

CURRICULUM OUTLINE FOR AN AREA
VOCATIONAL-TECHNICAL FOOD
SERVICE PROGRAM

By

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SERVICE PROGRAM

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5. B.

TABLE OF CONTENTS

Chapter	Page
I. PURPOSE	1
II. REVIEW OF THE LITERATURE	3
Introduction	3
A History of Vocational Education	4
Groundwork for Development of a Curriculum for an Area Vocational-Technical Food Service Program	10
III. PROCEDURE	12
IV. RESULTS - CURRICULUM	15
Introduction	15
Unit I. Orientation	18
Unit II. Sanitation	20
Unit III. Equipment	22
Unit IV. Food Management	24
Unit V. Placement and Evaluation	41
Bibliography - Resource Materials	43
Films and Filmstrips	44
V. SUMMARY AND RECOMMENDATIONS	45
BIBLIOGRAPHY	47
APPENDIX	51

CHAPTER I

PURPOSE

The remarkable changes which the Food Service Industry has undergone in recent years have caused a continued growth in the demand for skilled food service personnel. Such changes as advances in food technology, improved processing methods, new trends in public eating habits, and higher standards of living have created new and different types of food service establishments. Each change demands more highly skilled employees than ever before.

Where can these skilled food service workers be found? There are several sources; among these is the area vocational-technical center. Such centers offer high school students the chance for training in a skill. As a part of the high school curriculum this free training may be acquired and keep the student in school at the same time. The programs of these centers may include several areas, among them food service. Formal written guidelines for these new Area Vocational-Technical Food Service Programs are hard to obtain and have been written, apparently, on a local basis only.

It is hoped that the curriculum outline developed in this research may be adapted, with minor local adjustments, to any of the vocational-technical food service programs in the State of Oklahoma. It will be written with the overall objective of developing in high school students

an employable skill that may tend to insure career opportunities immediately upon graduation.

CHAPTER II

REVIEW OF LITERATURE

Introduction

The millions of people who eat meals away from home each day appreciate the work of a good cook--or chef, as an expert in this occupation is often called. A restaurant's success as a business enterprise depends in large part on the skill of the workers who prepare the dishes served. It is estimated that restaurants provide one out of six meals eaten in the United States (10). Large increases in population, coupled with greater per capita income, have brought about an accelerated rate of growth in the demand for persons in food service.

The food industry is big business. At the present time the Food Service Industry is ranked the nation's fourth largest (38). Food sales by commercial establishments in 1963 total \$18.5 billion; an increase of 20% over 1958. Projections for the next ten years indicate that the food market will be about \$25 billion per year (10). The 1963 Census of Business published by the United States Bureau of Census (48) indicated that there were approximately 500,000 establishments serving food in 1963. Of the 3,000,000 persons employed in the Food Service Industry, over 50% are employed in commercial establishments (38).

If the nation's population continues to expand at the present rate, the Food Service Industry will experience a similar growth rate (38). Industry expansion must stimulate the development of more

efficient food preparation techniques. Improved equipment and techniques will simplify production processes and make possible greater productivity. As a consequence, the demand for well-trained food workers also will continue to grow.

Commercial food establishments basically can count on 50,000 new jobs per year, provided the following circumstances prevail:

1. that the American consumers will continue to spend an additional \$750 million every year for food and beverage eaten away from home,
2. that business investors can be found who will spend \$2,500 for each new job created, and
3. that the fine balance between wages paid and productivity are not altered disproportionately with price increases which are beyond those obtainable from the consumer (35).

Persons who have completed commercial food service programs, offered by technical and vocational high schools and other post high school educational institutions, may constitute one of the major supply sources for these 50,000 new positions each year.

A History of Vocational Education

Until modern times the need for vocational education was satisfied by apprenticeship. The original apprenticeship concept was practiced from father to son, as it was the custom for the son to carry on his father's trade. In early America, the orphans and poor children were enlisted in apprenticeship training, because learning a trade was the only way they could become self-supporting. Apprenticeship as they knew it involved the trade and related instruction, provision of food, shelter and clothing, drill in the basic three R's, and religious instruction (11). Although this early vocational instruction did

produce some skilled workers, most of the nation's skilled manpower was met by the immigration of European workers.

In the 19th Century some schools were established to provide the workers that the increased population demanded. The father-to-son apprenticeship began to decline as did other apprenticeship methods. A few manual labor schools, mechanics institutes, tech institutes and private trade schools were established.

Public education, however, still failed to include any training for employment. In 1876 American manufacturers were introduced to the Russian school shop training idea at the Centennial Exposition. The success of this type of training was evident by the superior craftsmanship of the Europeans (21). An interest in vocational education was aroused by this plan.

The need for training in agriculture, business and homemaking resulted in increasing attention to these areas in public education. Toward the end of the 19th Century some progress was made in offering agricultural education in public secondary school. However, positive action in the development of vocational education came in 1906 when the National Society for the Promotion of Industrial Education was established (21). Society efforts made way for the first federal aid for vocational education.

When the need for vocational education was brought to the attention of Congress, the Commission on National Aid to Vocational Education was created on January 20, 1914. This authorized the President of the United States to appoint a commission of nine members to "consider the subject of national aid for vocational education and report their findings and recommendations" (11).

The Commission sought answers to such questions as

1. To what extent is there a need for vocational education in the United States?
2. Is there a need for national grants stimulating the states to give vocational education?
3. What kinds or forms of vocational education should be stimulated by national grants?
4. To what extent should the federal government aid the states through national grants for vocational education (11)?

On June 1, 1914, the Commission reported that there was a great need for providing vocational education in every part of the United States. The report indicated that vocational education could conserve and develop resources; promote a more productive and prosperous agriculture, prevent the waste of human labor, supplement apprenticeship, increase wage-earning power of productive workers and meet the demand for trained workmen. In conclusion it stated,

Vocational education is therefore needed as a wise business investment for this Nation, because our national prosperity and happiness are at stake and our position in the markets of the world cannot otherwise be maintained (11).

Two and one-half years later, as a result of the commission's report, President Woodrow Wilson signed the Smith-Hughes Act (48) on February 23, 1917. This act provided approximately \$7 million annually to be distributed to the states to promote and develop vocational education as related to agriculture, trade and industrial education and homemaking.

The implementation of this act was the first big step toward vocational education in the United States. The home economics training provided for by the Smith-Hughes Act primarily included training for women as homemakers. At that time (1917) there was no special need for public training of food service employees. Such an idea probably would have

been rejected by the hotel and restaurant operators. Chefs, cooks and bakers trained under the European apprenticeship system were the main supply source with many unskilled laborers always available. During the 1920's, however, trained workers were beginning to be in short supply. The influx of Europeans began to decrease sharply after World War I and meanwhile the demand for more skilled workers increased.

