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A Study of Administrative Practices in School Lunch Programs in Kansas

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A STUDY OF ADMINISTRATIVE PRACTICES IN
SCHOOL LUNCH PROGRAMS IN KANSAS

being

A thesis presented to the Graduate Faculty
of the Fort Hays Kansas State College in
partial fulfillment of the requirements for
the Degree of Master of Science

by

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Date July 24, 1954 Approved

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ABSTRACT

Clyde DeLoss Hargadine (M.S.: Department of Education)

Title: A Study of Administrative Practices in School
Lunch Programs in Kansas

Thesis directed by Dr. W. Clement Wood

The purpose of this investigation was to study state-supervised school lunch programs in city schools of Kansas to disclose some of the more common administrative practices and to determine the degree of satisfaction with these same programs as measured by school administrators who were associated with them.

The questionnaire was used to gather data from all school lunch programs in cities of the first and second classes and programs in one third of the cities of the third class. Usable responses were received from 79 per cent of first-class city schools, from 85 per cent of second-class city schools, and from 89 per cent of third-class city schools.

Besides being a great financial investment, the school lunch program is also a valuable service feature, that is rapidly becoming an integral and vital part of the educational program. This huge business brings many responsibilities to school administrators, and these school officials must be prepared to manage each phase of school

The Author

2-26-55

lunch services in a satisfactory manner.

The study revealed that 51 per cent of the total enrollment of all schools studied participated in school lunch programs. The school was the sponsoring agency for most of these 210 programs, and the school administrator was most frequently the authorized representative. These administrators seldom had written policies to guide them in their management of school lunch activities.

The average number of students served in each eating center was 139, and there was an average of 59 students served for each full-time school lunch employee.

Less than one third of the school lunch supervisors had training in home economics. The study disclosed that most supervisors and cooks did not work under written contracts. About two thirds of these workers were required to have physical examinations. Many free services, including free lunches, pay for holidays, activity passes, and social security benefits, were extended to school lunch workers. Most school lunch programs required either part or all of their school lunch staff to attend summer school lunch workshops sponsored by the School Lunch Division in Kansas.

Less than half of the schools followed budgets in the operation of their programs, while more than three fourths of school lunch programs required annual audits

of school lunch records. All but a few programs were self-supported except for government commodities and cash reimbursements from the state. Most purchases of foods and equipment were made on open market, and foods were generally purchased from local retailers.

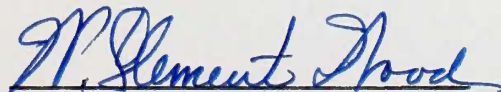
It was apparent that schools were doing much to integrate lunch programs with educational programs. More than four fifths of the schools gave instruction in proper table manners and in the values of balanced diets. Further attempts at integration were revealed through the many services related to school lunch programs in which students participated.

One fourth of the programs made no attempts to interpret school lunch services to their communities. School lunch programs in cities of the first class more often publicized their school lunch activities than did those in cities of either second or third classes.

In general, school officials in all three classes of city schools were equally satisfied that their school lunch programs were quite satisfactory. Questionnaire responses indicated that a majority of school officials felt that the school lunch program very definitely rendered a fine service to children and youth.

This abstract of about 500 words is approved as to form and content.

Signed



Adviser in charge of thesis

ACKNOWLEDGMENT

The writer is deeply indebted to the many school administrators in Kansas for their prompt and complete responses made to the survey. This study would not have been possible without their assistance in supplying the needed data.

Sincere appreciation is given to Dr. W. Clement Wood for his careful guidance during the progress of the study.

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CHAPTER I

INTRODUCTION

An important responsibility of the school administrator today is that of providing for school lunch services. School administrators throughout the entire nation are encountering many difficult and perplexing problems in the administration of school lunch programs, and very few have had the necessary training for this phase of the school's program. Extensive data have been compiled about certain aspects of school lunch programs, but they do not present much information that administrators really want to know. Textbooks in the field of school administration offer little assistance to the administrator who finds himself confronted with the responsibility of providing children and youth in his school with low-cost meals that meet all national, state, and local standards. Many school administrators who were contacted in the preliminary planning of this study complained that college courses in school administration did not include lunch room management in any form.

It was the purpose of this study to survey a limited number of school lunch programs in the city schools of Kansas to disclose some of the more common practices in school lunch room management and to make comparisons

of the data obtained, in order that school administrators might profit from a study of the results. It was intended, too, to determine how well satisfied school administrators are with existing school lunch programs.

Statement of problem. The problem of the investigation is: to study state-supervised school lunch programs in Kansas in order to reveal some of the more common practices in administration of these programs, and to determine the degree of satisfaction with these programs.

Importance of problem. The National School Lunch Program is big business. In 1944, 3,760,000 children participated in school lunch programs, which is a number representing about one sixth of the total school enrollment of the United States, while in 1952, the number of participants had increased to almost ten million, which represented about one third of the total enrollment.¹ The number of children who eat lunches at school has undoubtedly passed the ten million mark at the present time.

In 1952, at least two billion pounds of foods were consumed by children taking part in these programs.²

1 Production and Marketing Administration, The National School Lunch Program, A Progress Report, Pamphlet No. 208, (Washington, D.C.: U. S. Department of Agriculture, U. S. Government Printing Office, 1952), p. 4.

2 Ibid., p. 8.

Also, in 1952, \$415 million was provided by Federal, state, and local sources for the operation of school lunch projects.³ Additional Federal assistance in the form of surplus foods, contributed by the United States Department of Agriculture, has been given. This amount varies from year to year, but in 1950, the value of such foods was \$38.5 million.⁴ Income from the sale of lunches totaled about \$235 million in 1952.⁵ There were 1.6 billion meals served in school lunch programs of our nation during the year 1952-53.⁶

Although school enrollments have grown by leaps and bounds during recent years, the school lunch programs have grown much faster.⁷ School enrollment in our nation is expected to reach thirty-seven million by 1960, which is an increase of more than six million over the 1952 enrollment.⁸ More and more parents are demanding that children

3 Ibid., p. 14.

4 Loc. cit.

5 Loc. cit.

6 Orpha Mae Thomas, "School Lunch in 1953," The School Executive, 73:94, January, 1954.

7 Mary deGarmo Bryan, "Feeding Program a Vital Part of Curriculum," The Nation's Schools, 51:98, January, 1953.

8 The National School Lunch Program, op. cit., p. 18.

be provided noon lunches at school. Many old buildings are being remodeled to provide lunch room facilities, and practically all new school buildings include such provisions.

It is a huge business that is spending hundreds of millions of dollars and serving over a billion meals. Besides being a great financial investment, it is also a valuable service feature. The school lunch program has established itself in thousands of schools throughout the nation as an integral and vital part of the educational program.⁹ Present signs indicate that it has only begun to scratch the surface of its opportunities.

The school lunch program is big business in Kansas, too. During the school year of 1953-54, a total of 97,130 children participated in lunch programs in this state.¹⁰ The number of participants represented about one fourth of the total number of children who were enrolled in the public schools of Kansas. School lunch programs are found in seven of the twelve cities of the first class, in forty of the eighty-one cities of the second class, and in more than three fourths of the cities of the third class in

9 Bryan, loc. cit.

10 W. W. Wright, Director of School Lunch Division, Kansas State Department of Public Instruction, personal letter to writer, June, 1954.

this state.¹¹ In all, there were 932 state-supervised school lunch programs in Kansas in 1953-54.¹² The number of lunch programs in 1953-54 is an increase of forty-seven over the 1952-53 school year, an increase of 107 over the 1951-52 school year, and an increase of 132 over the 1950-51 school year.¹³

All these facts clearly point out the tremendous size of the school lunch program, and its tremendous size reveals the possibilities for a multiplicity of responsibilities accompanying such activities. There are responsibilities relative to the over-all administration; to the wise expenditures of public funds; to the provision of nutritionally-adequate lunches for large numbers of children; to the selection, training, and supervision of lunch room employees; to the purchasing and storing of large supplies of foods; to the integration of the school lunch room activities with the educational program; to publicity; to the evaluation of lunch programs; and to a host of other related problems. The school administrator today must be familiar with the entire program, be prepared to manage each phase of the school lunch services in a satisfactory manner, and make sure that these services

11 Loc. cit.

12 Loc. cit.

13 W. W. Wright, personal letter to writer, June, 1953.

are the best possible for the school system.

Definitions of terms. Administration in this study refers to the direction, control, and management of all matters pertaining to school affairs, including business administration.

The supervisor is the staff officer charged with responsibility for the overseeing and improvement of school lunch services. In some schools, the head cook has about the same responsibilities as the lunch room supervisor.

School lunch programs refer only to the state-supervised school lunch programs that were created by the National School Lunch Act of 1946.¹⁴

By eating center is meant the room, or rooms, that are used for the actual feeding operations of students of a given school.

Limitations of study. The investigation of this problem is limited to the school systems in Kansas whose school lunch programs are under the direct supervision of the School Lunch Division of the Kansas State Department of Public Instruction.

It is limited, also, to a study of school lunch programs in cities of the first, second, and third classes.

¹⁴ Public Law 396, "National School Lunch Act," Seventy-ninth Congress, Second Session, June 4, 1946.

Although all lunch programs in cities of the first and second classes were included in the study, only one third of the lunch programs from cities of the third class were used in the survey.

Further limitations were effected by eliminating all private and parochial schools operating school lunch programs and including only the public schools in Kansas.

The study was limited still further to a total of fifty check-type or write-in word or number answers. This limitation was made for the convenience of those who were to complete the questionnaires. Only the more common and important management practices were included.

Organization and presentation of study. The study is presented in four chapters. Chapter I presents the problem with its significance and limitations. Definitions of terms and related research studies are also presented in this chapter.

Chapter II discusses the methods used in the investigation. The preparation of the questionnaire and the selection of lunch programs are explained in this chapter. An evaluation of the data that was collected is included, also.

The data included on returned questionnaires is recorded in Chapter III.

The summary, conclusions, and recommendations are

presented in Chapter IV.

Following the main body of the thesis are the bibliography and the appendix.

Related research studies. A perusal of research studies and periodical literature in the Fort Hays Kansas State College Library revealed only one study of school lunch management practices. That study was one directed by the publishers of The School Executive magazine,¹⁵ and it was an investigation of several phases of school lunch activity in which the writers felt little primary research had been done. The study included such phases of the school lunch program as general information; program costs; responsibility for school lunch activities; purchasing and preparing foods; planning menus; and evaluations. Questionnaires were sent to 500 schools in the United States. Ninety-two (18 per cent) of the 500 responded. Thirty-nine of the 160 questionnaires mailed to school officials in cities over 5,000 population were completed and returned, while only fifty-three (16 per cent) of the 340 school systems in cities under 5,000 responded.

¹⁵ Howard Eckel, "School Lunch Management Practices, Part I," The School Executive, 71:105 ff., December, 1951; Part II, loc. cit., 71:151 ff., January, 1952; Part III, loc. cit., 71:129-30, February, 1952.

Personal correspondence with the education departments of colleges and universities granting master's degrees in Kansas revealed that only one other research study related to school lunch programs has been made by graduate students working at this level in the state. It revealed, further, that no such studies are being made at this time.

The one existing study is a thesis by Sarna¹⁶ which was completed at Kansas State Teachers College of Emporia. His study consists of a history and review of the National School Lunch Program and reasons for the integration of the school lunch program with the total educational program of the school. Sarna included replies to ten general questions asked of the Director of the School Lunch Division of the State of Kansas. In addition, he surveyed eighteen schools in Pottawatomie, Waubesaunsee, Riley, and Marshal counties and included the results of his findings in the thesis. The survey included twenty-five questions that were largely related to the school's attitude toward Federal and state services connected with the National School Lunch Program.

An examination of many textbooks in the field of

16 Willard C. Sarna, "National School Lunch Programs in Kansas," (unpublished master's thesis, Kansas State Teachers College, Emporia, 1952).

school administration failed to reveal material of consequence that was related to school lunch programs. In fact, most authors made no mention of school lunch services in their books. A few of the more recently published books about public school administration have given more space to discussions of school lunch programs.

CHAPTER II

METHODS AND PROCEDURES

Method of investigation. It was decided to seek information directly from school officials who were responsible for school lunch programs, since only a very limited amount of information about the administrative practices of these programs could be found in educational literature and research studies. Gathering data through personal interviews with school officials was considered, but limitations of time and funds made this method impossible. It was then decided that the questionnaire would be a more practical tool to secure data for this study.

Preparation of questionnaire. For several months prior to the making of the questionnaire to be used in this study, lunch room activities were discussed with several school administrators to determine some of the more common problems which are associated with school lunch programs. Many of the questions included in the questionnaire are those that were suggested by the administrators during the discussions. College professors who are experienced in the field of school administration were also consulted, and their ideas were incorporated in the information blank. Many of the questions used were

drawn from experience and observation of these services.

The first draft of the questionnaire was placed in the hands of a few experienced school administrators in Kansas and college professors in the Department of Education of Fort Hays Kansas State College for critical examination. Careful consideration was given to all criticisms and suggestions, and a second draft was made. This improved form was also placed before college professors for inspection and criticisms. A copy was mailed to Mr. W. W. Wright, Director of the School Lunch Division of the Kansas State Department of Public Instruction, for his criticisms. Criticisms of those who examined the second draft were carefully considered in producing the final form for the questionnaire. With the full realization that school officials have little time for completing questionnaires, every effort was made to reduce both time and effort required for their part in this study. A copy of the questionnaire and the letter that accompanied it may be found in Appendix A.

