALS FOR FOOD SERVICE TRAINING
ACCORDING TO INTERESTS OF GROUPS CONCERNED

BEHAVIORAL ASPECTS OF TRAINING ACTIVITIES	Goal Categories of Groups Concerned								
	To Develop Interests			To Develop Skills, Abilities and Habits			To Develop Attitudes and Values		
	S	C	M	S	C	M	S	C	M *
Interests in a Food Service Business									
Recognition of Career Opportunities	X	X	X						
Knowledge of Food and Food Products	X		X						
Satisfaction from Sampling Menu Items	X		X						
Performance of Food Service Duties	X	X	X	X	X	X	X	X	
Understanding of Important Facts and Procedures									
Operation of Selected Items of Equipment	X		X	X		X			
Practice of Sanitation Techniques						X	X	X	
Application of Safety Regulations						X	X	X	
Understanding of Sales Policies	X			X		X			
Knowledge of Prices and Standard Portions	X			X		X			
Recognition of Lines of Authority					X	X	X	X	
Ability to Follow Directions									
Listen			X			X	X	X	
Read		X	X			X	X	X	
Observe	X	X	X	X		X			
Practice	X	X	X	X		X	X	X	
Think		X	X			X	X	X	
Question		X	X			X	X	X	
Ability to Apply Principles									
Effective Use of Time and Energy						X			X
Selection of Foods to Meet Nutritional Needs	X	X		X	X	X			X
Solution of Problems Through Objective Analysis			X		X	X	X	X	
Ability to Think Independently									
Discovering New or Better Methods for Job Performance			X			X	X	X	
Handling of Customer Grievances						X	X	X	
Participation in Individual and Group Projects	X	X	X	X		X	X	X	
Development of Desirable Work Habits									
Promptness					X	X	X	X	
Accuracy					X	X	X	X	
Dependability					X	X	X	X	
Thoroughness					X	X	X	X	
Responsibility	X	X	X	X	X	X	X	X	
Cleanliness and Neatness					X	X	X	X	
Cheerfulness					X	X	X	X	
Cooperation					X	X	X	X	
Development of Aesthetic Values									
Appreciation for Color and Texture			X						X
Sensitivity to Taste and Odor	X		X			X	X	X	
Recognition of Orderliness in Form and Design			X						X
Appreciation for Neatness and Cleanliness							X	X	
Respect for Perfection of Skill and Craftsmanship	X	X	X	X	X	X	X	X	
Development of Social Values and Attitudes									
Acceptance of Self as a Unique Person							X	X	X
Objectivity in Self-Evaluation							X	X	X
Respect for Individual Differences							X	X	X
Concern for Rights of Others							X	X	
Acceptance of Responsibility for One's Actions							X	X	
Acceptance of Group Decisions							X	X	
Acceptance of Role of Leader	X		X	X	X	X	X	X	X
Acceptance of Role of Follower	X		X	X	X	X	X	X	X
*S(Students), C(Counselor), M(Cafe. Management)	S	C	M	S	C	M	S	C	M

.....

development of skills, habits and abilities; and development of values and concepts. Examination of this chart reveals that cafeteria training activities offer a great challenge to motivate students to develop in all three goal categories, especially in relationship to skills, habits, and attitudes and values.

2. What educational experiences could be provided which might help students to attain these goals?

Tyler gave five principles to consider in choosing experiences for bringing about behavior changes: 1) opportunity for practicing the kinds of behavior stated or implied by the objectives, 2) ability to provide satisfaction to the learner carrying out this behavior, 3) appropriateness of experiences for student ability, 4) appreciation of the fact that many different activities offer the same kinds of learning results, and 5) that different behavior outcomes might result from the same activity.

Factors influencing the selection of the jobs assigned to noon-hour cafeteria assistants from the standpoint of the cafeteria department include: amount of time required for completing the task, opportunity for scheduling

students with differing degrees of maturity and ability, and willingness or unwillingness of students to accept job assignments because of the status value of certain work categories.

The service needs of a school cafeteria require student assistants to understand the correct procedures for performing their assigned tasks, demand that student workers be alert and courteous sales persons and kitchen aids, and that they be able to identify the menu requirements for a Type A school lunch. Noon-hour work experiences in a school cafeteria might include host or hostess duties, checking and cashiering, counter service and supply duties, pantry work and housekeeping assignments. These are simple tasks which can be broken down into a few key points. Appendix Exhibits 4-10 illustrate typical job breakdowns for school cafeteria work experiences. Categories of service needs in a school cafeteria include work procedures for selected cafeteria service stations, performance factors important for meeting both customer and employer expectations, and criteria for the selection of a lunch at noon.

The three categories of behavior listed according to interests of the groups concerned with the training

program in Exhibit 2 were arranged in a two dimensional chart to demonstrate the relationship of behavior to be learned to the content aspects of the work experiences available to students at noon. (Refer to Exhibit 3.) An examination of this chart will point out that the performance of duties assigned to noon-hour student assistants requires the display of selected behavior responses described in the goals. Opportunity to rotate students between the several work stations would permit students to have a choice in work activities suitable to their interests and abilities. Each job category demands several types of behavior responses while many activities require the same type of response. Since the amount of physical and mental exertion required by the different work categories vary, the opportunity exists for each student to have experiences in which he can be successful.

3. How could these experiences be effectively organized?

Behavior changes in individuals are brought about through many different kinds of experiences over long periods of time. The organization of learning activities for

EXHIBIT 3

BEHAVIOR AND CONTENT ASPECTS OF OBJECTIVES FOR ON-THE-JOB FOOD SERVICE TRAINING GOALS

CONTENT ASPECTS OF OBJECTIVES	BEHAVIOR ASPECTS OF OBJECTIVES									
	TO DEVELOP INTERESTS					TO DEVELOP SKILLS, ABILITIES, AND HABITS				
	Awareness of and an apprecia- tion for a variety of foods	Participat- ing in ac- tivities important to the op- eration of a food ser- vice bus.	Understand- ing of im- portant facts and procedures	Ability to follow direction principles	Ability to apply principles	Ability to think independ- ently	Developing desirable work habits	Participat- ing in group ac- tivities	Acquiring aesthetic values	Developing democratic, social at- titudes
Recommended operating procedures for selected school cafeteria noon-service stations										
Hostess		X	X	X		X	X		X	X
Cashier and checker	X	X	X	X	X	X	X	X	X	X
Counter serving	X	X	X	X	X	X	X	X	X	X
Counter supply		X	X	X	X	X	X	X	X	X
Pantry		X	X	X	X	X	X	X	X	X
Housekeeping										
Personnel performance factors for effectively meeting school food service customer and management expectations										
Punctuality		X	X	X	X	X	X	X	X	X
Sanitation		X	X	X	X	X	X	X	X	X
Safety		X	X	X	X	X	X	X	X	X
Personal appearance		X	X	X	X	X	X	X	X	X
Product presentation		X	X	X	X	X	X	X	X	X
Portion control		X	X	X	X	X	X	X	X	X
Salesmanship		X	X	X	X	X	X	X	X	X
Interpersonal relations		X	X	X	X	X	X	X	X	X
Public relations		X	X	X	X	X	X	X	X	X
Criteria for the selection of a school lunch	X	X	X	X	X	X	X	X	X	X
Food habits and preferences of group	X	X	X	X	X	X	X	X	X	X
Nutritional contribution of menu	X	X	X	X	X	X	X	X	X	X
Components of Type A lunch	X	X	X	X	X	X	X	X	X	X
Eye appeal	X	X	X	X	X	X	X	X	X	X
Satiety value of foods	X	X	X	X	X	X	X	X	X	X
Relative costs of different menu offerings	X	X	X	X	X	X	X	X	X	X

any group must be built upon the student's past experiences.

Tyler lists three criteria for effective organization of learning: continuity, sequence, and integration (39).

Continuity is one of three major factors in developing skills. Provision must be made for the student to have repeated opportunities to practice and develop selected skills. Sequence is a second criteria for the arrangement of learning experiences. Sequential organization of experiences would provide for a progressive development of skills or knowledge based upon previous learnings and emphasizing depth into the subject matter being pursued. Integration is the third criteria for the effective organization of learning experiences. Integration refers to the carry-over or ability of a student to apply knowledge and skills learned in one frame of reference to a different field of study. The integration of learning experiences helps to prepare the student to apply the skills and knowledge learned in school to real life situations.