Neither food service operators nor educators gave much thought to the problem of training food service workers. However, there was concern about the growing shortage of European-trained workers. A few far-sighted leaders in the hospitality industry advocated establishing organized vocational education to public schools. This was done in some local areas. Herman A. Breithaupt established a foods training program at Chadsey High School in Detroit, Michigan in 1939. August Forester set up one of the first food programs at Washburne Trade School in Chicago, Illinois. Paul Muellett organized a program at Edison Tech School in Seattle, Washington (38). In 1946 the Culinary Institute of America, Inc. was established at New Haven, Connecticut.

The men who initiated and successfully carried out these early food service training programs made way for a growing acceptance of the idea of training for the foods industry in the public education system.

Congress recognized the need for additional Federal funds for vocational education, and in 1929 the George-Reed Act (29) authorized from \$500,000 to \$2.5 million to increase the amounts available for agriculture and home economics. The George-Dean Act in 1939 (50) authorized more funds for the further development of vocational education in agriculture, trade and industrial education, home economics and distributive occupations. The George-Dean Act was amended in 1946 to

increase the permanent annual authorization to \$28,850,000. This act, as amended, became known as the George-Barden Act, and it is still a source of Federal funds for vocational education (51).

Meanwhile, at the close of the 1940's the Food Service Industry began to exercise an interest in vocational and trade schools as possible means for providing workers for the industry. In 1955 the Statler Foundation strongly recommended a long-range plan for establishing training programs to meet existing needs and the increased future demand for food services personnel (41).

In more recent years the National Restaurant Association, Council on Hotel, Restaurant and Institutional Education and the Education Institute of the American Hotel and Motel Association have actively advocated the establishment of vocational training programs to meet the skilled needs of the hospitality industry (38).

After decades of offering vocational education in the public school system, it became apparent that vocational education was not meeting its potential. Some drastic changes in direction were needed. A great boon to vocational education in general and the Food Services Industry in particular came about when Public Law 88-210, the Vocational Education Act of 1963, was passed. This act authorized a new permanent program with appropriations for state vocational education programs amounting to \$60 million the first year and up to \$225 million after 1966. The new funds could be expended for state and local vocational education programs without limitation under a broadened definition of vocational education--"fit individuals for gainful employment, embracing all occupations, including business and office occupations not previously covered by existing law" (53).

This Vocational Education Act of 1963 authorized vocational education programs for persons in high school, for those out of high school available for full-time study, for persons unemployed or underemployed, and for persons with academic or socio-economic handicaps which prevented success in the regular vocational education programs (53).

Further, the 1963 Act permitted the use of George-Barden and Smith-Hughes money in home economics for home economics training not directed to home activity, but involving homemaking skills for which there were employment opportunities (53).

One of the most significant provisions of the 1963 Act is the provision for establishing area vocational schools. The area technical education program previously authorized by Title VIII of the National Defense Education Act was made permanent by the 1963 Vocational Education Act. In addition to extending this authority, the act permitted the States to expend new funds for the construction of area school facilities (53).

Subsequent to the enactment of the Vocational Education Act of 1963 came Oklahoma's State Question 434, which amended the Oklahoma Constitution to provide for the formation of Area Vocational-Technical School Districts. This amendment allowed several school districts to band together and form a larger area school district with all districts sharing in the cost of the area school expense (44).

Four area schools are now in operation in Oklahoma at Tulsa, Oklahoma City, Ardmore and Duncan. Another school is under construction at Enid and will be ready for the 1967-68 school year. These schools are modern and up-to-date and are keyed to industry requirements after surveying industry's needs.

Five additional districts have been formed in Oklahoma that eventually will have Area Vocational-Technical Schools. It is hoped to have an area vocational-technical school within 50 miles commuting distance of everyone in the State. This would mean at least 11 schools in Oklahoma (44).

Tulsa and Ardmore Area Vocational Schools had food service programs in operation in 1966-67. The new school at Enid will have a food service program next year. The student who graduates from one of these programs will have a basic knowledge of the Food Service Industry and will be prepared to enter the labor market.

Groundwork for Development of a Curriculum
for an Area Vocational-Technical Food Service Program

Hugh B. Wood states that the first procedure in establishing any program is to formulate the educational philosophy (57). The philosophy, whether complicated or simple, must be established in order that common goals may be attained. Wood further states that the fundamentals should provide the core of the curriculum, the frills, the enrichment, and the fads are the basis of continuous experimentation (57).

The real fundamentals of a curriculum are listed as:

1. Civic competence - the ability to participate in civic affairs and to assume civic responsibilities.
2. Vocational competence - the ability to get and hold a job (involves personality and character factors as well as vocational skills).
3. Family competence - the selection of a mate, child care, home management, home mechanics, household mathematics, personal adjustment.
4. Personal competence - integrity, status, respect for and of others, self control, self guidance, a moral philosophy, and so on (57).

Two publications of the Department of Health, Education and Welfare, Office of Education, were reviewed in a search for information which would be helpful in laying the groundwork for the curriculum outline. Even though the two publications, Organizing a Food-Trade Training Program (38) and its companion publication Quantity Food Preparation (41), were not prepared specifically for vocational-technical education, they were very helpful in preparing this outline.

In Organizing a Food-Trade Training Program (38) the authors have prepared guidelines for a food services program for high school students, post high school students, and adults. This manual deals with such areas as laying the groundwork for program development, planning the program, and operating the program for high school youths.

Actual preparation of foods and the sciences related to food preparation were the objectives of the manual or guide, Quantity Food Preparation. Areas covered in this guide are basic principles of food preparation, science related to food preparation, mathematics related to food preparation, and English related to food preparation. The manual was developed for use in secondary schools.

Literature from many commercial sources and formal textbooks is available for reference providing materials for curriculum aids. Practically no published materials have been specifically developed with the Area Vocational-Technical Food Service Program in mind.

CHAPTER III

PROCEDURE

Past experience in commercial food service and the realization of the impact that Area Vocational-Technical Schools could produce in training employees, led the author to choose to investigate the status of such in Oklahoma.

Interviews with Dr. Francis Tuttle, Oklahoma State Coordinator for Area Vocational-Technical Education, and Miss Blanche Portwood, Oklahoma State Supervisor for Vocational Home Economics Education, ascertained that no curriculum guidelines were in use in the existing area vocational food service programs at Tulsa and Ardmore. It was also learned that none had been prepared for the next program which will open in Enid, Oklahoma. The staffing, housing and equipping of the programs had come first.

