

*Accelerated  
Adult Training Program*

*For*

THE QUANTITY  
FOOD SERVICE  
INDUSTRIES

INSTRUCTOR'S  
GUIDE

University  
of Missouri  
Extension Division  
C-775  
2/63/.5M

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## THE QUANTITY FOOD SERVICE INDUSTRIES

# INSTRUCTOR'S GUIDE

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## INTRODUCTION

It is the purpose of this manual to provide instructors in the quantity food service field with information to be used as a guide in the preparation and presentation of instruction at adult level in vocational subjects connected with the field.

While the principles, methods and techniques presented will be illustrated by references to concrete experiences encountered in the production and field testing of a course entitled: "A Basic Course in Quantity Food Preparation", they are of such general application as to be useful as a frame of reference in the preparation and presentation of other adult vocational courses in this field.

You will find that the manual differs in many respects from one which might be proposed for similar instruction at Trade and Vocational School or College level. Such differences are caused by the different characteristics of the population each is intended to serve. Such differences are particularly apparent in the objectives of the learner and in the most effective means of presenting instructional material to meet these objectives.

The courses of instruction contemplated by this manual have as their objectives:

1. To impart basic principles relating to food, its preparation and service, the safety and sanitation factors in handling it, and the basic factors of management in organization, planning and control which result in profitable quantity food service operation.

2. To present this instruction in a form which will be most useful to the adult learner in his occupation immediately.

3. To build a solid foundation for progressive training which can be pursued by the learner to the limits of individual ambition and abilities through a series of courses made available to him as his need for their content becomes apparent to him in his work experience. Such courses to lead successively through basic, advanced, supervisory and managerial levels.

4. To provide flexibility not only to permit the instructor to fit the presentation to his own personality, the time and facilities available, and the particular subject matter of the individual course, but also to the varying experience levels of the learners. Thus, the principles contained in the manual may be adopted readily to such learning situations as:

- a. Indoctrination of new workers or workers changing from other fields to avoid the frustrations incident to entry into a new field and to provide a sound basis for their more rapid assimilation and progress in the food service field.

- b. The provision of progress training for promising unskilled workers presently employed in the food service field for advancement into the ranks of the skilled, and skilled workers into supervisory or managerial ranks.

- c. The re-training of present skilled or semi-skilled workers, whose "skills" are based upon "learning through absorption", and whose understanding and creativeness are therefore limited by a lack of knowledge of the prin-



ciples represented in or underlying their work, thus permitting creative expansion and development of the individual.

## Need for this Manual

The social factors of ever increasing urbanization, increasing population, the increasing number of women employed in industry, the growing scarcity and increasing cost of domestic servants, and the "emancipation" of the American housewife from the "drudgery" of household tasks, prestige a still greater increase in public food service in the future.

Both this growth and its extent have adequate statistical foundations for prediction. In the restaurant field alone, dollar volume of sales has increased more than 500 percent since 1930 and more than 400 percent since 1940. From this rate of growth, it was estimated that, while the American public in 1956 spent approximately 16 billion dollars a year for food eaten away from home, it would spend in excess of 20 billion dollars annually for such food by 1960.<sup>1</sup>

This rate of growth is, however, handicapped by the scarcity of adequately trained food service personnel in all categories. The nature and extent of this shortage in the critical categories of cooks and bakers is presented forcefully in a study conducted by the Statler Foundation for the American Hotel Association.<sup>2</sup>

In brief, this report presents a picture of decreasing, rather than increasing numbers of trained personnel available for this growing field. In examining the causes for this phenomenon, it lists four major factors:

1. The tradition that culinary personnel must be European trained to meet the high standards of food production and service demanded by American hotel patrons.
2. The failure of the vocation of quantity food production to attain the social stature in the development of American culture which, with respect to the social recognition of the culinary personnel, it has long enjoyed in Europe.
3. Managerial factors in the form of poor working conditions, excessively long hours, and failure to determine and fulfill the basic desires and personality needs of workers.
4. Lack of a systematic program of training and the development of standards by means of which the qualifications of workers can be appraised.

The tradition of European training has persevered largely because of the failure of the quantity food service

industry in America to provide an acceptable alternative. To understand why such a condition exists we must consider two factors. First, that up until recent years there was no incentive for American industry to establish such training programs. The supply of trained cooks, waiters, stewards, bakers and maitres d'hotel received from Europe was adequate for the needs of the industry. In fact, at times the supply outstripped the demand and actually depressed both the standing of the trade and its rates of compensation. Within recent years, however, this situation has been reversed. The incentive formerly present to immigrate to America has been reduced; first, by legal restrictions upon immigration; second, by the tremendously accelerated growth of the food service industry which outstripped the supply available; and third, by improvement in the standard of living in the European countries from which our culinary personnel were drawn. We no longer provide the wide margin of opportunity over that existing in the native lands of the prospective immigrants.

The second factor correlates closely with the factors of the social status of the trade and the lack of managerial appreciation and foresight mentioned in the Statler report.

The contrast between European and American tradition is particularly marked in the case of male culinary personnel. With the establishment of fine hotels and restaurants in Europe and their subsequent growth and prosperity, culinary personnel of high caliber and recognized attainment were drawn from the service of the nobility by the better opportunities and pay which could be offered by commercial enterprises. These personnel carried with them the traditions of fine service, distinctiveness, creativeness and artistry developed in the kitchens of the nobility they formerly served. Further, their positions of authority and trust in the noble households provided them with an established social status which carried over into the commercial enterprise. Nor was official recognition of achievement in the culinary field lacking, such decorations as the French Legion of Honor and similar awards carrying social distinction have often been bestowed upon distinguished chefs for professional achievement. There is no record of the American Legion of Merit or any remotely similar recognition being granted an American cook for culinary achievement.

Let us examine the antecedents of the American cook. "Educate all Southern whites, employ them not as *cooks, lacqueys*, plowmen and menials, but as independent freemen should be employed, and let the negroes be strictly tied down to such callings as are *unbecoming white men . . .*", so wrote George Fitzhugh in 1854.<sup>3</sup>

<sup>1</sup>*Career Opportunities in the Food Service Industry* (Pittsburgh: H. J. Heinz Co. for the National Restaurant Association, 1956).

<sup>2</sup>*A Research Study to Improve the Supply of Cooks and Bakers for the Benefit of the Hotel Industry* (New York: The Statler Foundation, 1955).

<sup>3</sup>George Fitzhugh, *Sociology for the South* (Richmond, Va.: A. Morris, Publisher, 1854, p. 144. (Italics by the writer).



Thus, the vocation of cooking and the service of food became associated with menialty, as an occupation fit only for slaves. Nor was the situation much better in the North, where even distinguished chefs immigrating from Europe were classed with the great influx of immigrant laborers in social status.

While the culinary occupation, in this respect, fared no worse in social status than did many other occupations which require both mental ability and manual skill, these antecedents relegated it to the limbo of the so-called "blue-collar", or manual labor class. Toward this class the average American, with a fervor amounting almost to an obsession, clings to a class consciousness which places an inordinantly high social value on the "white-collar" job. That this opprobrium continues to exist in the minds of Americans today, even though much of our blue-collar labor surpasses a large segment of the white-collar class both in income and standard of living, is well stated by Carl Huhndorff, Director of Research for the Machinist's Union: "The American people have developed a curious complex about blue collars and white collars. We are proud that the son of a factory hand does not necessarily have to be a factory hand himself if he has the mental and emotional equipment to become a doctor, a lawyer or an engineer. But we have made a fetish of the white collar. We have developed the kind of snobbery that admires a \$75-a-week bookkeeper and looks down on a \$150-a-week tool and die maker—simply because the latter gets his hands dirty."<sup>4</sup>

An understanding both of the historical background from which this peculiarly American fetish has developed and the extremely illogical and detrimental consequences to which it has led is important to us as adult educators in the motivation of learners in the food service industries and in the methods and techniques we will utilize in training.

Former Secretary of Labor James P. Mitchell, in commenting on this fetish, says: "College officials across the country have told me their classrooms are crowded with young men and women who do not want to be or should not be there. Pushed by parents who want their children to be college graduates, many of these reluctant scholars yawn their way through school. Frequently all they get from their four years is a white-collar career, doing work for which they are not at all fitted. Though every youngster who has the ability and desire should have the opportunity for a college education, the others should be given alternatives. We must offer our youngsters a social atmosphere in which they can pass up college and a white collar career without loss of social status."<sup>5</sup>

<sup>4</sup>James P. Mitchell, "Help Wanted: Skilled Blue-Collar Workers", *Reader's Digest*, July, 1958, pp. 124-130.