The school cafeteria represents a typical business enterprise within the school which can serve as a laboratory for learning. Tyler stated that large blocks of time devoted to related study areas is advantageous for the

application of the three organizing principles of continuity, sequence and integration (39). He cautioned the curriculum designer to be aware of the fact that these criteria must be considered from their psychological significance to the learner in the light of the student's experiences and not the instructor's experiences. In a school cafeteria situation the arrangement by which students are enrolled in quantity food production classes prior to the noon-hour training experiences would help to fulfill the recommendation for an extended period of time spent in a related area.

The successful organization of a training program requires the application of democratic procedures with group involvement in planning and execution of the plans. A definite time and place for group planning must be considered as essential ingredients for curriculum development. In a busy work environment this planning period would undoubtedly need to be arranged for a time of day before or after the noon-hour activities.

Since school cafeteria kitchens vary in size, the number of student assistants which may be accommodated in any given training situation would be dependent upon the amount of space and number of work stations available.

These factors, in turn, would influence the number of weeks each student might spend on a particular job assignment and how many job rotations for repeat experiences might be allowed. The mental ability of the trainees would have a considerable effect upon the sequential organization of the learning experiences. Slow learners would have a more restricted base of experiences upon which to build than would high achievers. A class with a high proportion of slow learners would also influence the quality and speed of cafeteria service to the extent that more competent assistance might be necessary for certain job stations.

A curriculum which assists the pupil to cope with real life situations emphasizes the use and interrelationships among different kinds of subject matter. The school cafeteria has the potential as an excellent resource center for the integration of many different school experiences. It is one aspect of school life common to the entire school population. Cafeteria student assistants gain firsthand knowledge of many factors of a nutrition oriented business enterprise which have application in other classes such as economics, social studies, mathematics, foods, health, and the school newspaper. The three content areas of the

curriculum described in Exhibit 3; 1) operating procedures for the cafeteria service stations, 2) personnel performance factors necessary for meeting customer expectations, and 3) the criteria for the selection of a noon lunch all afford opportunities for students to use knowledge gained in the cafeteria training activities in many different contexts.

Student motivation is the key to bringing about behavior changes. The successful trainer will provide the environment conducive to learning. Individuals learn best when their failures are looked upon constructively by a teacher who likes and respects them. The teacher has a responsibility to understand the needs of her pupils. Documentary information which the teacher assembles about the interests and background of her pupils will enable her to understand more completely their needs. An enthusiastic instructor will evoke better responses from her students than will a teacher whose professional interest is less obvious. The quality of personal relationships between the teacher and the trainees is an important factor in her ability to guide and influence her students. Low (21) pointed out that feelings, attitudes, and values are

learned responses which have a great impact upon the student's ability to acquire and retain academic knowledge. The school cafeteria cooks make an important contribution to the training program through their personal interest in the student trainees both as individuals and as learners in a vocational oriented class. Since the cafeteria production staff works together as a team, noon-hour trainees learn both from example and participation the importance of coordination of efforts for program success. Cook approval and praise for individual contributions to group efforts is a motivating force to increase levels of student achievement.

A job rotation schedule based upon assigning students to easier tasks before expecting them to work at the more difficult stations according to their individual readiness would require that provision be made for variations in time allocations for the different work assignments.

Teaching methods are a determining factor in successful learning. On-the-job training uses the job breakdown method of teaching described in Appendix Exhibit 11. See Four-Step Training Method of Training Within Industry Techniques on page 80. This method of instruction requires

a high degree of job competency on the part of the trainer and permits the student to progress at a rate most suitable to his individual capacity and interests. Resource materials such as films, pictures, models, and charts reinforce the demonstration method of instruction. Written directions also aid the student in evaluation of his individual progress and serve as a review to assist him in remembering important facts and procedures. The job breakdown method of instruction employs the three factors listed by Tyler as necessary for the effective organization of learning activities; namely, 1) continuity in providing for repeated opportunity to practice the required types of behavior, 2) sequential organization of experiences based upon previous knowledge, and 3) integration of learning from one situation to another in a different context.

A successful training program requires that teachers and pupils work together in a sharing of learning experiences. It is the teacher's responsibility to be professionally competent, to understand the needs of her pupils, and to arrange the training activities in a planned and logical sequence with opportunities for measuring degree of goal attainment at intervals during the training

period. It is the student's responsibility to apply his energies toward the achievement of goals which he helped to select. Students must recognize the need to prepare themselves to become contributing members of society.

4. What means of evaluation could be used to determine the degree to which goals set forth were being attained?

Teaching methods and techniques are determining factors in the success of a training program. Evaluation of learning is an integral part of the training process. It is a tool to assist the instructor in determining the effectiveness of her teaching skills as well as a motivating device for the student to obtain satisfaction from his training activities. The degree of motivation will be proportionate to the intensity of the student's psychological hunger for the satisfaction of his basic human needs. The ranking of these needs in terms of importance varies from time to time according to the extent of student involvement in all aspects of the training activities. Therefore, cooperative identification of goals is the first step in evaluation of a training program (See Exhibit 2, page 24).

Appraisal is necessary to be sure that the learning experiences have been arranged to give the student opportunities to practice the kinds of behavior described in the goals. It will also indicate to the instructor categories of experiences which are the most effective in bringing about desired behavior changes. In order to measure behavior changes the instructor must learn what the students already know and then determine to what degree changes have been accomplished by the training activities. A profile chart listing pertinent information about the student's home life and previous experiences is an aid for better teacher understanding of student trainees. The outcomes of learning need to be checked periodically over extended periods of time to validate the effectiveness of different kinds of learning experiences in promoting the desired types of behavior. Evaluation, then, must include appraisal of the interrelationship of the different areas of the curriculum with the actual experiences provided.

Evaluation of a training program should measure changes in behavior in terms of improvement in skills and abilities, increase in knowledge, changes in attitudes, and development and broadening of value concepts.

Evaluation must be cooperative and continuous for progress in learning. Trainees should learn to compete with themselves rather than with others. In this way they will be able to judge their progress on the basis of their achievements rather than on their failures. Important points in the evaluation process which carry numerical ratings allow for comparisons between the first trial and later assignments to the same or similar tasks. The most reliable test of learning is how well trainees perform their jobs. The same amount of time may be spent in doing a job poorly as in doing it well. The attitude of the student toward his work as well as his work methods and materials makes the difference. The ability of a student to perform a task according to specific directions is one measure of job skill as well as a measure of his ability to interpret and apply information acquired through the training activities. Correct practice makes perfect. On-the-job practice for perfection of job skills must be prefaced by the use of clear and detailed job descriptions as well as carefully planned on-the-job demonstrations by a qualified instructor. Students learn best when they understand what is expected of them.

Noon-hour student assistants need to understand "why" and "how" to do certain tasks, but they also must be able to do these tasks. Demonstrations in which the students participate are, for them, the most nearly valid test of their knowledge, understanding and skill. Student demonstrations also indicate the effectiveness of the teacher's use of on-the-job training techniques.

Since appraisal is concerned with measurement of the changes in individual growth, it must recognize differences in levels of ability and maturity and must provide means for identifying different kinds of individual strengths and weaknesses in order for the trainer to build upon the strengths and assist the student to correct shortcomings. Evaluation instruments which provide for a variety of ways in which progress might be measured assist the trainer in adjusting the learning experiences to individual needs. Evidence about behavior changes may be obtained in many ways other than from paper and pencil tests. Written tests are useful in learning how well students spell, their ability to organize their thoughts and retain details, and the extent of their knowledge. Verbal types of evaluation are not the most valid measurement of the individual's

ability to perform on a job. Observations of students at work are useful in checking work habits and job skills. Informal discussions can provide information about attitudes and interests. Anecdotal records about student activities, both in school and after school, might also be used to record evidence about interests and the application of knowledge in different contexts as well as depth of knowledge in certain phases of the curriculum.