Records from the State Office for Area Vocational-Technical Education revealed the Tulsa Area Vocational-Technical Education Center Food Services Program enrollment last year was 18, divided into two classes. At the Southern Oklahoma Area Vocational-Technical Center at Ardmore, there were 25 students divided into two classes. Both these schools and the new center at Enid expect to have a similar number of students during the next school year. These programs include high school students exclusively. In addition to the five existing Area Vocational-Technical Centers, five more area school districts have been formed

through recent local bond issues. This makes a total of ten area schools that are planned so far. It is hoped that 11-15 area schools can be provided in the State of Oklahoma.

On Dr. Tuttle's recommendation a questionnaire (Appendix I) was sent known existing Area Vocational-Technical Centers in other states (Appendix II) seeking information about food service programs in these centers. Guidance in making the questionnaire was given by Miss Mary Leidigh of the FNIA Department of Oklahoma State University.

Replies were received from 28 technical centers showing 11 of these centers offered food service programs. Of these 11 food service programs, only four had any type of written curriculum guidelines. These guidelines had been prepared to meet local conditions and provided no means for adaptation for use in other programs. Information gained by the questionnaire was not complete, but did substantiate the need for written guidelines for area vocational food service programs.

Visits were made to existing food service programs at Tulsa and Ardmore to benefit from the experiences of programs which had been in operation. Although there were no written curriculum guidelines at either of these schools, the problems and experiences which had been encountered at each school were useful in formulating the curriculum outline.

A review of the literature (Chapter II) which is available about food service programs was then made. Since the area vocational-technical concept is relatively new, literature from all resources was checked including: The Department of Health, Education and Welfare, the United States Department of Labor, and the Oklahoma State Board for Vocational Education. As Hugh B. Wood suggests in his Foundations of Curriculum

Planning and Development, the educational philosophy was established first (Appendix III).

With the educational philosophy decided, information was compiled concerning the needs of the students and the guidelines for the course. Next came the establishment of the objectives of the proposed curriculum outline (Appendix IV). Both general and specific objectives were decided upon.

Through a process of satisfying the objectives set forth, the information compiled from the review of literature was arranged to assist in forming the curriculum outline.

CHAPTER IV

RESULTS - CURRICULUM

Introduction

Since the educational system in the State of Oklahoma is based on 180 days or 36 weeks of instruction, this outline was developed on a 36 week basis. The daily class periods last for three hours, including one hour in theory and two hours in the kitchen or laboratory.

The proposed course content includes technical information and necessary manipulative skills needed to seek employment in restaurants, hospitals, or institutional food service facilities. The outline is divided into five units of work to include orientation, sanitation, equipment, food management, and career placement.

The curriculum is planned to include lectures, demonstrations, guest speakers, movies, filmstrips, field trips, written assignments, laboratory experiences, and on-the-job training.

SUGGESTED CURRICULUM SCHEDULE AND OBJECTIVES

- Unit I Orientation 1 Week
- To become oriented to the course in supervised food service
 - To develop an understanding of the nature of the work of a food service worker
 - To recognize the personal qualities desired for the food service employee
- Unit II Sanitation 1 Week
- To develop knowledge and understanding of food handling and essential health practices
 - To develop an appreciation for good housekeeping practices and an understanding of its relationship to sanitation
- Unit III Equipment 2 Weeks
- To develop knowledge and understanding in selection of appropriate equipment for specific tasks
 - To recognize safety hazards and ways of preventing accidents
- Unit IV Food Management (Storage, Nutrition, Salads & Dressings, Baked Flour Products, Protein Foods, Sauces & Gravies, Soups & Vegetables, Desserts, Miscellaneous, and Conclusion) 30 Weeks
- To develop understanding of adequate facilities for food storage
 - To develop an understanding of the importance of human nutrition
 - To recognize factors which contribute to palatability and appearance of foods which exemplify "standard products"
 - To develop desirable health and sanitary housekeeping practices in relation to food handling
 - To develop knowledge and skills in quantity food preparation
 - To develop the ability to use and care for equipment efficiently and safely
 - To develop the ability to store food properly
 - To gain knowledge and skills in various ways of serving quantity food
 - To gain an understanding of wise practices in food purchasing

Unit V Career Placement 2 Weeks

- To understand how to make a successful job application
- To understand various employment policies
- To understand how to succeed in a food service career
- To develop an appreciation of the completed food service worker course

OBJECTIVES	LEARNING EXPERIENCES	RESOURCES	EVALUATION
<p>Unit I. Orientation</p> <p>1. To become oriented to course in supervised food service</p> <p>2. To develop an understanding of the nature of the work of Food Service Workers</p>	<p>Teacher explains:</p> <p>A. Why and how this course was initiated</p> <p>B. Class organization and procedures</p> <ol style="list-style-type: none"> 1. Resources to be used <ol style="list-style-type: none"> a. Materials b. Experienced people c. Field trips <ol style="list-style-type: none"> 1. Group 2. Individual study <p style="margin-left: 40px;">(Arrange in advance with the Advisory Committee for identification cards to insure entry into commercial food establishments)</p> <ol style="list-style-type: none"> d. Audiovisual aids e. Reading material 2. Methods of evaluation 3. On-job training 4. Length of periods 5. Laboratory and non-laboratory <p>C. Acquaint students with classroom layout. Invite members of Advisory Committee to visit class and explain job opportunities, and the competencies needed in their particular occupation.</p>	<p>"The Work That Play Built" Reader's Digest May, 1965</p> <p>Teacher Lecture</p> <p>Advisory Committee of: Hospital Dietitian Restaurant owners (3) Employment office Health department Newspaper</p>	<p>Students write own ideas of what the food service industry is</p>

OBJECTIVES	LEARNING EXPERIENCES	RESOURCES	EVALUATION
<p>UNIT I. con't.</p> <p>3. To recognize the personal qualities desired for Food Service Employee</p>	<p>Provide opportunity for student questions</p> <p>Students develop score card of desirable qualities for Food Service Employee</p> <p>Individuals plan a program of self-improvement based on their interest in the Food Service Industry.</p>		<p>Have each student prepare a self-analysis showing their own strengths and weaknesses</p>

OBJECTIVES	LEARNING EXPERIENCES	RESOURCES	EVALUATION
Unit II. Sanitation	<p data-bbox="596 386 1289 448">Distribute to class a list of terms used in sanitary food handling.</p> <p data-bbox="596 483 1289 545">Explain food borne diseases, food poisoning and food infection.</p> <p data-bbox="596 581 1289 643">Define bacteria and explain how they cause food contamination.</p> <p data-bbox="596 678 1289 773">Demonstrate the growth and development of bacteria through an experiment using a petri-dish.</p> <p data-bbox="596 808 1289 902">Illustrate food contamination through the use of opaque or overhead projectors; slides, films and filmstrips.</p> <p data-bbox="596 938 1289 1032">Have students identify common agents causing food spoilage such as rodents, insects, humans.</p> <p data-bbox="596 1068 1289 1162">Distribute Health Department literature illustrating bacterial and chemical food poisoning.</p> <p data-bbox="596 1198 1289 1260">Students prepare a list of health practices essential for food protection.</p> <p data-bbox="596 1312 1289 1373">Use role-playing technique to emphasize unsanitary food handling.</p>	<p data-bbox="1331 386 1625 643">Contact County Health Dept. to see if a sanitarian is available for class instruction, if not, ask to use their course outline and visual aids.</p> <p data-bbox="1331 1068 1625 1146">Instructor's Guide, Sanitary Food Service, NAVMED P-1333</p> <p data-bbox="1331 1198 1625 1276">Food Service in Institutions, pp. 419-420</p> <p data-bbox="1331 1312 1625 1390">Instructor's Guide, Sanitary Food Service, pp. 35-38.</p>	