Selection of lunch programs for study. The School Lunch Directory¹⁷ revealed that seven of the twelve cities

¹⁷ School Lunch Division, School Lunch Directory for 1953-54, Kansas State Department of Public Instruction, Topeka.

of the first class in Kansas operated school lunch programs. Nineteen authorized representatives were listed for these seven school systems. The same directory also revealed that forty of the eighty-one cities of the second class in Kansas have school lunch programs. Approximately 500 cities of the third class were listed with school lunch programs. The Directory listed several cities in each class that operated two or more lunch programs under the direction of separate authorized representatives.

Because of limitations of time and effort to carry on a satisfactory study of this type, it was decided to include in the survey all programs in both first-class and second-class cities and one third of the programs in third-class cities. The third-class cities with lunch programs were listed in alphabetical order, and every third one was chosen for study. Several third-class cities with two distinct school districts operated separate lunch programs. In some instances, both programs in these cities were included in the study, but no attempt was made to select any particular programs. A few were included simply to produce the desired total of one third of all the programs in this class.

Evaluation of data. School officials in cities of the first class returned fifteen of the nineteen questionnaires mailed to them. This represented a return of 79

per cent (Table I). Three school systems in this class returned complete reports for all of their lunch programs. Three of the remaining schools in this class reported on all lunch programs except one in each school system. One school system made no report.

TABLE I

NUMBER OF SCHOOL LUNCH PROGRAMS INCLUDED IN THE STUDY
AND PER CENT OF RETURNS ACCORDING TO FIRST, SECOND,
AND THIRD-CLASS CITY SCHOOL SYSTEMS

Programs	Number of Programs	Portion of Sampling	Number Returned	Per Cent Returned
First-Class City Schools	19	19	15	79
Second-Class City Schools	48	48	41	85
Third-Class City Schools	<u>518</u>	<u>174</u>	<u>154</u>	<u>89</u>
Totals for All Schools	585	241	210	87

Questionnaires were mailed to school administrators in the forty second-class cities. Forty-one responses were received from the forty-eight lunch programs in these cities, making a return of 85 per cent. One questionnaire was returned without checks. Six school systems in this

class made no reports.

Of the 175 questionnaires mailed to school officials in third-class cities, 155 responded. One school administrator reported that their school had been unable to operate a lunch program during the year because of unfinished building construction. The 154 usable responses represented 89 per cent of the total number included in the survey.

The per cent of responses and the many interesting comments that were made on the returned forms indicated that many administrators were much interested in the results of this study. A few school officials suggested other questions that would have revealed additional information of importance to the study.

Interpretation of replies to the questions included in the survey was simple except in a very few instances. It was learned from the responses that the term "lunch room supervisor" did not mean the same to all school officials. Some interpreted the term to mean that individual charged with the responsibility of supervising children while they ate lunches, instead of the staff worker in charge of overseeing the operation of the lunch program. This misunderstanding affected the replies to those questions that dealt with the selection and responsibilities of this worker.

Replies to the sixth criterion in the section of

the questionnaire having to do with the self-evaluation of school lunch programs indicated that the statement was not clear in meaning to all. A few administrators either left this part blank, or they placed a question mark after the statement.

It is fully realized that personal opinions and personal attitudes may have affected responses to the criteria in the self-evaluation section of the questionnaire which had to do with the place of the lunch program in the school. It is believed, however, that the replies are significant and should be of interest to those individuals who are charged with the administration of school lunch programs.

A study of the responses indicated one question that should have been included in the survey. The question "Who purchases foods for the lunch program?" would have been valuable to this study.

CHAPTER III

RESULTS OF THE SURVEY OF LUNCH PROGRAMS

Fifty questions about the administration of school lunch programs were included in the questionnaire mailed to school administrators. The questionnaire was purposely not divided into definite areas, however, it was designed to reveal administrative practices in such areas as administrative responsibility, employees and employee management, finance and records, food purchasing and preparation, integration of lunch program with educational program, publicity, and evaluation of the school lunch program.

Size and participation of programs. The total enrollment of all schools included in the study, as shown in Table II, was 67,991 students, with 34,617 (51 per cent) students of the total number who were participants in the school lunch programs. There was an average of 139 students for each of the 250 eating centers.

Reports from the six school systems in first-class cities that returned questionnaires showed a total of thirty-one eating centers under the direction of fifteen authorized representatives. The total enrollment of these schools was 12,401 students, with 4,318 (35 per cent) students participating in the lunch programs. The average number of students eating lunches at each center was 139.

The largest number of students served in any eating center was 590, while the smallest group was sixty students. The per cent of participation ranged from a low of 20 per cent to a high of 84 per cent.

TABLE II

TOTAL ENROLLMENT OF SCHOOLS WITH NUMBER AND PER CENT OF PARTICIPATION IN LUNCH PROGRAMS IN FIRST, SECOND, AND THIRD-CLASS CITIES IN KANSAS

Schools	Total Enrollment of Schools	Students Served Daily	Per Cent of Participation
First-Class City Schools	12,401	4,318	35
Second-Class City Schools	22,233	8,650	39
Third-Class City Schools	<u>33,357</u>	<u>21,649</u>	<u>65</u>
Totals for All Schools	67,991	34,617	51

The forty responses from school lunch programs in second-class cities included sixty-one eating centers. The total enrollment for these schools was 22,233 students, with 8,650 (39 per cent) of the total number of students participating in the programs. The average number of students who were served lunches in each center was 142. The

largest group served in any eating center was 275, while the smallest group was fifty-eight. The per cent of participation ranged from a low of 17 per cent to a high of 92 per cent.

One hundred fifty-four responses from school officials in third-class cities revealed that meals were served in 158 eating centers. The total enrollment for these schools was 33,357 students, with 21,649 (65 per cent) of this number participating in the programs. The average number of students eating lunches at each center was 137. The highest rate of participation was 100 per cent; the lowest rate was 26 per cent. Two schools in this class had 100 per cent participation, and twenty of the remaining programs had rates of participation of 90 per cent or above.

Administrative responsibility. A study of the responses from schools in all three classes of cities revealed that 196 (93 per cent) of the 210 listed the school as the sponsoring agency of the lunch program (Table III), twelve (6 per cent) named the Parent-Teacher Association, one (.5 per cent) listed both the school and the Parent-Teacher Association, and one (.5 per cent) gave the Parent-Teacher Association and the Farm Bureau as sponsoring agencies.

TABLE III

SPONSORING AGENCIES OF SCHOOL LUNCH PROGRAMS IN
FIRST, SECOND, AND THIRD-CLASS CITIES IN KANSAS

Programs	Sponsoring Agencies			
	School	P.T.A.	School and P.T.A.	Farm Bureau and P.T.A.
First-Class City Schools	13	1	1	
Second-Class City Schools	36	5		
Third-Class City Schools	<u>147</u>	<u>6</u>	<u>—</u>	<u>1</u>
Totals for All Schools	196	12	1	1

Thirteen of the fifteen lunch programs in first-class cities reported that the school was the sponsoring agency of the school lunch program. One of the schools in this class reported that the Parent-Teacher Association was the sponsoring agency, and the remaining school listed joint responsibility between the school and the Parent-Teacher Association. Seven of the lunch programs sponsored by the school reported a lunch room committee whose members assisted with the administration of the program. The lunch program that was sponsored jointly by the Parent-Teacher

Association and the school had such a committee to assume certain responsibilities related to the program. The lunch program sponsored by the Parent-Teacher Association also had a lunch room committee.

Thirty-six of the forty-one lunch programs in second-class cities were sponsored by the school, while the Parent-Teacher Association was the sponsoring agency for the other five schools. Three of the school-sponsored programs had lunch room committees, but only one of the programs sponsored by the Parent-Teacher Association had such a committee.

Of the 154 programs studied in third-class cities, 147 were sponsored by the school, six were sponsored by the Parent-Teacher Association, and one program was jointly sponsored by the Parent-Teacher Association and the Farm Bureau. In this class, lunch room committees were found in twelve of the school-sponsored programs, in three programs sponsored by the Parent-Teacher Association, and in the program sponsored jointly by the school and the Parent-Teacher Association.

Any participating school in the state-supervised school lunch program is required to name one individual to be the authorized representative of the school's lunch services. In a two or more-teacher school, it is recommended by the School Lunch Division that the principal,

or the superintendent, assume this responsibility.

The superintendent was named the authorized representative by respondents from eighty-nine (42 per cent) of the 210 lunch room programs studied. Table IV presents these responses. Sixty-four (30.5 per cent) of the schools listed the elementary principal as the official representative. The high school principal was named in this capacity in thirty-seven (18 per cent) of the schools. Cooks and supervisors were authorized representatives in ten (5 per cent) of the lunch programs. One (.5 per cent) school listed a teacher, one (.5 per cent) named a junior high school principal, and one (.5 per cent) gave a board member for this administrative responsibility. Seven (3 per cent) schools showed two or more officials as sharing the responsibility of being the official representative. One hundred ninety-one (91 per cent) of the schools in this class named the superintendent, a high school principal, a junior high school principal, or an elementary school principal as the authorized representative.

In cities of the first-class, the elementary school principal was the authorized representative in ten (67 per cent) of the fifteen lunch programs. Two (13 per cent) of the programs in this class had high school principals for authorized representatives, while the superintendent, the junior high school principal, and the lunch room supervisor

TABLE IV

NUMBER AND PERCENTAGE OF AUTHORIZED REPRESENTATIVES
CLASSIFIED ACCORDING TO OFFICIAL POSITIONS IN FIRST,
SECOND, AND THIRD-CLASS CITY SCHOOLS IN KANSAS

Officials	First- Class Cities		Second- Class Cities		Third- Class Cities		Totals For All Schools	
	No.	%	No.	%	No.	%	No.	%
Superintendent	1	7	22	54	66	43	89	42
Elementary Principal	10	67	9	22	45	29	64	30.5
High School Principal	2	13	6	15	29	19	37	18
Cook					6	4	6	3
Supervisor	1	7	1	2	2	1	4	2
Board Member					1	.6	1	.5
Teacher					1	.6	1	.5
Junior High Principal	1	7					1	.5
All others			3	7	4	3	7	3

were designated the official representative for one (7 per cent) school each. It seemed to be the tendency in first-class city schools for the building principal to be the authorized representative.

The superintendent of schools was most often the authorized representative of the lunch programs in second-class cities. Twenty-two (54 per cent) of the forty-one schools listed the superintendent for this responsibility, while nine (22 per cent) schools named the elementary school principal in this capacity. Six (15 per cent) schools designated the high school principal as authorized representative, while one (2 per cent) named the lunch room supervisor for this responsibility. Two schools checked the superintendent, the high school principal, and the elementary school principal as authorized representatives. These two schools listed more than one eating center on their questionnaire responses, so it is assumed that the administrator in charge of the building was probably the official representative for each eating center. One (2 per cent) named both the superintendent and the supervisor as authorized representatives. Four of the responses naming high school principals as official representatives came from community and rural high schools, in which schools the principal is the top administrative official.

Reports from third-class city schools listed the superintendent as the official representative in sixty-six (43 per cent) of the 154 lunch programs. The elementary school principal was named in this capacity in forty-five (29 per cent) schools, while the high school principal was listed as authorized representative in twenty-nine (19 per cent) schools. The lunch room cook was given this responsibility in six (4 per cent) schools, and the lunch room supervisor was so named for two (1 per cent) school systems. One (.6 per cent) school reported a teacher as the authorized representative, and another (.6 per cent) school listed a board member for this responsibility. Four (3 per cent) schools in third-class cities reported that the official responsibility was shared by two or more individuals. One of these four schools listed this responsibility as being shared by the superintendent and the cook. Another school showed a split responsibility among a board member, the superintendent, and the elementary school principal. The school official making this report stated that this split responsibility was definitely not satisfactory. Still another school listed a board member, the supervisor, and the elementary school principal as sharing in this official responsibility. The fourth school in this group showing split responsibilities reported that both a board member

and the elementary school principal served as authorized representatives.

Table V reveals that written policies in relation to school lunch room services were found in thirty-seven (18 per cent) of the 210 lunch programs studied in first, second, and third-class cities, while 173 (82 per cent) schools reported that they had no written policies to follow in the administration of school lunch activities.

TABLE V

NUMBER AND PER CENT OF SCHOOLS WITH AND WITHOUT
WRITTEN LUNCH ROOM POLICIES IN FIRST, SECOND,
AND THIRD-CLASS CITIES IN KANSAS

Schools	Number With Written Policies	Per Cent With Written Policies	Number Without Written Policies	Per Cent Without Written Policies
First-Class City Schools	4	27	11	73
Second-Class City Schools	9	22	32	78
Third-Class City Schools	<u>24</u>	<u>16</u>	<u>130</u>	<u>84</u>
Totals for All Schools	37	18	173	82

Written policies were in use in four (27 per cent) of the fifteen schools in first-class cities, in nine (22 per cent) of the forty-one schools in second-class cities, and in twenty-four (16 per cent) of the 154 schools in third-class cities.

Several administrators reported that their schools had no written school lunch policies, but that such policies would be valuable to them in their work. Appendix B contains a sample copy of general school lunch policies.

It should be noted that the information in the table indicates that, as school systems increase in size, there seems to be a corresponding increase in the per cent of schools with written policies related to school lunch activities.