A curriculum that aids the learner in coping with situations normal to everyday living emphasizes the application and interrelationship of skills and knowledge in different kinds of experiences and under varying circumstances. While the opportunity to recognize basic democratic values is present in most normal group activities, the production and service activities in a school lunchroom afford a unique opportunity to observe firsthand the importance of the individual's contribution to the success of a group endeavor. The individual's success or failure contributes to the ability of the group as a whole to be successful. Willingness to cooperate, a sense of responsibility and dependability, ability to perform, appreciation for order and beauty, thoughtfulness of others as well

as knowledge about the operation of a food service business are all evident in the quality of the total lunchroom program and its ability to meet customer, management, and educational expectations. Inasmuch as individual appraisal is relative and influenced by variables in level of maturation, home environment, motivation, and teacher enthusiasm, competencies and teaching tools and techniques, the status of individual achievement will vary in breadth and depth at different times in the training program. Group dynamics is also a modifying factor in the student's demonstrated ability to perform. Hence, the ability of the school cafeteria production team to provide the kinds and qualities of services demanded would be a more valid evaluation of the success of a training program than would be the appraisal of individual progress.

The key points to be observed in curriculum construction have been used as criteria for the development of an evaluation device listing behavior characteristics to be exhibited by both students and instructor during the training program. These points constitute a curriculum outline in the form of an evaluation instrument which may be used in measuring the validity of training

activities and as a guide for curriculum development for training on the job. See Appendix Exhibit 12, A Guide for Evaluating a Program for Training School Cafeteria Noon-Hour Assistants, page 84.

On-the-job training applies the principles of learning in a work situation to bring about desired changes in the conduct of the workers. The success of a training program is dependent upon the competency of the instructor, the methods and techniques used, and the instructor's understanding of people and how they learn.

CHAPTER IV

A CURRICULUM OUTLINE FOR TRAINING SCHOOL CAFETERIA STUDENT ASSISTANTS

MICHIGAN STATE UNIVERSITY
BULLETIN OF HUMAN ECOLOGY

CHAPTER IV

A CURRICULUM OUTLINE FOR TRAINING SCHOOL CAFETERIA STUDENT ASSISTANTS



This section presents a curriculum outline for on-the-job training of noon-hour student assistants in secondary school cafeterias.

TABLE OF CONTENTS

FOR A CURRICULUM OUTLINE FOR TRAINING
SCHOOL CAFETERIA STUDENT ASSISTANTS

	Page
INTRODUCTION	45
CURRICULUM CONSTRUCTION.	46
Identification of Training Goals	46
Selection of Activities for Training Experiences	46
Production and Service Factors Which Influence Selection and Training Activities.	47
Content Areas of a Food Service Training Curriculum	47
ORGANIZATIONAL STRUCTURE OF A TRAINING PROGRAM	48
The Role of the Student.	49
The Role of the Teacher.	51
On-The-Job Training Techniques	53
EVALUATION FOR ON-THE-JOB TRAINING IN SCHOOL CAFETERIAS	57
Self-Evaluation.	57
Demonstration of Ability	58
Group Evaluation	59
Evaluation Guide	59

INTRODUCTION

Individuals vary in their capacity to learn; they also differ in their ability to learn different kinds of things at given periods in their development. Schools have the responsibility for providing opportunities for experiences to meet varying levels of ability and degrees of maturity of the learners. Work experiences in a school cafeteria afford learning opportunities compatible with a wide range of interests and abilities.

A training program implies the interaction of teacher and learners in an environment conducive to bringing about the desired behavior changes. It is the responsibility of the teacher or trainer to provide an atmosphere where learning can flourish. It is the duty of the student to prepare himself for a useful and satisfying life in the community.

Noon-hour cafeteria assistants need to learn basic food service skills as rapidly as possible to enable them to meet cafeteria performance standards. They will be more receptive to learning that which is required 1) if they have some share in planning what they will be doing, 2) if their activities and demands of their jobs are in

keeping with their abilities and interests, and 3) if the tasks they perform seem to them to be useful and necessary and bring personal satisfactions.

CURRICULUM CONSTRUCTION

Identification of Training Goals

Feasible goals for a noon-hour cafeteria training program in terms of categories of behavior implied by the interests of student trainees, cafeteria supervisors and counselors have been listed according to three classifications: 1) development of interests, 2) development of skills, abilities and habits, and 3) development of attitudes and values. (Refer to Exhibit 2, page 24.)

Selection of Activities for Training Experiences

Educational experiences need to be selected and arranged so that the learner is required to demonstrate the kinds of behavior described in the goals. Activities for cafeteria noon-hour assistants should provide opportunities for practicing the kinds of behavior required to meet the course objectives. Cafeteria student assistants are usually assigned to service stations with duties

appropriate for the job: host or hostess duties, cashiering and checking, counter duties, pantry work, and housekeeping assignments, or similar activities. (See Appendix Exhibits 4-10.)

Production and Service Factors Which Influence Selection of Training Activities

Production and service factors important in selecting job assignments required that: 1) work must be able to be completed in the time available during a regular noon-hour period; 2) the job skills must be able to be learned quickly; 3) the status of the work must be equally acceptable to both boys and girls; 4) there must be tasks appropriate to different degrees of ability and maturity; and 5) there must be suitable rewards for achievement which will promote job satisfaction and a stable and interested work crew.

Content Areas of a Food Service Training Curriculum

A curriculum designed to function as a part of a noon-hour school food service program would deal with operational procedures for work stations to which students were assigned, performance factors associated with meeting customer demands and cafeteria department service require-

MICHIGAN STATE UNIVERSITY
COLLEGE OF HUMAN ENDOLOGY

ments, and the knowledge necessary for the selection of a qualifying lunch to satisfy both nutritional requirements and personal preferences.

Exhibit 3, page 28, is a two-dimensional chart arranged to show the categories of behavior required for goal fulfillment as they relate to suggested content aspects of a training program.

ORGANIZATIONAL STRUCTURE OF A TRAINING PROGRAM

The structure of a training program must take into account the role of the student and the responsibilities of the teacher. A training pattern must be established before training is undertaken if the program is to be successful.

The physical accommodations must provide space for class assembly in a location away from the production activities together with facilities for changing into and storing of uniforms. The length of the class period, the grade level at which class enrollments are scheduled, class recruitment methods, staff communication regarding the program, and procedures for handling cost of uniform laundry,

MICHIGAN STATE UNIVERSITY
COLLEGE OF HUMANITIES

resource material and supplies are involvements which affect the quality and success of the program.

The class size would be determined by several factors:

- (1) Time required for students to learn the job,
- (2) Length of the school term,
- (3) Mental requirements of the jobs,
- (4) Size of the kitchen.

The production staff should be instructed in their role as laboratory aids. Techniques for on-the-job training should be clarified before commencing a program. Finally, professionally competent instructors must be available for the training activities.

The Role of the Student

If a student receives satisfaction from his learning experiences, he will be motivated to actively participate in his class work. In order to obtain this satisfaction the experiences which he has must be within his realm of accomplishment--appropriate for his ability, his physical development and his interest. The trainee will be more interested in learning experiences which he helped

MICHIGAN STATE UNIVERSITY
COLLEGE OF HUMAN KINEMATICS

to plan. (Appendix Exhibit 13 lists the principles of learning.)

In order for learning to take place, behavior must change. Behavior changes because of activities in which the learner engages. Recognizing the kinds of behavior required and planning ways for students to use these kinds of behavior is an important part of any training program. The student must use the kind of behavior necessitated by the goals; he must interpret the facts he has learned and apply them; he must organize the information he has learned so that he is able to recall it and use it at a future time in related circumstances; he must develop attitudes which will permit him to change his behavior to be consistent with the values and concepts which he holds. Learning experiences to develop attitudes need to be arranged so that the student gains the knowledge and understanding which will assist him in modifying his attitudes to coincide with the type of behavior to be demonstrated. In a school cafeteria noon-hour service training program the pressures from student patrons for good service are often a motivating force in changing student worker attitudes.

MICHIGAN STATE UNIVERSITY
COLLEGE OF HUMAN ENDOLOGY

The Role of the Teacher

The first step in a training program is for the teacher to become familiar with the background and interests of her pupils. In a school cafeteria class this might be accomplished through:

- (1) A profile chart,
- (2) An informal discussion during the first class meeting,
- (3) A questionnaire,
- (4) Conferences with parents and counselors.