OBJECTIVES	LEARNING EXPERIENCES	RESOURCES	EVALUATION
Unit II. con't.	Students observe over a period of time the handling of food in commercial food establishments and report to class on violations.		Students visit food establishments and prepare written report on practices observed.
2. To develop an appreciation for good housekeeping practices and an understanding of its relationship to sanitation	Invite representative from chemical supply company to demonstrate various chemicals and equipment used in housekeeping practices.	Local representative from recognized chemical supply company.	Have students interpret the statement "Good housekeeping is good business." Students prepare lists of housekeeping duties.

OBJECTIVES	LEARNING EXPERIENCES	RESOURCES	EVALUATION
Unit III. Equipment	<p data-bbox="598 386 1291 443">As an interest approach, tour local school lunchroom and local restaurants.</p> <p data-bbox="598 483 1291 540">Provide opportunity for student questions and discussion of observations.</p> <p data-bbox="598 581 1291 670">Have teacher explain the importance of having the right piece of equipment for a specific task.</p> <p data-bbox="598 711 1291 768">Give pupils a list of equipment commonly used in quantity food preparation and service.</p> <p data-bbox="598 963 1291 1052">Assign each student one or more pieces of equipment on which to acquaint the class with the following:</p> <ul style="list-style-type: none"> <li data-bbox="598 1092 892 1117">A. Names of parts <li data-bbox="598 1125 724 1149">B. Uses <li data-bbox="598 1157 955 1182">C. Safety precautions <li data-bbox="598 1190 1039 1214">D. Procedure for operating <li data-bbox="598 1222 1123 1247">E. Material of which it is made <li data-bbox="598 1255 724 1279">F. Care 	<p data-bbox="1333 386 1564 443">Food Service in Institutions</p> <p data-bbox="1333 581 1627 670">Magazine advertisement and equipment catalogues</p> <p data-bbox="1333 711 1627 922">Hand out sheets of equipment lists which may be obtained from equipment houses and from the U. S. Printing Office.</p> <p data-bbox="1333 963 1627 1052">Equipment company representative talk on new innovations.</p> <p data-bbox="1333 1092 1627 1182">Hand out teacher-prepared check list for judging reports.</p>	<p data-bbox="1654 1092 1919 1247">Teacher collect completed check lists to evaluate effectiveness of reports.</p>

OBJECTIVES	LEARNING EXPERIENCES	RESOURCES	EVALUATION
<p>Unit III. con't.</p> <p>2. To recognize safety hazards and ways of preventing accidents.</p>	<p>Discuss in buzz sessions safety hazards which may occur in the food service area.</p> <p>Prepare a list of safety rules to be observed by the class.</p>	<p>Good Housekeeping Prevents Accidents (see examples of handout sheets given)</p>	<p>Post list of safety rules for daily check up by especially assigned student. Rotate assignments on all check ups.</p>

OBJECTIVES	LEARNING EXPERIENCES	RESOURCES	EVALUATION
Unit IV. Food Management (Storage)	<p data-bbox="592 418 1306 483">Invite resource person to speak on the importance of adequate food storage.</p> <p data-bbox="592 516 1306 581">Read and discuss the requirements for adequate food storage.</p> <p data-bbox="592 711 1234 743">Class visit local food processing plant.</p> <p data-bbox="592 776 1306 857">Set up series of experiments demonstrating the effect of improper storage on food. Such as:</p> <ul style="list-style-type: none"> <li data-bbox="646 865 1276 898">Food left uncovered in the refrigerator <li data-bbox="709 898 961 930">Stalk of celery <li data-bbox="709 930 814 963">Butter <li data-bbox="709 963 814 995">Cheese <li data-bbox="646 995 1045 1027">Eggs left unrefrigerated <li data-bbox="646 1027 982 1060">Open boxes of spices <li data-bbox="646 1060 1192 1092">Meal and flour left in warm places <li data-bbox="646 1092 1045 1125">Milk left unrefrigerated <li data-bbox="646 1125 856 1157">Mold on bread <li data-bbox="646 1157 961 1190">Freezing mayonnaise 	<p data-bbox="1327 516 1633 613">Supervisor of local school lunch program</p> <p data-bbox="1327 711 1570 743">Teacher lecture</p>	<p data-bbox="1646 516 1923 678">Analyze and identify good and poor facilities observed on field trip.</p> <p data-bbox="1646 776 1906 906">Formulate conclusions on the effects of improper storage.</p>

OBJECTIVES	LEARNING EXPERIENCES	RESOURCES	EVALUATION
Unit IV. Food Service (Nutrition)			
1. To develop an understanding of the importance of human nutrition as related to selection and preparation of foods	<p>Have students write their definitions of nutrition related terms as an introduction. (i.e., food, calorie, balanced diet, nutrient, nutrition, energy food, cellulose, and solubility)</p> <p>Have students read these definitions, discuss and look up food and nutrition terms to include in note book.</p> <p>Have students keep a record of all food (amount and way prepared) eaten during three day period.</p> <p>Teacher explains food needs of individuals using charts, pass-out sheets, deficiency pictures and filmstrips.</p>	<p>Practical Nutrition</p> <p>Foods--Their Economic and Social Values</p> <p>How you Plan and Prepare Meals, p. 45</p>	<p>Have students evaluate their individual food record on the basis of (1) the recommended number of servings daily from the essential four food groups, (2) and recommended daily caloric intake, (3) relate to food service industry</p>
2. To recognize factors which contribute to palatability and appearance of food which exemplify "standard products"	<p>Pass out mimeographed sheet and discuss the topic, "Nutrition is not the entire answer" or basis of meal planning.</p>	<p>"Explanation of Preserving Food Nutrients" from food chart--General Foods Kitchen. General Foods Corp., White Plains, N. Y.</p>	<p>Teacher copy on board a sample menu and have students write food preparation generalization to be followed for each food listed.</p>