<sup>5</sup>*Ibid.*, p. 126.

The program of adult food service education and training outlined in this manual offers the "alternatives" recommended by Secretary Mitchell. To make them effective in producing contented, well adjusted, inspired and progressive food service employees, we must eliminate the "white-collar fetish" from the beliefs of our learners by exposing its illogical and unsound roots. We must substitute in its place a motivation of the true worth to the individual, his community and humanity of the preparation and service of good, wholesome, healthful and attractive food. A pride in artistry, a striving for perfection, a creativeness which leads to satisfaction in self-expression, are greatly to be preferred over the humdrum, unexciting and often frustrating monotony of the vast majority of the so-called "white-collar" jobs.

The factor of management indifference, resulting in poor working conditions and the lack of sound personnel policies which recognize the true basic needs, aspirations and desires of the worker has been a corollary of the concept of the menialty of the vocation. Formerly it was perpetuated by a plentiful supply of cheap labor, which no longer exists, and by the general acceptance of the American version of the economic doctrine of "laissez faire". The great changes in attitude toward labor in general, as well as labor's increasing economic and legal power, are rapidly changing this outlook. The quantity food service industries, through the Educational Departments of their national associations are making valiant and effective efforts to bring this factor home to management in their respective fields. Schools of Hotel, Restaurant and Institutional Management emphasize enlightened personnel policy in their courses. The physical factors of long, hard hours of work under the conditions of hot, humid kitchens, an almost constant standing position, and confinement to a cramped and closely circumscribed work area are being alleviated in the newer and more progressive establishments.

Management is learning the value of giving the worker an opportunity to participate in the planning of the operation—of feeling that he is a recognized and appreciated member of a skilled team, performing a highly useful community function. With such enlightened personnel policies, much of the proverbial "temperment" attributed to cooks, their general reputation for intemperance and irresponsibility, and their short tenure of employment and tendency to "float" can be expected to disappear.

To make such participation by the worker either possible or practical, however, the worker must have a knowledge and understanding of his vocation far exceeding that required of him under the old order.



The traditional American system of promotion to the skilled categories from the unskilled without formal training other than what the worker has been able to learn by absorption, must give way to a planned and progressive system of training. For, in order to make proper decisions in his new role as a participating member of the team, the worker must know not only how to perform his work, but also why. Knowledge of the principles and fundamental processes which underlie his action is necessary to enable him to progress, develop and improve on what has been done in the past.

Management has also wakened to the high cost involved in the hit-or-miss, trial-and-error method of training. Customers lost through poorly prepared food, the waste of time and energy incurred by both skilled employees and novices under such inefficient training methods, and the increased labor turnover caused by pure frustration and inability to adjust on the part of an individual, would astound many employers if it could be computed accurately. It is safe, indeed, to say that such cost far exceeds that of the adult vocational education program to be presented in this manual.

Nor is our present educational organization set up to handle this training problem effectively. In approaching a solution to it, we must be realistic. Our schools reflect the desires and aspirations of the community. The fetish of the "white-collar" is, therefore, paramount in their philosophy. Where, in our educational system, do we find a school for cooks, for waitresses, for stewards, for cashiers, for counter sales people, or the many other specialized jobs in the modern food service establishment? The courses in our schools are entitled *Restaurant Management*, *Hotel Management*, *Institutional Management*—always *Management*—the white-collar job to meet the community fetish.

If the entitlement of the courses offered were only an obeisance to the fetish, we might expect more practical training. However, the fetish is carried into the curriculum and from it into the classroom. Students are indoctrinated that the cooking courses they take are *not* for the purpose of making them chefs, that the house-keeping courses are *not* for the purpose of making them maids, floor inspectresses or housekeepers, that the accounting courses are *not* to make them bookkeepers or night auditors, but that they are being given the "high points" of these very necessary functions in order that, as managers, they will have enough knowledge of the respective functions to "supervise" intelligently.

While this philosophy of education may bear excellent fruit for those students who have the mental and emotional make-up for management, it leaves the student who lacks these properties and whose attainment will be limited by this lack with a mass of superficial generalities which, because of his inability to utilize, are frustrating.

To this type of individual, school gives neither a profession nor a trade.

Realistically, most of the individuals who enter the food service industry do so through the "back door"—and through necessity rather than choice. Our concern in the adult vocational program is to provide such individuals with the training they need, in the specific field in which they are working, and as they need and are capable of absorbing it.

## POSSIBLE SOLUTIONS

Having recognized the existence of a training need and the reasons for it, let us examine possible solutions. For ease in discussion, we will classify possible training programs into those which are pre-vocational, or which are accomplished before the trainee assumes full responsibility for his maintenance from the vocation in which he is training, and post-vocational, which are accomplished while the trainee is earning his full maintenance in his vocation.

### Pre-Vocational Training

*A. Apprenticeship Training.* We noted that the first cause for a shortage of cooks and bakers in America was the tradition requiring European training. Such training, again traditionally, is provided in Europe under the apprenticeship system. In this system of training, children are "bound out" to a master craftsman. In return for their labor in the craftsman's establishment, the Master contracts to teach the apprentice his trade within a given period, usually provides maintenance during this period, and sometimes a small stipend. Often, particularly, where the reputation of the Master is impressive, there is not only no stipend, but the apprentice or his family actually pay a fee equivalent to tuition for his services in teaching.

The training is long and hard. This is to be expected, since the primary objective of the Master is his own profit in his business. The apprentice encounters excessive time spent in "drill" on routine assignments requiring little skill and of little value in the learning process. As he progresses, he comes in contact with the principles which form the basis of his training only as the need for their employment arises in the work of the master. Thus it may be months or even years before he has encountered all the principles of cooking which enable him to strike out on his own as a journeyman cook.

The European system does, however, offer advantages. The Master has a contractual obligation to teach the apprentice his trade which is recognized both morally and legally. Even the time consuming repetition of pro-



cesses tends to build skill. Also, the learner derives a distinct advantage from his personal association with a well-known Master and carries with him an aura of the Master's prestige. Conversely, the Master is jealous of his prestige and tends to make certain that his apprentices will reflect credit on him when released.

The system is largely inapplicable in the United States because of two factors: first, the failure of the public to recognize the occupation of quantity food service as an artistic profession, hence to grant that prestige to a Master which would make the long period of apprenticeship worthwhile; and second, the disinclination of American youth to submit to the discipline and rigors of such an apprenticeship when shorter and more efficient training methods are available.

Unions have endeavored to set up apprenticeships as a prerequisite to union membership in a number of crafts in America. However, these apprenticeships are often used as a means of limiting union membership in order to preserve pay scales through an economy of scarcity rather than as positive training measures. So flagrant have been the abuses of the apprenticeship system in this respect that many states now require a formal apprenticeship contract, providing a definite period, an increasing scale of remuneration as training progresses, adherence to minimum standards in a definite program which includes theoretical as well as practical instruction, and adequate supervision to insure that standards are met in both instruction and learning.<sup>6</sup>

In such cases, the formal contractual obligation between Master and apprentice represents the chief difference between apprenticeship and the next method which we will discuss.

**B. On-the-Job Training.** This training method presumes that novices are introduced to a trade or craft through a carefully planned, well-organized and adequately supervised system of progressive training while the learner is actually employed in the trade or craft. It differs from apprenticeship in the replacement of the personal relationship between Master and apprentice by an impersonal but organized and progressive program of instruction. There is seldom a fixed time factor, the learner being permitted to progress as fast as his individual capabilities allow.

In theory, such a system appears to offer many advantages in the speed and thoroughness with which learning can progress, as well as in its practicability and economy. In practice, however, it offers many of the disadvantages of the apprenticeship system in the limitation of learning situations to those encountered in the normal course of business. The smooth flow of production, rather than the training of the individual, is the

<sup>6</sup> Donald E. Lundberg, *Personnel Management in Hotels and Restaurants* (Dubuque, Iowa: Wm. C. Brown Co., 1955), pp. 116-125.

principal interest of the instructor. Also, few establishments employ trained teachers in their training programs. The instructional function is usually delegated to trained workers or supervisors whose ability to pass on their knowledge to the learner is handicapped not only by a lack of knowledge of training principles but also by the primary concentration of interest on their own jobs in the production process rather than upon the instruction of the novice.