School officials were asked to tell who was responsible for supervising students while they ate lunches (Table VI). Teachers were declared solely responsible for lunch room supervision of students in ninety-six (46 per cent) of the total 210 programs included in the study. Administrators and teachers shared this responsibility in eighty-six (41 per cent) of these schools, while the administrator was listed as the only person in charge of supervising students in fourteen (7 per cent) of the programs. The administrator, teachers, and supervisor worked together in overseeing students in six (3 per cent)

TABLE VI

NUMBER AND PER CENT OF WORKERS RESPONSIBLE FOR LUNCH
ROOM SUPERVISION OF STUDENTS IN FIRST, SECOND,
AND THIRD-CLASS CITY SCHOOLS IN KANSAS

Workers	First- Class Cities		Second- Class Cities		Third- Class Cities		Totals For All Schools	
	No.	%	No.	%	No.	%	No.	%
Teacher	10	67	18	44	68	44	96	46
Administrator and Teachers	3	20	12	29	71	46	86	41
Administrator			5	12	9	6	14	7
Administrator, Teachers, and Supervisor			3	7	3	2	6	3
Supervisor			1	2	2	1	3	1
Administrator and Supervisor	1	7					1	.5
Administrator, Teachers, and Students			1	2			1	.5
Administrator, Teachers, and Custodian			1	2			1	.5
Administrator, Supervisor, Teachers, and Students	1	7					1	.5
Teachers and Cooks					1	.6	1	.5

schools. The lunch room supervisor had full responsibility for supervision in three (1 per cent) schools. Two or more individuals were in charge of supervising students in the other five schools.

Teachers were entirely responsible for this activity in ten (67 per cent) of the fifteen programs in first-class cities. In three (20 per cent) of the programs, this responsibility was shared by teachers and administrator. Students in one (7 per cent) lunch room were supervised by the administrator and the lunch room supervisor, while in another (7 per cent) school the administrator, teachers, supervisor, and students all shared in this lunch-time responsibility.

Students were supervised by teachers in eighteen (44 per cent) of the forty-one lunch programs in second-class cities. Both the administrator and teachers were responsible for supervision in twelve (29 per cent) of these programs, while in five (12 per cent) of these schools, sole responsibility for this activity was upon the administrator. Three schools (7 per cent) stated that the administrator, teachers, and lunch room supervisor were in charge of the students. The lunch room supervisor was fully responsible in one (2 per cent) school. Another (2 per cent) school named the administrator, teachers, and students for supervisory tasks at

lunch time, and still another (2 per cent) listed the administrator, teachers, and custodian in charge of student supervision in the lunch room.

School administrators in third-class cities reported that teachers supervised students in sixty-eight (44 per cent) of the 154 programs. Administrators and teachers shared this responsibility in seventy-one (46 per cent) of these programs. The administrator was solely responsible for the supervision in nine (6 per cent) of the schools, while the supervisor was so designated for two (1 per cent) lunch rooms. The administrator, teachers, and supervisor were jointly responsible in three (2 per cent) schools, while teachers and cooks shared supervisory tasks in another (.6 per cent) school.

Employees and employee management. Responses from the 210 lunch programs included in the study revealed the employment of 121 lunch room supervisors. Many schools in all three classes that reported no lunch room supervisors indicated that they had head cooks whose responsibilities were similar to those of lunch room supervisors.

Seven of the fifteen lunch programs in first-class cities reported the employment of lunch room supervisors. Their programs had fourteen supervisors, in all, with no supervisor having more than one eating center to oversee. No supervisor was given for sixteen of the thirty-one

eating centers in first-class city schools, however, many schools without supervisors designated one of the cooks as head cook. One school named the school principal as the lunch room supervisor.

Forty lunch room supervisors were reported from the forty-one lunch programs in second-class city schools. There were sixty-one eating centers in these schools. Each of two schools reported one supervisor for three eating centers, and each of four schools listed one supervisor for two eating centers. Twelve schools with seventeen eating centers had no supervisors. Several schools stated that the supervisor helped with the cooking.

Schools in third-class cities reported sixty-seven lunch room supervisors for the 158 eating centers in their schools. No supervisor was named for eighty-eight eating centers. Respondents from many schools in this class stated that the supervisor was also a cook.

Thirty-nine (32 per cent) of the 121 supervisors, reported in the study, had training in home economics (Table VII). School officials reported that eighty-two (68 per cent) were not trained in this field. In first-class city school lunch programs, five (36 per cent) supervisors were trained in home economics, while the other nine (64 per cent) had no special training in this field. Only eight (20 per cent) of the supervisors in second-

class cities were home economics trained, and thirty-two (80 per cent) were without such training. In third-class city schools, twenty-four (36 per cent) supervisors were trained in home economics, two (3 per cent) supervisors had some training in this field, and forty-one (60 per cent) supervisors were not home economics trained.

TABLE VII

NUMBER AND PER CENT OF LUNCH ROOM SUPERVISORS WITH AND WITHOUT TRAINING IN HOME ECONOMICS, ACCORDING TO FIRST, SECOND, AND THIRD-CLASS CITY SCHOOLS IN KANSAS

Schools	Number With Training	Per Cent With Training	Number Without Training	Per Cent Without Training
First-Class City Schools	5	36	9	64
Second-Class City Schools	8	20	32	80
Third-Class City Schools	<u>26</u>	<u>39</u>	<u>41</u>	<u>60</u>
Totals for All Schools	39	32	82	68

School lunch supervisors were also teachers in four first-class city schools, in seventeen second-class city schools, and in thirty third-class city schools.

Table VIII reveals that in all schools there were

TABLE VIII

NUMBER OF LUNCH ROOM WORKERS AND AVERAGE NUMBER OF STUDENTS SERVED DAILY
BY EACH FULL-TIME WORKER IN FIRST, SECOND, AND THIRD-CLASS CITY SCHOOLS

Schools	Number of Supervisors	Number of Cooks	Other Full-time Workers	Number of Part-time Workers	Total Full-time Workers	Number Served Daily	Average Students per Worker
First- Class Cities	14	55	24	31	93	4,318	46
Second- Class Cities	40	121		108	155	8,650	56
Third- Class Cities	<u>67</u>	<u>335</u>	<u>—</u>	<u>230</u>	<u>370</u>	<u>21,649</u>	<u>59</u>
Totals for All Schools	121	511	24	369	618	34,617	56

618 full-time workers, who served 34,617 students daily, for an average of fifty-six students to each full-time worker. Ninety-three full-time workers served 4,318 students daily in first-class city schools, making an average of forty-six students for each full-time worker. In second-class city schools, 155 full-time workers served 8,650 students daily to make an average of fifty-six students for each full-time worker. Third-class city schools had 370 full-time workers, who served 21,649 students daily, for an average of fifty-nine students per worker. Three hundred sixty-nine part-time workers were reported for all schools. No attempt was made to determine how many of the latter group were students.

School officials were asked to tell who was responsible for the selection of lunch room supervisors and whether the method of selection was satisfactory. A study of the responses from the 210 schools, as shown in Table IX, revealed that lunch room supervisors were selected by administrators in eighty-three (40 per cent) schools. Fifty-six (27 per cent) were selected by school board members, while fifty-nine (28 per cent) were selected by both administrators and school board members. Two (1 per cent) schools reported that the Parent-Teacher Association was responsible for this selection. Administrator and Parent-Teacher Association shared this responsibility in

three (1.4 per cent) schools. Supervisors were selected in one (.5 per cent) school by college personnel, and in another (.5 per cent) by both administrator and cooks. No response was made to this item by five (2.4 per cent) school officials.

TABLE IX

NUMBER AND PER CENT OF METHODS USED IN SELECTING
LUNCH ROOM SUPERVISORS IN FIRST, SECOND, AND
THIRD-CLASS CITY SCHOOLS IN KANSAS

	First- Class City Schools		Second- Class City Schools		Third- Class City Schools		Totals For All Schools	
	No.	%	No.	%	No.	%	No.	%
Administrator	11	73	29	71	43	28	83	40
School Board	1	7	4	10	51	33	56	27
Administrator and School Board			6	15	53	34	59	28
P.T.A.	1	7			1	.6	2	1
Administrator and P.T.A.	1	7			2	1.3	3	1.4
College			1	2			1	.5
Administrator and Cooks					1	.6	1	.5
No Response	1	7	1	2	3	2	5	2.4

Administrators had full responsibility for the selection of lunch room supervisors in eleven (73 per cent) of the programs in first-class cities, while one (7 per cent) was selected by school board members, one (7 per cent) selection was made by Parent-Teacher Association leaders, and another (7 per cent) selection was made jointly by administrator and Parent-Teacher Association leaders. One response did not indicate who was responsible for selecting this individual. The method of selection was considered to be satisfactory in all cases.

Respondents from second-class city schools replied that lunch room supervisors were selected in twenty-nine (71 per cent) schools by the administrators, and in four (10 per cent) schools by school board members. Supervisors were selected in six (15 per cent) schools by both administrators and school board members. College personnel made the selection in one (2 per cent) school. The method of selecting supervisors was not given by one school. The selection of supervisors by school board members was reported to be unsatisfactory by one school. Selection by the college was also checked unsatisfactory.

Responses from third-class city schools revealed that lunch room supervisors were selected by school administrators in forty-three (28 per cent) of the programs, by the school board in fifty-one (33 per cent) programs, and

by both administrators and school board members in fifty-three (34 per cent) programs. Administrators and the Parent-Teacher Association shared this responsibility in two (1.3 per cent) schools, while the administrator and cooks made the selection in another (.6 per cent) school. The Parent-Teacher Association selected the supervisor for one (.6 per cent) program. Three school officials in third-class city schools stated that the selection of lunch room supervisors by school board members was not satisfactory. Comments were that the selection was "usually a political set-up," and that school board members are "not acquainted with the problems concerned."

For all schools in this study, Table X discloses that lunch room supervisors were directly responsible to the administrator in 128 (61 per cent) of the schools. The school board was first in line of authority in fifty-two (25 per cent) programs, while both the school board and the administrator shared this responsibility in eighteen (8.6 per cent) of the 210 programs studied. One (.5 per cent) supervisor was responsible first to the Parent-Teacher Association leader, one (.5 per cent) to the administrator and the Parent-Teacher Association, and one (.5 per cent) to a college. This item was not checked on nine responses.

Lunch room supervisors looked first to the admin-

istrator in ten (67 per cent) of the fifteen programs in first class cities. One (7 per cent) supervisor was directly responsible to the school board, and another (7 per cent) was responsible to both the administrator and the Parent-Teacher Association. This item was not checked on three returns.

TABLE X

NUMBER AND PER CENT OF LUNCH ROOM SUPERVISORS IN FIRST, SECOND, AND THIRD-CLASS CITY SCHOOLS, CLASSIFIED ACCORDING TO THEIR DIRECT RESPONSIBILITY IN LUNCH ROOM ACTIVITIES

	First-Class City Schools		Second-Class City Schools		Third-Class City Schools		Totals for All Schools	
	No.	%	No.	%	No.	%	No.	%
Administrator	10	67	30	73	88	57	128	61
School Board	1	7	5	12	46	30	52	25
Administrator and School Board			4	10	14	9	18	8.6
P.T.A. Leader					1	.6	1	.5
Administrator and P.T.A.	1	7					1	.5
College			1	2			1	.5
No Response	3	20	1	2	5	3	9	4

In second-class city schools, supervisors were directly responsible to the administrator in thirty (73 per cent) schools, to the school board in five (12 per cent) of the programs, and to both the administrator and the school board in four (10 per cent) of these schools. One (2 per cent) supervisor looked directly to a college for direction. One school made no reply to this question.

School officials in third-class city schools reported that lunch room supervisors were directly responsible to the administrator in eighty-eight (57 per cent) of the schools, while the school board was named the nearest step of authority in forty-six (30 per cent) of the schools. The administrator and the school board shared this position jointly in fourteen (9 per cent) schools. One (.6 per cent) supervisor was directly responsible to the Parent-Teacher Association leader. No response was made to this question by five (3 per cent) schools in this class.

A study of the responses from all schools revealed that the first level of authority above lunch room cooks was the administrator in 129 (61 per cent) of the schools (Table XI), while next in line was the supervisor in forty-three (21 per cent) schools. Administrators and supervisors shared this responsibility in thirteen (6 per cent) schools, while the administrator and school board

jointly directed the activities of cooks in eleven (5 per cent) schools. In eight (4 per cent) schools, lunch room cooks were first responsible to the school board members.

TABLE XI

NUMBER AND PER CENT OF LUNCH ROOM COOKS IN FIRST, SECOND, AND THIRD-CLASS CITY SCHOOLS, CLASSIFIED ACCORDING TO THEIR DIRECT RESPONSIBILITY IN LUNCH ROOM ACTIVITIES

	First- Class City Schools		Second- Class City Schools		Third- Class City Schools		Totals for All Schools	
	No.	%	No.	%	No.	%	No.	%
Administrator	9	60	27	66	93	60	129	61
Supervisor or Head Cook	5	33	9	22	29	19	43	21
Administrator and Supervisor			3	7.2	10	6.5	13	6
Administrator and School Board			1	2.4	10	6.5	11	5
School Board			1	2.4	7	4.6	8	4
School Board and Supervisor					1	.6	1	.5
P.T.A. and Supervisor	1	7					1	.5
Administrator, Supervisor, and School Board					1	.6	1	.5
No Response					3	2	3	1.4

In one school each (.5 per cent), cooks were directly responsible to the supervisor and the Parent-Teacher Association, to the school board and the supervisor, and to the school board, administrator, and supervisor. Three schools did not respond.

Lunch room cooks in first-class city schools were first responsible to school administrators in nine (60 per cent) lunch programs, to the supervisor or head cook in five (33 per cent) programs, and to both the supervisor and the Parent-Teacher Association in one (7 per cent) programs.

