

RESOURCE MATERIAL FOR TEACHING FOUR BASIC
CONCEPTS FOR SECOND YEAR FOOD SERVICES
IN HOME ECONOMICS

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CHAPTER I

INTRODUCTION

Freedom of occupational choice is an American ideal and, consequently, a national concern. The Smith-Hughes Act sought specifically to facilitate occupational choice by providing funds to the states for the promotion and development of programs of vocational education. This first federal vocational education act was signed into law on February 23, 1917, by President Woodrow Wilson. With the passage of this Smith-Hughes Act, federal support became available for the first time to local schools throughout the states for vocational education programs.

Since the first years of federal legislation for vocational education, two intentions were evident: the intent to meet the growing needs of the individual as he attempts to adjust to a changing technology and a variable job market, and the intent to meet the needs of business and industry. The purposes remained the same for the Vocational Education Act of 1963. If only one characteristic is used to describe differences between the vocational education act of the past and the act of 1963, that characteristic would be flexibility. (2)

There are many signs of progress and flexibility being made in vocational education under the provisions of the 1963 Act. Under the 1963 Act which continues along the lines of many of the Smith-Hughes

provisions, enrollment in vocational education has surpassed six million. Home economics for many years has enrolled more students than any other federally reimbursed vocational education program. The field of office occupations now has the second largest vocational enrollment.

With the passage of the Vocational Act of 1963, many implications and possibilities for changes and expansion were brought about for home economics education. Along with traditional education for homemaking, this Act permits the use of Smith-Hughes and George-Barden funds for education directed toward employment opportunities using homemaking skills. The purpose is to provide an instructional program which prepares individuals for working in occupations using the knowledge and skills basic to home economics. Therefore, home economics education has the three-fold purpose of preparing persons for the vocation of homemaking and the responsibilities of home and family life, of preparing individuals for employment in occupations that require home economics knowledge and skills, and of motivating and recruiting qualified students for professional careers in home economics.

Home economics education for homemaking should continue as a family centered program. The subject matter learned in the homemaking course leads to many skills, attitudes, and knowledge which are closely related to areas of employment. The report by the Panel of Consultants on Vocational Education, compiled at the request of the late President John F. Kennedy, re-emphasized the need of high school girls to train in home economics for homemaking to enable them to meet their responsibilities for strengthening family life. This need is emphasized by the realization that fifty-three percent of all girls between the ages of fifteen

and nineteen are, or have been, married. Not only one out of every three brides, but also one out of every four mothers, bearing a first child is less than twenty years old. (13)

Too few people are familiar with home economics occupations other than those in the teaching field and extension service. Too few people really understand the contribution which home economists make to all facets of home and family living. The field of home economics offers women opportunities for service and remuneration without usurping man's prerogative in the labor market. The focus of the home economics field is the individual, and men are becoming increasingly interested in certain types of professional careers which require home economics courses. Home economics programs, too, must be varied and challenging to meet the needs and interests of students of varying intellectual capacities.

An additional objective, not a replacement for a family centered program, faces home economics today. This objective is to educate youth for occupations requiring home economics skills and knowledge. The new funds under the Vocational Education Act of 1963 made it possible to expand the existing home economics education program. The number of young women acting as both homemakers and partial bread winners emphasizes the need for training in home economics. The trend toward more women working outside the home is expected to continue in the next decade.

As a home economics teacher, this writer feels that it is important to meet the individual needs of students. Research studies show that many students have been dropping out of school or have been failing in

the majority of their classes. The school curriculum was evidently not meeting the needs of these students. From the research studies that have developed across our nation, it becomes increasingly evident that vocational home economics is preparing and accepting the challenges of a changing curriculum. Continual study, revision, and re-study should be a part of any program.

The writer became interested in the changing curriculum of home economics education, thinking in terms of developing some resource materials for a number of pertinent concepts which would serve as the content of a second year course in occupational training in home economics at the secondary level. The need of organizing the occupational training curriculum for the second year course in terms of concepts was recognized because the writer will have the responsibility of teaching and evaluating the course for the first time. The need for some resource materials based on significant concepts was felt because the subject of occupational training has not as yet been included in home economics text books. The writer believes that curriculum needs identified by people in the food service industry, students' evaluation of curriculum needs, and a review of related research studies and curriculum guides are of value and therefore, are applicable to this study.

Statement of the Problem

The purpose of this study was to develop curriculum materials for teaching an occupational training course in home economics in food services at the second year level in a secondary school. The objectives

of the study were:

1. To review information gained in the first year program from students and employers, and to identify concepts by similarity of importance after reviewing curriculum guides and research studies recently developed for occupational training in home economics food services.
2. To analyze and select significant concepts from all sources in order to structure the content of the course in occupational training in food services at the second year level in a secondary school.
3. To develop resource material for this course in terms of four concepts identified by the writer from research reviewed in this study, and from information gained from employers and students.

Description of the Problem

The purpose of this study was not only to review the first year program in occupational training in home economics in food service but to ascertain the structure of the content for the second year course. A second purpose was to select four concepts identified as being essential by related research curriculum guides and studies. The problem consisted of developing resource material for teaching these four concepts. This resource material, it was hoped, would be of value to other teachers, as well as to those college students who are preparing to become teachers of occupational training in home economics in food service at the secondary level.

The development of the resource materials was based on an approach which would help students develop concepts rather than have the concepts presented in a lecture to the students. The concepts are considered to be essential for students to develop. The type of learning experiences provided for the students at John Marshall, where the writer

is employed, may differ somewhat from that planned for students in other vocational home economics occupations classes due to differences in the educational program, equipment available and availability of resources.

Resource material in this study has been developed for concepts in home economics occupational training in food service from the following concepts:

1. Personal development
2. Safety and sanitation
3. Increased skill in serving and preparing food in quantity
4. Care and use of equipment

The bases for selecting these four concepts were that:

1. They have been considered essential by the evaluation contributed by the students.
2. They have been considered essential by food service employers.
3. They have been included in the list of essential learnings or significant concepts of other research materials in home economics occupations.
4. They were considered by the writer to be most appropriate and useful in a second year course in home economics occupational training in food services at the high school where the writer is employed.

Limitations of the Study

1. The resource material has been developed for four concepts only, although there are many others which are significant to be developed.
2. Emphasis was placed only upon the interpretation of available information gained from students and employers after participating in an occupational training course in home economics in food services at the secondary level.

3. The pattern used in developing the resource material in this study suggested only one of the many possible ways in which content may be organized to help students develop significant concepts.

Definitions of Terms Used in the Study

Vocational education. Vocational education is defined as a program of instruction which provides persons with skills and knowledge for a specific employment opportunity.