OBJECTIVES	LEARNING EXPERIENCES	RESOURCES	EVALUATION
Unit IV. con't. (Nutrition)	<p>Use filmstrip to introduce the other palatability and appearance factors such as textures, shapes, temperatures, and so on.</p> <p>Read and discuss desirability of variety in meal planning.</p> <p>Give students opportunity to plan a week's menu applying above learnings.</p> <p>Teacher leads discussion and lists on board common food practices which offend the senses, such as over-cooking, excessive liquid, and flaccidity.</p> <p>Show pictures of common standard and sub-standard food products.</p>	<p>"Menu Magic" filmstrip</p> <p>Meal Management</p> <p>How you Plan and Prepare Meals, pp. 65 and 75</p>	<p>Have students use check sheet for evaluating week's menu plan.</p> <p>Test student's knowledge of menu planning rules using food models</p>
3. To develop desirable health and sanitary housekeeping practices in relation to food handling	<p>Teacher review health practices previously studied in Unit II.</p> <p>Interpret teacher-prepared check list of Required Personal Practices to be followed in all food handling.</p> <p>Review list of housekeeping duties prepared in Unit II.</p>	Food Service in Institutions	Post class check list of personal practices in an accessible location for individual and teacher evaluation during each laboratory period

OBJECTIVES	LEARNING EXPERIENCES	RESOURCES	EVALUATION
Unit IV. Food Service (Basic Principles)	<p data-bbox="590 423 1318 548">Use hand-out sheets and do appropriate exercises on abbreviations, weights, measures, equivalents, recipes, and spice charts.</p> <p data-bbox="590 613 1318 711">Demonstrate different methods of weighing or measuring foods, controlling temperature, and combining ingredients.</p> <p data-bbox="590 743 1318 841">Introduce and illustrate each classification of Quantity Food Preparation by using the following outline of learning experiences:</p> <p data-bbox="590 873 1318 1166">A. Introduce basic knowledge by filmstrips, readings, examples of actual food, and hand-out sheets. Include:</p> <ol data-bbox="667 971 1213 1166" style="list-style-type: none"> 1. Information about ingredients 2. Unique characteristics 3. Nutritive value 4. Principles of cooking 5. Recipes 6. Appropriate food combinations <p data-bbox="590 1198 1318 1390">B. Demonstrate techniques acceptable for preparing typical food products. Show appropriate filmstrips. Cover the following:</p> <ol data-bbox="667 1328 1276 1390" style="list-style-type: none"> 1. Selecting and storing ingredients 2. Readyng ingredients for use 	<p data-bbox="1323 423 1640 456">Food for Fifty.</p> <p data-bbox="1323 488 1640 581">Food Preparation for Quality Type-A Lunches.</p> <p data-bbox="1323 613 1640 678">Food Service in Institutions.</p> <p data-bbox="1323 873 1640 971">Teacher lectures and laboratory demonstrations</p> <p data-bbox="1323 1198 1640 1295">Teacher lectures and laboratory demonstrations</p>	<p data-bbox="1644 971 1934 1166">At the completion of study of each food class, use one of the following evaluation devices:</p> <ol data-bbox="1644 1166 1934 1390" style="list-style-type: none"> 1. Objective test 2. Practical examination of preparation: by giving student the name of dish, number of servings,

OBJECTIVES	LEARNING EXPERIENCES	RESOURCES	EVALUATION
Unit IV. con't. (Basic Principles)	<p>3. Measuring ingredients 4. Combining ingredients 5. Cooking methods</p> <p>C. Point out equipment and supplies needed for each product. Use filmstrips as needed.</p> <p>D. Set up with students a scorecard for acceptable finished food product. Use filmstrips as needed.</p> <p>E. Demonstrate suitable ways of serving and storing food products from each group. Use previously assigned student reports. Include use of left-overs.</p>	<p>Teacher lectures and laboratory demonstrations</p> <p>Teacher lectures and laboratory demonstrations</p>	<p>list of ingredients and time to be served--BUT NO DIRECTIONS.</p> <p>3. If preferred, give problem the same as number 2 and use for a written test only.</p>
2. To develop the ability to use and care for equipment efficiently and safely	Teacher prepares and presents demonstrations which will acquaint students with each piece of equipment as specific food preparations are introduced.	Manuals for each piece of laboratory equipment	Use check sheet for evaluating student's effectiveness
3. To develop the ability to store food properly	Assign one or more students the responsibility of setting up each demonstration or laboratory by getting ingredients and equipment ready and storing same at the end of the lesson. Make assignments on rotation basis.		

OBJECTIVES	LEARNING EXPERIENCES	RESOURCES	EVALUATION
Unit IV. con't. (Basic Principles)	Formulate a list of various ways that commercially prepared foods can be served to the public.	Visits to: 1. Drive-in 2. Restaurant 3. Cafeteria 4. School lunch 5. Hospital	Give oral reports
4. To gain knowledge and skills in various ways of serving quantity food	Assign individual observation visits and class reports for each type of service listed (give students outline of details to include in making their reports).		
	Guide students' laboratory practice in serving food by the following methods:		
	A. Cafeteria		
	B. Individual plates		
	C. Buffet		
	D. Hospital tray service		
	E. Receptions		
(Salads and Dressings)	Schedule students for actual on-the-job experience in commercial food establishments.	1. Drive-in 2. Restaurant 3. Cafeteria 4. School lunch 5. Hospital	Employer check sheet
	Follow the preceding outline and add experiences for the following at appropriate times:	"Song of the Salad" filmstrip	Teacher and students judge finished products

OBJECTIVES	LEARNING EXPERIENCES	RESOURCES	EVALUATION
Unit IV. con't. (Salads and Dressings)	<p>Green salads Vegetable salad Fruit salads Meat, fish, poultry and egg salads Frozen salads Gelatin salads Starch based salads Hot salads</p> <p>French type dressings Mayonnaise dressings Cooked base dressings</p>	<p>"What Makes a Good Salad Good" film-strip</p> <p>Foods for Better Living, pp. 102-131</p> <p>Food Preparation for Quality Type-A Lunches, pp. 86-103</p>	<p>Give objective test covering salads and salad dressings</p>
(Baked Flour Products)	<p>A. Breads</p> <ol style="list-style-type: none"> 1. Quick breads 2. Yeast breads 	<p>Guide to Modern Meals, pp. 308-345</p> <p>Food for Better Living, pp. 65-82 and 89-101</p> <p>Better Homes and Gardens Cookbook</p>	<p>Teacher and students judge finished products</p>