Experiences need to be planned so that the activities in which the students engage provide the opportunity for the desired kind of behavior to occur. The teacher must remember that learning is a slow process with plateaus as well as peaks; there should be experiences which require the same kinds of behavior to take place under different conditions and in progressively more difficult situations. Many different kinds of learning experiences can be used to accomplish a specific kind of behavior response. Some experiences help to develop thinking; others can be planned so that the student acquires information; certain experiences aid in creating interests while others alter present

MICHIGAN STATE UNIVERSITY
COLLEGE OF HUMAN SERVICES

attitudes. The student's ability to learn facts and skills is affected by his attitude toward the required learning.

The competency of the instructor is a key to a successful training program. A qualified trainer understands her own job and knows how it fits into the total program. She has the technical skill necessary to demonstrate to the employee she is training how to perform the work expected. She recognizes the importance of providing for experiences which will permit the learner to repeat the same element of learning in a variety of different circumstances and plans for experiences which will provide for increased depth and breadth in specific areas. The teacher encourages the student to use the knowledge he has gained in experiences out of the classroom; and she and the student check their progress in reaching the selected goals and deciding upon the next steps to be undertaken.

A competent instructor has the interest and enthusiasm to adequately prepare herself for training others. She uses the problem solving technique of understanding what she needs to do, secures the best information available on possible ways of accomplishing her goals, selects those most appropriate for her needs, plans her work,

MICHIGAN STATE UNIVERSITY
COLLEGE OF HUMANITIES

works her plan, and evaluates the results of her activities.

The arrangement of learning experiences into goal-oriented activities is the responsibility of the teacher. A food service training program conducted in the school cafeteria during the noon hour must be designed to function in a work situation where many different activities with built-in limitations are in progress at once.

On-the-Job Training Techniques

Effective training can improve the quality of work performance, increase the rate of learning, reduce the number of accidents, and increase productivity from greater skill and improved attitudes. The best employee cooperation and highest quality of work result from a training plan which integrates the work performed by student trainees into the total work plan with appropriate allowances for time to increase skills and knowledge.

A work assignment schedule designating student job responsibilities in various work areas would assure the supervisor of complete job coverage. It would also define the scope of the training program.

MICHIGAN STATE UNIVERSITY
COLLEGE OF HUMAN ENDOLOGY

A job rotation plan would recognize the importance of carry-over from one job to the next and would provide for sequence in the learning process by scheduling students to move from the easier to the more difficult jobs. Both student ability to perform and the demands of the cafeteria for specific services would determine the amount of time a student might spend on any given job. Student absences might also affect the job rotation schedule.

Teaching methods are important factors in determining how much time it will take the student to learn, how much he will learn, how long he will retain what he has learned, and how well he will be able to apply what he has learned.

The job breakdown method of instruction aids the trainer in organizing plans for demonstrating how the selected work is to be performed. Breaking down the job is an instructional technique which helps the instructor:

- (1) Organize and clarify the steps in the operation,
- (2) Set up the exact way she wants the work to be done,
- (3) Determine the best sequence for presentation of facts,
- (4) Be sure that each new trainee has been given the same instructions.

MICHIGAN STATE UNIVERSITY
COLLEGE OF HUMANITIES

Steps in breaking down the job include: a) identifying the operation, b) listing the important steps, c) spelling out the key points, and d) checking the directions against actual performance.

Exhibits 4-10 in the Appendix illustrate steps and key points in the job breakdown method of instruction applied to typical noon-hour school cafeteria activities and identify typical categories of behavior required for job performance.

The highly successful four-step training within industry techniques developed during World War II (Appendix Exhibit 11) have also been used in many food service training programs. This form of teaching divides instruction into four parts:

- (1) Preparing the learner to receive instruction,
- (2) Demonstrating the operation,
- (3) Trying out the student on the job,
- (4) Following up to see how well the student performed after practicing.

These four steps in training a student on the job are equally applicable in a school cafeteria. The method can be effective in training cafeteria assistants to perform according to established standards, helping them to

learn to follow directions, assume responsibility and understanding why certain operations must be done in a prescribed manner. The four-step method of training demonstrates to the teacher her strengths and weaknesses as a planner and organizer by the degree of success of her students.

Resource materials are supporting tools of instruction. Teaching aids which appeal to several senses increase the student's ability to learn and increase retention of what was learned. Students show more interest in a class in which the teacher uses a variety of instructional methods. Visual aids such as demonstrations, cartoons, charts, posters, check sheets, and written guides and outlines not only assist the student to learn more facts more quickly and remember facts longer, but also help him to learn at a more uniform rate, give better attention in class, and develop a more cooperative attitude toward the work to be performed. Written instructions lend dignity and give importance to learning activities.

On-the-job training teaches skills, increases knowledge, and shows the importance of perseverance and ability to follow directions for job success.

EVALUATION FOR ON-THE-JOB TRAINING IN
SCHOOL CAFETERIAS

Evaluation is necessary to determine what the student knew and how he felt about a proposed learning situation before he engaged in the required activities; what further changes would be necessary to make his behavior consistent with the goals; and what changes occurred which were not anticipated. An effective training program for cafeteria noon-hour student assistants would accomplish the objectives set forth in the goals of the groups concerned. (Refer to Exhibit 2, page 24.)

Rating devices for cafeteria noon-hour assistants might include job breakdown charts, check sheets, out-of-class assignments, open-book exams, class demonstrations, after-school activity choices or anecdotal records. The fact that student training is conducted during the noon-hour service period emphasizes the need for using informal evaluation techniques.

Self-Evaluation

Evaluation activities which require the pupil to rate changes in his own growth pattern allow for individual

MICHIGAN STATE UNIVERSITY
COLLEGE OF HUMANITIES

differences and variations in degrees of maturity. The kinds of evaluation which assist students to judge their efforts objectively in terms of progress rather than in the degree of failure encourage students to want to continue to learn.

Demonstration of Ability

One measure of employee accomplishment would be his ability to do the job. Another evidence of successful teaching would be how the student applied his knowledge--through participation in school activities such as newspaper articles; topics he chose for debates; coordinated projects based upon cafeteria skills in which he participated with other classes; cafeteria bulletin board materials he prepared; observed changes in his behavior such as cleanliness, improved posture, cooperation, and interest; the kind of after-school jobs he chose; or changes in his food habits. Even general conversation about the cafeteria program might demonstrate the elements of successful learning from cafeteria activities.

MICHIGAN STATE UNIVERSITY
COLLEGE OF HUMANITIES

Group Evaluation

The performance record of the cafeteria operation might also be an indication of the success of the training program--an evaluation of the learning of the class as a group and of the teaching skill of the instructor.

Evaluation Guide

The quality of a training program can be improved through evaluation which points out both strengths and weaknesses of the curriculum and the effectiveness of instructional techniques used.

Appendix Exhibit 12 is a curriculum outline arranged in the form of an evaluation instrument to validate the degree of success in meeting Tyler's four criteria for curriculum design; namely, 1) definition of goals, 2) selection of activities, 3) organization of learning activities with emphasis upon opportunities for practicing the kinds of behavior described in the goals, and 4) evaluation of degree of goal attainment (39).

BIBLIOGRAPHY

BIBLIOGRAPHY

1. Army, Clara Brown et al. Minnesota Check List for Food Preparation and Serving. Minneapolis: Univ. of Minn. Press, 1951.
2. Atkinson, Alta. "Part-time Student Employees," School and College Management, XVII (September, 1951), pp. 12-15, 17.
3. Bishop-Stoddard Restaurants. How to Plan a System of Employee Training for Restaurants. Chicago: National Restaurant Association, 1954.
4. Brooks, Mary and Olmstead, Agnes R. "Teen-agers Enjoy Lunchroom Courses," J. Home Econ., XLIV (1952), pp. 331-333.
5. Clawson, Augusta N. Equipment Maintenance Manual. New York: Ahrens Publishing Co., Inc., 1951.
6. Committee of the Food Administration Section of The American Dietetics Association. A Guide to the Selection and Training of Food Service Employees. Minneapolis: Burgess Publishing Co., 1953.
7. Dunning, Frances. Standards for Cafeteria Service. Minneapolis: Burgess Publishing Co., 1950.
8. England, Arthur O. Now Hear This. Chicago: National Labor-Management Foundation, October, 1956.
9. Fleck, Henrietta. "Evaluation in Practice," J. Home Econ., XLVI (1944), pp. 300-302.
10. Florida Department of Education. Growing Through School Lunch Experience. School Lunch Program Bulletin 33A. Tallahassee, Florida: Florida State Department of Education, 1948.