Instruction tends to stress the importance of following the detailed processes provided by the individual employer such as standardized recipes, plate set-ups and garnitures, or methods of service, rather than the principles upon which such procedures are based. In consequence, the learner hesitates to experiment to improve products or processes since he is uncertain about details which can be varied without disaster to the process or product as a whole. He becomes set in a groove from which he is fearful of deviating. Creativeness and its corollary of self-fulfillment are suppressed. He ceases to be a learner and becomes a frustrated automaton.

This method has important advantages for the employer in insuring adherence to machine-like standards, since employees fear to depart from established procedures without understanding the principles on which such procedures are based. It is highly questionable, however, if the gain in precision and uniformity is compensated for by the loss of individual initiative toward improvement and the frustration which the worker feels at being simply a cog in a machine.

Thus, "on-the-job training" all too often degenerates into simple "learning by absorption", with the costly disadvantages of such a system which we have previously discussed. To prevent it from doing so requires constant management interest and supervision, as well as special training for the instructional personnel. Where such requirements are recognized and provision is made to provide for them, on-the-job training has been highly effective. It is, however, expensive if properly conducted in the time required from other duties on the part of skilled or supervisory personnel.

**C. Schools.** Schools offer the most efficient method of prevocational training. Their purpose is to impart knowledge to the learner. They are not distracted from the objective by the requirements of production or business. The primary job of the instructor is to instruct, rather than to keep a production line moving, and of the learner to learn rather than to earn.

The school can stress principles rather than process procedure; motivate to learning through an urge for creativeness and self-expression, and present an entire field in perspective impossible where production require-



ments are an essential element which must be considered.

Training is accomplished through instructors specially trained in presenting the subject matter most efficiently to learners with the sole objective of learning as much and as fast as possible.

Schools, however, have several disadvantages. First, they require a considerable investment in buildings and non-productive equipment. Second, they require the continuing expense of maintaining a teaching and administrative staff. Third, operational and supply expense is high, since the products produced by learners in the course of instruction are not generally saleable in the ordinary channels of trade. Fourth, they are economically justifiable only in communities where the personnel which they train can be absorbed continuously by the industry for which such training prepares, and in numbers which justify the maintenance of the training facilities and staff. This provision alone limits such schools in the quantity food service field to large metropolitan areas capable of absorbing their graduates.

Also, the white-collar fetish previously discussed, plus a tendency on the part of educators to shunt to the trade and vocational schools pupils who fail to show satisfactory progress in academic high schools has, within recent years, brought the vocational school into such disfavor with the public that the decreasing enrollment in these schools is a major item of educational concern.

A further factor which mitigates against the trade and vocational high school as a source of supply for trained food service personnel, is the legal provision in some states and areas against the employment of minors in establishments where alcoholic beverages are served. Since the average graduate from the technical or vocational high school lacks at least several years of attaining his majority, graduates of courses in the food service field would be confined to employment only in hospitals, industrial food service, schools, and establishments not serving liquor. Such establishments, in general, do not offer the range of experience and opportunity for advancement and remuneration provided by the commercial operations. Job opportunities in such establishments are limited in number. They cannot absorb the output of schools capable of supplying all industry needs pending the attainment of majority by graduates.

In large metropolitan areas which can justify economically the establishment and maintenance of such vocational schools at high school or junior college levels through the ability of local industry to absorb graduates as they are produced, these schools probably offer the most efficient source of trained personnel. They are also

of benefit to the entire food service industry since a portion of their graduates can be expected to migrate to areas which cannot support schools of this type. However, their impact on areas outside the immediate metropolitan areas in which they are located cannot be expected to fulfill the requirements of the nation as a whole. Even in highly industrialized America, areas of sufficient size to support such schools are few.

Schools of this type, sponsored jointly by local trade associations in the quantity food service field and by organized labor in the area are in successful operation in New York, San Francisco, and possibly other large centers of population.<sup>7</sup> The need still exists, however, for training facilities to meet the requirements of the less populous areas and communities which comprise the greater part of the United States.

## Post-Vocational Training

We define post-vocational training for the purpose of this manual as the further training of adults presently engaged in a vocation for the improvement of their performance and their individual progress, both economically and in personal fulfillment and satisfaction.

We further define an "adult" as an individual above the age at which compulsory school attendance is required legally, who has terminated his formal schooling and who has the responsibility at least for self maintenance.

Since responsibility for maintenance is a key to our definition of an adult, it follows that any training activity on his part must be:

1. Voluntary
2. In addition to his major responsibility of making a living.

Post-vocational training, therefore, falls distinctly within the defined province of Adult or Continuing Education.

While certain forms of on-the-job training which supply complete maintenance during the learning process may be considered to fall within this category, we have included discussion of that type of training under the pre-vocational classification; first, in order to show its relationship to the apprenticeship type and second, because it may, and normally does, imply remuneration at a sub-maintenance level, particularly in its initial phases.

*A. Vocational Short Courses.* Vocational short courses are available in many industries, including the food service industry, for the improvement of techniques

<sup>7</sup>Hilda L. Watson, "How to Set Up a Cook's School", *Hotel Management*, January, 1958, pp. 47, 76, 80.



and skills of those engaged in the vocation.

Such courses are provided from many sources. They may be sponsored by a local trade association, a union, or a food, equipment or utility purveyor in relation to the more efficient utilization of his product or service. They may also be conducted by public or private schools, with widely varying curriculums and objectives.<sup>8,9</sup> In general, they presuppose a background of vocational experience. They fail to meet the needs of the beginner who must rely upon his present job for a living.

#### ***B. The Accelerated Adult Training Program.***

This program contemplates supplementing the learner's work experience in his vocation with voluntarily attended courses of instruction, planned and organized at adult level specifically to meet the individual's needs.

Through this program the advantages of school instruction are made available to the adult worker in a form in which they can be applied readily and immediately to the worker's advantage in his daily occupation.

Instruction is confined largely to fundamental principles and practical exercises in their application, the "drill" or repetitious phase in the development of skill being left to the learner's daily work.

Subject matter for such courses is cut to the minimum needed for efficient operation at the level next above the worker's station. Advanced work is reserved for advanced courses when the worker has demonstrated proficiency at the level for which he is trained.

It is the development of the Accelerated Adult Training Program with which this manual is concerned. Its broad conception, its value bases, its organization, administration, the procurement and utilization of facilities, supplies and instructor personnel, and details of its operation are discussed herein.

In fulfilling the objectives outlined, only broad outlines applicable to any course for which local industry may determine a need can be supplied in this manual. The principles utilized will, however, be illustrated with examples from an initial course, "A Basic Course in Quantity Food Preparation", which has been prepared and tested successfully.

## **THE ACCELERATED ADULT PLAN**

To meet the requirements of those localities which need trained quantity food service personnel but which

<sup>8</sup>Mrs. Frances Roth, "The Answer to 'How Can We Get Better Cooks?'," *Hotel Monthly*, April, 1958, pp. 27-28.

<sup>9</sup>*Announcement of Summer Courses*, School of Hotel Administration, Cornell University, Ithaca, N.Y., 1958.

cannot justify economically the maintenance of permanent and continuously operating school facilities, the Accelerated Adult Plan was initiated.

It is based on the more efficient use of public school facilities already in existence in the School Lunch Program installations which are present in every community large enough to support even a part-time training center for quantity food service personnel.

These School Lunch Program installations are well equipped for practically all phases of quantity food service personnel training. They are generally used, as their name implies, for only one meal a day—the school lunch. They are, or logically should be, available, therefore, for such instruction in the late afternoon and evening hours which provide the best time for adult educational activities. Since they are publicly owned, their additional use for educational purposes increases the efficiency of utilization of the tax money which provided them. In segregated areas, such facilities are already provided for white and colored schools alike. They do not have to be justified economically, as their primary use in the School Lunch Program is recognized as the justification for their existence. They do not, therefore, have to operate continuously for training purposes, as any additional use for educational purposes is an additional dividend on the tax payer's dollar.

Nor does the possibility of the participation of the School Lunch Program in this additional community service end with the use of its physical facilities. School Lunch Program Supervisors and many School Lunch Managers are well trained and efficient quantity food service operators in their own field. In addition, many of them are trained and certified teachers. With very little additional training in the requirements of related fields and guidance in preparing courses applicable to them, they can supplement their incomes by teaching quantity food service training courses under the Accelerated Adult Plan in conjunction with the State, County or local Adult and Vocational Education Program—with their own, familiar installations for classrooms and laboratories!