OBJECTIVES	LEARNING EXPERIENCES	RESOURCES	EVALUATION
Unit IV. con't. (Baked Flour Products)	B. Pastries	"Muffin Making" filmstrip	Teacher and stu- dents judge fin- ished products
	1. Pie crusts a. Regular b. Crumb 2. French pastries	"Breads you Bake with Yeast" film- strip	
	C. Cookies 1. Dropped 2. Rolled 3. Pressed (Spritz) 4. Bar 5. Molded 6. Refrigerator	"Party Plans for Pie" filmstrip Food for Better Living, pp. 224-228 Guide to Modern Meals, pp. 349-356	
	D. Cakes 1. With fat 2. Without fat	"Cookie Time" film- strip Food for Better Living, pp. 196-204 Guide to Modern Meals, pp. 333-344 Food for Better Living, pp. 206-212 "Beautiful Cakes" filmstrip	
			Portion control check

OBJECTIVES	LEARNING EXPERIENCES	RESOURCES	EVALUATION
Unit IV. con't. (Baked Flour Products)		Better Homes and Gardens New Cookbook	
Unit IV. Food Service (Protein Foods)	<p>A. Milk</p> <ol style="list-style-type: none"> 1. Forms and grades 2. Uses 3. Principles of preparing foods with milk 	<p>Guide to Modern Meals, pp. 225-233</p> <p>Food for Better Living, pp. 132-159</p>	Teacher and students judge finished products
	<p>B. Eggs</p> <ol style="list-style-type: none"> 1. Uses in food as <ol style="list-style-type: none"> a. Egg dishes b. Binders c. Thickeners d. Emulsifiers e. Leaveners f. Additional flavor and color 	<p>Guide to Modern Meals, pp. 225-233</p> <p>Food for Better Living, pp. 132-159</p> <p>Guide to Modern Meals, pp. 234-246</p>	Teacher and students judge finished products
	Have guest speaker and/or demonstrator for egg preparation	<p>Food for Better Living, pp. 268-277</p> <p>How you Plan and Prepare Meals, pp. 251-262</p>	

OBJECTIVES	LEARNING EXPERIENCES	RESOURCES	EVALUATION
Unit IV. con't. (Protein Foods)	<p>C. Cheese Kind and uses</p> <ol style="list-style-type: none"> 1. Very hard 2. Hard 3. Semi-soft 4. Soft <p>D. Meat</p> <ol style="list-style-type: none"> a. Tender cuts b. Less tender cuts 	<p>Meal Management, pp. 101-106</p> <p>Guide to Modern Meals, pp. 247-252</p> <p>How you Plan and Prepare Meals, pp. 238-249</p> <p>Guide to Modern Meals</p> <p>Food for Better Living, pp. 278-313</p> <p>Food for Fifty, pp. 155-183</p> <p>"Cooking Meat by Moist Heat" film-strip</p> <p>Meat Manual, National Livestock and Meat Board</p> <p>Cooking Meat in Quantity, National Livestock and Meat Board</p>	<p>Teacher and students judge finished products</p> <p>Teacher and students judge finished products</p>

OBJECTIVES	LEARNING EXPERIENCES	RESOURCES	EVALUATION
Unit IV. con't. (Protein Foods)	<p>Field trip to wholesale meat department to observe grades of meat and wholesale cuts.</p> <p>Demonstrate retail cuts of meat. Have guest meat cutter.</p>	<p>Meats for Quantity Cookery, Armour and Company</p> <p>"Know Your Lamb" filmstrip</p> <p>Proper Frying, Proctor and Gamble pamphlet</p> <p>Lamb Cookery, American Lamb Council pamphlet</p> <p>Food Preparation for Quality Type-A Lunches, pp. 39-42</p> <p>Better Homes and Gardens New Cookbook</p>	<p>Students give oral reports</p> <p>Have discussion groups</p>

OBJECTIVES	LEARNING EXPERIENCES	RESOURCES	EVALUATION
Unit IV. con't. (Protein Foods)	E. Poultry Field trip to local "fried chicken take-out" establishment to see procedures for preparation and frying of chicken. Demonstration by Poultry Department, O. S. U.; techniques of preparing and cooking poultry. Conduct class laboratory preparation of meals based on poultry dishes.	How you Plan and Prepare Meals, pp. 284-291 Food for Fifty, pp. 184-200 Foods for Better Living, pp. 323-328 Guide to Modern Meals, pp. 279-288	Teacher and students judge finished products
	F. Fish and Sea Food 1. Fresh 2. Frozen 3. Shell	Guide to Modern Meals, pp. 289-297 Food for Better Living, pp. 313-322 Food for Fifty, pp. 201-210 How you Plan and Prepare Meals, pp. 292-299 Fish Cookery for One-Hundred	Check portion control Teacher and students judge finished products

OBJECTIVES	LEARNING EXPERIENCES	RESOURCES	EVALUATION
Unit IV. con't. (Protein Foods)	Conduct laboratory class preparation of meal based on sea food.	Basic and Creative Cooking with a Can of Salmon	
UNIT IV. Food Service (Sauces and Gravies)	A. White Sauce B. Brown Gravy C. Special Sauces <ol style="list-style-type: none"> 1. Egg 2. Barbecue 3. Hollandaise 4. Mint 5. Fruit 	How you Plan and Prepare Meals, pp. 216-222 Food for Fifty, pp. 275-290	Teacher and Students judge finished products
Unit IV. Food Service (Soups and Vegetables)	A. Vegetables <ol style="list-style-type: none"> 1. Fresh 2. Frozen 3. Canned 4. Legumes Field trip to local produce market.	Guide to Modern Meals Food for Fifty, p. 55 How you Plan and Prepare Meals, pp. 181-193	Teacher and students judge finished products

OBJECTIVES	LEARNING EXPERIENCES	RESOURCES	EVALUATION
Unit IV. con't. (Soups and Vegetables)	<p>B. Soups</p> <ol style="list-style-type: none"> 1. Stock base soups <ol style="list-style-type: none"> a. Meat, fish and poultry b. Vegetable c. Clear 2. Milk base soups <ol style="list-style-type: none"> a. Cream b. Chowder c. Stew - sea foods 	<p>Foods for Better Living, pp. 169-191</p> <p>Family Meals and Hospitality, pp. 92-109 and 518-526</p> <p>Food Preparation for Quality Type-A Lunches, pp. 76-86</p> <p>Guide to Modern Meals, pp. 373-378</p> <p>Food for Fifty, pp. 291-301</p> <p>How you Plan and Prepare Meals, pp. 501-503</p>	Teacher and students judge finished products
Unit IV. Food Service (Desserts)	<p>A. Desserts</p> <ol style="list-style-type: none"> 1. Custards 2. Puddings and pie fillings 3. Meringues 4. Gelatin desserts 5. Frozen desserts 	Guide to Modern Meals, pp. 389-398 and 237-240	Teacher and students judge finished products