MICHIGAN STATE UNIVERSITY
COLLEGE OF HUMANITIES

11. Haas, Kenneth B. and Packer, Harry I. Preparation and Use of Audio-visual Aids. New York: Pre-tice Hall, Inc., 1946.
12. Hatcher, Hazel M. Evaluation Techniques as Effective Teaching Techniques in Home Economics. The Pennsylvania State University College of Home Economics Publication No. 115, 1951.
13. Hawkins, Mary. "Teaching Aids That Teach," J. Home Econ., XLIV, No. 4, pp. 281-282.
14. Hoslett, Schuyler D. Human Factors in Management. New York: Harper and Bros., 1951.
15. Jenkins, D. S. "Administrative Policies in Regard to the School Lunch," Nation's Schools, XLV (1942), pp. 80-83.
16. Jennings, E. E. "Attitude Training vs. Technique Training," Personnel Journal, XXXI (1953), pp. 402-404.
17. Langley, Drew V. School Lunch Workshop Handbook. Stillwater, Oklahoma: State Board of Education and Oklahoma A. & M. College, 1956.
18. Lee, Irving J. Customs and Crises in Communications. New York: Harper and Bros.
19. Lee, Ralph L. Man to Man on the Job. Detroit, Michigan: General Motors Corporation, 1943.
20. Lodde, Rosemary L. "Employee Training," J. Am. Diet. Assn., XXIV (1958), pp. 46-49.
21. Low, Camilla M. "What Principles of Learning Imply for Guidance," N.E.A. Journal (January, 1955).
22. Lundberg, Donald E. Personnel Management in Hotels and Restaurants. Minneapolis: Burgess Publishing Co., 1949.

MICHIGAN STATE UNIVERSITY
COLLEGE OF HUMANITIES

23. Lusby, Ruth. Training Restaurant Sales Personnel. Washington, D. C.: U. S. Office of Education Series No. 15, 1942.
24. MacFarlane, A. M. "Causes and Cures of Employee Problems (How to Train Them After You've Found Them)," Modern Hospital, LXVIII, No. 2, pp. 110-114.
25. McFarland, Muriel G. Evaluation in Home Economics. The Indiana State Home Economics Association. Lafayette, Indiana: Haywood Publishing Company, 1942.
26. McNeal, Ruth Louise. "Administrative Practices in the Management of Student Employees in Residence Hall Food Service," Unpublished Master's thesis, Dept. of Institution Administration, College of Home Economics, Michigan State University, 1946.
27. Melby, Ernest O. Administrating Community Education. Englewood Cliffs, New Jersey: Prentice Hall, Inc., 1955.
28. O'Brien, Troy Eric, Jr. "A Training Program for Dining Room Personnel in a Restaurant Supplemented with a Series of Color Slides and Commentary." Unpublished Master's thesis, Michigan State University, 1956.
29. O'Donnel, Beatrice. A Guide for Evaluating the Home Making Program in a Local Community. A Committee report. East Lansing, Michigan: Division of Education, Michigan State University in cooperation with the Office of Vocational Education, Michigan Department of Public Instruction, 1952.
30. Palmer, Hazel. "How the Hot Shoppes Train Their Waitresses," Restaurant Management (November, 1954), pp. 36-39, 88, 92, 96.

MICHIGAN STATE UNIVERSITY
COLLEGE OF HUMANITIES

31. Parker, Jessie M. Check List on Provisions for Life Adjustment Education in a Local School. Des Moines: Department of Public Instruction, State of Iowa.
32. Prentice, Margaret E. "Use School Lunchroom as a Laboratory," What's New in Home Economics (October, 1952), pp. 48-49, 154, 156.
33. Purdy, Daisy I. "The School Lunch as a Part of Total School Program," American School Food Service News, V, No. 7, pp. 10-11.
34. Rice, Arthur H. "ASCD Defends 'Balanced Curriculum'," The Nations' Schools, LXI (1958), pp. 80-86.
35. Ritchey, John A. "Training for Improved Performance," Institutional Magazine (September, 1957), pp. 56-59.
36. Sanitary Food Service. Instructor's Guide for Training Food Service Personnel. Washington, D. C.: U. S. Department of Health, Education, and Welfare, 1953. Public Health Service NAVMED, p. 1333.
37. Smith, E. Evelyn. A Handbook on Quantity Food Management. Minneapolis: Burgess Publishing Co., 1955.
38. Stratemeyer, Florence B.; McKim, Margaret B.; and Sweet, Mayme. Guides to a Curriculum for Modern Living. New York: Bureau of Publications, Teachers College, Columbia University, 1952.
39. Tyler, Ralph W. Basic Principles of Curriculum and Instruction. Syllabus for Education 360. 9th ed. Chicago: University of Chicago Press, 1957.
40. U. S. Department of Health, Education and Welfare. Training for Quantity Food Preparation. Vocational Division, Bulletin 261, Trade and Industrial Series 64. Washington, D. C.: U. S. Gov't. Print. Off., 1956.

41. Walsh, Letitia. "Teaching Aids in Use," J. Home Econ.,
LXIX, No. 6, pp. 423-424.
42. Wieland, Laretta. At Work in the Kitchen. New York:
D. Van Nostrand Company, Inc., 1948.

MICHIGAN STATE UNIVERSITY
COLLEGE OF HUMAN ENVIRONMENT

APPENDIX

LIST OF APPENDIX EXHIBITS

Exhibit	Page
1 CREED--THE LANSING PUBLIC SCHOOLS.	68
2 LIST OF LANSING PUBLIC SCHOOLS BY LEVEL OF INSTRUCTION AND LOCATION	69
3 LANSING PUBLIC SCHOOLS GOVERNMENT TYPE "A" STUDENT PLATE LUNCH PATTERN.	71
4 HOST OR HOSTESS DUTIES	73
5 CASHIER AND CHECKER DUTIES	74
6 COUNTER SUPPLY DUTIES.	75
7 SALAD SALESPERSON DUTIES	76
8 PANTRY WORK DUTIES	77
9 HOUSEKEEPING DUTIES--POTS AND PANS	78
10 HOUSEKEEPING DUTIES--MECHANICAL DISHWASHING. . .	79
11 FOUR-STEP TRAINING METHOD OF TRAINING WITHIN INDUSTRY TECHNIQUES.	80
12 A GUIDE FOR EVALUATING A PROGRAM FOR TRAINING SCHOOL CAFETERIA NOON-HOUR ASSISTANTS.	84
13 THE PRINCIPLES OF LEARNING	93

ARIZONA STATE UNIVERSITY
CLARK COUNTY CAMPUS

EXHIBIT 1

CREED--THE LANSING PUBLIC SCHOOLS

We are dedicated to develop in each child such knowledge, skills, habits, and ideals as his capabilities will allow, so that he may be prepared to become a worthy family member, a productive worker, a person of high moral character, and a mature adult who can and will act intelligently and responsibly in our democratic society.

ATTENTION: THE
BIOCHIMICA STAMPA
CON LA STAMPATA

EXHIBIT 2

LIST OF LANSING PUBLIC SCHOOLS BY LEVEL OF INSTRUCTION AND LOCATION July, 1958

Secondary Schools

Eastern High School, 220 North Pennsylvania Avenue
Everett High School, 3426 South Cedar Street
J. W. Sexton High School, 100-200 McPherson Avenue
C. W. Otto Junior High School, 500 East Thomas St.
Pattengill Junior High School, 1017 Jerome Street
Walter French Junior High School, 1900 S. Cedar St.
West Junior High School, 500 West Lenawee Street

Elementary Schools

Allen Street School, 1614 East Kalamazoo Street
Barnes Avenue School, 1028 West Barnes Street
Bingham Street School, 1212 Bingham Street
Cavanaugh School, 300 East Cavanaugh Road
Cedar Street School, 1106 North Cedar Street
Christianity Street School, 1401 Linval Street
Elmhurst School, 2400 Pattengill Avenue
Everett Elementary School, 3426 South Cedar Street
Fairview School, 815 North Fairview Avenue

MICHIGAN STATE UNIVERSITY
COLLEGE OF LIBERAL ARTS

Exhibit 2--continued.