Such instructors are, again, already economically justified by their primary duties. They benefit from the Accelerated Adult Program through increasing their incomes from Adult and Vocational Education funds by teaching training courses on an "as needed" basis.

### **Provisions for Local Industry Control**

The local food service industry is the best judge of



the need for courses to be presented under the Accelerated Adult Plan.

The first logical step in organization to implement this Plan is the organization of a local "Food Service Industry Career Guidance Council", composed of representatives from all branches of the quantity food service industry; restaurants, hotels, hospitals, the school lunch program, industrial food service and institutions. The County Supervisor of Adult and Vocational Education, or similar representative of the school system, should be a permanent member of this Council. Functions of the Council would include:

1. **Labor Market Survey.** A continuing study of the supply of food service employees available, with respect to the need for, subject matter, and timing of courses of instruction to be operated under the Accelerated Adult Plan. This survey would prevent both over and short supply of such personnel.

2. **Liaison with the School System.** Conducted through the Adult and Vocational County Supervisor, who would secure the availability of competent and acceptable local teachers, arrange for their compensation for conducting needed courses, arrange for the use of the educational facilities needed, and act as the Council's liaison with the State, County and local educational officials.

3. **Operate a Planned and Continuous "Career Guidance" and Food Service Industries Recruitment Program.** This program would be designed to reach young people—and their parents—at the most formative stages, from junior high school on, with a planned campaign to combat the "blue collar fetish" with respect to careers in the quantity food service field; to interest promising young people in careers in the field; to hold their interest through stimulating industry contacts, and to recruit them into the industry through proper training procedures upon termination of their formal schooling.

4. **Operation of a Planned and Continuous Program of "Continuing Education" at All Levels.** This program would include recruitment and arrangement with the Adult and Vocational Supervisor for courses at progressively higher levels to supplement basic courses as learner's experience developed needs. The implementation of this progressive training is an essential to an effective "Career Guidance" operation.

5. **Liaison with Allied Trades to Secure Instructional Materials and Supplies for Courses as Donations, or at Minimum Cost.**

6. **Liaison with the Food Service Industry.** To determine need for, timing and students for progressive courses from among food service employees, and to secure financing for expenses not a part of the Adult and Vocational Education program.

7. **Maintenance of Individual Records of Trainees to Assist** in their Employment and Progress. An essential element for the recruitment of desirable personnel.

The responsibilities of participants in the Accelerated Adult Plan must be clearly delineated.

Since school property, facilities and personnel are to be utilized in presenting courses under the Plan, administration must stem from the school system. The Supervisor of Adult and Vocational Education is the logical administrator of the plan. Close cooperation between him and the Supervisor of the School Lunch Program is essential.

Both should be members of the Food Service Industry Career Guidance Council, the Supervisor of Adult and Vocational Education to represent the school system from the standpoint of education and the Supervisor of the School Lunch Program in the dual status of an industry member who will profit by the training of his own personnel and as advisor to the Adult and Vocational Education Supervisor on facilities, equipment and instructor personnel.

It is the responsibility of the industry members of the Council to determine the needs of the community in terms of the types of courses to be conducted and their frequency. Also, to recruit the students for the courses and to provide the financial support for the supplies needed and any other expenses which cannot be financed from Adult and Vocational Education funds. Such support must be active and continuous to make the plan operate successfully.

In addition, the Food Service Industry Career Guidance Council and the local school system, working in close cooperation in this educational project can be excellent public relations material for both schools and industry.

## **Instructor Procurement and Training**

The selection of instructors to conduct courses under the Accelerated Adult Plan is crucial to the success of the plan. Supervisors and Managers of the local School Lunch Program should be screened for persons who exhibit the following characteristics:

1. A genuine interest in the quantity food service field as a whole.
2. A desire to instruct as well as to augment income from teaching in the Adult and Vocational Program.
3. Ability to train, as indicated by the state of training of his own employees, his tact and friendliness.
4. Ability to motivate and enthuse adults as indicated by the morale of his own employees and the extent of labor turnover in his installation.



5. Emotional stability and maturity, with physical stamina to withstand the strain of his primary occupation of operating or supervising a school lunch plus the additional duties involved as an Adult and Vocational instructor.

6. Demonstrated ability to plan and organize, as indicated by the smoothness with which his operation runs.

7. Demonstrated willingness to cooperate with others both upward and downward in the chain of authority.

8. Business acumen, as demonstrated by the state of his accounts and the relative cost-to-sales ratio of his operation.

9. Food sense, as indicated by the standard of foods served in his operation and the relative satisfaction with the food demonstrated by the pupils in the school he serves.

In segregated areas, both white and negro instructors must be selected and trained.

Since school lunch food service differs in several major respects from commercial, industrial, hospital and institutional food service, it is essential that the instructor selected either has experience in the other branches of the industry and recognizes their problems, or receives special training in these aspects.

Special training is also advisable in the aspects of Adult Education, curriculum development for specialized courses, source and reference material, and available teaching aids and devices.

Because of the school lunch manager or supervisor's already extensive background in food service, such additional training as may be needed can be accomplished quickly and effectively through the medium of intensive short courses of not over two week's duration. Such courses may be arranged readily in the Institution Management or Hotel and Restaurant Management Departments of many universities, or, where facilities and personnel are available, by locally conducted extension courses.

Teachers selected should be given ample opportunity to plan the courses they are to present in detail.

## CURRICULUM CONSIDERATIONS

When it is determined either that the community has a shortage in a definite category of trained food service personnel, or that the present personnel filling a category would be benefited by additional training, the next step is to design the curriculum for a course which will meet the community and industry needs.

In designing such curriculums, the first step is to determine the specific jobs for which the need is most critical. For illustration, assume that a community has a definite shortage of cooks.

The next step is a complete job analysis, to determine the objectives of the course to be given. From the job analysis the most pertinent topics which can be presented effectively in the classroom or laboratory are selected. These topics are then classified:

1. According to their importance in the effective accomplishment of the job.

2. In relation to the time required to present them effectively.

3. In the order in which they can be applied immediately by personnel engaged in the job.

Care is exercised in the selection of topics to fit the immediate needs of students. Topics which are useful or even necessary at advanced levels are eliminated from consideration for the course being planned. Such topics are fit subjects for consideration for later, more advanced courses which can be given when the student's background of experience in quantity food service has shown him the need for them as a requirement for his individual progress in the field.

When the needed topics have been selected and classified in relation to importance, time requirements, and order of presentation, a "Course Summary by Subjects and Hours" is prepared as a guide. An example, taken from a course entitled: "A Basic Course in Quantity Food Preparation", provides us with the following statement of objectives and subsequent subject selections, time requirements and order of presentation as worked into the "Course Summary by Subjects and Hours":

### **Course Objectives: "A Basic Course in Quantity Food Preparation"**

"To introduce students without or with limited, unskilled experience in the field of quantity food preparation and service to the terminology, work methods, organization and basic operations of a generalized quantity food service establishment; to introduce them to the safety and sanitation practices necessary in food handling and production, and to develop manual skills in the basic principles of cooking and serving food in quantity, in sufficient detail that they can fill successfully the lower levels of skilled culinary personnel with a minimum of friction, frustration, and demand upon the time of their superiors for detailed instruction, explanation, and supervision."