OBJECTIVES	LEARNING EXPERIENCES	RESOURCES	EVALUATION
Unit IV. con't. (Desserts)		How to Plan and Prepare Meals, pp. 345-358	
Unit IV. Food Service (Miscellaneous)	<p>A. Casseroles</p> <ol style="list-style-type: none"> 1. Vegetable casseroles 2. Protein casseroles 3. Combination casseroles (Vegetable and Protein) <p>B. Beverages</p> <ol style="list-style-type: none"> 1. Coffee 2. Cocoa 3. Tea 4. Fruit drinks <p>C. Sandwiches - Fresh and Frozen</p>	<p>Foods for Better Living, pp. 146-153</p> <p>Mealtime, pp. 389-394</p> <p>How you Plan and Prepare Meals, pp. 90-92</p> <p>Guide to Modern Meals, pp. 450-451</p> <p>"Coffee Please" filmstrip</p> <p>How to Plan and Prepare Meals, pp. 360-370</p>	Students do price comparison of 3 types of casseroles using a cost per serving basis

OBJECTIVES	LEARNING EXPERIENCES	RESOURCES	EVALUATION
<p>Unit IV. con't. (Miscellaneous)</p>	<p>Include:</p> <ol style="list-style-type: none"> 1. Hearty sandwiches 2. Hot sandwiches 3. Finger sandwiches 4. Dainty sandwiches <p>Field trip to a commercial establishment which specializes in sandwiches for observation of techniques used, preparation and skills required of a short order cook.</p> <p>Field trip to see procedures in operation at a catering service establishment.</p> <p>Students demonstrate quantity production of sandwiches.</p>	<p>How to Plan and Prepare Meals, pp. 224-237</p> <p>Guide to Modern Meals, pp. 32-332</p> <p>Food for Fifty, pp. 268-274</p> <p>Foods for Better Living, pp. 481-483</p> <p>Local drive in</p> <p>Local catering service</p> <p>Fillings to Make the Sandwich, Wheat Flour Institute</p>	<p>Teacher and students evaluate by use of time and motion study</p>
<p>Unit IV. Food Service (Conclusion)</p>	<p>Give students opportunity to gain on-the-job experience in food service by "farming-out" in local food establishments. Each individual to work under the supervision of a skilled employee of the establishment.</p>	<p>Use cooperating members of the Advisory Board to help secure positions</p>	<p>Check sheet from employer</p>

OBJECTIVES	LEARNING EXPERIENCES	RESOURCES	EVALUATION
<p>Unit IV. con't. (Conclusion)</p>	<p>Class planning, purchasing, preparing, and serving of a series of actual meals consecutively. Have students rotate responsibilities when appropriate.</p> <p>Follow-up labs with class discussion and summary of suggestions for improving speed and efficiency as well as preparation techniques.</p>		<p>After each class lab have students individual form a list of the following:</p> <ol style="list-style-type: none"> 1. Suggestions for improving class procedure. 2. Suggestions for self-improvement in following labs.

OBJECTIVES	LEARNING EXPERIENCES	RESOURCES	EVALUATION
Unit V. Placement and Evaluation			
1. To understand how to make a successful job application	<p>Show students do's and don't's of personal appearance for the job interview.</p> <p>Create student interest by reading article illustrating unsuccessful job interview.</p> <p>Ask personnel manager from food establishment to discuss job application procedures.</p> <p>Conduct classroom practice interviews between students and representative of Restaurant Association.</p> <p>Secure job application forms for practice in interpreting.</p>	<p>Our Changing World</p> <p>State Employment Officer</p>	<p>Panel discussion</p>
2. To understand various employment policies	<p>Give students a list of employment policies. Study and prepare questions on the following: insurance, social security, labor laws, and job analysis.</p> <p>Invite resource person to answer student questions on employment policies.</p>	<p>Illinois Teacher</p>	
3. To become aware of how to succeed in a food service career	<p>Arrange conference between employer and trainee to discuss strengths and weaknesses observed during on-the-job training.</p>		

OBJECTIVES	LEARNING EXPERIENCES	RESOURCES	EVALUATION
Unit V. con't. (Placement and Evaluation)	Have students relate difficulties experienced during on-the-job hours; point out characteristics in themselves or other employees which may have brought about the difficulties and suggest ways these problems could have been avoided. Successful experiences could be handled in the same manner.	Illinois Teacher, pp. 142-144	Give students evaluation check sheets for self-analysis.
4. To help develop an appreciation of the completed food service worker course.	Use hand-out sheets on philosophies of job success.		Have individuals write an essay showing personal knowledge, skills, values, and satisfactions received through the course.
	Have students do a critical analysis of the Food Service Worker Course.		Have individual students write suggestions for course improvements, deletions, additions or changes.

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- General Mills: Cookie Time. Chicago, Illinois.
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- H. J. Heinz Co.: Song of the Salad. Pittsburg, Pennsylvania.
- Manufacturing Chemist Association: Food Through the Ages. Chicago, Illinois.
- McGraw-Hill: Planning Meals for Nutrition. St. Louis, Missouri.
- National Lamb Council: Know Your Lamb. 909 17th Street, Denver 2, Colorado.
- National Livestock and Meat Board: Cooking Meat by Dry Heat. 407 Dearborn Street, Chicago 5, Illinois.
- National Livestock and Meat Board: Cooking Meat by Moist Heat. 407 Dearborn Street, Chicago 5, Illinois.
- National Livestock and Meat Board: Cooking Meat in Quantity. 407 Dearborn Street, Chicago 5, Illinois.
- Pan American Coffee Bureau: Coffee, Please. New York.
- Science Series: Vitamins.
- Swift and Company: Party Plans for Pie. Chicago, Illinois.

CHAPTER V

SUMMARY AND RECOMMENDATIONS

One objective of this study was to determine if a planned curriculum was needed and to develop structure of one for an Area Vocational-Technical Food Service Program. Another objective was to try to make this curriculum such that any of the Oklahoma Area Vocational-Technical Centers could use it with minor local adjustments.

Subobjectives of the study were:

1. To become better acquainted with existing area vocational-technical food service programs and recent developments in curriculum in the food service area.
2. To become better informed about the growth of the food service industry and its current needs for skilled workers.
3. To help provide skilled food service workers by developing a curriculum outline which will be useful in producing workers with skills.

Existing literature was used to compile information regarding vocational history and current trends, recent curriculum developments related to food service programs and existing area vocational-technical training in food services.

The proposed curriculum was developed with the overall objective of providing the student with a skill which may be sellable upon completion of the course of study.

The 36 weeks of instruction was divided into five units of instruction. The five units were:

- I. Orientation - 1 week. To orientate the student to the course being offered.
- II. Sanitation - 1 week. To develop safe food handling and essential health practices.
- III. Equipment - 2 weeks. To develop knowledge and understanding of equipment and proper safety practices in handling it.
- IV. Food Management - 30 weeks. To develop experience and understanding in the handling and production of food.
- V. Career Placement - 2 weeks. To develop knowledge in the proper ways of becoming an active member of the food service industry.