Occupational training in home economics. Occupational training in home economics is preparation for a job using Home Economics knowledge and skills; "gainful employment" as defined in legislation. (8)

Curriculum. A curriculum in this study refers to the general overall plan of the content or specific materials for a course of instruction.

Concept. A concept is a word, phrase, symbol, or sentence to express the composite of meaning associated with an idea. (8)

Generalization. A generalization is a complete statement, which expresses an underlying truth, has an element of universality and usually indicates relationships between two or more elements.

Behavioral objectives. A behavioral objective is an aim or goal stated in terms of behavior expected of the learner.

Cognitive domain. The cognitive domain includes those objectives which deal with the recall or recognition of knowledge and the development of intellectual abilities and skills. (5)

Affective domain. The affective domain includes objectives which describe changes in interests, attitudes and values, and the development of appreciations and adequate adjustments. (5)

Psychomotor domain. The action-pattern domain includes objectives in which some motor response constitutes the essence of the objective. Psychomotor or manipulative skills would constitute one category within this domain.

Procedure Used for Developing Resource Material

The pattern used for developing resource material for the four concepts was set up after reviewing related literature. Since there is no one method of teaching for concept development, the writer used those processes upon which a greater degree of agreement was obtained. A detailed explanation of the steps involved in the development of the resource materials was presented in the fourth chapter, preceding the presentation of the developed resource material.

Five steps were followed in the developing of resource material:

1. Selecting the major concept to be learned.
2. Identification of major generalizations which show the significance of the concept to be developed.
3. Formulation of other more simple generalizations which give depth and meaning to the various subconcepts being learned.
4. Formulation of behavioral objectives for the learners to specifically indicate the desired outcomes expected as a result of concept formation.
5. Suggestions for learning experiences and evaluation methods for each concept. These learning experiences and evaluation methods can be modified and additional ones may be added.

These resource materials were presented after the writer evaluated them in the classroom, and it was hoped that this pattern of presentation would be helpful to readers.

The study is comprised of five chapters. Chapter I consists of the introduction. Chapter II serves as theoretical framework for the study. Chapter III presents the research material used for formation of the four concepts used in the resource material. Chapter IV explains the procedure used for developing the resource material and the resource material is presented. Chapter V presents a summary, along with recommendations for further curriculum development and study.

CHAPTER II

BASES FOR CURRICULUM

Vocational History

The Vocational Education Act of 1963 was passed because of the accumulating evidence that the federal program in existence was not broad enough or flexible enough to meet the needs of the present, much less those of the future. This Act provided major increases in appropriations for vocational education. It provided broadened instruction in agriculture, technical education, distributive education, home economics, and initiated instruction in business and office occupations. Its funds also provided for the establishment and construction of area vocational schools and programs, work-study programs, and vocational education programs for those with special needs.

Each legislative milestone in vocational education was preceded by intensive study of certain needs of the society. In 1917, the task was to construct a program for vocational education which would provide an educated labor force. In 1963, the task was to review the past achievements and to modernize and redirect the program in terms of advances made in technology and in terms of social and economic needs. The emphasis in 1963 was upon providing vocational education where it had not been developed previously.

Looking back on the past fifty years of vocational education, Dr. Melvin L. Barlow, director of the president's Advisory Council on Vocational Education says:

On the occasion of the fiftieth anniversary of the Smith-Hughes Act, it is appropriate to look back to that early period and examine some of the foundation elements of vocational education. Confronted as we are with an extraordinary expansion of vocational education, we find it necessary to develop implementation criteria to accommodate a wider range of occupations and to meet the occupational needs of new groups of in-school youth. Because change has been so much in evidence during the past decade, impressions have developed that we are building a new vocational education system. Insofar as implementation is concerned, this is true, but there is little evidence to indicate that we have replaced even a single foundation element. The strength of vocational education develops largely from its soundness of purpose in relation to the society it serves. This is a tribute to the educational vision of the founders of the vocational education movement. It is a "well done" to those who have "kept the faith" through half a century. (2)

Realizing the movement toward vocational education did not begin all of a sudden at a particular period of time, this writer is aware that it evolved as a composite of a number of forces that developed somewhat independently. The experiences of the people have evidenced a need for vocational education. Again our society with its population explosion, mobile population, and increased occupational demands, has greatly affected the role of the school.

Vocational Home Economics Education has an interest in these significant events of vocational history. Home Economics Education to prepare youth and adults for employment has become a reality as a result of the passage of the Vocational Education Act of 1963. Home economics education has an additional emphasis to that of educating for home-making. From the research studies that are developing across our

nation, it is evident that vocational home economics is preparing and accepting the challenges of a changing curriculum. Changes are not made only because they seem good, nor should curriculum be continued simply because it is comfortable and familiar. Continual study, revision, and re-study should be a part of any program. The curriculum of yesterday is not sufficient for the needs and demands of today. Today's curriculum must be revised, or a new one must be drafted which will meet the demands of tomorrow.

The new funds under the Vocational Education Act of 1963 made it possible to expand the existing home economics program. The number of young women acting as both homemakers and partial bread winners emphasized the need for training in home economics. The trend toward more women working outside the home is expected to continue in the next decade. The number of women in the labor force rose from about 5 million at the turn of the century to almost 25 million in 1963. Just before World War II about 28 percent of all women 14 years of age and over were in the labor force; by 1963 the corresponding figure 37 percent. It is predicted that 40 percent of all women will be working outside the home by 1970. These trends indicate the desirability for girls to be satisfactorily prepared for homemaking as well as employment. (3)

The 1960 census reported women in all of the 479 individual occupations listed. However, women are concentrated in a relatively small number of occupations. More than half are employed in 25 occupations. The combined occupations of waitress and cook employed almost 1.4 million women in 1963. This was the largest group of women in

service occupations, other than in private households. Household workers, including baby sitters, numbered almost 1.5 million. (3)

These figures show that curriculum and instructional material in home economics should be brought up to date quickly. The general problem of curriculum and program development cannot be reviewed as a unity because of differences in the groups of students involved.

Background Information

The writer is presently employed in teaching vocational home economics in occupational training in food services at John Marshall High School. The program has been in the school for three years, the first year as a pilot program, to survey interest and develop a curriculum that would fit the needs of the students at John Marshall.

John Marshall High School is located in Oklahoma City, the capital of the State of Oklahoma. Britton is the oldest area in the John Marshall district. John Marshall replaced the Britton High School in March of 1950 and since then Nichols Hills, the Village, Stonegate, North Highland, Grady Musgrave, Quail Creek, and Western Village have developed around the Britton area.

The John Marshall student body is composed of a cross section of every socio-economic level. It is predominantly made up of middle income families who have earned high school diplomas and college degrees. The lower socio-economic group make up a very small percentage of John Marshall's enrollment.