In second-class city schools, cooks were directly responsible to the administrator in twenty-seven (66 per cent) schools, to the supervisor in nine (22 per cent) schools, and to the school board in one (2.4 per cent) of the schools. Cooks looked to both the administrator and the supervisor for administrative direction in three (7.2 per cent) of these schools, and to the administrator and the school board in one (2.4 per cent) school.

School officials in third-class city schools reported that school administrators are first in line of authority above lunch room cooks in ninety-three (60 per cent) schools, while the supervisor has this responsibility in twenty-nine (19 per cent) schools. Cooks are directly responsible to the school board in seven (4.6 per cent)

schools, and to the administrator and the school board in ten (6.5 per cent) other schools. In ten (6.5 per cent) lunch programs, cooks go to both the administrator and the supervisor for direction. In one (.6 per cent) school the next level of authority is shared by the school board and the supervisor, while in another (.6 per cent) school, cooks are directly responsible to the school board, administrator, and supervisor. Three school officials left this question blank.

In all schools included in the study, written contracts were made with lunch room workers in forty-two (20 per cent) of the programs, while 168 (80 per cent) of the programs made no written contracts with these workers. School lunch room supervisors and cooks were under written contracts in three (20 per cent) programs in first-class cities, in six (15 per cent) programs in second-class cities, and in thirty-three (21 per cent) programs in third-class cities. No written contracts were made for these workers in twelve (80 per cent) programs in first-class cities, in thirty-five (85 per cent) programs in second-class cities, and in 121 (79 per cent) programs in third-class cities. Sample copies of contracts for lunch room workers may be found in Appendix C.

Of the total 210 lunch programs studied, physical examinations for lunch room workers were required in 137

(65 per cent) programs. Seventy-three (35 per cent) of these programs did not require workers to have physical examinations. Several school officials wrote comments on their responses, which stated that they felt the examinations should be required.

First-class city schools required physical examinations of lunch room workers in seven (47 per cent) of fifteen programs. Physical examinations for lunch room workers were required in twenty-eight (70 per cent) programs in second-class cities, and in 102 (66 per cent) programs in third-class cities.

School officials were asked to give the number of lunch room workers in their schools who were required to attend the summer school lunch workshops sponsored by the School Lunch Division of the State Department of Public Instruction. In all schools, either supervisors or cooks were required to attend the school lunch workshops by 129 (61 per cent) programs, while both supervisors and cooks were required to be present by sixty-eight (32 per cent) programs. Thirteen (6 per cent) of the programs had no requirements about the workshops.

Officials in first-class city schools replied that seven (47 per cent) programs required cooks to attend, seven (47 per cent) required both cooks and supervisors to be present, and one (6 per cent) made no requests.

Five (12 per cent) schools in second-class cities required only supervisors to attend the workshops, while twenty-one (51 per cent) insisted that cooks take part in these workshops. Two (5 per cent) programs had no policies in relation to school lunch workshops.

In third-class city schools, nine (6 per cent) programs required supervisors to attend the workshops, eighty-five (55 per cent) required cooks to be present, and forty-eight (31 per cent) insisted that both supervisors and cooks attend the workshops. Two (1 per cent) required the principal and cooks to attend these workshops. Ten (7 per cent) had no requirements about this matter.

Schools included in the study were asked to check services which were provided at no cost to lunch room workers. These services are presented in Table XII. Free lunches were given to workers by 193 (92 per cent) of the lunch programs. Pay for holidays and activity passes were free services to workers in eighty-six (41 per cent) programs. Physical examinations were provided at no charge to lunch room workers in sixty-three (30 per cent) programs. Seventy-six (36 per cent) programs made social security benefits available to these workers, while twenty-one (10 per cent) programs included group insurance among the free services. Sick leave benefits were provided for lunch room workers in fifty-six (27 per cent) programs.

TABLE XII

NUMBER AND PER CENT OF FREE SERVICES PROVIDED LUNCH ROOM WORKERS IN FIRST, SECOND, AND THIRD-CLASS CITY SCHOOLS

Free Services	First-Class City Schools		Second-Class City Schools		Third-Class City Schools		Totals for All Schools	
	No.	%	No.	%	No.	%	No.	%
Free Lunches	12	80	39	95	142	92	193	92
Pay for Holidays	10	67	13	32	63	41	86	41
Activity Passes	3	20	15	37	68	44	86	41
Social Security	10	67	16	40	50	32	76	36
Physical Exams.	2	13	16	40	45	29	63	30
Sick Leave	3	20	9	22	44	28	56	27
Group Insurance	1	7	5	12	15	10	21	10
Free Uniforms			5	12	7	5	12	6
Bus Fare					4	3	4	2
Others					3	2	3	1

Free uniforms were provided workers in twelve (6 per cent) programs, while bus fares were paid for these workers by four (2 per cent) programs. Three programs listed summer workshop expenses as other free services provided. Only one school provided all of the free services listed on the questionnaire.

First-class city schools gave free lunches to workers in 80 per cent of their programs. Sixty-seven per cent of these programs included pay for holidays and social security benefits among free services. Activity passes and sick leave were provided in 20 per cent of the programs. Free physical examinations were provided by 13 per cent of these programs, and 7 per cent had group insurance.

Second-class city schools gave free lunches to workers in 95 per cent of the programs studied. Social security benefits and physical examinations were listed as free in 40 per cent of the schools. Activity passes were free to workers in 37 per cent of the programs, and workers were paid for holidays in 32 per cent of the projects studied. Sick leave (22 per cent), group insurance (12 per cent), and free uniforms (12 per cent) were provided for lunch room workers in this class.

In third-class city schools, free lunches were provided in 92 per cent of the programs. Activity passes (44 per cent), pay for holidays (41 per cent), and social security benefits (32 per cent) were next in order. Schools gave physical examinations without charge to lunch room workers in 29 per cent of the programs. Sick leave (28 per cent) and group insurance (10 per cent) were listed among free services in this class. Five per cent of the

lunch programs furnished free uniforms, 3 per cent paid bus fares, and 2 per cent listed summer workshop expenses among the free services provided workers.

School officials were asked to name those who were responsible for the janitor work in the lunch rooms. Responses to this question revealed that the school custodian did this work in ninety-four (45 per cent) of the 210 programs studied, while the custodian and the cooks shared this responsibility in fifty-two (25 per cent) other programs. In first-class cities, the custodian alone did the work in four (27 per cent) programs, while the custodian and the cooks together did the work in four (27 per cent) other schools. The custodian alone did the work for twenty-four (60 per cent) lunch programs in second-class cities and for forty-three (66 per cent) of the programs in third-class cities.

Lunch room cooks did the janitor work in 23 per cent of all schools. Cooks were responsible for the janitor work in 13 per cent of the third-class city lunch programs and for 7 per cent of the lunch programs in second-class cities. Cooks, alone, did no janitor work in any of the first-class city lunch programs included in the study, however, one first-class city lunch program reported that the janitor work was done by both supervisor and cooks. Another school replied that the custodian and the super-

visor did the janitor work.

Responses from the remaining programs in the study indicated a wide variety of plans for janitor responsibility in lunch rooms. The custodian, supervisor, and cooks were listed as sharing in this responsibility in seven schools. Six schools reported that the custodian and students did janitor work in the lunch room, and two schools stated that students did all lunch room janitor work. Janitor work was the responsibility of cooks and students in three programs. Only two schools reported regular lunch room janitors. Other respondents indicated that no really definite policies were made about janitor work in their lunch rooms.

Finance and records. School officials reported that ninety-five (45 per cent) of the 210 programs followed budgets. One hundred seven (51 per cent) programs did not follow budgets. Eight (4 per cent) schools did not reply to the question. Schools in ten (67 per cent) of the first-class cities, thirteen (32 per cent) of the second-class cities, and seventy-two (47 per cent) of the third-class cities operated lunch programs by budgets.

Schools were also asked whether an annual audit of lunch room records was made. Replies to this question revealed that 166 (79 per cent) schools had audits made. Audits of lunch room records were made in 93 per cent of

the schools in first-class cities, in 90 per cent of the schools in second-class cities, and in 75 per cent of the schools in third-class cities.

In replying to the question about the financial status of the school lunch program, school officials' reports indicated that 176 (84 per cent) of the lunch programs were self-supported except for government commodities and cash reimbursement from the state. Thirty-four (16 per cent) schools reported that their programs had financial assistance from the sponsoring agency.

School officials were asked whether their lunch programs required faculty members to pay more than students for lunches and, if so, how much more. One hundred twenty-nine (61 per cent) programs required faculty members to pay more than students, while eighty-one (39 per cent) programs did not ask faculty members to pay more. Faculty members were required to pay more than students in 53 per cent of the programs in first-class cities, in 59 per cent of the programs in second-class cities, and in 63 per cent of the programs in third-class cities.

In first-class cities, three schools charged faculty members ten cents more than students for lunches, and five schools charged an additional five cents to faculty members. Faculty members in second-class cities were required to pay ten cents more for lunches in eight

schools, seven cents more in one school, five cents more in thirteen schools, and three cents more in one school. Lunch programs in third-class cities asked faculty members to pay twenty cents more than students in one school, fifteen cents more in another school, ten cents more in thirty-three schools, seven cents more in four schools, six cents more in one school, and five cents more in fifty-four schools.

Schools were also asked to report whether faculty members were given free lunches for supervisory services and, if so, to list the services performed. Faculty members were given free lunches in sixty-seven (32 per cent) schools, while 143 (68 per cent) other schools did not follow this plan. The plan of giving free lunches to faculty members for supervisory work seemed to be more common in second-class (54 per cent) schools than in either first-class (27 per cent) or third-class (27 per cent) schools.

The most frequent service performed by faculty members in exchange for free lunches was that of supervising children in the lunch room. Other services performed by faculty members were hall and playground duty, collecting money, serving students, clearing tables, cleaning trays and plates, and keeping records. Helping children with table manners and expressing thanks for

food were also listed among the services performed by faculty members in exchange for free lunches.

School administrators were asked to report how many lunches were served daily without pay or at a reduced rate. Twelve (80 per cent) lunch programs in first-class cities served an average of fourteen lunches daily, either free or at a reduced rate. Of the 4,318 lunches served daily by programs in first-class cities, 217 (5 per cent) were served at less than the regular rate. Twenty-five (61 per cent) lunch programs in second-class cities served an average of six lunches daily at special rates. Two hundred thirty-nine (2.8 per cent) of the 8,650 daily lunches in these schools were served at reduced rates. One hundred two (66 per cent) lunch programs in third-class cities served an average of four lunches daily for less than the regular rates. Six hundred thirty (2.5 per cent) of the 21,649 daily lunches in third-class city school lunch programs were served without pay or at a reduced rate.

Replies to the question about how lunch sales were made (Table XIII) indicated that the plan used most often was the weekly plan. Thirty per cent of all the schools used the weekly plan, while 17 per cent used both daily and weekly plans. Thirteen per cent of the schools made sales daily, weekly, and monthly; 11 per cent used only the

TABLE XIII

NUMBER AND PER CENT OF LUNCH SALES' PLANS IN FIRST,
SECOND, AND THIRD-CLASS CITY SCHOOLS IN KANSAS

Lunch Sales' Plans	First- Class City Schools		Second- Class City Schools		Third- Class City Schools		Totals for All Schools	
	No.	%	No.	%	No.	%	No.	%
Weekly	6	40	11	27	47	31	64	30
Daily and Weekly	3	20	12	29	20	13	35	17
Daily, Weekly, and Monthly			4	10	23	15	27	13
Monthly	1	7	3	7	20	13	24	11
Daily	5	33	7	17	11	7	23	11
Daily, Weekly, Monthly, Semester, and Year			1	2.4	10	7	11	5
Weekly and Monthly			1	2.4	8	5	9	4
Daily, Weekly, Monthly, and Semester			1	2.4	3	2	4	2
Daily, Weekly, Biweekly and Yearly					4	2.6	4	2
Biweekly			1	2.4	2	1.3	3	1.4
Weekly and Yearly					3	2	3	1.4
Other Plans					3	2	3	1.4

daily plan; another 11 per cent made sales only by the month; and 5 per cent made sales by the day, by the week, by the month, by the semester, and by the year.

Lunch sales were made most often in first-class city schools by the week (40 per cent), by the day (33 per cent), and both daily and weekly (20 per cent). Lunch programs in second-class cities made sales most often daily and weekly (29 per cent), by the week (27 per cent), by the day (17 per cent), and by the day, week, and month (10 per cent). In third-class city schools, the weekly plan (31 per cent) was used most often. Other plans used in third-class city schools were by the day, week, and month (15 per cent), daily and weekly (13 per cent), monthly (13 per cent), and daily (7 per cent).

Replies to the question about who is responsible for the collection of lunch money revealed that many different individuals are involved in this work among the schools included in the study, as indicated in Table XIV. An examination of the responses from all schools disclosed that the administrator (22 per cent) and the teacher (20 per cent) most frequently made the collections. Administrators and teachers shared this responsibility in 21 per cent of the schools. Collections were made by the secretary (13 per cent) and by the secretary and administrator (7 per cent) in some schools. Teachers and secre-

TABLE XIV

NUMBER AND PER CENT OF WORKERS RESPONSIBLE FOR
COLLECTING LUNCH MONEY IN FIRST, SECOND,
AND THIRD-CLASS CITY SCHOOLS IN KANSAS

Workers Who Collected Lunch Money	First- Class City Schools		Second- Class City Schools		Third- Class City Schools		Totals for All Schools	
	No.	%	No.	%	No.	%	No.	%
Administrator	1	7	8	20	38	25	47	22
Teacher and Administrator	3	20	5	12	35	23	43	21
Teacher	4	27	9	22	28	18	41	20
Secretary	3	20	7	17	17	11	27	13
Secretary and Administrator			3	7	11	7	14	7
Teacher and Secretary	1	7	2	5	9	6	12	6
Supervisor	1	7	1	2.4	4	2.6	6	3
Teacher and Supervisor	2	13			3	2	5	2
Secretary, Teacher, and Administrator			1	2.4	3	2	4	2
Students			1	2.4	1	.6	2	1
Students and Administrator					2	1.3	2	1
Others			4	10	3	2	7	3

taries, working together, had this responsibility in 6 per cent of the schools. Money for lunches was collected by supervisors (3 per cent) and by teachers and supervisors (2 per cent) in other schools.