Foster Avenue School, 200 North Foster Avenue
Genesee Street School, 835 West Genesee Street
Gier Park School, 401 East Gier Street
Grand River Avenue School, 1107 East Grand River
High Street School, 1717 High Street
Holmes Street School, 1030 South Holmes Street
Kalamazoo Street School, 519 W. Kalamazoo Street
Lewton School, 2000 Lewton Place
Lincoln School, 1023 William Street
Lyons Avenue School, 2901 Lyons Avenue
Main Street School, 1715 West Main Street
Maple Hill School, 640 Maple Hill Avenue
Maplewood School, 2216 South Cedar Street
Michigan Avenue School, 1019 West Michigan Avenue
Moores Park School, 316 Moores River Drive
Mount Hope Avenue School, 1215 E. Mt. Hope Avenue
Oak Park School, 620 Leshner Place
Verlinden Avenue School, 609 Verlinden Avenue
Walnut Street School, 1012 North Walnut Street
Willow Street School, 1012 West Willow Street

ARMED AND DANGEROUS
MICHIGAN STATE PRISON

EXHIBIT 3

LANSING PUBLIC SCHOOLS GOVERNMENT TYPE "A"
STUDENT PLATE LUNCH PATTERN

Senior High Schools

Lunch #1 - 35¢

Main Dish
Plate Lunch Salad or
10¢ Juice
Vegetable (1/2 C.) or
Soup (3/4 C.)
Homemade Roll or Bread
--Butter
1/2 pt. Milk

Lunch #2 - 35¢

Hot Sandwich or Cold
Sandwich & Extra Protein
Vegetable (1/2 C.) or
Soup (3/4 C.) or Salad
, (1/2 C.)
A la carte Fruit Dessert
--(12¢ or 15¢)
1/2 pt. Milk

Junior High Schools

Lunch #1 - 35¢

Main Dish
Plate Lunch Salad or
10¢ Juice
Vegetable (1/2 C.) or
Soup (3/4 C.)
Homemade Roll or Bread
--Butter
1/2 pt. Milk

Lunch #2 - 30¢

Hot Sandwich or Cold
Sandwich & Extra Protein
Soup (3/4 C.) or Vegetable
(1/2 C.)
Fruit (1/2 - 3/4 C.)
1/2 pt. Milk

Elementary Schools - 30¢

Main Dish
Salad or Vegetable
Roll or Bread--Butter
Simple Dessert
1/2 pt. Milk

MICHIGAN STATE UNIVERSITY
COLLEGE OF LIBERAL ARTS
LIBRARY

Exhibit 3--continued.

The U. S. D. A.--Type A--Student Plate Lunch is subsidized on the basis of student participation and must meet the following specifications in order to be eligible for reimbursement:

2 oz.	Protein rich food
3/4 C. (6 oz.)	Fruit or vegetable or a combination of fruit and vegetables (1 glass juice is equiv. to 1/4 C. fruit or veg.)
1 serving	Enriched or whole grain cereal
1 serving	Butter
8 oz.	Milk

Every plate lunch must include two fruits or two vegetables or one fruit and one vegetable.

Each lunch is planned to include a green or yellow fruit or vegetable and a Vitamin C rich food. A good plate lunch furnishes one-third of the daily food needs of a growing boy or girl. A typical high school boy needs 3,800 calories per day and a girl 2,800 calories per day.

BRIGHAM STATE UNIVERSITY
COURTESY OF THE BRIGHAM STATE UNIVERSITY

EXHIBIT 4. CAFETERIA NOON-HOUR DUTIES Classification: Host or Hostess



KEY POINTS

1. Arrange cap or net for best appearance
2. Be sure apron is clean and unwrinkled
3. Find out from supervisor what special events or guests are scheduled for the cafeteria
4. Check dining room to be sure it is ready for service--no burned out lights, window shades even, tables and chairs clean and properly arranged no litter from previous service
5. Open dining room door at beginning of hour
6. Watch for students who might slip past monitors and who should be in some other class
7. Report to a station where both dining room and counter needs will be visible
8. Be alert to change needs of cashiers, spilled food, vending machine troubles, guests, strangers, stray animals, student discipline problems
9. Have damp cloth and pan of water to wipe off tables as needed.
10. Recheck dining room at end of service and either wipe off untidy tables or report their condition to supervisor.

NOTE: Special attributes of host or hostess--neat, pleasant, courteous, helpful, gracious, alert, and tactful

WORK STATION: CAFETERIA DINING ROOM AND SERVING AREAS

Important Steps in Job

1. Check personal appearance
2. Report to supervisor for special instructions
3. Check conditions of dining room
4. Open doors at beginning of serving period
5. Take up station near counter and close to main entrance
6. Remain on duty and be alert to customer needs and special needs of service employees
7. Recheck dining room appearance at end of hour
8. Wipe off tables
9. Report to supervisor before leaving cafeteria

ASTORIA, OREGON
MICHIGAN STATE UNIVERSITY

EXHIBIT 5. CAFETERIA NOON-HOUR DUTIES Classification: Cashier and Checker



KEY POINTS

1. Read menu and know plate lunch choices
2. Learn à la carte prices
3. Clear cash register
4. Date top of tape and record reg. no.
5. Check to be sure amount of tape on roll will be sufficient for the noon hour needs
6. Reconcile each denomination of change with cash box record
7. Check each customer's tray. Identify plate lunch and à la carte items
8. Punch correct code key and proper numerical key on register
9. Ring up sale
10. Make correct change and repeat amount of sale to customer
11. Count cash at end of work period and record on sales report
12. Wrap change and recheck money
13. Return all cash to register drawer and lock drawer
14. Turn in key to supervisor

NOTE: Special attributes of cashier-checker
--accurate, honest, reliable, alert,
and courteous

WORK STATION: CASH REGISTER

Important Steps in Job

1. Check menu and prices
2. Prepare cash register
3. Reconcile change with cash record
4. Check student lunches
5. Ring up and code each sale
6. Make correct change
7. Count cash at end of serving period
8. Wrap money
9. Prepare sales report
10. Lock cash register drawer
11. Report to supervisor

MICHIGAN STATE UNIVERSITY
EAST LANSING, MICHIGAN 48824

EXHIBIT 6. CAFETERIA NOON-HOUR DUTIES Classification: Counter Job No. 1 (Supply)



KEY POINTS

1. Know where foods are to go and what they look like
2. Work with cook in each production area to help her know needs ahead of time
3. Tell counter server what will be substituted for items which are used up
4. Use hot pads to carry hot food
5. Use clean counter pans with fresh supplies to exchange for empty pans
6. Be careful of hot pans and steam. Use hot pads. Stand back from steam.
7. Take one heavy item or one tray at a time
8. Circulate in serving area and watch for items in low supply
9. Do not leave serving area without telling the supervisor
10. Keep a small amount of food for last customers or offer to get more from kitchen. Plan to be short on some items at end of service.
11. Help remove food from counter at close of noon hour.