The following recommendations are proposed.

1. That Area Vocational-Technical Food Service is one means of providing skilled workers for meeting increased demands of the Food Service Industry.
2. That in order to coordinate and benefit the Food Service Industry and student, a curriculum outline should be utilized.
3. That this outline be used in an effort to help coordinate the food service programs of the Area Vocational-Technical Centers in the State of Oklahoma.
4. That this curriculum outline be implemented in an Area Vocational-Technical Center.
5. That after a trial period of one year the curriculum outline and class be evaluated, and the outline be revised as needed and considered for use in all Oklahoma Area Vocational-Technical Centers.
6. That continued inquiry be made for new and better methods of instruction in Area Vocational-Technical Food Service Programs.

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APPENDIX

APPENDIX I

APPENDIX II

SCHOOLS TO WHICH QUESTIONNAIRE WAS SENT

Alabama

Carver State Technical Trade School
P. O. Box 7175, Mobile, Alabama 36607

Arizona

Phoenix College
1202 West Thomas Road, Phoenix, Arizona 85013

Phoenix Union High School, Vocational-Technical Division
Phoenix, Arizona

Arkansas

Pines Vocational-Technical School
18th & Hazel, Pine Bluff, Arkansas

Illinois

George Westinghouse Area Vocational School
3301 W. Franklin Blvd., Chicago, Illinois 60624

Whiteside County Area Vocational School
1408 4th Avenue, Sterling, Illinois 61081

Kansas

Southeast Kansas Area Vocational-Technical School
McFarland Trade School, Coffeyville, Kansas

Wichita Area Vocational-Technical School
640 North Emporia, Wichita, Kansas

Louisiana

Capitol Area Vocational School
P. O. Box 2012, Baton Rouge, Louisiana 70821

Jefferson Davis Vocational-Technical School
P. O. Box 1327, Jennings, Louisiana 70546

Orleans Area Vocational-Technical School
P. O. Box 8202, New Orleans, Louisiana 70122

Michigan

Flint Community College
Flint, Michigan

Michigan, con't.

Grand Rapids Community College
Grand Rapids, Michigan

Lansing Community College
Lansing, Michigan

Madison Hights Public Community College
Madison Hights, Michigan

Muskegon Community College
Muskegon, Michigan

Plymouth Community College
Plymouth, Michigan

Pontiac Community College
Pontiac, Michigan

New York

Chemung County Area School
406 Sayre Street, Horseheads, New York

Lewis County Area School
Port Leyden, New York

Monroe County Area School
9 Elmbrook Drive BOCES #1, Pittsford, New York

Rockland County Area School
61 Parrott Road, West Nyack, New York

St. Lawrence County Area School
Star Lake, New York

Seneca-Tomkins Area School
Thiaca, New York
Itasca

Ohio

Defiance-Fulton-Henry-Williams Joint Vocational School
101 Depot Street, Archbold, Ohio 43502

Erie-Huron-Ottawa Joint Vocational School
1200 Sycamore Lane, Sandusky, Ohio 44870

Greene County Joint Vocational School
47 North Galloway Street, Xenia, Ohio 45385

Lawrence County Joint Vocational School
Court House, Ironton, Ohio 45638

Ohio, con't.

Penta County Joint Vocational School
Oregon Road, Perrysburg, Ohio 43551

Sandusky County Joint Vocational School
100 North Park Avenue, Fremont, Ohio 43420

Stark County Joint Vocational School
7800 Columbus Road, N. E., Louisville, Ohio

Tiffin Area Joint Vocational School
Court House, Tiffin, Ohio 44883

Trumbull County Joint Vocational School
110 Orchard Avenue, Hubbard, Ohio 44425

APPENDIX III

PHILOSOPHY

It is believed that each person should:

be equipped to earn a living in a manner that suits the individual,

derive a sense of satisfaction from doing his job, and that

each person should have the opportunity to utilize technical education to acquire the skills necessary for job competency.

Therefore, a program course in food services in Area Vocational-Technical Centers is justified.

Even though individual circumstances will necessitate adjusting one's approach, an awareness of job similarities will enable the student to make rapid job adjustments.

Liking to work with food, liking to work with people, and understanding what is required for success, the student will enter the working world prepared and ready to accept a challenge in the Food Service Industry.

APPENDIX IV

OBJECTIVES

Overall:

To develop in high school students an employable skill that may help insure career opportunities immediately upon graduation.

General:

1. To prepare the student to become a beginner in the trade, and to recognize his obligations to his employer and his responsibilities to the public.
2. To teach the student trade technology to build the groundwork for future challenges.
3. To teach the student the importance of pride in, and appreciation of good workmanship.
4. To teach the student proper safety and sanitation precautions which will protect him and his fellow workers.
5. To develop in students an awareness of job similarities which will enable him to make rapid job adjustment.

Specific:

To prepare trainees:

1. To assist the head cook in preparing and cooking food in large food establishments or serve as the only cook in small operations.
2. To learn the correct methods of preparing and cooking all types of food served in hospitals, or commercial food establishments.
3. To follow time and energy-saving methods in assembling and arranging utensils and supplies needed for each job.
4. To learn how to plan the sequence and inter-relation of the work to be done each day.
5. To learn how to fill containers, get the food to diet kitchens, and serve food on trays for patients.
6. To learn how to set up a hot food table and serve food.
7. To follow sanitary and time-saving procedures.
 - a. preparing dishes and cooking utensils for washing
 - b. cleaning stoves, work tables, and sinks

8. To gain knowledge of the importance of wise buying and conservation of food as required in successful business practice.

VITA

Benny Clarence Bunch

Candidate for the Degree of

Master of Science

Thesis: CURRICULUM OUTLINE FOR AN OKLAHOMA AREA VOCATIONAL-TECHNICAL
FOOD SERVICE PROGRAM

Major Field: Food, Nutrition and Institution Administration

Biographical:

Personal Data: Born in Oklahoma City, Oklahoma, December 31, 1940,
the son of Clarence E. and Myrtle E. Bunch.

Education: Attended grades one through four at Geary, Oklahoma,
five through seven at Chicasha, Oklahoma, and the remainder
of public school at Stillwater, Oklahoma, graduating May 24,
1958; received Bachelor of Science degree from Oklahoma State
University, Stillwater, Oklahoma, in 1963 with a major in
Hotel and Restaurant Administration.

Professional experience: Assistant manager, Ramada Inn, Houston,
Texas, February, 1963 - November, 1963. Assistant Manager
and Manager, Holiday Inn Restaurant, Stillwater, Oklahoma,
December, 1963 - May, 1965.