The administrator (25 per cent) most frequently collected the money in third-class city schools. The teacher (18 per cent), teacher and administrator (23 per cent), and secretary (11 per cent) were reported for many of the third-class city schools. In second-class city schools, the teacher (22 per cent), administrator (20 per cent), and secretary (17 per cent) most frequently collected lunch money. Teachers and administrators worked together in making collections in 12 per cent of these schools. First-class city schools placed this responsibility upon teachers (27 per cent), secretaries (20 per cent), teachers and administrators (20 per cent), and teachers and supervisors (13 per cent). Administrators made the collections in only one (7 per cent) of the first-class city schools.

School officials were asked to tell what individuals were responsible for keeping lunch room records. Responses, given in Table XV, reveal that administrators, alone, kept these records in 46 per cent of all the schools included in the survey. Administrators kept lunch records in 27 per cent of the first-class city schools, in 34 per

TABLE XV

NUMBER AND PER CENT OF INDIVIDUALS RESPONSIBLE FOR
KEEPING LUNCH ROOM RECORDS IN CITY SCHOOLS OF THE
FIRST, SECOND, AND THIRD CLASSES IN KANSAS

Individuals	First- Class City Schools		Second- Class City Schools		Third- Class City Schools		Totals for All Schools	
	No.	%	No.	%	No.	%	No.	%
Administrator	4	27	14	34	79	51	97	46
Administrator and Supervisor	3	20	4	10	19	12	26	12.4
Secretary	3	20	10	22	12	8	25	12
Supervisor or Head Cook	3	20	1	2.4	11	7	15	7
Administrator and Secretary			4	10	6	4	10	5
Administrator and Teacher	1	7			8	5	9	4.3
Secretary and Supervisor			2	5	6	4	8	4
Teacher	1	7	2	5	4	2.6	7	3.3
Administrator, Secretary, and Supervisor					3	2	3	1.4
Administrator and P.T.A. Leader			1	2.4	1	.6	2	1
Others			1	2.4	4	2.6	5	2.4
No Response			1	2.4			1	.5

cent of the second-class city schools, and in 51 per cent of the third-class city schools. Secretaries were solely responsible for record-keeping in 20 per cent of the schools in first-class cities, in 22 per cent of the schools in second-class cities, and in 8 per cent of the schools in third-class cities, making an average of 12.4 per cent for all schools in all classes. Records were kept by supervisors or head cooks in 7 per cent of all schools with 20 per cent having this responsibility in first-class city schools, 2.4 per cent in second-class city schools, and 7 per cent in third-class city schools. Administrators and supervisors shared in keeping lunch room records in 20 per cent of the first-class city schools, in 10 per cent of second-class city schools, and in 12 per cent of third-class city schools, for an average of 12.4 per cent for all schools.

Record-keeping in other reporting schools involved administrator and secretary (5 per cent), secretary and supervisor (4 per cent), administrator and teacher (4.3 per cent), and still others less frequently reported.

Food purchasing and menu planning. Expenditures for foods and equipment by most school lunch programs generally amount to several thousands of dollars each year. Questions were included in the survey to find out what methods were being employed by school lunch adminis-

trators in making these purchases and to learn what individuals were responsible for planning menus for these programs.

Respondents reported that foods were purchased on the open market by all schools except four (2 per cent). These four schools in cities of the third class purchased all foods from local stores by buying foods from each store one month at a time. Nine (4 per cent) schools that reported making purchases on the open market indicated that bids were taken whenever large purchases were made at one time.

School lunch equipment was purchased most frequently on the open market (80 per cent). Bids were taken on all purchases of equipment by 15 per cent of all schools. Five (2.4 per cent) schools reported that bids were taken whenever more expensive items were purchased. Thirteen (87 per cent) schools in cities of the first class purchased all equipment on open market, while two (13 per cent) schools asked for bids on such purchases. Twenty-six (63 per cent) schools in second-class cities purchased all equipment on open market. Nine (22 per cent) schools in this latter class asked for bids on equipment purchases, and four (10 per cent) others stated that bids were taken on more expensive items. One hundred twenty-nine (84 per cent) schools in cities of the third class purchased all

equipment on open market, while twenty-one (14 per cent) schools in this class asked for bids. One (.6 per cent) school took bids only on more expensive pieces of equipment. All equipment was purchased from local stores by two (1 per cent) schools in cities of the third class.

Replies to the question about where foods were purchased revealed that 77 per cent of the programs purchased foods from local retailers. Thirty per cent of the programs made their purchases from local retailers and wholesalers, while 29 per cent purchased from any retailer and wholesaler. Food purchases were made by three (1.4 per cent) schools from wholesalers and by three (1.4 per cent) schools from any retailer (chiefly local). Two (1 per cent) schools reported that they purchased from retailers, both local and elsewhere. One (.5 per cent) school stated that foods were purchased from local retailers, wholesalers, and farmers.

Schools in cities of the first class most frequently made their food purchases from any retailer and wholesaler. Purchases were made by other schools in this class from local retailers (33 per cent), from local retailers and wholesalers (13 per cent), and directly from wholesalers (7 per cent).

Food purchases by schools in cities of the second class were made from local retailers and wholesalers (44

per cent), from any retailer and wholesaler (29 per cent), and local retailers (22 per cent). One school (2 per cent) purchased foods from any retailer (chiefly local), while another (2 per cent) school purchased from local retailers, wholesalers, and farmers.

In city schools of the third class, foods were most frequently purchased from local retailers (41 per cent), while other schools in this class purchased foods from local retailers and wholesalers (28 per cent) and from any retailer and wholesaler (27 per cent). Two (1.3 per cent) schools bought directly from wholesalers, two (1.3 per cent) schools purchased from any retailer, and two (1.3 per cent) schools secured foods from any retailer, but chiefly the local ones.

Questionnaire respondents reported, that for all schools included in the study, menus were planned by either the supervisor or head cook in 81 per cent of the lunch programs. Supervisors and cooks worked together to plan menus in 12 per cent of these programs, while the home economics teachers had this responsibility in 3 per cent of the schools. The home economics department of a college was responsible for preparing menus for three (1 per cent) lunch programs. A classroom teacher (.5 per cent), cook and teacher (.5 per cent), cook and principal (.5 per cent), cook and authorized representative (.5 per

cent), and a Parent-Teacher Association committee (.5 per cent) planned menus in the other five schools.

Supervisors or head cooks planned all menus in 93 per cent of the lunch programs in cities of the first class, 63 per cent of those in cities of the second class, and 84 per cent of all school lunch programs in cities of the third class. Supervisors and cooks shared in menu planning in all other (7 per cent) programs in first-class city schools, while these same workers did the planning for 20 per cent of the programs in second-class cities and for 10.4 per cent of those in third-class cities.

Integration with educational program. Three questions were included in the survey to attempt to determine whether the school lunch program was being integrated with the educational program. School officials were asked whether students were taught proper table manners in the lunch room. To this question, replies (shown in Table XVI) indicated that students were taught proper table manners in 88 per cent of all schools studied, while 11 per cent of the schools did not give instruction in proper table manners.

Instruction in table manners was given to students in thirteen (87 per cent) of the schools in first-class cities, in thirty-two (78 per cent) of the schools in

second-class cities, and in 139 (90 per cent) of the schools in third-class cities. Two schools did not reply to this question.

TABLE XVI

NUMBER AND PER CENT OF SCHOOL LUNCH PROGRAMS IN CITIES OF FIRST, SECOND, AND THIRD CLASSES IN WHICH PROPER TABLE MANNERS WERE TAUGHT

School Lunch Programs	Schools With Instruction		Schools Without Instruction	
	No.	%	No.	%
First-Class City Schools	13	87	2	13
Second-Class City Schools	32	78	8	20
Third-Class City Schools	<u>139</u>	<u>90</u>	<u>14</u>	<u>9</u>
Totals for All Schools	184	88	24	11

In reply to the question about whether students were instructed in the values of a balanced diet, Table XVII reveals that students in 187 (89 per cent) of the 210 lunch programs studied were given this instruction. Eleven per cent of the schools reported that no attempts were made to give instruction about balanced diets.

Instruction in the values of a balanced diet was given in thirteen (87 per cent) of the first-class city schools, in thirty-one (76 per cent) of the second-class city schools, and in 143 (93 per cent) of the third-class city schools.

TABLE XVII

NUMBER AND PER CENT OF SCHOOL LUNCH PROGRAMS IN CITIES OF FIRST, SECOND, AND THIRD CLASSES IN WHICH VALUES OF BALANCED DIET WERE TAUGHT

School Lunch Programs	Schools With Instruction		Schools Without Instruction	
	No.	%	No.	%
First-Class City Schools	13	87	2	13
Second-Class City Schools	31	76	9	22
Third-Class City Schools	<u>143</u>	<u>93</u>	<u>11</u>	<u>7</u>
Totals for All Schools	187	89	22	11

The most frequent lunch room service in which students participated was helping in the kitchen. Forty-four per cent of all schools reported that students did some work in the kitchen. Kitchen service was reported by school lunch programs in 47 per cent of first-class cities,

in 66 per cent of second-class cities, and in 38 per cent of third-class cities. Schools also reported that students helped to serve lunches in 40 per cent of the programs in first-class cities, in 49 per cent of the programs in second-class cities, and in 32 per cent of the programs in third-class cities. Students helped in the solution of lunch room problems in 29 per cent of all schools. This service was performed by students in school lunch programs in 47 per cent of first-class cities, in 27 per cent of second-class cities, and in 28 per cent of third-class cities. Other services in which students participated were keeping records (7 per cent), planning menus (4 per cent), and supervising students in the lunch room (2.4 per cent). Officials in a few schools reported other services not listed on the survey form. Among these services were cleaning tables, cleaning trays and plates, taking the daily lunch count, collecting lunch money, and being hosts and hostesses at lunch time.

Publicity. School officials were asked whether the community was kept informed about the lunch program, and, if so, how was the information given. To this question, 149 (71 per cent) officials replied that the community was kept informed, while fifty-three (25 per cent) officials stated that the community was not kept informed. Eight (4 per cent) respondents did not complete this item.

Replies to the question about how the reporting was done were many and varied. Thirty-four schools reported that information about the lunch room was released to the public through local newspapers. Reports about the lunch room were made through eight school papers. Eight schools gave lunch room news through school bulletins, while seven other schools included similar information in letters from the principal's office to homes. Eleven schools stated that regular reports about the school lunch services were given at Parent-Teacher Association meetings. Menus were published in local newspapers by five schools, two schools reported that menus were sent home to parents, and one school reported that menus were sometimes broadcast from the local radio station. Reports were made at the annual school meetings of four schools. Three schools indicated that their main avenue for publicity was through students. Regular reports about the school lunch were made to the Board of Education in five schools, while another school stated that the State Lunch Room Supervisor's Report was read and discussed at their regular school board meeting with a member of the press present. Other methods of publicity used by a few schools included making reports to civic groups, inviting civic clubs to eat occasionally in the lunch room, an occasional feature story in the local paper, reporting

the commodities received, and giving information in the annual handbook.

School officials were asked whether parents were invited to eat in the lunch room, and if they were, to state their school policy relative to these invitations. One hundred forty-three (68 per cent) school officials indicated that parents were invited to eat in their school lunch rooms, while sixty-three (30 per cent) stated that such invitations were not given. Four (2 per cent) officials did not reply to this question. Schools in cities of the third class (72 per cent) more frequently invited parents to eat in the lunch rooms than did schools in either first-class cities (67 per cent) or second-class cities (54 per cent). A few schools that did not invite parents to eat in the lunch rooms indicated that parents were welcome, if they wanted to come, but no invitations were extended.

Replies to the request for policies about inviting parents to eat in the lunch room were quite numerous, and very few schools had the same policies. Fifteen schools reported that parents were invited to eat lunch, whenever they happened to be at school near the lunch hour. Four schools stated that parents were welcome to visit any time, while four other schools gave free lunches to parents whenever they came. Five schools reported that parents

were invited to eat occasionally. Parents were welcome for lunch in two schools, if they paid the price charged for adults' meals and gave one day's notice. In two other schools, parents were welcome, but they were expected to pay the same price that students paid. Election boards, at election time, were invited to eat in the lunch room by two schools. Parents were invited to observe, but not to eat, in two schools. Because of the numerous policies about inviting parents to eat in lunch rooms, it was felt advisable to include the complete list.

1. Parents invited to eat whenever visiting school at lunch time.
2. Any parents who want to come may do so.
3. Parents are welcome any time.
4. Parents are invited occasionally.
5. Parents may eat by paying student prices.
6. Parents may eat any time by paying thirty-five cents.
7. Parents may eat free first time; fifty cents for each additional time.
8. Parents may eat by paying adult prices and giving one day's notice.
9. Parents may come, if they request to do so.
10. One free meal for each parent during American Education Week.
11. Some parents invited each month.
12. Children welcome to bring their parents any time.
13. Only parents of helpers invited.
14. Two parents are invited each day.
15. Each parent invited once each year.
16. Parents may eat by paying thirty-seven cents and notifying school by 8:30 A.M. on day of visit.
17. Special week set aside for parents of students in each grade.
18. Mothers from each room invited once each year.
19. Parents are invited to observe, but not to eat.
20. Rooms take turns inviting one parent each week.
21. Parents may come, help serve, then eat.
22. Parents may eat, but must notify office before 9:00 A.M.