NOTE: Special attributes of counter supply person--alert, ability to move quickly, courteous, dependable

WORK STATION: COUNTER

Important Steps in Job

1. Check menu
2. Identify counter items by name
3. Report to cook at each work area
4. Watch counter to anticipate needs
5. Request supplies before they run out
6. Replace empty pans with full ones
7. Report length of line to cooks at kitchen supply stations
8. Check all serving lines and keep up supplies
9. Re-set or clear counter at end of hour

BRIGHAM STATE UNIVERSITY
CITY OF SALT LAKE CITY

EXHIBIT 7. CAFETERIA NOON-HOUR DUTIES Classification: Counter Job No. 2 (Salad Salesperson)



WORK STATION: SALAD COUNTER

Important Steps in Job

1. Check menu for prices and content
2. Check salad counter for completeness
3. Identify plate lunch salads
4. Refill salad display from refrigerator as items are sold
5. Check number of prepared salads against anticipated needs
6. Request additional supplies prior to need
7. Wipe up spills
8. Refill salad dressings and keep bowls wiped off
9. Re-set salad counter for next line or
10. Clear at end of hour

KEY POINTS

1. Learn name, price and content of salad items
2. Be sure counter is clean; if untidy, wipe off with damp cloth
3. Know which salads go with plate lunch and be able to help students make choice
4. Keep the line moving by knowing merchandise and suggesting a plate lunch salad or juice choice
5. Anticipate needs and request more salads
6. Keep rows of salads orderly
7. Alternate colors and textures
8. Exchange partially empty salad dressing containers for new ones
9. Return empty dressing containers to kitchen salad unit
10. Be alert to needs of customers
11. Watch for accidents and clean up spills at once
12. Try to end last line with just one salad of a kind left over
13. Remove all salad items to kitchen salad area at close of noon hour
14. Keep clean damp wiping cloth under counter

NOTE: Special attributes of counter sales person--alert, courteous, dependable, orderly

ARIZONA STATE UNIVERSITY
TULSA CAMPUS

EXHIBIT 8. CAFETERIA NOON-HOUR DUTIES Classification: Pantry Work (Pouring More Juices)



WORK STATION: COUNTER OR KITCHEN WORK TABLE

Important Steps in Job

1. Determine amount and kinds of juices required
2. Get chilled glasses
3. Remove pitchers of juices from refrigerator
4. Invert tray of glasses open end up
5. Pour juice
6. Return unused juice to refrigerator
7. Store poured juice at proper supply station
8. Refill counter supply of juice

KEY POINTS

1. Check number of customers remaining to be served
2. Check amount of juice already poured against estimated sales
3. Use cold juice glasses
4. Invert whole tray of glasses at once
5. Pour juice from pitcher into glasses on tray
6. Do not pick up glasses
7. Pour juice into within 1/2 inch of top of glass
8. Pour only enough juice to serve probable customers
9. If juice is spilled on tray, wipe off glasses and excess juice with clean damp cloth
10. Replace unpoured juice in proper section of refrigerator
11. When refilling counter, put left over juice forward and new juice at back of row

NOTE: Special attributes of pantry person--alert, careful, cooperative, clean, and dependable

ASST. DIR. OF INVESTIGATION
FEDERAL BUREAU OF INVESTIGATION
U. S. DEPARTMENT OF JUSTICE

EXHIBIT 9. CAFETERIA NOON-HOUR DUTIES Classification: Housekeeping Job No. 1
(Washing Pots and Pans)



KEY POINTS

1. Use brush and spatula to remove loose food particles from pans
2. Be careful not to scratch pans
3. Sort pans by size and separate small tools
4. Fill soak sink with warm water; add correct amount of detergent; put in pans of same size to soak
5. Fill wash sink with hot water; add correct amount of detergent
6. Scrub pans in soak sink with metal sponge and drop into wash sink
7. Finish washing pans in wash sink with pot brush and put into third sink
8. Rinse washed pans under hot running water (190°F); check temperature gauge
9. Be sure water is hot and keep on rubber gloves to avoid burns
10. Keep wash water clean and hot and get fresh water as often as necessary
11. Drain rinsed pans at an angle on drain board
12. Dry small utensils with clean towel
13. Store dry utensils at proper work areas
14. Check with supervisor before draining; washing, and drying sinks

NOTE: Special attributes of pot and pan worker--good physique, dependable, cooperative, attentive to details

WORK STATION: POT AND PAN SINK

Important Steps in Job

1. Scrape pots and pans
2. Sort utensils
3. Prepare sinks
4. Soak utensils
5. Wash utensils
6. Rinse utensils
7. Drain utensils
8. Dry small tools
9. Store dry utensils
10. Clean up work area

CAUTION: Wear rubber gloves to protect hands from hot water

MICHIGAN STATE UNIVERSITY
COLLEGE OF HUMAN ENVELOPS

EXHIBIT 10. CAFETERIA NOON-HOUR DUTIES Classification: Housekeeping Job No. 2
(Mechanical Dishwashing)



WORK STATION: DISHWASHING ROOM

Important Steps in Job

1. Check detergents
2. Fill machine
3. Check water temperature
4. Set up soiled dish table for work
5. Scrap dishes under rinse
6. Stack dishes by kinds
7. Rack dishes
8. Turn on dishwasher
9. Load dishwasher
10. Check to be sure machine is washing and rinsing properly
11. Alternate silver, dishes and trays
12. Air dry dishes and glasses
13. Remove dishes from racks and inspect
14. Put dishes and glasses by kinds on trucks
15. Mass dry silver
16. Sort and inspect silver
17. Deliver dishes and silver to proper service station

KEY POINTS

1. Check detergent supply and be sure machine is charged
2. Inspect dishwasher to see that all parts are in place
3. Close drain plug and washer door and fill with hot water
4. Sort any soiled dishes by kinds
5. Set up dish racks
6. Wet scrap dishes as they are returned to dish room
7. Separate silver and put into compartmented baskets, handles down
8. Turn on motor of dishwasher
9. Load dishwasher and alternate, two racks of dishes and silver, trays and glasses in sequence
10. Rack glasses upside down
11. Check water temperature--140°F wash; 180°F rinse
12. Inspect dishes for cleanliness
13. Check to be sure rinse line is operating
14. Remove dishes from racks to carts and inspect for cleanliness
15. Store glasses in racks on dollies
16. Pour silver onto turkish towel to dry--sort and inspect
17. Move dishes, silver, etc. to storage area

NOTE: Special attributes of dish machine operator--good physique, dependable, cooperative, attentive to details

AMERICAN STATE UNIVERSITY
CHICAGO, ILL. 60607-7099

EXHIBIT 11

FOUR-STEP TRAINING METHOD OF TRAINING WITHIN INDUSTRY TECHNIQUES

This method of instruction can be used in an actual work situation for teaching job skills, increasing the student's knowledge, and developing values for approved types of behavior. It can be effective in training cafeteria noon-hour assistants to perform according to established standards and to help them to learn to follow directions, assume responsibility and understand why certain operations must be done in a prescribed manner.

Step 1. Prepare the learner to receive instruction.

- a. Make him feel comfortable and at ease. Speak to him as though his assistance in the cafeteria were essential to the success of the entire cafeteria program.
- b. Find out what he knows about the job. Add to the knowledge he already has and let him review what he knows.
- c. Get his interest; explain the relationship of his job to the total program and show him how

AMERICAN STATE UNIVERSITY

Exhibit 11--continued.

important his part is to ability of other
workers to do their jobs.

Step 2. Demonstrate the operation.

- a. Tell him, show him, illustrate for him; let him ask questions.
- b. Emphasize the key points, safety factors and sanitation practices.
- c. Give only a few instructions at a time. Do not expect speed at first. Work first for accuracy and understanding and speed secondly.
- d. Ask questions and repeat the demonstration if necessary.

Step 3. Try out the student on the job.

- a. Observe the worker perform.
- b. Have him explain the key points.
- c. Correct errors in procedure.
- d. Have worker repeat the demonstration.

ASSOCIATION STATE UNIVERSITY
OF NEW YORK

Exhibit 11--continued.

- e. Repeat instructions and worker demonstration until the student is able to do the job satisfactorily.

Step 4. Follow-up.

- a. Put the worker on his own, but tell him to whom he may go for help if he needs it (teacher, cook, experienced student).
- b. Check his work frequently. Let him have time to practice for perfection. Do not do his job, but help him to learn to do it.
- c. Help him to pick out the key points in the operation.
- d. Gradually decrease the amount of close supervision until the employee has the necessary confidence to work on his own with normal supervision.
- e. Be patient. Do not expect results overnight.
 - (1) Expect different levels of achievement.
 - (2) Plan for different rates of growth and learning.

ARIZONA STATE UNIVERSITY
SCHOOL OF DISTANCE EDUCATION

Exhibit 11--continued.

The four-step method of training within industry techniques demonstrates to the teacher her strengths and weaknesses as a planner and organizer by the degree of success of her students.

MICHIGAN STATE UNIVERSITY
LIBRARY

EXHIBIT 12

A GUIDE FOR EVALUATING A PROGRAM FOR TRAINING SCHOOL CAFETERIA NOON-HOUR ASSISTANTS

Criterion I--The Curriculum Developed for the Training Program Meets the Needs of the Individuals and Groups Involved.