Note that the statement of objectives specifically delimits what we expect to accomplish by the course. It is *not* designed to make chefs, stewards or managers, but



COURSE SUMMARY BY SUBJECTS AND HOURS, "A BASIC COURSE IN QUANTITY FOOD PREPARATION "

<u>Subjects</u>	<u>Hours</u>
1. Orientation and Motivation – Basic Food and Nutrition	1
2. Working from Recipes: Weights, Measures, and Cooking Terms	1
3. The Cook's Tools – Work Simplification	$\frac{1}{2}$
4. Sandwich Making (as practical demonstration of work simplification)	$3\frac{1}{2}$
	<u>Total - 6</u>
5. The Breakfast Cook	
Discussion	3
Cereals, Hot Cakes and Waffles	2
Breakfast Meats	2
Egg Cookery	<u>2</u>
	<u>Total - 9</u>
6. Quantity Food Production	
Discussion	Sub-Total - 15
Entrees	Sub-Total - 10
Meats	4
Poultry	2
Fish	2
Meat Substitutes	<u>2</u>
Vegetable Preparation	Sub-Total - 10
Root Vegetables	2
The Legumes	2
Cabbage Family	2
Leafy Vegetables	2
Misc. Vegetables	<u>2</u>
Salads & Salad Dressings	Sub-Total - 10
Green Salads	2
Fruit Salads	2
Misc. Salads	<u>2</u>
	Sub-Total - 2
Beverage Making	
Coffee Making	$\frac{1}{2}$
Hot Tea Making	$\frac{1}{2}$
Iced Tea Making	$\frac{1}{2}$
Cocoa Making	$\frac{1}{2}$
	Sub-Total - 2
	<u>Total - 50</u>
8. Personal Hygiene, Safety and Sanitation	<u>Total - 7</u>
Personal Hygiene	$1\frac{1}{2}$
Safety	$2\frac{1}{2}$
Sanitation	3
	BALANCE FORWARD
9. Food Distribution and Service	<u>3</u>
TOTAL CLOCK HOURS OF COURSE INSTRUCTION	<u>75</u>
10. Graduation Banquet	<u>3</u>
TOTAL CLOCK HOURS FOR COURSE	<u>78</u>



to make Indians—not chiefs. It encompasses all that the normal individual can absorb in this field without actual experience in it to act as a frame of reference for more advanced subjects.

With this information before us, we are now in a position to consider the most effective methods to employ in presenting this subject matter in the time allotted.

In this instance, a combination of the lecture—discussion group and laboratory—group project methods were selected. A test course was conducted in which it was determined that best results could be obtained by breaking down the instruction into six progressive rounds or cycles; the first cycle including one, three-hour orientation period in which material necessary as a background for all succeeding periods is presented and four, three-hour periods or sessions, three of which include a one-hour discussion and a two-hour laboratory-workshop of manual food preparation, service and evaluation. The fourth three-hour period is a general session, devoted to presentation of material on personal hygiene, sanitation, food distribution and service, beverage making, and discussion leading into the work of the second cycle.

Succeeding cycles were divided into four, three-hour periods and the periods sub-divided in the same way as the last four periods of the initial cycle; three with one-hour discussions and a two-hour laboratory-group project period and one as a general discussion session.

The subject matter for the laboratory-group project sessions for each cycle was divided into three main groups; one each for entree, vegetable, and salad or desert, to meet a laboratory grouping of the class into three project sections. In operation, while the subject matter for each section remained the same for each cycle, the actual dishes prepared by each section, to illustrate the cooking principles involved, were different for each group and groups were rotated through the three categories composing the cycle. Thus, each project section prepared a dish illustrating each of the three principles being taught in the cycle, and had the opportunity of observing the other two sections prepare different dishes illustrating the same principles. Also, the composite production of all three sections formed an acceptable meal, which the students enjoyed evaluating and eating.

Additional duties were assigned each project section, also in rotation and with respect to the work load of the section. These included making a hot-bread, making the beverage, and clean up of dishes and areas used by all sections in common during the period.

While the development of such a curriculum sounds complicated as we read it in detail, its actual production may be accomplished with relative ease by the use of a

“Graphic Course Schedule”. An example of this device to simplify preparation, coordination and presentation of the course as a “package”, as it was developed for the “Basic Course in Quantity Food Preparation,” is shown in detail on the following pages.

This type of presentation has additional utility in presenting the concept of the course clearly to industry representatives.

With our course now graphically plotted before us, we can proceed to fill in the details rapidly and confidently.

## Use of Texts

Our first consideration will be the use of texts. In this respect, we must consider the fact that our students are adults, hence, by definition, are voluntarily attending this course while engaged in earning a living. Assignments involving outside reading or “homework” are definitely inadvisable, as is also any requirement for the purchase of texts.

Our test course showed excellent results from the use of mimeographed “Work Sheets”, abstracting the essential points of each discussion, and providing the student with further references in the form of footnotes, should he care to pursue the subject further. These “Work Sheets” were supplied the students in the form of handouts at the session immediately preceding that at which the subject matter each contained was to be discussed. At the first session of the course, the student was provided with a loose leaf binder, containing a short introduction and welcome, a graphic course outline, and a section containing information to be used throughout the course, such as a glossary of terms used; illustrations and descriptions of tools used; rules for the use of recipes with respect to weights, measures and the following of methods outlined; conversion tables of weights and measures of food stuffs, and a table of common portion sizes. He was also given the “work sheets” for the discussions to be held in the next session, advised of the issuance of subsequent work sheets, and shown how, by entering the work sheets in his book as received, he could build up a complete reference work of his own for the work he had done in the course. The binder was, in fact, entitled “The Student’s Handbook”.

A second book, also comprising a loose leaf binder and hand out recipe-method-costing forms<sup>10</sup> was also used for the laboratory-workshop exercises, and was entitled “The Student’s Exercise Book”. Each student was issued all recipe pages for each cycle at the general dis-

<sup>10</sup>See Figure 5.



FIRST CYCLE

PERIODS 1 TO 5

Period	SECTION I	SECTION II	SECTION III
1	ORIENTATION AND ORGANIZATION (1) WORKING FROM RECIPES, WEIGHTS, MEASURES AND COOKING TERMS (1) THE COOK'S TOOLS AND WORK SIMPLIFICATION ( $\frac{1}{2}$ ) EXERCISES IN WORK SIMPLIFICATION - SANDWICH MAKING ( $\frac{1}{2}$ ) (Coffee made by Instructor)		
Date	Ham Sandwiches	Cheese Sandwiches	Peanut Butter Sandwiches
2	BREAKFAST COOKERY I DISCUSSION - EGG AND CHEESE COOKERY ( $\frac{1}{2}$ ), EXERCISE RECIPES ( $\frac{1}{2}$ )		
Date	<u>EGG COOKERY (2)</u> Boiled Eggs Fried Eggs (Coffee Making)	<u>CEREALS, GRIDDLE CAKES &amp; WAFFLES (2)</u> Oatmeal Wheat Cakes (Toast Making)	<u>BREAKFAST MEATS (2)</u> Grilled Bacon Codfish Cakes, Cream Sauce (Service & Clean Up)
3	BREAKFAST COOKERY II DISCUSSION - CEREAL COOKERY ( $\frac{1}{2}$ ), EXERCISE RECIPES ( $\frac{1}{2}$ )		
Date	<u>BREAKFAST MEATS (2)</u> Grilled Ham Creamed Chipped Beef (Service & Clean Up)	<u>EGG COOKERY (2)</u> Poached Eggs Creamed Eggs (Coffee Making)	<u>CEREALS, GRIDDLE CAKES &amp; WAFFLES (2)</u> Grits Buckwheat Cakes (Toast Making)
4	BREAKFAST COOKERY III DISCUSSION - MEAT COOKERY (DRY HEAT) ( $\frac{1}{2}$ ), EXERCISE RECIPES ( $\frac{1}{2}$ )		
Date	<u>CEREALS, GRIDDLE CAKES &amp; WAFFLES (2)</u> Farina Waffles (Toast Making)	<u>BREAKFAST MEATS (2)</u> Sausage (Country & Link) Browned Corned Beef Hash (Service & Clean Up)	<u>EGG COOKERY (2)</u> Scrambled Eggs Plain Omelet (Coffee Making)
5	GENERAL SESSION I INTRODUCTION TO PERSONAL HYGIENE AND SANITATION (1) DISCUSSION - VEGETABLE PREPARATION, STORAGE AND COOKERY ( $\frac{1}{2}$ ) INTRODUCTION TO FOOD DISTRIBUTION AND SERVICE ( $\frac{1}{2}$ ) COFFEE MAKING PROCEDURES AND DEMONSTRATION ( $\frac{1}{2}$ ) EXERCISE ON WORK SIMPLIFICATION - SANDWICH MAKING ( $\frac{1}{2}$ )		
Date	Bacon, Lettuce and Tomato Sandwiches	Ham Salad Sandwiches	Egg Salad Sandwiches