23. Those who "gripe" are taken to lunch.
24. Members of election board eat in lunch room each year.
25. School board members and wives invited once each year.
26. Board of Education members eat occasionally.
27. Members of Board of Education invited, but no special efforts made for others.
28. Superintendent of Schools eats occasionally.
29. Parent-Teacher Association members sometimes eat in lunch room.
30. One civic club invited during American Education Week.

Evaluation of school lunch programs. Fourteen criteria for school lunch programs were placed in the questionnaire, and school officials were asked to use their most honest judgment in rating the school lunch program in their school. It was the purpose of this section to try to determine the degree of satisfaction with existing lunch room programs as rated by school officials acquainted with these programs. The criteria were purposely kept quite general, in order that wider areas might be included in this section. Broad statements were used, too, so that school officials might reveal their general feelings about the success of school lunch programs that were being operated in their school systems. School officials were asked to rate each criterion as "highly satisfactory," "moderately satisfactory," or "unsatisfactory."

Responses to this section of the questionnaire were very satisfactory. Not one of the 210 school offic-

ials who returned questionnaires failed to complete at least part of this evaluation. In all, only sixty-four (2 per cent) of the possible total of 2,940 blanks were left unfilled.

Total average responses by schools in all three classes of cities indicated that, in general, school officials were about equally satisfied with the successes of their school lunch programs. Tabulations (Table XVIII) of responses from all schools revealed that 59 per cent of all the individual responses were given a rating of "highly satisfactory." Thirty-five per cent of all responses were in the column "moderately satisfactory," and only 4 per cent were placed in the lowest rating.

Respondents from schools in cities of the first class placed 53 per cent of their total number of responses in the column marked "highly satisfactory," 40 per cent of all responses in the column marked "moderately satisfactory," and 4 per cent of all responses were marked "unsatisfactory."

Fifty-nine per cent of all responses made by officials from schools in second-class cities were given a rating of "highly satisfactory," while 34 per cent of the total responses were marked "moderately satisfactory" and 5 per cent were classified "unsatisfactory."

A study of total responses from school officials

TABLE XVIII

PER CENT OF EVALUATION RATINGS GIVEN TO LUNCH PROGRAMS
IN SCHOOLS OF FIRST, SECOND, AND THIRD-CLASS CITIES

Criteria Used by School Officials in
Evaluating Their Own Lunch Programs

-
-
1. The school lunch is a necessary and desirable part of the educational program.
 2. The school lunch is promoting the teaching of good food habits
 3. The school lunch serves nutritious, appetizing food in a pleasing manner and at prices children can pay with lunches meeting the costs of operation
 4. The school lunch is raising levels of physical and mental health through provision of a well-balanced diet
 5. Lunch room problems are integrated into the teaching tasks of the school as a whole
 6. The school lunch is securing interest and participation of parents and laymen in planning of school affairs.
 7. The school lunch has the wholehearted co-operation of the administration and the teaching staff.
 8. Supervision of the school lunch is in the hands of a well-trained person.
 9. Administration of school lunch is in line with sound principles of financing, accounting, auditing, and reporting
 10. School lunch is the responsibility of the school agency as much as any other part of the school's program.
 11. School lunch workers are employed in the same manner and on the same basis as other school personnel.
 12. School lunch administrators co-operate fully with state and Federal departments of the school lunch program.
 13. School lunch administrators co-operate fully with local, county, and state health officials for the best interests of children and youth.
 14. The sponsoring agency provides physical facilities equal or superior to other educational facilities.
- Totals
-
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TABLE XVIII (Continued)

First-Class City Schools			Second-Class City Schools			Third-Class City Schools			Totals for All Schools		
Highly Satisfactory	Moderately Satisfactory	Un- satisfactory	Highly Satisfactory	Moderately Satisfactory	Un- satisfactory	Highly Satisfactory	Moderately Satisfactory	Un- satisfactory	Highly Satisfactory	Moderately Satisfactory	Un- satisfactory
40	53	7	59	34	2	76	22	1	70	26	2
47	53		46	49		46	52	1	46	51	1
80	20		80	20		77	23		78	22	
60	40		46	51		63	34	.6	60	38	.5
27	60	7	32	54	10	29	59	10	29	58	10
20	67	13	12	68	12	16	63	17	15	64	16
27	73		68	27	5	80	19	.6	74	25	1.4
67	20		54	41	5	50	45	.6	52	43	1.4
80	20		78	17	5	68	29	2	70	26	2.4
47	40	7	63	24	10	70	27	2	67	28	3.8
27	40	27	41	41	15	38	44	13	38	43	14
93	7		88	10	2	88	12		88	11	.5
80	20		90	10		80	17	.6	82	16	.5
<u>47</u>	<u>53</u>	<u>—</u>	<u>66</u>	<u>29</u>	<u>5</u>	<u>56</u>	<u>34</u>	<u>5</u>	<u>57</u>	<u>35</u>	<u>5</u>
53	40	4	59	34	5	60	34	4	59	35	4

of third-class cities revealed that 60 per cent of all responses were checked "highly satisfactory," while 34 per cent were in the column marked "moderately satisfactory," and 4 per cent were classified as "unsatisfactory."

To the criterion that "the school lunch is a necessary and desirable part of the educational program," 70 per cent of all schools studied reported "highly satisfactory," 26 per cent reported "moderately satisfactory," and 2 per cent replied that they were "unsatisfactory." Two per cent did not check this criterion. Forty per cent of the lunch programs in first-class cities were checked "highly satisfactory," 53 per cent were checked "moderately satisfactory," and 7 per cent were marked "unsatisfactory." School officials in second-class cities reported 59 per cent of their programs "highly satisfactory" on this criterion, while 34 per cent in this class were checked "moderately satisfactory," and 2 per cent were reported to be "unsatisfactory." Seventy-six per cent of the programs in third-class cities were given the highest rating, 22 per cent were checked "moderately satisfactory," and 1 per cent was classified in the lowest rating.

Responses to the criterion that "the school lunch is promoting the teaching of good food habits" indicated that school officials felt that 46 per cent of all programs included in the study were "highly satisfactory,"

51 per cent were "moderately satisfactory," and 1 per cent was "unsatisfactory." Schools in first-class cities replied that 47 per cent of their programs were "highly satisfactory," while 53 per cent stated that their programs were "moderately satisfactory" in meeting this criterion. School officials in second-class cities marked 46 per cent of their programs "highly satisfactory" and 49 per cent "moderately satisfactory." In third-class cities, school officials stated that 46 per cent of their programs were eligible for the top rating, 52 per cent were "moderately satisfactory," and 1 per cent was "unsatisfactory."

Ratings given to the criterion, "the school lunch serves nutritious, appetizing food in a pleasing manner at a price which the children can pay, and which at the same time meets the costs of operation," were quite high. Officials from both first and second-class cities indicated that 80 per cent of their school lunch programs were "highly satisfactory" in meeting this goal, while 20 per cent were "moderately satisfactory." Seventy-seven per cent of the programs in third-class cities were given the top rating, and 23 per cent were checked "moderately satisfactory." The average of responses from all schools on this criterion was 78 per cent "highly satisfactory" and 22 per cent "moderately satisfactory."

School officials were asked to rate the criterion,

"the school lunch is raising the levels of physical and mental health through the provision of a well-balanced diet." Responses from all schools indicated that school officials felt that 60 per cent of the lunch programs met this criterion in a "highly satisfactory" way. Thirty-eight per cent of the responses were checked "moderately satisfactory," and one (.5 per cent) report was checked as "unsatisfactory." Sixty per cent of the respondents from first-class cities checked this criterion "highly satisfactory," and 40 per cent were marked "moderately satisfactory." Officials from second-class cities reported that 46 per cent of their programs met this criterion in a "highly satisfactory" way, and 51 per cent were "moderately satisfactory." Sixty-three per cent gave this criterion the highest rating for third-class city school lunch programs, while 34 per cent of the programs in this class were reported to be "moderately satisfactory," and one (.6 per cent) program was marked "unsatisfactory."

Only 29 per cent of the total respondents gave a rating of "highly satisfactory" to the criterion, "lunch room problems are integrated into the teaching tasks of the school as a whole." Fifty-eight per cent of all respondents checked their programs as "moderately satisfactory," and 10 per cent gave their programs the lowest rating. Five per cent of the schools did not check this

criterion. Twenty-seven per cent of the lunch programs in first-class cities were rated "highly satisfactory" in meeting this criterion, while 60 per cent were checked "moderately satisfactory," and 7 per cent were given the lowest rating. Responses from schools in second-class city schools indicated that officials felt that 32 per cent of their schools were meeting this criterion in a "highly satisfactory" way. Fifty-four per cent of the responses in this class were checked "moderately satisfactory," and 10 per cent were marked "unsatisfactory." Twenty-nine per cent of the responses to this criterion from third-class city schools marked the highest rating, 59 per cent checked "moderately satisfactory," and 10 per cent checked the lowest rating.

The criterion, "the school lunch is securing the interest and participation of parents and other laymen in the planning of school affairs," was not fully understood by a few of the respondents. Ten of the total 210 questionnaires that were returned did not have this criterion checked. A few school officials indicated by penciled notes that there was some question about the meaning of the criterion. Fifteen per cent of all respondents rated their programs "highly satisfactory" for this criterion, while 64 per cent were rated "moderately satisfactory," and 16 per cent were checked "unsatisfactory." First-class

city schools rated 20 per cent of their programs "highly satisfactory," 67 per cent "moderately satisfactory," and 13 per cent "unsatisfactory." Ratings on this criterion for schools in second-class cities were 12 per cent "highly satisfactory," 68 per cent "moderately satisfactory," and 12 per cent "unsatisfactory." Sixteen per cent of the programs in third-class city schools were given the top rating, 63 per cent were marked "moderately satisfactory," and 17 per cent were given the lowest rating.

Ratings given to the criterion, "the school lunch has the wholehearted co-operation of the administration and the teaching staff," varied considerably according to schools in cities of the different classes of size. Only 27 per cent of the programs in first-class cities were given the top rating, while 68 per cent of those in second-class cities and 80 per cent of those in third-class cities received this rating. "Moderately satisfactory" was the rating given by 73 per cent of the respondents from first-class cities, by 27 per cent of those from second-class cities, and by 19 per cent of the respondents from third-class cities. Five per cent of the programs in second-class cities and .6 per cent of those in third-class cities were given the lowest rating. For all schools included in the study, 74 per cent were given the highest rating in meeting this criterion, while 25 per cent were marked

"moderately satisfactory," and 1.4 per cent were rated "unsatisfactory."

Fifty-two per cent of all school lunch programs studied replied "highly satisfactory" to the criterion, "the supervision of the school lunch program is placed in the hands of a well-trained person." Forty-three per cent checked this item "moderately satisfactory," and 1.4 per cent gave the lowest rating. Eight (3.8 per cent) schools made no reply to this item. Schools in first-class cities gave the highest rating for 67 per cent of the programs and "moderately satisfactory" for 20 per cent. Fifty-four per cent of the programs in second-class cities were given the highest rating for this criterion, while 41 per cent were marked "moderately satisfactory," and 5 per cent were placed in the lowest classification. Respondents from third-class city schools checked "highly satisfactory" for 50 per cent of the programs, "moderately satisfactory" for 45 per cent of the programs, and "unsatisfactory" for .6 per cent of the programs.

The criterion, "the administration of the school lunch is in line with sound principles of financing, accounting, auditing, and reporting," was given highest rating for 70 per cent of all schools included in the study. Twenty-six per cent of the programs were marked "moderately satisfactory," and 2.4 per cent were given

an "unsatisfactory" rating. Eighty per cent of the respondents from first-class city schools checked this item "highly satisfactory," while 20 per cent reported their programs to be "moderately satisfactory" in meeting this criterion. Responses from second-class city schools indicated that 78 per cent of these schools were thought to be meeting this criterion in a "highly satisfactory" manner. Seventeen per cent of the schools in this class were marked "moderately satisfactory," and 5 per cent were given the lowest rating. Sixty-eight per cent of the respondents from third-class city schools felt that their programs were meeting this criterion in a "highly satisfactory" way, while 29 per cent were marked "moderately satisfactory," and 2 per cent checked the "unsatisfactory" column.

Sixty-seven per cent of the lunch programs in the study were given top rating by school officials on the criterion that "the school lunch is the responsibility of the school agency as much as any other part of the school's program." Twenty-eight per cent of all schools were rated "moderately satisfactory" on this criterion, and 3.8 per cent were given the lowest rating. Four schools (2 per cent) did not check this item. Officials of schools in cities of the first class gave top rating to 47 per cent of their lunch programs, while this rating was given to

63 per cent of the programs in second-class cities and to 70 per cent of those in third-class cities. Forty per cent of the lunch programs in first-class cities were rated "moderately satisfactory," while 7 per cent were given the lowest rating. School officials in second-class cities marked 24 per cent of their programs "moderately satisfactory" and 10 per cent "unsatisfactory." Twenty-seven per cent of the school lunch programs in third-class cities were classified "moderately satisfactory," and 2 per cent were given the "unsatisfactory" rating.