It is a statement of philosophy at John Marshall that "Vocational education is an integral part of general education; therefore, we

subscribe to and endorse the steps that have been taken in the field of expanding vocational education." (27)

The other vocational education classes at John Marshall are: Distributive Education, Business Office Education, Agriculture, Drafting, Commercial Art, Auto Mechanics, Electronics, and Survey Technology. Next year classes in Cosmetology and Welding will be added.

There are two other teachers in home economics education at John Marshall. They have classes in the areas of clothing, foods, housing, family relations, child development, and Home Economics I.

First Year Program

Students were enrolled in Vocational Foods Management, the title given to the course in occupational training in home economics in food services at John Marshall, because of a desire to participate in a work-experience class, and their interest in the food industry.

In the school year 1966-67, twenty eight students were enrolled in food services, including twenty juniors of which eleven were boys and nine girls, and eight seniors of which four were boys and four girls. These students were placed in two equally divided classes that were two hours in length.

Twenty six students were enrolled in the work experience part of the occupational training class. The work experience program provides the student an opportunity to gain work experience plus an hours credit for working at least 300 hours per year or 10 hours per week. Therefore, the student can earn three hours credit each semester plus work experience and salary.

All of the boys enrolled in the work experience program have had varied experiences in the food service industry. Their training and abilities vary widely depending on the type of food service operation in which they have worked and their length of employment. They all seemed to have had a good attitude toward the food service industry and of its importance in the work world of tomorrow. All seemed willing and eager to learn and were interested in the class.

Only two of the eight girls had had any type of work experience, the two girls' experience being in food services. All of the girls had previously had at least one course in some area of home economics. The girls seemed to have a positive attitude toward work experience and the food service industry. The girls seemed interested and willing to learn.

TABLE I
WORK EXPERIENCE RECORDS FOR 1966-67

	Grade	No. of Students	Total Hrs. Worked	Total Earnings
Boys	11	9	6860	\$ 8377
	12	3	3284	4285
Girls	11	7	3729	3781
	12	3	1584	1622
Total		22	15447	\$18065

Table I shows a record of the 22 students finishing the work experience program for the school year 1966-67.

The course content for food services was patterned from the guide developed during the summer workshop in gainful employment at Oklahoma State University in 1965. This guide was adapted by the writer during the 1965-66 school year pilot program for use at John Marshall High School. The guide has proved to be quite adequate for the first year program in a secondary school.

Follow-up studies showed that five students dropped out of the program during the year. Three students, two boys and one girl, moved; and two girls married and did not return to school. Seven of the eight seniors graduated. Thirteen out of a possible sixteen students enrolled for the second year program of the 1967-68 school year. Out of the three students not enrolling, two were deficient in required subjects and were not able to enroll. One girl transferred to the cooperative office practice course at John Marshall High School.

After one year since completing the course in 1967 the following Table II shows a follow-up study. The report data are of May 1, 1968.

The information in the table indicated that the majority of the students are staying in the field of food service for which they were trained. The armed forces and marriages seem to be the factors that keep students from being available for full time employment. Sixteen of the twenty-three completing the course are employed either full or part time in food service jobs. The six students that are unemployed are for the most part not working for the summer or are waiting for a job call or are ready to enroll in school.

TABLE II
FOLLOW-UP OF 1966-67 STUDENTS

	Boys	Girls	Total
Total number enrolled - 11th grade	11	9	20
12th grade	4	4	8
Number completing course - 11th grade	9	7	16
12th grade	4	3	7
Number graduating from high school	4	8	12
Number not presently available for placement			
Entered armed forces	4	0	4
Continued full time school	9	8	17
All other reasons	2	5	7
Employed or available for employment	9	7	16
Number obtaining full time jobs	7	4	11
In occupation for which educated	6	3	9
In related occupation	1	1	2
In non-related occupation	0	0	0
Total number obtaining full time jobs	6	5	11
Number employed part time	2	3	5
Number unemployed	4	2	6
Number status unknown	0	0	0
Number placed in occupation for which educated without completing the curriculum	1	0	1

This review of the first year program helps to show that preparing youth for employment has become a reality as a result of the passage of the Vocational Education Act of 1963. Home economics education has an additional emphasis to that of educating for homemaking.

Dr. Johnie Christian's remarks made at a meeting of the Oklahoma Advisory Council, February 7, 1968, sum up the writer's feelings about occupational training in home economics. "This program draws upon the same subject matter as what we have always known as home economics. Its focus is the welfare of homes and families but it seeks to prepare youth and adults to render service to individuals and families outside their own home environment. We are committed to this new program for we believe it offers new opportunities to serve people who need our help. Work is a way of achieving a fulfillment of life, which after all is important to everyone."

The next chapter presents, first, an explanation of conceptual understanding followed by the presentation of data collected for selection of four concepts for developing resource material for this study.

CHAPTER III

CURRICULUM FRAMEWORK

Conceptual Understanding

Current interest in the use of concepts in the teaching-learning process suggests the deepening concern educators have regarding what to teach in view of the tremendous amount of available knowledge and also the method to teach effectively that which is significant.

The concept approach to teaching has as major objectives the development of conceptual understandings by students and the development of the students' ability to think. It is generally assumed that conceptualization may occur at various levels of difficulty in terms of a hierarchy of cognitive process, though such levels are not always clearly separated or identifiable. (10)

Conceptual understanding may range from an understanding of the definition of a concept to a more complex understanding of the relationships which exist among ideas, things, people and actions. Teachers must have a clear understanding of conceptualization. They must have a definition of a concept which has meaning for them. This writer likes and understands the definition of a concept given by Tyler as follows: (33)

Concepts include the cognitive aspect of the curriculum as it is embraced in significant ideas inclusive of definition,

generalizations, principles, and unifying or integrating words or phrases.

A concept is an idea which a person forms in his mind in order to understand and cope with something in his experience. It is composed of meaning and feeling, which may or may not be expressed by words. A concept is a mental learning. A concept is formed by an individual for a reason. A concept evolves from one's experiences.

Teachers who accept and use concept in teaching do not attempt to give concepts to students because both teachers and students form their own. The teachers, however, do provide opportunities for students to:

1. Form an accurate idea through varied experiences which show numerous aspects of the concept.
2. Identify ways in which the idea directs behavior.
3. Expand and reorganize an idea, once formed, so that the resulting behavior will be increasingly satisfying to individuals and to society.
4. Understands the interactions and relationships between concepts so that learning is made easier and transfer of learning is facilitated. (31)

Curriculum Planning Using Conceptualization

The four basic elements of curriculum commonly identified are objectives, content, learning experiences and evaluation. Each is related to the other three. "A decision made about any element out of relationship to the other is bound to be faulty, because each element of curriculum acquires meaning and substance in reference to other elements and by its place in the pattern that encompasses all others."