SECOND CYCLE

PERIODS 6 TO 9

Period	SECTION I	SECTION II	SECTION III
6	GRILLED, BROILED & FRIED MEATS; ROOT VEGETABLES; GREEN SALADS I DISCUSSION - FATS, DEEP FAT FRYING ( $\frac{1}{2}$ ); EXERCISE RECIPES ( $\frac{1}{2}$ )		
Date	<u>MEATS (2)</u> Pate de Boef, Grille  (Coffee Making)	<u>ROOT VEGETABLES (2)</u> Parsley Buttered Potatoes Carrots, Glace (Baking Powder Biscuits)	<u>GREEN SALADS (2)</u> Tossed Salad  French Dressing (Service & Clean Up)
7	GRILLED, BROILED & FRIED MEATS; ROOT VEGETABLES; GREEN SALADS II DISCUSSION - SALAD PREPARATION & ASSEMBLY (20 min.); EXERCISE RECIPES (20 min.); FRUIT PREPARATION & SERVICE (20 min.)		
Date	<u>GREEN SALADS (2)</u> Chef's Salad Garlic (Savory) Dressing  (Service & Clean Up)	<u>MEATS (2)</u> Grilled Pork Chops  (Coffee Making)	<u>ROOT VEGETABLES (2)</u> Mashed Potatoes Fried Parsnips  (Baking Powder Biscuits)
8	GRILLED, BROILED & FRIED MEATS; ROOT VEGETABLES; GREEN SALADS III DISCUSSION - EMULSION SALAD DRESSINGS ( $\frac{1}{2}$ ); EXERCISE RECIPES (1)		
Date	<u>ROOT VEGETABLES (2)</u> French Fried Potatoes  Harvard Beets  (Baking Powder Biscuits)	<u>GREEN SALADS (2)</u> Hot Slaw  Southern Bacon Dressing  (Service & Clean Up)	<u>MEATS (2)</u> Broiled Steaks (Various types and thicknesses)  (Coffee Making)
9	GENERAL SESSION II PERSONAL HYGIENE, CHECK LIST ( $\frac{1}{2}$ ) SANITATION - REFRIGERATION & FOOD HANDLING ( $\frac{1}{2}$ ) PREPARING AND DRAWING POULTRY (DEMONSTRATION) ( $\frac{1}{2}$ ) FOOD DISTRIBUTION AND SERVICE - COOK'S STATION AND CAFETERIA COUNTER ( $\frac{1}{2}$ ) PREPARING AND SERVING HOT TEA (DEMONSTRATION) ( $\frac{1}{2}$ ) EXERCISE IN WORK SIMPLIFICATION - SANDWICH MAKING ( $\frac{1}{2}$ )		
Date	Hamburger Sandwiches	Frankfurter Sandwiches	Cubed Steak Sandwiches



## THIRD CYCLE

## PERIODS 10 TO 13

Period	SECTION I	SECTION II	SECTION III
10	POULTRY; THE LEGUMES; FRUIT SALADS I DISCUSSION - THE LEGUMES (20 min.); EXERCISE RECIPES (20 min.) DUMPLING, DRESSINGS AND GRAVIES (20 min.)		
Date	<u>POULTRY (2)</u> Fried Chicken Cream Gravy (Pan Fried Method)  (Hot Tea Making)	<u>THE LEGUMES (2)</u> Buttered Frozen Peas  (Deep Fat Fried Biscuits)	<u>FRUIT SALADS (2)</u> Banana Nut Salad  Mousseline Dressing  (Service & Clean Up)
11	POULTRY; THE LEGUMES; FRUIT SALADS II DISCUSSION - FOOD ADJUNCTS, SPICES AND SEASONINGS ( $\frac{1}{2}$ ); EXERCISE RECIPES ( $\frac{1}{2}$ )		
Date	<u>FRUIT SALADS (2)</u> Orange, Grapefruit and Avocado  Fruit Salad Dressing  (Service & Clean Up)	<u>POULTRY (2)</u> Roast Chicken with Dressing, Giblet Gravy  (Hot Tea Making)	<u>THE LEGUMES (2)</u> Fresh Green String Beans in Cream Gravy  (Deep Fat Fried Biscuits)
12	POULTRY; THE LEGUMES; FRUIT SALADS III DISCUSSION - STOCKS, SOUPS, CONSOMMES AND BULLIONS ( $\frac{1}{2}$ ); EXERCISE RECIPES ( $\frac{1}{2}$ )		
Date	<u>THE LEGUMES (2)</u> Buttered Frozen Lima Beans  (Deep Fat Fried Biscuits)	<u>FRUIT SALADS (2)</u> Waldorf Salad  Mayonnaise Dressing  (Service & Clean Up)	<u>POULTRY (2)</u> Broiled $\frac{1}{2}$ Squab  Chicken, Cream Gravy  (Hot Tea Making)
13	GENERAL SESSION III SANITATION - SANITIZING FOOD SERVICE UTENSILS (1) INTRODUCTION TO FOOD SERVICE SAFETY ( $\frac{1}{2}$ ) FOOD DISTRIBUTION AND SERVICE - THE WAITER, BUS BOY, DINING ROOM SIDE WORK, TABLE SETTINGS ( $\frac{1}{2}$ ) MAKING AND SERVING ICED TEA (DEMONSTRATION) ( $\frac{1}{2}$ ) EXERCISE IN WORK SIMPLIFICATION - SANDWICH MAKING ( $\frac{1}{2}$ )		
Date	Chicken Salad Sandwiches	Tunafish Salad Sandwiches	Western Sandwiches



FOURTH CYCLE

PERIODS 14 TO 17

Period	SECTION I	SECTION II	SECTION III
14	ROASTING, BRAISING, STEWING MEATS, THE CABBAGE FAMILY; MISCELLANEOUS SALADS I. DISCUSSION - ROASTING, BRAISING & STEWING MEATS ( $\frac{1}{2}$ ); EXERCISE RECIPES ( $\frac{1}{2}$ )		
Date	<u>MEATS (2)</u> Roast Loīn of Pork  Dressing (Iced Tea Making)	<u>CABBAGE FAMILY (2)</u> Creamed Cabbage  (Gingerbread)	<u>MISCELLANEOUS SALADS (2)</u> Crabmeat Salad  Mayonnaise Dressing (Service & Clean Up)
15	ROASTING, BRAISING, STEWING MEATS; THE CABBAGE FAMILY; MISCELLANEOUS SALADS II. DISCUSSION - MEAT & FISH SALADS (20 min.); EXERCISE RECIPES (20 min.); CARVING ROAST (DEMONSTRATION) (20 min.)		
Date	<u>MISCELLANEOUS SALADS (2)</u> Tomato Stuffed with Shrimp Salad  Mayonnaise Dressing (Service & Clean Up)	<u>MEATS (2)</u> Yankee Pot Roast with Noodles  (Iced Tea Making)	<u>CABBAGE FAMILY (2)</u> Asparagus  Hollandaise Sauce  (Gingerbread)
16	ROASTING, BRAISING, STEWING MEATS; THE CABBAGE FAMILY; MISCELLANEOUS SALADS III. DISCUSSION - GELATIN: PRINCIPLES, HANDLING, USES ( $\frac{1}{2}$ ); EXERCISE RECIPES ( $\frac{1}{2}$ )		
Date	<u>CABBAGE FAMILY (2)</u> Buttered Frozen Broccoli  (Gingerbread)	<u>MISCELLANEOUS SALADS (2)</u> Salmon Glace  (Service & Clean Up)	<u>MEATS (2)</u> Browned Beef Stew  (Iced Tea Making)
17	GENERAL SESSION IV FOOD SERVICE SAFETY - ACCIDENTS AND FIRST AID (1) SANITATION - RODENT AND INSECTS CONTROL ( $\frac{1}{2}$ ) FOOD DISTRIBUTION AND SERVICE - TYPES OF TABLE SERVICE ( $\frac{1}{2}$ ) PREPARING AND SERVING MILK BEVERAGES - COCOA (DEMONSTRATION) ( $\frac{1}{2}$ ) EXERCISE IN WORK SIMPLIFICATION - SANDWICH MAKING ( $\frac{1}{2}$ )		
Date	Corned Beef Sandwiches	Grilled Cheese Sandwiches	Florida Ham Sandwiches