Thirty-eight per cent of the respondents replied "highly satisfactory" to the criterion, "school lunch workers are employed in the same manner and on the same basis as other school personnel." Forty-three per cent of the responses were checked "moderately satisfactory," and 14.3 per cent were marked "unsatisfactory." Nine (4.3 per cent) schools left the blanks unchecked. Officials of first-class city schools rated 27 per cent of their programs "highly satisfactory," 40 per cent "moderately satisfactory," and 27 per cent "unsatisfactory." Forty-one per cent of the programs in second-class cities were given the top rating, while another 41 per cent checked their programs "moderately satisfactory." Officials of schools in this class rated 15 per cent of the programs as "unsatisfactory" for this criterion. Schools in cities of the

third class checked 38 per cent of their programs "highly satisfactory," 44 per cent "moderately satisfactory," and 13 per cent "unsatisfactory."

School officials were asked to rate their school lunch programs by the criterion, "school lunch administrators co-operate to the fullest extent with the state and Federal departments of the school lunch program." Eighty-eight per cent of all school lunch programs were given the top rating for this criterion, while 11 per cent were marked "moderately satisfactory," and only one (.5 per cent) was felt to be unsatisfactory. Highest ratings on this criterion were given to lunch programs in first-class cities with 93 per cent receiving the top rating, and 7 per cent being checked "moderately satisfactory." Eighty-eight per cent of the programs in both second and third-class cities were given the top rating. Lunch programs were rated "moderately satisfactory" in 10 per cent of the second-class city schools and in 12 per cent of the third-class city schools. Two per cent of the lunch programs in second-class city schools were given the lowest rating.

To the criterion that "school lunch administrators co-operate to the fullest extent with local, county, and state health officials for the best interests of children and youth," 82 per cent of all respondents checked the

top rating, while 16 per cent were marked "moderately satisfactory," and one (.5 per cent) program was given the "unsatisfactory" rating. Four (2 per cent) respondents made no reply to this criterion. Highest ratings were given for this criterion by school officials in second-class cities. Ninety per cent of the programs in city schools of the second class received the highest rating, while 10 per cent were rated "moderately satisfactory." Top rating was given to school lunch programs for this item by 80 per cent of school officials in both first and third-class cities. Twenty per cent of the respondents in first-class cities checked this criterion "moderately satisfactory," while 17 per cent from third-class cities were given this same rating. One (.5 per cent) school in a third-class city gave an "unsatisfactory" rating on this item.

Fifty-seven per cent of all respondents replied "highly satisfactory" to the criterion stating that "the sponsoring agency is providing physical facilities either equal or superior to other educational facilities." Thirty-five per cent of all respondents checked "moderately satisfactory," while 5 per cent indicated that their programs were "unsatisfactory" in this respect. The top rating was checked by 47 per cent of the respondents from first-class city schools, by 66 per cent of those from

second-class city schools, and by 56 per cent of the respondents from third-class city schools. Fifty-three per cent of the programs in first-class cities were rated "moderately satisfactory," while this same rating was given for 29 per cent of the programs in second-class cities and for 34 per cent of those in third-class cities. Five per cent of the programs in both second and third-class cities were marked "unsatisfactory."

CHAPTER IV

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

It was the purpose of this investigation to study school lunch programs in city schools of Kansas to reveal some of the more common administrative practices and to determine the degree of satisfaction with school lunch programs as measured by school administrators associated with them.

Summary. This study revealed that 51 per cent of the total enrollment of all schools studied participated in school lunch programs. The lowest rate of participation was in first-class city schools (35 per cent), while the highest rate was in third-class city schools (65 per cent). The average number of students served in each of the 250 eating centers was 139.

The school was the sponsoring agency for most school lunch programs, and the school administrator was most frequently the authorized representative. Officials responsible for the administration of school lunch programs seldom had written policies to guide them in their work with school lunch activities. Several administrators commented that written school lunch policies would certainly be of value to them in their administration of these services.

Teachers, more often than any other school worker, were responsible for supervising students during the lunch hour. In most of the remaining schools, this responsibility was shared by teachers and administrators.

More than half of the school lunch programs reported the employment of lunch room supervisors, and most others indicated that head cooks in their programs had similar responsibilities to those of supervisors. It was revealed by the study that less than one third of the school lunch supervisors were trained in home economics, although some respondents stated that their supervisors had considerable practical experience for their work.

The average number of students served for each full-time worker in lunch programs was fifty-nine. The average was slightly higher for lunch programs in second and third-class cities than for those in first-class cities.

School lunch supervisors were generally selected by the school administrator, however, the school board made the selections in many schools. The administrator and the school board shared this responsibility in about the same number of schools. Supervisors were generally directly responsible to the school administrator, but one fourth of them were directly responsible to the school board. Lunch room cooks, too, were most often directly responsible to the administrator. Less than one fourth looked first to

the school lunch supervisor as the first line of authority.

It was learned from the investigation that most school lunch programs do not have written contracts with school lunch workers. There were no noticeable differences in the per cent of school lunch workers with written contracts among the schools of the three classes.

Physical examinations were required for school lunch workers in nearly two thirds of the school lunch programs studied. Several school officials wrote comments stating that they felt physical examinations should be required by all programs.

Either part or all school lunch workers were required to attend summer school lunch workshops sponsored by the School Lunch Division of Kansas in all except a very few schools.

Many free services were being extended to lunch room workers in Kansas. Nearly all schools gave workers free lunches. More than one third of the programs provided pay for holidays, activity passes, and social security benefits. Other free services given to many of these workers were free physical examinations, sick leave, group insurance, free uniforms, and bus fares.

Janitor work in the lunch rooms was most often done by school custodians, although they were quite often as-

sisted by lunch room cooks. Only two schools reported the employment of regular school lunch janitors.

Less than half of the schools followed budgets in the operation of school lunch programs. More than three fourths of these programs required annual audits of school lunch records.

The study indicated that a large majority of lunch programs were entirely self-supported except for government commodities and cash reimbursements from the state. Sixteen per cent of the programs received financial assistance from sponsoring agencies.

Three fifths of the schools required that faculty members pay more for lunches than students. This practice was followed by one half of the first-class city schools and by three fifths of both second and third-class city schools. Additional amounts charged faculty members for lunches ranged from three cents to twenty cents, but five cents was most common. One third of the schools gave free lunches to some or all of their teachers for services performed in addition to regular classroom instruction. The most common services performed by these teachers were supervision of children in lunch rooms, hall and playground duties, collecting lunch money, serving lunches, clearing tables, keeping records, and others.

Lunch sales were most often made on a weekly basis,

although many schools made lunch sales both daily and weekly. Several sold lunches by the day, by the week, and by the month. A few schools sold lunches just about any way that seemed convenient to the student. Administrators and teacher, either separately or jointly, were responsible for collecting lunch money in two thirds of the schools. Administrators had less responsibility in this task in first-class city schools than in either second or third-class city schools.

It was revealed that in the keeping of lunch room records there was a decreasing responsibility on the part of school administrators as the size of the school systems increased. On the other hand, there was an increasing responsibility on the part of the secretary for this same work. This was partly due, no doubt, to better provision for clerical work among larger schools.

With very few exceptions, all food purchases were made on the open market. This same plan was followed in purchasing equipment by all but a few schools, who took bids on more expensive items. Foods were generally purchased from local retailers by most schools, however, the most common method of purchase in cities of the first class was to buy from any retailer and wholesaler.

Menus for lunch programs were planned in all but a very few cases by either the supervisor or by the super-

visor and cooks working together. School lunch supervisors in a few schools were also instructors in home economics.

It was quite apparent that schools were doing much to integrate the lunch programs with the educational programs. Respondents reported that instruction in proper table manners was given in a large majority of all schools. There was no wide variation in the percentages among the three classes of city schools. It was revealed, also, that approximately the same number of schools were giving instruction in the values of balanced diets. The number of lunch room services in which students participated was another indication of an attempt toward integration. Services performed by students, that indicated this attempt toward integration, were helping in the solution of lunch room problems, keeping records, planning menus, taking daily lunch counts, collecting money, and being hosts and hostesses in the lunch rooms.

Although the study shows that a majority of communities were kept informed about their lunch programs, there were many communities (25 per cent) in which no attempts were being made to acquaint parents and others about the services of school lunch programs. Lunch programs in first-class cities more often publicized the activities of their school lunch than did those in either second or third-class cities. Reports through the local

newspapers and school papers were the most common avenues of publicity. School bulletins, letters to parents, reports to the Parent-Teacher Association, and publication of menus were also used by many schools.

Third-class city schools more often invited parents to eat in the lunch room than did schools in either first or second-class cities. Policies about inviting parents to eat in the lunch room were many and varied. A few schools made parents welcome, whenever they wished to come, while in some schools, parents might come to observe, but they were not invited to eat. Several schools invited parents to eat in the lunch room, if they happened to be visiting school near lunch time. There was no one common policy among the schools studied.

Responses to the self-evaluation section of the questionnaire indicated that, in general, school officials in all three classes of city schools were equally satisfied that school lunch programs were quite satisfactory. For some items, however, there were considerable differences in the evaluations that were made. Criteria having to do with the place of the school lunch program in the school's educational program were given highest ratings by school officials in third-class cities, followed by those in second-class cities, then by those in first-class cities. There were some very noticeable exceptions to this line of

thinking in a few individual cases. It would appear that individual education outlooks may have had considerable influence upon the checking of these criteria.

Large differences were noted, too, in the evaluations given to the criterion having to do with the cooperation of administrators and teachers with the school lunch programs. Here again was a very noticeable decrease in the values of rating from third-class city schools to second-class city schools, then to first-class city schools.

On the whole, however, respondents indicated a great deal of interest and pride in their school lunch programs. Reports revealed that the majority of school officials felt that the school lunch very definitely rendered a fine service to children and youth. Many comments added to the returned questionnaires indicated that school officials gave a great deal of their time and efforts for the improvement of the school lunch programs. Several expressed a great deal of pride in their abilities to expand their programs, to reduce costs, to improve physical facilities, and to give students a part in the school lunch programs.

Conclusions. From the data gathered for this study, a few significant conclusions related to school lunch programs in Kansas may be presented.

1. Only a few school officials, responsible for

the administration of school lunch programs, have written policies to guide them in their work with lunch room activities.

2. Less than one third of school lunch supervisors are trained in home economics.

3. Most school lunch programs do not have written contracts with their employees.

4. Physical examinations are required for school lunch employees in a majority of the school lunch programs.

5. Most schools require part or all of their school lunch staff to attend summer school lunch workshops sponsored by the School Lunch Division in Kansas.

6. Many free services are extended to school lunch workers.

7. More than three fourths of the school lunch programs require annual audits of school lunch records.

8. With few exceptions, school lunch administrators purchase both foods and equipment on open market.

9. It is apparent that schools are doing much to integrate the lunch program with the educational program.

10. Not all schools are concerned with acquainting parents and others with the services of school lunch programs.

11. Joint responsibility in regard to management of school lunch employees is not always satisfactory.

12. In general, school officials in cities of first, second, and third classes are equally confident that school lunch programs are quite satisfactory.

Recommendations. Data presented in this study suggest a number of recommendations.

1. School administrators need to take the initiative in producing written school lunch policies for the guidance of those responsible for these programs.

2. Plans should be made whereby all school lunch supervisors may have at least a reasonable amount of training in home economics.

3. School administrators and school board members should see that all school lunch employees are working under written contracts.

4. Physical examinations should be required for all school lunch employees to safeguard the health of children, youth, and adults.

5. All schools should require at least one school lunch employee to attend summer school lunch workshops sponsored by the School Lunch Division in this state.

6. School lunch employees should be entitled to those free services enjoyed by other school workers.

7. Annual audits of school lunch records should be required by all school lunch programs, not only to

safeguard public funds, but also to protect the integrity of those responsible for records and funds.

8. School officials should investigate the possibility of reducing school lunch expenditures through careful budgeting and by accepting bids on purchases of foods and equipment.

9. School officials should integrate the school lunch program with the educational program, whenever such integration will likely result in better learning for students.

10. School administrators need to be more concerned about interpreting the school lunch program to the staff, the pupils, and the parents.

11. School boards should place both responsibility and authority for school lunch management upon their executive officers.

12. Many school administrators should carefully examine their individual policies of education to determine just what is the place of the school lunch program as related to the over-all educational program.

A review of available literature related to school lunch management practices reveals the need for two additional recommendations.

13. Because of the popularity and increased need for school lunch programs, school administrators should

prepare themselves for this additional responsibility.

14. A more effective training program in school lunch management should be adopted by colleges and universities.

It is fully realized that this investigation has by no means exhausted the possibilities for further study related to school lunch management. Further study is needed to determine more accurately the relationship of the school lunch program to the educational program. A careful study related to finances and records should be very worthwhile. A more detailed study of purchasing methods would be helpful to school administrators who are in charge of school lunch programs. Further study is needed to reveal the most satisfactory plans for interpreting school lunch activities to parents and others in the community.

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APPENDIXES

APPENDIX A

Letter and Questionnaire
Sent to School Officials

Haviland, Kansas

April 5, 1954

Dear Mr. _____:

A study of common practices in the administration and supervision of state-supervised public school lunch programs in Kansas is being made under the direction of the Department of Education, Fort Hays Kansas State College, with the approval of the Kansas State Department of Public Instruction.

The purpose of the attached information blank is to obtain information from individuals responsible for the administration of school lunch programs. It is anticipated that the data will serve as a basis to determine the effectiveness of school lunch programs in Kansas. The results of this study should be worthwhile to school administrators and others who are interested in school lunch services.