(30)

When the elements are dealt with as integrated parts of a whole, a high degree of consistency in the learning situation can be attained. It is this consistency which helps give organization and a sense of meaning and clarity to the process.

The planning process might develop in the following manner, and would primarily involve just the teacher. First a concept area is identified. Concepts represent a wide variation of information and attitudes which are symbolized by the continuum of meaning. A broad generalization for each of the concepts is developed. From this broad generalization more specific supporting generalizations are identified. Together with these generalizations, objectives are stated which clarify the depth and kind of behavior desired.

One or more learning experiences are then designed so that the student may have experience with the content of the generalization in the manner which the objectives have clarified. The number of learning experiences will depend upon the students and the nature of the learning.

The teaching-learning process begins with the students in the learning experiences. From these experiences the student arrives at the generalization, through inductive reasoning. The student may participate in other experiences in which he applies generalizations through deductive reasoning. The student continues experience through various learning activities until he achieves the change in behavior specified by the objective.

After developing several related generalizations, the students combine or relate them to form the broad generalization. Throughout

this process the student's concept is continually shifting and enlarging. The structure of the content through the learning experience helps the student to structure his concept to enhance retention, application and future learning. Evaluation is an integral part of each step. (8) The student's self evaluation is important when teaching is done with the concept approach, since concept formation is done by the students themselves.

Procedure Used for Selecting Concepts

During the school year 1967-68, the writer developed an interview schedule to use with the students enrolled in occupational training in food services at John Marshall, and employers and supervisors of students enrolled in the work experience program at John Marshall. The interview schedule was checked by students, employers or supervisors connected with the food service industry. The writer assisted with the interviews after contacts were made by telephone and in person to set a date for the interview. Students checked the interview schedule during a part of class time. The interview schedule was filled in by both the writer and the employers.

A total of 42 interviews was made which included 10 first year students, 12 second year students and 20 employers and supervisors. A copy of the interview schedule is included in the Appendix.

The types of information obtained through the interviews to be reviewed by the writer included:

1. Personal characteristics in order of importance desired when employing students in the food service industry.

2. Work abilities and personal qualities which are important in a person who does food service work.
3. Topics of most importance to include in classroom study and laboratory instruction in the advanced or second year program of food services in a secondary school.
4. Equipment which students in work experience would be expected to operate.

An analysis of the information obtained through the interviews, along with the past experience of teaching the course for two years, should help the writer to determine the content for the second year course in food services in a secondary school. The topics of most importance to include in classroom study and laboratory instruction in the second year course should help to determine the selection of the concepts for which resource material will be developed.

Analysis of Interview Schedule

TABLE III

CHARACTERISTICS CHECKED BY STUDENTS AND EMPLOYERS
AS BEING IMPORTANT FOR FOOD SERVICE STUDENTS

Characteristic	1st yr. Students	2nd yr. Students	Employers	Total Number Checking
Appearance	9	11	8	28
Personality	6	8	10	24
Education	4	4	10	18
Experience	5	8	4	17
Age	4	3	3	10
Marital status	1	1	3	5

The first and second year students indicated that they regarded appearance, personality and experience as the most important characteristics to be considered in hiring a worker in food services. Employers rated two of the same characteristics "appearance" and "personality" to be considered in hiring workers in the food service industry as the students, but "education" was selected as the third which rated fourth by the students.

Table IV shows how the first and second year students, and employers rated work abilities and personal qualities that are important in a person who does food service work. A majority of the respondents in both groups indicated as of great importance the following:

<u>Students</u>	<u>Employers</u>
Honesty (22)	Honesty (20)
Responsibility (22)	Responsibility (20)
Patience (20)	Promptness (20)
Ability to take orders (20)	Self confidence (19)
Accuracy of work (19)	Ability to profit from constructive criticism (19)
Neat habits of work (18)	Good grooming (18)
High standards of work (17)	Initiative (18)
Alertness (17)	Alertness (18)
Ability to get along with others (17)	Neat habits of work (18)
Promptness (14)	High standards of work (18)
Willing to do routine work (14)	Ability to get along with others (18)
Ability to work under pressure (13)	Ability to take orders (18)

A comparison of the ratings made by the students group and the employers group shows more similarities than differences. "Honesty," "responsibility," "neat habits of work," "high standards of work," and "promptness" were the eight characteristics common to both students and employers. In addition students included "patience," "accuracy of

TABLE IV
 WORK ABILITIES AND PERSONAL QUALITIES RATED BY DEGREE
 OF IMPORTANCE BY STUDENTS AND EMPLOYERS

Work Abilities and Personal Qualities	1st yr. Students N=10			2nd yr. Students N=12			Total Students N=22	Employers N=20		
	1	2	3	1	2	3	3	1	2	3
High standard of work	0	3	7	1	1	10	17	0	2	18
Neat habits of work	0	2	8	1	1	10	18	0	2	18
Accuracy of work	0	1	9	0	1	11	19	1	2	17
Speed of work	1	4	5	0	4	8	13	1	4	15
Ability to profit from constructive criticism	1	5	4	0	4	8	12	0	1	19
Ability to work under pressure	2	3	5	1	3	8	13	1	4	15
Ability to get along with others	0	2	8	0	3	9	17	0	2	18
Willingness to do routine work	1	5	4	0	2	10	14	0	3	17
Careful attention to detail	1	4	5	0	5	7	12	1	3	16
Ability to take orders	0	0	10	0	2	10	20	0	2	18
Creative imagination	6	2	2	4	5	3	5	4	5	11
Self confidence	0	6	4	0	5	7	11	0	1	19
Alertness	0	4	6	0	1	11	17	1	1	18
Patience	0	2	8	0	0	12	20	2	2	16
Adaptability	2	3	5	0	6	6	11	2	3	15
Perseverance	3	2	5	0	8	4	9	2	4	14
Tact	3	3	4	2	5	5	9	3	5	12
Initiative	1	6	3	1	6	5	8	0	2	18
Promptness	0	4	6	0	4	8	14	0	0	20
Responsibility	0	1	9	0	0	12	21	0	0	20
Honesty	0	0	10	0	1	11	21	0	0	20
Good health	0	3	7	0	5	7	14	3	2	15
Good grooming	0	2	8	0	5	7	15	0	2	18
Poise	1	4	5	0	8	4	9	2	5	13
Conversational ability	3	3	4	0	6	6	10	3	4	13
Pleasant voice	2	3	5	2	5	5	10	3	5	12

Scale 1 of little importance N = number checking
 2 of some importance
 3 of great importance

work," "work under pressure" and "willing to do routine work."

Employers listed "self confidence," "constructive criticism," "good grooming" and "initiative."