FIFTH CYCLE

PERIODS 18 TO 21

Period	SECTION I	SECTION II	SECTION III
18	FISH; LEAFY VEGETABLES; SIMPLE SESSERTS I. DISCUSSION FISH & SEAFOOD COOKERY ( $\frac{1}{2}$ ); EXERCISE RECIPES ( $\frac{1}{2}$ )		
Date	<u>FISH (2)</u> Broiled or Grilled Fish Fillets  (Cocoa Making)	<u>LEAFY VEGETABLES (2)</u> Mustard or Turnip Greens with  Ham Hocks (Hot Muffins)	<u>SIMPLE DESSERT (2)</u> Fruit Jello  Whipped Cream  (Service & Clean Up)
	FISH; LEAFY VEGETABLES; SIMPLE SESSERTS II. DISCUSSION - LEAFY VEGETABLES (20 min.); EXERCISE RECIPES (20 min.); EGGS IN CUSTARDS AND SAUCES (20 min.).		
Date	<u>SIMPLE DESSERT (2)</u> Bread Pudding  Vanilla Custard Sauce (Service & Clean Up)	<u>FISH (2)</u> Breaded, Deep Fat  Fried Fish Fillets  (Cocoa Making)	<u>LEAFY VEGETABLES (2)</u> Buttered Spinach with Egg  (Hot Muffins)
20	FISH; LEAFY VEGETABLES; SIMPLE DESSERTS III. DISCUSSION - HOT SAUCES; TYPES, PRINCIPLES, USES ( $\frac{1}{2}$ ); EXERCISE RECIPES ( $\frac{1}{2}$ )		
Date	<u>LEAFY VEGETABLE (2)</u> Creamed Celery  (Hot Muffins)	<u>SIMPLE DESSERT (2)</u> Apple Brown Betty  Lemon Sauce (Service & Clean Up)	<u>FISH (2)</u> Pompano en Papillote  (Cocoa Making)
21	GENERAL SESSION V FOOD SERVICE SAFETY - FILM PRESENTATION AND DISCUSSION ( $\frac{1}{2}$ ) SANITATION - CLEANING METHODS AND AGENTS ( $\frac{1}{2}$ ) DISCUSSION - PIES, PIE CRUSTS ( $\frac{1}{2}$ ); CORNSTARCH IN SAUCES AND DESSERTS ( $\frac{1}{2}$ ) FOOD DISTRICUTION AND SERVICE - SERVING; REMOVING TABLE WARE; STACKING TRAYS & BUS BOXES; THE DISH PANTRY( $\frac{1}{2}$ ) EXERCISE IN WORK SIMPLIFICATION & COFFEE CHECK LIST - SANDWICHES ( $\frac{1}{2}$ )		
Date	Chopped Liver Sandwiches	Ham-and-Cheese Filling Sandwiches	Fried Ham & Egg Sandwiches



## SIXTH CYCLE

PERIODS 22 TO 25

Period	SECTION I	SECTION II	SECTION III
22	MEAT SUBSTITUTES; MISCELLANEOUS VEGETABLES; DESSERTS I. DISCUSSION - MEAT SUBSTITUTES (20 min.); EXERCISE RECIPES (20 min.); MISCELLANEOUS VEGETABLES (20 min.)		
Date	<u>MEAT SUBSTITUTES (2)</u> Macaroni au Gratin  (Coffee Making)	<u>MISC. VEGETABLES (2)</u> Sweet Corn, Saute  O'Brien (Popovers)	<u>DESSERT (2)</u> Cherry Cobbler  (Service & Clean Up)
23	MEAT SUBSTITUTES; MISCELLANEOUS VEGETABLES; DESSERTS II. DISCUSSION - CAKE MAKING (20 min.); EXERCISE RECIPES (20 min.); SUGAR COOKERY - FROSTINGS (20 min.)		
Date	<u>DESSERT (2)</u> White Sheet Cake, Chocolate Frosting  (Service & Clean Up)	<u>MEAT SUBSTITUTE (2)</u> Spanish Rice  (Coffee Making)	<u>MISC. VEGETABLES (2)</u> French Fried Egg Plant  (Popovers)
24	MEAT SUBSTITUTES; MISCELLANEOUS VEGETABLES; DESSERTS III. DISCUSSION - THE ALIMENTARY PASTES (20 min.); EXERCISE RECIPES (20 min.); KITCHEN ORGANIZATION (20 min.)		
Date	<u>MISC. VEGETABLES (2)</u> Baked Acorn Squash  (Popovers)	<u>DESSERT (2)</u> Apple Pie  (Service & Clean Up)	<u>MEAT SUBSTITUTE (2)</u> Spaghetti Italienne  (Coffee Making)
25	GENERAL SESSION VI SAFETY - ORGANIZING A SAFETY PROGRAM ( $\frac{1}{2}$ ) SANITATION - ORGANIZING A SANITATION PROGRAM ( $\frac{1}{2}$ ) DISCUSSION - USING THE COOK'S WORK SHEET ( $\frac{1}{2}$ ) FOOD DISTRIBUTION AND SERVICE - SERVING PARTIES AND BANQUETS ( $\frac{1}{2}$ ) ANNOUNCEMENT OF HONORS AND ORGANIZATION FOR THE GRADUATION BANQUET ( $\frac{1}{2}$ ) EXERCISE IN WORK SIMPLIFICATION - SALAD AND SANDWICH MAKING ( $\frac{1}{2}$ )		
Date	Sandwiches Choice of Section	Salad Choice of Section	Sandwiches Choice of Section





Many excellent teachers supplement their lesson plan with "class cards", containing notes and references on supplementary material, demonstrations, and questions designed either to determine whether learners understand completely important points or to provoke discussion. Such cards are an excellent means providing material to keep the presentation live and interesting and to prevent it from becoming bogged down and pedantic.

The type of lesson plan which the writer has found effective in presenting courses for adult learners in the food service field, together with the accompanying schedules of materials, equipment and training aids required, is illustrated in the example given on the following pages, taken from Period No. 2 of "A Basic Course in Quantity Food Production".

It is interesting to note that Supplement I, "Materials List",<sup>12</sup> provides a triple function:

1. As an order list, divided into sections for "perishables", "meat and fish", "dairy products", "bakery", and "groceries", for ease and completeness in placing the daily orders
2. As a set-up list for efficiency and check in setting up the laboratory for the exercises called for in the lesson plan
3. As a quick source of cost information for the recipe costing section of the exercise.

When prepared for the entire course prior to its inception, these supplements are readily consolidated to provide the materials budget for the course. Where safeguarded storage facilities are available, it is advisable to place the consolidated grocery, or staples order at once prior to the course. It not only saves time and insures the presence of many ingredients which, because of the minute quantities used, might otherwise be overlooked, but also the teacher may find it advantageous to utilize in illustrating storeroom requisition procedures.

Similarly, Supplement II, "Equipment List",<sup>13</sup> provides not only a check list on the equipment available for the lesson, but also a set-up list for the laboratory, and a means of consolidating the total requirements for the course, in order to be certain that the equipment required will be available when needed.

Also, Supplement III, "Publications and Training Aids List"<sup>14</sup> provides not only a check list for the material needed for the session's presentation, but also, when consolidated, gives all materials needed with title, source, date required, and any other information necessary

<sup>12</sup>See Figure 2.

<sup>13</sup>See Figure 3.

<sup>14</sup>See Figure 4.

to provide ample time for ordering from loan or rental sources and arranging for the necessary visual aid or other equipment required for presentation. Where such material involves rental or transportation charges, such charges are also consolidated for budgetary purposes.

The steps in preparing the course in summary, then, are:

1. Determine the specific job for which training is to be given.
2. Make a complete Job Analysis to determine course objectives.
3. Select and classify topics which are to be presented in accordance to their:
  - a. Importance to the job.
  - b. Time required to present.
  - c. Sequence of presentation.
4. Consolidate into a "Course Summary by Subjects and Hours".
5. Detail in a "Graphic Course Schedule".
6. Prepare a "Student's Handbook" to be built up of hand-out material provided as the course progresses and provide a "Student's Exercise Book" where subject matter of the course lends itself to laboratory presentation.
7. Prepare a "Lesson Plan" for each session, with:
  - a. Supplement I—Materials List
  - b. Supplement II—Equipment List
  - c. Supplement III—Publications and Training Aids List.
8. Prepare consolidated lists from supplements as a budget and over-all guide.

One of the most effective axioms developed by the military services in their accelerated training under the whip of war was indexed with the letters "P-P-P" or Prior Planning Pays.

The adult educator will find the truth of this axiom in that the effectiveness of his presentation, other things being equal, will be directly proportional to the detail in which it is prepared. With the administrative details of operating the course at hand predetermined and available in easily handled and well-organized form, he can concentrate both his attention and energy upon communication of the knowledge he desires to impart to his students.

It is with this phase of our job as adult educators that the remainder of this manual will be concerned.