CHARACTERISTICS	Evidence of Fulfillment		
	None	Some	Much
A. Democratic procedures are employed in organizing the various phases of the training program. 1. Student trainees and the cafeteria department supervisor work together to determine course objectives. 2. A variety in the kinds of activities selected for noon-hour training gives opportunity for student choices in work assignments. 3. The methods used for both teaching and evaluation of progress recognize individual differences and degree of maturity of the learner. B. The goals selected for the training program reflect the interests of the group. 1. Work requirements of the cafeteria noon-hour operation. 2. Physical needs of the learners. 3. Integrative needs of the learners. 4. Present vocational interests of pupils. 5. Social values & attitudes for a democratic community life.			

MICHIGAN STATE UNIVERSITY
COLLEGE OF HUMANITIES

Exhibit 12--continued.

Criterion II--The Curriculum is Behavior Oriented.

CHARACTERISTICS	Evidence of Fulfillment		
	None	Some	Much
A. Goals are stated in terms of the kinds of behavior required for goal achievement. 1. To develop interests to aid in career selection. 2. To develop selected skills, abilities and habits essential for a successful and useful adult life. a. Understanding of important facts and procedures. b. Ability to follow directions. c. Ability to apply principles. d. Ability to do independent thinking. e. To develop desirable work habits. f. To participate in group activities. 3. To develop social attitudes and values important for life in a democratic society. a. Attitudes toward self. b. Attitudes toward others. c. Attitudes toward the group. 4. To acquire aesthetic values and appreciation.			

APPROXIMATELY 1000
BIRMINGHAM STATE UNIVERSITY

Exhibit 12--continued.

CHARACTERISTICS	Evidence of Fulfillment		
	None	Some	Much
a. Beauty b. Orderliness c. Cleanliness d. Skill and craftsmanship B. The activities selected for the training program satisfy the requirements of the principles of learning. 1. The class experiences are satisfying to the student. 2. There is opportunity for practicing the desired types of behavior in the performance of the work assigned. 3. The activities in which the students participate are within the students' abilities to perform. 4. Students are able to apply the learnings from a given situation in different contexts. 5. More than a single objective is fulfilled by the activities of each performance task. 6. Provision is made for depth and sequence in learning through the critical selection and evaluation of the learning activities. 7. Evaluation of progress and degree of goal fulfillment occurs continuously throughout the training activities. C. The content areas of the curriculum are selected to be consistent with the types of behavior required for goal fulfillment.			

ASSOCIATED BROTHERHOODS OF AMERICA

Exhibit 12--continued.

Criterion III--Effective Instruction Is Provided for the Training Program.

CHARACTERISTICS	Evidence of Fulfillment		
	None	Some	Much
A. Qualified teachers are responsible for instruction and supervision. 1. The cafeteria supervisor-teacher is professionally trained and experienced in both food service and teaching. 2. The cafeteria teacher continues to increase her professional competency and understanding of the needs of her students through: a. professional conferences and committees on local, regional and state levels, b. membership in professional organizations for both food service and education, c. participation in workshops to strengthen areas in which greater competency is needed, d. informal study, e. formal class instruction, and f. reading and using professional literature and resource materials. 3. The cafeteria teacher creates a desirable public image of teaching and food service activities by: a. outside activities closely related to her specialty area, b. personal enthusiasm for her work, c. adequate pre-class preparation for effective teaching, and			

ASHTON & SONS LTD
100, N. W. CORNER
OF 1st & 2nd STS
NEW YORK

Exhibit 12--continued.

	Evidence of Fulfillment		
	None	Some	Much
d. interest in following up activities of students after the end of the training period. B. Instruction is effectively organized to provide the necessary training for acquisition and retention of the maximum amount of learning in the minimum amount of time. 1. The teacher secures and uses reliable data about the total personality and background of her students. 2. Training methods used are those recommended by authorities for on-the-job training. a. student orientation, b. clear instructions and on-the-job demonstrations c. opportunity for student to practice on the job d. follow-up on student performance 3. Job rotations and work schedules provide for integrating the training activities into the total operational plan. 4. Good pupil-teacher communication is achieved through teaching aids which appeal to several senses. a. verbal b. visual 5. Work experiences are arranged for group participation as well as for individual participation. 6. The sequence of instruction provides for depth and integration of knowledge.			

REPORTS SUBMITTED TO THE
FEDERAL BUREAU OF INVESTIGATION

Exhibit 12--continued.

CHARACTERISTICS	Evidence of Fulfillment		
	None	Some	Much
7. Supervision of student workers is performed either by the teacher or trained adult assistants.			
8. Materials and supplies for use in teaching are appropriate for the demands of the work to be done.			

Criterion IV--The Effectiveness of the Training Program can be Measured by Tangible Evidence.

CHARACTERISTICS	Evidence of Fulfillment		
	None	Some	Much
A. The success of a training program can be measured in terms of quality of job performance:			
1. Customers are satisfied with kind of service rendered.			
2. Cafeteria lines move along smoothly in an orderly fashion.			
3. Menu items are displayed attractively.			
4. Portions of food are consistent with the standards established.			
5. Food and equipment are handled according to sanitation regulations.			

ARCHIVED STATE UNIVERSITY
BUTLER, N. CAROLINA 27504

Exhibit 12--continued.

CHARACTERISTICS	Evidence of Fulfillment		
	None	Some	Much
6. There are few accidents in either dining room or serving area. 7. The dining room and serving area are neat, clean and orderly. 8. Student employees are alert, courteous and thoughtful of others. 9. Students perform their tasks with a minimum of supervision and with confidence. B. The ability of the training program to develop interests is evident in both adult and student behavior. 1. A high percentage of the student customers select and eat Type A plate lunch. 2. Students and patrons enjoy eating a variety of food. 3. Student-prepared displays and bulletin boards are used in the serving and dining areas. 4. Other classes request information about cafeteria activities. 5. The cafeteria training course is popular as an elective subject.			

ARMY RECORDS IN THE
MICHIGAN STATE ARCHIVES

Exhibit 12--continued.

CHARACTERISTICS	Evidence of Fulfillment		
	None	Some	Much
6. Prospective employers seek out students. 7. Teachers and counselors are cooperative in their attitude and interests concerning food service department. C. Changes in attitudes and values are evident in the student's ability to perform. 1. Students attend class regularly. 2. Students assist each other where needed. 3. Students take pride in their personal appearance. 4. Students volunteer their services in times of emergency. 5. Students are anxious to practice for skill and quality performance. 6. Student show appreciation for help and courtesies extended to them. D. Evaluation is an integral part of teaching and occurs at each step in the learning process. 1. Demonstrations. 2. Anecdotal records. 3. Self-evaluation sheets. 4. Records of outside activities.			

Exhibit 12--continued.

CHARACTERISTICS	Evidence of Fulfillment		
	None	Some	Much
E. Evaluation recognizes that individual behavior is influenced by the total environment. 1. Evaluation is adapted to individual differences in ability. 2. Appraisal is concerned with allowances for ranges in degrees of maturity. 3. Evaluation is provided for differences in rate of growth. 4. A permissive atmosphere anticipates success instead of failure.			

AMERICAN STATE UNIVERSITY

EXHIBIT 13

THE PRINCIPLES OF LEARNING

1. The student must participate in experiences which give him an opportunity to practice the kind of behavior implied by the goal.
2. Learning experiences must bring satisfactions or rewards to the learner as a result of his participation.
3. Experiences selected for goal fulfillment must be within range of the student's ability to perform.
4. Many specific experiences will bring about the same objectives.
5. Some learning will bring about several outcomes. Every experience is likely to result in satisfying more than one objective.

MICHIGAN STATE UNIVERSITY
EAST LANSING, MICHIGAN 48824

MICHIGAN STATE UNIVERSITY
EAST LANSING, MICHIGAN 48824



Handwritten text, possibly a signature or date, located on the left margin.

MICHIGAN STATE UNIVERSITY
COLLEGE OF HOME ECONOMICS
EAST LANSING MICHIGAN

Problem M.S.

Hoglund, Virginia S. 1958

Curriculum Development For Food
Service Training of Students
Through the Activities of
The School Lunch Program

Hoglund, Virginia S.

Curriculum Development for Food Se
M.S. 1958 HNF

MICHIGAN STATE UNIVERSITY LIBRARIES



3 1293 02533 4669