TABLE V
TOPICS OF MOST IMPORTANCE IN CLASSROOM
STUDY AND LABORATORY INSTRUCTION

Topics	1st yr. Student	2nd yr. Student	Employers
Time and energy management	5	7	10
Food purchasing and cost control	8	9	10
Menu planning-relation to management and cost	7	10	10
Increased skill in preparation of food in quantity	7	6	15
Increased skill in the service of food	6	8	15
Specialization in areas of interest	5	6	11
Catering	3	2	5
Business management	3	4	8
Nutrition	7	4	11
Care, use and cost of equipment	6	7	14
Safety and sanitation	9	7	16

In summarizing the topics of most importance, the following list is presented in order of total response.

- | | |
|--|----------------|
| 1st. - Safety and sanitation | 32 respondents |
| 2nd. - Increased skill in the
service of food | 29 respondents |

3rd. - Increased skill in the preparation of food in quantity	28 respondents
4th. - Care, use and cost of equipment	28 respondents
5th. - Menu planning-relation to management and cost	27 respondents
6th. - Food purchasing and cost control	27 respondents
7th. - Time and energy management	22 respondents
8th. - Specialization in areas of interest	22 respondents
9th. - Nutrition	22 respondents
10th. - Business management in food service establishments	15 respondents
11th. - Catering	10 respondents

The responses received to the question "What equipment would trainee be expected to operate?" provided many specific items. These included various pieces of equipment that would be included in many different types of food service establishments. Approximately one-half of the interviewees indicated that they would expect the trainee to operate the following:

- Grill
- Deep fat fryer
- Cash register
- Dish machine
- Coke machine
- Mixer
- Scales
- Oven
- Coffee maker
- Steamer

Only eight of the interviewees chose to add any general comments in the space provided on the interview schedule for additional items. These were of a very general nature and provided little or no additional information.

From the items showing the greatest number of responses or checked as being most important in Tables III, IV, and V, the content for the second year course in food service in a secondary school should include the following concepts.

Personal development

Emphasis on: Personal appearance
Honesty and responsibility
Self evaluation
Work habits and standards

Safety and sanitation

Increased skill in serving and preparing food in quantity

Care and use of equipment

Menu planning and purchasing

Time and energy management

Specialization areas - baking, catering

Nutrition

Business management

As a further check to determine the content to be included eight curriculum guides were reviewed.

Analysis of Related Curriculum Guides and Studies

The purpose of reviewing the curriculum guides was to determine which of the above concepts were included in each guide. The curriculum guides reviewed were:

1. Bunch, Benny C., The Curriculum Outline for an Area Vocational-Technical Food Service Program, Oklahoma State University
2. Dunn, Ruth, The Development of a Tentative Curriculum for a Work Experience Class in Home Economics for Clovis Marshall Junior High School, Oklahoma State University
3. Fults, Anna Carol, Workshop for the Preparation of Home Economics Teachers to Teach Wage Earning Programs in Food Service, Southern Illinois University
4. Kraft, Ruth, A Curriculum Guide for Vocational Home Economics Programs in Food Services from the State of North Dakota, North Dakota State University
5. Kentucky, Suggested Guide Training Program for Food Service Workers, University of Kentucky
6. Michigan, Preparing Teachers and Instructional Materials for the Food Service Occupations, Michigan State University
7. New York, Training Guide for Food Services, University of the State of New York
8. U. S. Department of Health, Education, and Welfare, Quantity Food Preparation Curriculum Guide

Table VI indicates that the four concepts with the greatest degree of similarity are:

1. Safety and sanitation
2. Skill in serving and preparing food in quantity
3. Personal development
4. Nutrition

As a result of the recommendations made by students and employers, and the reviewing of recent similar curriculum guides and research studies, the writer selected the following four concepts as being important for a second year course in food services for a secondary school.

1. Personal development
 Emphasis on: Personal appearance
 Honesty and responsibility

One of the main problems that was faced by the writer was the identification of the concepts to be included as essential at the second year level rather than at the first year level in food services. The identification of skills, knowledge and attitudes developed in the first year program, and the physical facilities available were considered in making the final choice in resource material.

As a result of information gained from the various sources, personal development with emphasis on personal appearance, honesty and responsibility, self evaluation, and work habits and standards would appear to be important to include in the second year program.

Safety and sanitation was rated as most important to include by students, employers, and other resource material reviewed. The writer also approved of the recommendation that more skills should be developed by students in this area for the second year level.

Increased skill in serving and preparing food in quantity with an added emphasis on nutrition was recommended by all sources reviewed. The writer felt too that the serving and preparation of food in quantity are essential and should be presented simultaneously.

Care and use of equipment was the concept listed of next importance to be included according to the resources reviewed. The writer also felt it was an important concept.

These four concepts were selected as the result of studying recommendations made by students and employers, a review of recent curriculum guides and studies, and the writer's experience gained through the teaching of the first year course for two years. The writer selected the four concepts described above.

The next chapter presents, first an explanation of the procedure followed for developing resource materials and second the presentation of the resource material.

CHAPTER IV

DEVELOPMENT OF RESOURCE MATERIAL

Explanation of the Procedure Used for Developing Resource Material

The main concern of this study was to develop resource material for teaching four basic concepts of home economics occupational training in food services at the second year level in a secondary school. The four concepts for which resource material was developed are the following:

1. Personal development
2. Safety and sanitation
3. Increased skill in serving and preparing food in quantity
4. Care and use of equipment

The first consideration in teaching by a conceptual approach is to identify significant concepts to be developed by the learners in the desired area. For this study, the four significant concepts were identified by the writer, and were considered by students and employers to be important, and were listed in curriculum guides developed for occupational training in home economics food services.

The next step in developing resource material is the formation of major generalizations for the concepts to be developed by the learners. These generalizations indicate the subject matter that is essential to

be included in teaching for the formation and development of each concept and usually show the relationship of two or more concepts.

Identifying behavioral objectives, learning experiences, and methods of evaluation for each concept are the next three steps involved in the process. Behavioral objectives have been classified according to the type of behavior involved. This writer accepted classification as presented in the *Taxonomy of Educational Objectives* formulated by Bloom and others in *Handbooks I and II*, and the *Classification of Objectives, Psychomotor Domain* by Simpson. Each of the three categories of objectives: cognitive, affective, and psychomotor were included in the resource material.

At least three factors are involved in the effective organization of learning experiences. First, there must be some continuity of major concepts, skills, and attitudes and recurring and continuing opportunity for these major curriculum elements to be developed and practiced. These recurring major curriculum elements need to be sequentially organized so that development and practice occur at progressively more complex levels. If the practice repeatedly occurs merely at the same level, there is little or no developmental progression. The organization of learning experiences should be such that the learner acquires an increasingly unified view of the concept and also unifies his behavior in relation to the learnings being developed.