The information blank is designed in the form of a check sheet to minimize the time it will take for answering. Comments in the spaces provided, in the margins, or on attached sheets will be welcomed.

Your co-operation in completing the information blank and in returning it at your earliest convenience will be greatly appreciated. When the study has been completed, I shall be happy to supply you with a copy of the survey.

Sincerely yours,

C. DeLoss Hargadine

A STUDY OF COMMON PRACTICES IN THE ADMINISTRATION AND SUPERVISION OF STATE-SUPERVISED PUBLIC SCHOOL LUNCH PROGRAMS IN KANSAS

This information sheet is designed to gain information to be used in a research study under the direction of the Department of Education, Fort Hays Kansas State College, with the approval of the Kansas State Department of Public Instruction. The results of this information blank will be measured against criteria to evaluate the effectiveness of school lunch programs in operation in Kansas.

School Reporting _____ County _____

Person Reporting _____ Position _____

1. Total enrollment of schools participating in lunch program. _____
Average daily participation _____

2. Number of school lunch eating centers. _____

3. Check the sponsoring agency of your school lunch program.
 School Farm Bureau Social Club
 P.T.A. Civic Club Other _____

4. Does sponsoring agency have a lunchroom committee that assists in the administration and supervision of the program? Yes No

5. Check the authorized representative of the school lunch program.
 Board Member Supervisor PTA Leader
 Superintendent Secretary Club Leader
 H. S. Principal Teacher Other _____
 Elem. Principal Cook

6. Check those who plan the meals.
 Supervisor Teacher Club Leader
 Cook PTA Leader Other _____

7. Check those who keep the lunchroom records.
 School Board Teacher PTA Leader
 Superintendent Supervisor Club Leader
 H. S. Principal Secretary Other _____
 Elem. Principal

8. Check those directly responsible for supervising children while they eat.
 Superintendent Supervisor Parents
 H. S. Principal PTA Members. Students
 Elem. Principal Club Members Other _____
 Teacher

9. Give number of workers in each group.
 Lunchroom Supervisors Full-time workers
 Lunchroom Cooks Part-time workers
 Other _____

10. Check those responsible for selecting lunchroom supervisor.
- | | | |
|---|--|--------------------------------------|
| <input type="checkbox"/> School Board | <input type="checkbox"/> H. S. Principal | <input type="checkbox"/> PTA Leader |
| <input type="checkbox"/> Superintendent | <input type="checkbox"/> Elem. Principal | <input type="checkbox"/> Club Leader |
| <input type="checkbox"/> | <input type="checkbox"/> Other | <input type="checkbox"/> |
11. Is method of selecting supervisor satisfactory? Yes No
If "No", please explain. _____
12. Is lunchroom supervisor home economics trained? Yes No
13. Is supervisor a member of teaching faculty? Yes No
14. Check to whom lunchroom supervisor is directly responsible.
- | | | |
|--|--|--------------------------------------|
| <input type="checkbox"/> School Board | <input type="checkbox"/> Elem. Principal | <input type="checkbox"/> PTA Leader |
| <input type="checkbox"/> Superintendent | <input type="checkbox"/> Secretary | <input type="checkbox"/> Club Leader |
| <input type="checkbox"/> H. S. Principal | <input type="checkbox"/> Teacher | <input type="checkbox"/> Other |
15. Check to whom lunchroom cooks are directly responsible.
- | | | |
|--|--|--------------------------------------|
| <input type="checkbox"/> School Board | <input type="checkbox"/> Elem. Principal | <input type="checkbox"/> Teacher |
| <input type="checkbox"/> Superintendent | <input type="checkbox"/> Secretary | <input type="checkbox"/> PTA Leader |
| <input type="checkbox"/> H. S. Principal | <input type="checkbox"/> Supervisor | <input type="checkbox"/> Club Leader |
| <input type="checkbox"/> | <input type="checkbox"/> Other | <input type="checkbox"/> |
16. Are regular school lunch employees under contract? Yes No
If "Yes", please enclose copy of contract.
17. Are annual physical exams required of lunch workers? Yes No
18. Number of workers required to attend School Lunch Workshops.
- | | | |
|--------------------------------------|--------------------------------|--------------------------------|
| <input type="checkbox"/> Supervisors | <input type="checkbox"/> Cooks | <input type="checkbox"/> Other |
|--------------------------------------|--------------------------------|--------------------------------|
19. Check those responsible for janitorial services in lunchroom.
- | | | |
|--|-------------------------------------|-----------------------------------|
| <input type="checkbox"/> School Custodian | <input type="checkbox"/> Supervisor | <input type="checkbox"/> Students |
| <input type="checkbox"/> Lunchroom janitor | <input type="checkbox"/> Cooks | <input type="checkbox"/> Other |
20. Check services which school provides for school lunch employees.
- | | | |
|---|--|--|
| <input type="checkbox"/> Pay for holidays | <input type="checkbox"/> Group insurance | <input type="checkbox"/> Activity passes |
| <input type="checkbox"/> Sick leave | <input type="checkbox"/> Social Security | <input type="checkbox"/> Free uniforms |
| <input type="checkbox"/> Physical exams | <input type="checkbox"/> Free lunches | <input type="checkbox"/> Bus fare |
| <input type="checkbox"/> | <input type="checkbox"/> Other | <input type="checkbox"/> |
21. Does school lunch follow a budget? Yes No
22. Check how lunch sales are made.
- | | | |
|---------------------------------|--|--------------------------------------|
| <input type="checkbox"/> Daily | <input type="checkbox"/> Monthly | <input type="checkbox"/> By the year |
| <input type="checkbox"/> Weekly | <input type="checkbox"/> By the semester | <input type="checkbox"/> Other |
23. Checks who collects money for lunches.
- | | | |
|--|-------------------------------------|--------------------------------------|
| <input type="checkbox"/> Superintendent | <input type="checkbox"/> Supervisor | <input type="checkbox"/> PTA Leader |
| <input type="checkbox"/> H. S. Principal | <input type="checkbox"/> Secretary | <input type="checkbox"/> Club Leader |
| <input type="checkbox"/> Elem. Principal | <input type="checkbox"/> Teacher | <input type="checkbox"/> Other |

24. Do faculty members pay more for lunches than students? Yes ___ No ___
If "Yes", how much more? _____ cents daily.
25. Are faculty members given free lunches for supervisory services?
Yes ___ No ___ If "Yes", list services performed. _____
26. Check method of purchasing foods and equipment for lunch program.
Foods: _____ Equipment: _____
___ As needed on open market ___ As needed on open market
___ Bids taken on quantity orders ___ Bids taken
___ Other _____ ___ Other _____
27. Check from whom foods are purchased.
___ Local retailers ___ Retailers and wholesalers
___ Any retailer ___ Other _____
___ Wholesalers
28. Give approximate number of lunches served daily without pay, or at a reduced rate. _____
29. Is an annual audit of lunchroom records made? Yes ___ No ___
30. Does the sponsoring agent have written policies governing lunch operation? Yes ___ No ___ Please include written policies, if available.
31. Check the financial status of your school lunch program.
___ Entirely self-supported
___ Self-supported except for government commodities
___ Has financial assistance from sponsoring agency
Comments: _____
32. Are students taught proper table manners in lunchroom? Yes ___ No ___
33. Are students instructed in values of a balanced diet? Yes ___ No ___
34. Check services in which students participate.
___ Planning menus ___ Supervision ___ Solving lunchroom
___ Record-keeping ___ Helping in problems
___ Serving ___ kitchen ___ Other _____
___ Other _____
35. Is your community kept informed about lunch program? Yes ___ No ___
If "Yes", explain how reported. _____
36. Are parents invited to eat in the lunchroom? Yes ___ No ___
If "Yes", state policy. _____

Below is a list of criteria for evaluating school lunch programs. Using your most honest judgment, check each criterion to indicate your rating of the school lunch program in your school system.

	Highly Satisfactory	Moderately Satisfactory	Unsatisfactory
1. The school lunch is a necessary and desirable part of the educational program.			
2. The school lunch is promoting the teaching of good food habits.			
3. The school lunch serves nutritious, appetizing food in a pleasing manner at a price which the children can pay and which at the same time meets the costs of operation.			
4. The school lunch is raising the levels of physical and mental health through the provision of a well-balanced diet.			
5. Lunchroom problems are integrated into the teaching tasks of the school as a whole.			
6. The school lunch is securing the interest and participation of parents and other laymen in the planning of school affairs.			
7. The school lunch has the wholehearted co-operation of the administration and the teaching staff.			
8. The supervision of the school lunch is placed in the hands of a well-trained person.			
9. The administration of the school lunch is in line with sound principles of financing, accounting, auditing, and reporting.			
10. The school lunch is the responsibility of the school agency as much as any other part of the school's program.			
11. School lunch workers are employed in the same manner and on the same basis as other school personnel.			
12. School lunch administrators co-operate to the fullest extent with the state and federal departments of the school lunch program.			
13. School lunch administrators co-operate to the fullest extent with local, county, and state health officials for the best interests of children and youth.			
14. The sponsoring agency is providing physical facilities either equal or superior to other educational facilities.			

Follow-up Card Used to Remind Those Who
Did Not Return Questionnaires Promptly

Haviland, Kansas
April 19, 1954

Dear Mr. _____:

Please accept my appreciation for the attention you have given to the check sheet mailed to you recently. To make a worthwhile study of the common practices of administration of school lunch programs in Kansas, I need the data from each school system contacted.

If you have not completed the information blank, please do so at your very earliest convenience and mail it to me in the envelope which was furnished and ready for mailing.

Sincerely yours,

C. DeLoss Hargadine

Appendix B

School Lunch Policy Form

LUNCH ROOM POLICIES

GENERAL POLICY: The Board of Education of the _____ City Schools herewith adopt the following general policy concerning the school lunch programs within their system. That the Board shall endeavor to provide or rather make available hot lunches for the children in all the schools. Furthermore, that the lunch program shall be so administered that it will conform with the requirements of the School Lunch Division of the State Department of Education.

1. For the current school year that the school lunch program will be continued 'status quo.'
2. Commencing with the school term 1954-55 that the 'authorized representative' on any school lunch application shall be the administrator of the building in which the project is located.
3. Forms FP-6 & 517 should be filed monthly in the office of the Superintendent along with a summarization report for each month.
 - (a) When all reports are in, bills for the month, deposit slips, etc. will likewise be filed so that they may be open to inspection by the Board of Education currently or at the following Board meeting.
 - (b) Within ten days of the closing of school, all financial records are to be filed in the Superintendent's office to be audited by the Lunch Room Committee of the Board of Education.
4. If there is to be more than one lunch project, a head cook will be designated for each project. Should there be a unified program, then a supervisor will be employed.
 - (a) Each project is a department within the school where it is located and the employees thereof under the supervision of the building administrator and directly under the general supervision of the Superintendent.
 - (b) All employees on lunch room projects to be employed in the same manner as that of other school employees.
5. The Board of Education will promulgate a definite policy to be followed by the head cook in regard to purchases of meats and groceries.
 - (a) Milk and bread contracts to be made by the Board at August meeting. All interested concerns to file their propositions relative to same in the office of the Superintendent, previous to August 1st. Contracts to be for a term of one year.
 - (b) Other supplies and equipment to be requisitioned through the Superintendent's office.
6. Any matters not herewith covered by a specific policy should be referred to the Board of Education office for further action or decision.

Appendix C
Contract Forms

Position: CAFETERIA COOK

Office of the Superintendent

Public Schools
_____, Kansas
_____ 195_____

Dear _____:

At the _____ Board of Education meeting, you were offered the position of _____ for a period of 9 months on a week to week basis, at the weekly rate of \$_____ for the _____ school year.

The signature of your name on the first line at the lower left portion of the contract signifies that you accept the offered contract as extended by the _____, Kansas, Board of Education.

With the kindest of personal regards, I remain

Very sincerely yours,

Superintendent of Schools

School Lunch Employee

Clerk, Board of Education

President, Board of Education

CONTRACT

HOT LUNCH COOK

Contract for the year of _____, 19____, to _____, 19____.

Salary: \$_____, annually, to be paid in _____
monthly payments.

General Contents of Agreement:

Assignment: Cook for the Hot Lunch Program of
District No. _____, _____, Kansas, and
such other duties as may be found necessary.

In Witness whereof, we have hereunto subscribed our names
this _____ day of _____, 19____.

The Board of Education

Hot Lunch Cook

Director_____
Cook_____
Clerk_____
Address_____
Treasurer

CONTRACT
SCHOOL LUNCH EMPLOYEE

It is hereby agreed, by and between the School Board Members of _____ Public Schools, _____ County, State of Kansas, and _____, who is entering this agreement to work in the position of School Lunch Supervisor for the school year of _____, as follows:

The employee shall be under the direct supervision of the Principal of the School, who is the executive officer and official representative of the School Board. His requests and directions, therefore, have the weight and force they would have, if they came from the Board directly, and he is the proper medium of approach and communication between the two parties of this contract.

The employee shall receive a salary of \$_____ per day, payable on the last school day of each calendar month.

Improper conduct or failure to obey the rules and regulations so prescribed by the Principal of the school may be sufficient reason to terminate this contract by officers of _____ Public Schools, and thereby, they would not be liable for the continuation of the salary stated herein except for actual days of service already performed.

The lawful deductions from the salary shall be made.

Said employee shall present to the school at the opening of the school term a statement from a qualified physician showing the employee to be in satisfactory health for work in the school lunch room. Such examination shall include a chest X-ray. The school will pay the costs of the physical examination.

In witness hereof we subscribe our names this _____ day of _____, 195__.

Director of Board

Clerk of Board

Employee

Treasurer of Board