Evaluation may be thought of as a process for determining the degree to which desired changes of behavior are actually taking place. This implies that evaluation is an integral part of the educational program. Appraisal should be continuous with special emphasis at least

twice; first, during an early part of instruction to ascertain the beginning level of achievement and again at the conclusion of instruction to measure the change that has resulted.

Behavioral objectives have been classified according to the type of behavior involved. For example, if a behavioral objective relates to the thinking process, the word "Cognitive" has been written in parentheses after the objective. Likewise "Affective" indicates that the objective involves some feelings or emotion. Also, "Psychomotor" involves observation, practice and imitation.

The use of modern education media has been included after each unit or conceptual formation of course content. This will need to be revised from time to time for most effective use in the classroom.

I. Concept - Personal Development

Main Generalization: A realization of responsibilities to the employer, to the job, and to themselves contributes to the student's employability.

Supporting Generalization:

1. The personal appearance of the food service worker contributes to the impression customers receive of the business.
2. Development of personal qualities, work habits and standards contributes to securing and holding a position.
3. Self improvement may be developed through an individual's perseverance and continued application of principles related to character development.

Behavioral Objectives

- .. Interprets observations of superior performance resulting in deserved respect for workers in any kind of job.
(Cognitive)

- .. Is willing to take a stand on the importance of the food service worker being loyal to the business and its policies. (Affective)
- .. Is able to think of ways that students may apply importance of food service operations to various phases of the community. (Affective)
- .. Distinguishes ways that communication may break down when an employee fails to understand the function of another person or department. (Cognitive)
- .. Interprets observations of the stress periods in food service that will strain a workers tolerance. (Cognitive)
- .. Identifies personal qualities needed to improve personal appearance. (Cognitive)
- .. Repeats techniques in developing personal appearance. (Psychomotor)
- .. Repeats techniques in work habits, motion study and organization of time and energy to achieve efficiency on the job. (Psychomotor)
- .. Is willing to examine personal food habits and assess improvements needed as to their nutritive contribution to the diet. (Cognitive)
- .. Is developing a belief that clarifying values and goals will help to establish a bases for money management. (Affective)
- .. Interprets contributions that education can make to future living and employment. (Cognitive)

Suggested Learning Experiences and Evaluation

- .. Develop and have students check a personal rating sheet on desirable characteristics of a food service worker. Have employers evaluate students.
- .. Have students list ways they have been properly and improperly treated in a food establishment.
- .. Stress with students their free choice in selecting their vocation and the importance of developing a sense of pride in life's work.
- .. Plan ways that students share in total school programs to develop citizenship responsibilities.

- .. Ask a security officer to talk on "Character Reputation."
- .. Study phases of the local community which are important knowledge for the food worker as:
 - highway numbers and routes
 - scenic or historic places
 - special occasions
- .. Discuss the importance of knowing what your job includes.
- .. Have an oral quiz on the function of food service units and titles of workers performing functions.
- .. Discuss reasons for stress periods. Summarize by making a list of ways to develop and maintain good relationships among management, customers and co-workers.
- .. Develop a check list of points that contribute to good personal appearance for employment.
- .. Role play for improvement of posture and other personal appearance qualities.
- .. Prepare bulletin board on grooming.
- .. Demonstrate in laboratory good grooming methods. Practice in laboratory on the methods demonstrated.
- .. View films and filmstrips on personal appearance and work habits.
- .. Observe in other food service operations to learn new methods to improve use of body motion to reduce fatigue and promote work efficiency.
- .. Buzz sessions on how employers might reach goals for improved work habits.
- .. Develop individual plans to simplify a specific job during work experience.
- .. Identify signs of poor health.
- .. Record three days food intake; compare with the national recommended allowance chart and suggest plans for improvement.
- .. Study symptoms of deficiency diseases and other signs of nutritional status.
- .. Study research being done with food products.

- .. Evaluate spending habits and discuss delay of gratification.
- .. Discuss the advantages and disadvantages of continuing some type of educational program.

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- Peterson, Eleanor M. Successful Living. Boston: Allyn and Bacon, Inc., 1959.
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Film and Filmstrip

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- The Clean Look, Association Films Inc., New York.
- The Human Body; Nutrition and Metabolism, Coronet Films, Chicago, Ill.
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- Using Your Time and Abilities, State Guidance Office, Okla. City, Okla.

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- The Correct Waitress, Ahrens Book Co., New York.
- Your Personality and Your Job, Science Research Assoc., Chicago, Ill.

II. Concept - Safety and Sanitation

Main Generalization: Failure to maintain high sanitary and safety standards breeds problems.

Supporting Generalizations:

1. Sanitation is an around-the-clock job that requires constant attention because a little negligence can cause a large amount of trouble.
2. Accidents cost money, in man hours lost in the case of employees, in damages and law suits in the case of guests, in time and trouble that management could better devote to other things, and a large proportion of them can be prevented.

Behavioral Objectives

- .. Interprets values of proper cleaning and maintenance. (Cognitive)
- .. Is able to compare types of equipment used for washing tableware, refuse disposal, and general cleaning. (Cognitive)
- .. Is able to compare types of cleaning supplies and general cleaning procedures for specific jobs. (Cognitive)
- .. Is developing some appreciation for simplification techniques. (Affective)
- .. Recalls typical types of accidents and injuries, and causes of accidents. (Cognitive)
- .. Is increasingly aware of the importance of accident prevention and emergency action. (Affective)
- .. Repeats techniques in developing good safety and sanitation habits. (Psychomotor)

Suggested Learning Experiences and Evaluation

- .. Invite public health agency official to speak to class concerning the importance of maintaining a sanitary environment in establishments where food is prepared and served.
- .. Assign reading references about sanitation principles.
- .. View films and filmstrips on sanitation and work techniques.
- .. Demonstrate selection of tools and supplies in cleaning major areas of the kitchen.
- .. Practice experiments in laboratory on use of cleaning supplies.

- .. Develop with students a rotation plan for general care of the laboratory. Use checklist of techniques and appearance factors for student and teacher evaluation.
- .. Group interaction discussing various hazards in dining and food preparation areas of food service establishments. Suggest satisfactory preventive measures.
- .. Discuss responsibility of each employee in helping to achieve and maintain safe conditions for food preparation and service.
- .. Demonstrate clothing that is conducive to safe performance on the job.
- .. Demonstrate fire fighting equipment. Invite local fireman to class.
- .. View films and filmstrips on safety.
- .. Give students experience in how to manage employees to reach desired goals for safety and sanitation.
- .. Practice carrying-out goals for safety and sanitation principles. Teachers and students evaluate.

Selected References:

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- Blake, Roland P. Industrial Safety. Englewood Cliffs, New Jersey: Prentice Hall, 1963.
- Fleming, Mary and Marin, Benson. Home Nursing Handbook. Boston: D. C. Heath, 1961.
- Moore, Alma C. How to Clean Everything. New York: Simon and Schuster, 1961.

Film and Filmstrips

- How Clean is Clean, National Sanitation Foundation, Michigan.
- Outbreak of Salmonella Infection, State Health Dept., Okla. City, Okla.
- Outbreak of Staphylococcus Intoxication, State Health Dept., Okla. City, Okla.
- Table and Counter Top Sanitation, Farley Manning Associates, New York.

Pamphlets and Periodicals

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- Food Service Sanitation Manual, U. S. Department of Health, Education, and Welfare, Washington, D. C., 1962.

Safety Training Manual for Restaurants and Hotels, Ahrens Book Co.,
New York.

Sanitary Food Service, U. S. Government, No. 90, Washington, D. C.,
1962.

Sanitation of Food Service Establishments, Iowa State Department of
Health.

Your Responsibility for Safety, National Restaurant Assoc., Chicago,
Ill.

III. Concept - Increased Skill in Serving and Preparing Food in Quantity

Main Generalization: Increased knowledge and appreciation of high
food standards, efficient service, nutritive values, quality, flavor,
and appearance of foods provide a source of better trained personnel.

Supporting Generalizations:

1. Preparation of saleable products is dependent upon skills and techniques in preparation.
2. Knowledge of basic principles involved in preparation of various foods that contribute to nutritious, palatable, attractive and safe foods would include the latest research in this area.
3. Selection, preparation, and serving of food contributes to the development of individuals and families.

Behavioral Objectives

- .. Distinguishes between good and poor principles of food standards. (Cognitive)
- .. Is willing to examine techniques to improve high food standards. (Affective)
- .. Recognizes criteria of acceptable food products and service. (Cognitive)
- .. Is willing to accept research data that contributes to better food products. (Affective)
- .. Interprets and applies the skills developed with foods as they relate to satisfying family values in various cultures. (Cognitive)

- .. Is consistent in interpreting high food standards and responds accordingly. (Cognitive)

Suggested Learning Experiences and Evaluation

- .. Take a field trip to see finished buffet items, serving lines, and served plates to help appreciate high food standards. Written evaluation.
- .. Reading assignments on factors contributing to eye appeal, flavor of food, and texture of food.
- .. Make score cards and set up criteria for acceptable food products and service.
- .. Discussion on knowledge and skills involved in reaching the criteria set up for food products and service.
- .. Review of food terms, standardized recipes, weights and measurements, purchasing, following directions to insure a quality product.
- .. Study purchasing, inventories and storage of food. Practice in laboratory.
- .. Study basic table service and menu planning. Students create own menu for an establishment they might want to own or operate.
- .. Demonstrate and discuss the importance of the nutritive value in food preparation.
- .. Study and discuss research being done with food products. Guest speaker from research.
- .. Students rotate jobs in the laboratory, preparing, serving and cleaning. Use the practice menus to develop food preparation skills, serving skills and management responsibilities.
- .. Evaluate all foods produced in the laboratory.
- .. View films and filmstrips for each food category studied.
- .. Written tests on food principles of preparation and service.
- .. Experiments with ways of varying quality of food produced in the laboratory.

Selected References:

Books

- Cronan, Marion L. and June C. Atwood. Foods in Homemaking. Illinois: Chas. A. Bennett Co., 1965.
- Fleck, Henrietta, Louise Fernandez, and Elizabeth Munves. Introduction to Nutrition. New York: Macmillan Co., 1962.
- Fowler, Sina, West, Bessie, and Shugart, Grace. Food for Fifty. New York: John Wiley & Sons, Inc., 1961.
- Kotschevar, Lendal Henry. Quantity Food Production. Berkeley, Calif.: McCutchan, 1964.
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- Oerke, Bess V. Mealtime. Peoria, Ill.: Chas. A. Bennett Co., 1960.
- Pollard, Belle L. Experiences with Foods. Boston: Ginn & Co., 1964.

Filmstrips

- All About Garnishes, Ekco Housewares Co., Franklin Park, Ill.
- All About Knives
- Cooking Meat with Dry Heat, National Livestock and Meat Board, Chicago, Ill.
- Cooking Meat with Moist Heat
- Cooking Meat in Quantity
- Food Through the Ages, Manufacturing Chemist Assoc., Chicago, Ill.
- Meats for Quantity Cookery, Armour and Co., Chicago, Ill.
- Party Plans for Pie, Swift and Co., Chicago, Ill.
- Planning Meals for Nutrition, McGraw-Hill, St. Louis, Missouri.

Pamphlets and Periodicals

- Correct Waitress, Ahrens Book Co., New York, New York.
- Eat to Live, Wheat Flour Institute, Chicago, Ill.
- Essentials of Good Table Service, Cornell University, Ithaca, N. Y.
- Meat Carving Made Easy, National Live Stock and Meat Board, Chicago, Ill.
- Modern Sandwich Methods, American Institute of Baking, Chicago, Ill.
- Quantity Food Preparation, U. S. Department of Health, Education, and Welfare, Washington, D. C.
- Turkey Handbook, National Turkey Federation, Mount Morris, Ill.
- Waiter and His Public, Ahrens Book Co., New York, N. Y.

IV. Concept - Use and Care of Equipment

Main Generalization: Training in the importance of proper use, care, and maintenance of equipment for food preparation contributes

to the student's employability.

Supporting Generalizations:

1. Arrangement and use of equipment and supplies saves time and energy.
2. Workers contribute to financial success of food establishments through using and caring for equipment properly and minimizing breakage of equipment.

Behavioral Objectives

- .. Recognizes tasks and types of equipment needed for specific jobs. (Cognitive)
- .. Distinguishes types of workers and tasks performed in kitchen work stations. (Cognitive)
- .. Is becoming familiar with new types of equipment and the job to be performed. (Cognitive)
- .. Is able to repeat techniques in the care, use and maintenance of equipment in relation to the job to be performed in the food industry. (Psychomotor)
- .. Is able to identify new ways to use equipment or new pieces of equipment to invent. (Cognitive)
- .. Is consistent in interpreting benefits of following directions for safety, efficient use, and high quality of the finished product. (Cognitive)

Suggested Learning Experiences and Evaluation

- .. Take a field trip to see food service establishment in operation and new pieces of equipment.
- .. Develop a list of equipment items appropriate to a particular task to be done.
- .. Discuss kitchen arrangements after reviewing plans from several different sources. Evaluate what constitutes an efficient kitchen.
- .. Write a job analysis listing the pieces of equipment that the worker would be expected to know how to use and maintain.
- .. Draw an ideal arrangement for any type of food operation including equipment needed, cost and ideas for decorating.

- .. Speakers, demonstrators invited to class to show equipment use and care.
- .. Give demonstration on pieces of equipment in the laboratory or at work. Respond to questions by class members.
- .. View films or filmstrips on use and care of equipment.
- .. Practice use and care of equipment in laboratory. Use checksheet for evaluation from employers.
- .. Have students conduct experimental cooking in relation to timing and type of equipment used. Evaluate in terms of desirable appearance, size, color, and consistency.
- .. Develop with students a rotation plan for general care of the equipment in the laboratory. Use checklist for combined student and teacher evaluation of performance.

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Books

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- Peet, Louise J. Young Homemakers Equipment Guide. Iowa State College Press, 1962.
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- Dishwashing Dividends, Economic Laboratory, New York, N. Y.
- Foods, Fats, and Fryers, Armour & Co., Chicago, Ill.

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- Cooking for Profit, Oklahoma Natural Gas Co., Oklahoma City, Okla.
- Fast Food, Bill Brothers Pub., St. Joseph, Michigan.
- Food Service, Okla. Gas and Electric Co., Okla. City, Okla.
- Institutions, Medalist Pub., Chicago, Ill.
- Volume Feeding Management, Conover-Mast Pub., New York, N. Y.

CHAPTER V

SUMMARY AND IMPLICATIONS

Summary

The present study was concerned with developing resource material for teaching four basic concepts in a second year course of occupational training in home economics food services in a secondary school. These four concepts were selected after reviewing information gained from the first year students and employers, and identifying concepts by similarity of importance in curriculum guides and research guides recently developed in food services.

The writer selected four basic concepts from all sources in order to structure the content of the course in food services at the second year level in a secondary school. The main object of this study became the development of resource material for teaching the four concepts.

The four basic concepts were:

1. Personal development
2. Safety and sanitation
3. Increased skills in serving and preparing food in quantity
4. Use and care of equipment

All resources reviewed in this study indicated that all four basic concepts are considered to be essential for students to develop. The purpose of the generalizations that were formulated for

each concept was to indicate what should be expected from students after they understood each concept.

Learning experiences were developed to help the students in attaining several behavioral objectives. Behavioral objectives have been classified according to the type of behavior involved. Each of the three categories of objectives: cognitive, affective and psychomotor are included in the resource material.

Evaluation methods were also suggested for each concept. Evaluation was thought of as a process for determining the degree to which desired changes of behavior are actually taking place. The evaluation methods were included along with the learning experiences because the writer believes that evaluation is an integral part of the educational program and will receive the necessary emphasis in this position in curriculum material.

Implications for Further Research

1. Resource material needs to be developed for teaching other areas in the occupational training course in home economics food services for the second year level in a secondary school.
2. Research which shows the relative effectiveness of the resource material that was developed is essential.
3. Research which shows the relative effectiveness of various types of learning experiences which will help students develop concepts is essential.
4. Illustrative teaching material and evaluation devices for concepts and generalizations need to be developed for occupational training in food services.
5. Research is needed to show the degree of skill which can be increased or lessened depending on use and practice.
6. Exploratory studies are needed which will show a selection of references in terms of the reading abilities of the students.

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APPENDIX

INTERVIEW SCHEDULE FOR BUSINESS ESTABLISHMENT INVOLVING
FOOD SERVICES

GENERAL INFORMATION OF INTERVIEWEE

Part A.

1. Name of Firm _____

Address _____

Telephone _____

2. Name of person interviewed _____

Position of person interviewed _____

Part B. DESIRED PERSONAL CHARACTERISTICS AND ABILITIES OF TRAINEES

1. Which of the following characteristics do you consider most important in hiring a worker in food services?

	Check	Comment
Age	_____	_____
Appearance	_____	_____
Education	_____	_____
Experience	_____	_____
Marital Status	_____	_____
Personality	_____	_____
Other	_____	_____

2. Following is a list of work abilities and personal qualities. Indicate which of these are important in a person who does food service work for you.

Use this scale: (1) of little importance
(2) of some importance
(3) of great importance

- _____ High standards of work
- _____ Neat habits of work
- _____ Accuracy of work
- _____ Speed of work
- _____ Ability to profit from constructive criticism
- _____ Ability to work under pressure
- _____ Ability to get along with others
- _____ Willingness to do routine work
- _____ Careful attention to detail
- _____ Ability to take orders
- _____ Creative imagination
- _____ Self confidence

_____ Alertness
 _____ Patience
 _____ Adaptability
 _____ Perseverance
 _____ Tact
 _____ Initiative
 _____ Promptness
 _____ Responsibility
 _____ Honesty
 _____ Good health
 _____ Good grooming
 _____ Poise
 _____ Conversational ability
 _____ Pleasant voice

Part C. TOPICS OF MOST IMPORTANCE

1. Which of the following topics do you think would be important for classroom or laboratory instruction in the advanced or second year program of food services?

Use this scale: (1) of little importance
 (2) of some importance
 (3) of great importance

_____ Time and energy management
 _____ Food purchasing and cost control
 _____ Menu planning - relation to management and cost
 _____ Increased skill in preparation of food in quantity
 _____ Increased skill in the service of food
 _____ Specialization in areas of interest - baking, meat, salads
 _____ Catering
 _____ Business management in food service establishments
 _____ Nutrition
 _____ Care, use and cost of equipment
 _____ Safety and sanitation

2. What equipment would trainee be expected to operate? _____
- _____
- _____
3. Comments:

VITA

Wanda Marie Wilson

Candidate for the Degree of

Master of Science

Thesis: RESOURCE MATERIAL FOR TEACHING FOUR BASIC CONCEPTS FOR
SECOND YEAR FOOD SERVICES IN HOME ECONOMICS

Major Field: Home Economics Education

Biographical:

Personal Data: Born in Newkirk, Oklahoma, May 14, 1929, the daughter of Finis I. and Greama L. Tettleton. Married Ertis Sherman Wilson, November 13, 1955.

Education: Attended grades one through twelve at Oklahoma City, Oklahoma, graduating May 30, 1946; received Bachelor of Science degree from Oklahoma State University, Stillwater, Oklahoma, in 1950 with a major in Home Economics Education.

Professional Experience: Worked with the Oklahoma Extension Service from June, 1950 - November, 1955 in Washita County, Cordell, Oklahoma. Taught vocational home economics education at the secondary school level in Sweetwater High School, Sweetwater, Oklahoma, 1957-59. Taught home economics at the secondary school level in Oklahoma City, Oklahoma, 1963-68.

Professional organizations: National, State, and Oklahoma City Education Association, Oklahoma City Classroom Teachers Association; American, Oklahoma, and Oklahoma City Home Economics Association; American, Oklahoma, and Oklahoma City Vocational Association.