LESSON PLAN (SAMPLE)

for

PERIOD NO. 2

TITLE OF COURSE: A BASIC COURSE IN FOOD PREPARATION

TYPE OF INSTRUCTION: DISCUSSION

TIME: 1 hour

LABORATORY EXERCISE

TIME: 1 hr. - 50 min.

LESSON TITLE: BREAKFAST COOKERY NO. 1

LESSON OBJECTIVES: 1. To indoctrinate students in simple breakfast cooking. Time: 10 min.  
2. Discussion - Egg & Cheese Cookery. Time: 20 min. 3. Discussion - Recipes for Exercises.  
Time: 30 min. (10 min. break - assemble at laboratory stations by Section) 4. Exercises and Cost  
Computations. Time: 1 hr. 20 min. 5. All sections - Critique of food and preparation, service of  
food (buffet), clean up operations.

MATERIALS REQUIRED: See: Supplement I, "Materials List"  
Supplement II, "Equipment List"  
Supplement III, "Publications and Training Aids List"

REFERENCES FOR INSTRUCTOR: Eggs (Chicago: Poultry & Egg National Board, undated folder). Applied Cookery (Washington: Navy Dept., Bureau of Supplies & Accounts, NAVSANDA Publication 277, 1955), pp. 67-70 (Eggs & Cheese), 63-65 (Cereals), 9-21 (Meats). Margaret M. Justin et al, Foods (Boston: Houghton Mifflin Co., 4th ed., 1956), pp. 120-127 (Cereals), 231-267 (Meats), 309-311 (Fats), Sina Faye Fowler & Bessie Brooks West, Food for Fifty (New York: John Wiley & Sons, Inc.), (New York: Coffee Brewing Institute, undated folder), There is No Substitute for Good Coffee.

STUDENT REFERENCES: Student's Handbook, pp \_\_\_\_\_ to \_\_\_\_\_.  
Student's Exercise Book, pp \_\_\_\_\_ to \_\_\_\_\_.

MOTIVATION: Many of the most essential principles of cooking are used in their most simple form in preparing common breakfast dishes. When you complete this and the following two lessons, you should be a better-than-average breakfast cook...could handle that job while completing this course. The principles learned in these lessons will be applied all through the course in many types of dishes...and wherever you go and whatever you cook hereafter.

Fig. 1—Lesson Plan Form



SUPPLEMENT I

MATERIALS LIST (Sample)

PERIOD NO. \_\_\_\_\_

ITEM	UNIT	Amount			TOTAL	UNIT COST	TOTAL COST
		I	II	III			
<u>GROCERIES</u>							
Baking powder	lb.		½ oz.		½ oz.		
Coffee	lb.	1 lb.			1 lb.		
Flour, pastry	lb.		½ lb.	2 oz.	10 oz.		
Oatmeal	lb.		1 lb.		1 lb.		
Pepper, black	lb.			1/8 t	1/96 oz.		
Salt	lb.		2 T		1 oz.		
Shortening	lb.	4 oz.	3 T	3 oz.	8½ oz.		
Sugar, gran.	lb.	1½ lb.	13 oz.		37 oz.		
Syrup, maple	gal.		24 oz.		24 oz.		
<u>PRODUCE</u>							
Potatoes, white	lb.			2 lb.	2 lb.		
<u>MEAT &amp; FISH</u>							
Bacon, sliced	lb.			2 lb.	2 lb.		
Codfish, salted	lb.			1 lb.	1 lb.		
<u>DAIRY &amp; EGGS</u>							
Butter or marg.	lb.		13 oz.		1 lb.		
Eggs	dz.	25 ea.	1 ea.	3 ea.	3 dz.		
Half & Half	qt.	1 qt.			1 qt.		
Milk	qt.		10 oz.	2 c	1 qt.		
<u>BAKERY</u>							
Bread, 2½ lb.	loaf		2 ea.		2 loaves		
Bread, crumbs	lb.			½ lb.	½ lb.		

Fig. 2—Supplement I—Materials List Form

SUPPLEMENT II

EQUIPMENT LIST

PERIOD NO. \_\_\_\_\_

ITEM AND DESCRIPTION	QUANTITY PER SECTION			TOTAL
	I	II	III	
<u>MAJOR COOKING APPLIANCES</u>				
Range Top	$\frac{1}{2}$		$\frac{1}{2}$	1
Griddle	$\frac{1}{2}$		$\frac{1}{2}$	1
Urn, Coffee, 3 gal.	1			1
Trunion Kettle (Steam), 1 gal.		1		1
Toaster, Electric, 4 slice		1		1
Steamer, Vegetable			1	1
Kettle, Deep Fat Frying			1	1
<u>KITCHEN MACHINES</u>				
Mixer, 10 qt.		1	1	2
Bowls, Mixer, 10 qt.		1	1	2
Whips, Wire, Mixer, 10 qt.		1	1	2
Peeler, Vegetable			1	1
Scales, Portion, w/weights		$\frac{1}{2}$	$\frac{1}{2}$	1
Machine, Dishwashing, w/racks			1	1
Machine, Potwashing			1	1
Machine, Garbage Disposal			1	1
<u>UTENSILS, COOKING</u>				
Pans, Sauce, $1\frac{1}{2}$ qt.	2		1	3
Pans, Fry, 6 in.	2			2
Rings, Egg				2
Pans, Serving, 12" x 20"	2	3	2	7
Jars, Serving, 2 qt.			1	1
<u>TOOLS, COOK'S</u>				
Spoons, Serving	2	1	1	4
Turners, Cake	1	1	1	3
Cups, Measuring, Set	1	1	1	3
Spoons, Measuring, Set		1	1	2
Forks, Meat		1	1	2
Tongs, Serving		1		1
Knives, Paring			1	1
<u>UTENSILS, SERVING</u>				
Cups, Coffee			25	25
Cups, Egg			12	12
Saucers			37	37
Bowls, Cereal			25	25
Plates, 9"			25	25
Glasses, Water, 6 oz.			25	25
Bowls, Sugar			6	6
Creamers, 6 oz.			6	6
Shakers, Salt & Pepper			12	12
Knives, Dinner			25	25
Forks, Dinner			25	25
Spoons, Tea			56	56
Spoons, Table			25	25

Fig. 3—Supplement II—Equipment List Form



SUPPLEMENT III

PUBLICATIONS AND TRAINING AIDS LIST

PERIOD NO. \_\_\_\_\_

ITEM AND DESCRIPTION	SOURCE	NUM- BER	DATE ORD.	DATE RCD.
<u>PUBLICATIONS</u>				
Student's Handbook, pp _____ to _____	Mimeograph	20		
Student's Exercise Book, pp _____ to _____	Mimeograph	20		
Eggs (folder)	Nat'l. Egg & Poultry Board, Chicago	20		
<u>Applied Cookery</u>	Supt. of Docu- ments, Washington	20		
<u>TRAINING AIDS</u>				
Blackboard	Classroom Supply	1		
Chalk	Classroom Supply	1 bx		
Eraser	Classroom Supply	1		
Measuring Cup	Laboratory	1		
Egg (rotten)	Dairy supplier	1		
Mirror, Demonstration	Classroom Supply	1		

Fig. 4—Supplement III—Publication & Training Aids List Form

PERIOD NO. 8

SPECIAL WORK SHEET FOR SECTION I

INSTRUCTIONS

1. Check the recipe and assemble all ingredients and equipment needed.
2. Check METHOD USED and plan your work to use the fewest possible movements, tools and utensils.
3. Weigh or measure ingredients accurately.
4. Follow METHOD USED exactly and in the order given in the recipe.
5. When in doubt, ASK THE INSTRUCTOR ... DON'T guess!
6. Clean up as you work. Keep your station neat.
7. Using the prices of ingredients given by the instructor, figure: (a) Cost of the amount of each ingredient used. Write in amount in the "Total Cost" column opposite the name of the ingredient. (b) Add the "Total Cost" column. If the recipe continues on the next page, post the total for the first page after "SUM OF TOTAL COST COLUMN FROM FIRST PAGE" and add to the total of the "Total Cost" column on the next page to obtain the "TOTAL COST OF QUANTITY MADE". (c) Count or measure the number of portions of the size indicated by the instructor which you obtained from this recipe. (d) Figure the "Cost per Portion" as shown. (e) Divide the "Cost per Portion" by the "Selling Price per Portion" given by the instructor. Enter the quotient of this division after "FOOD COST PERCENT".

RECIPE AND METHOD USED FOR: HARVARD BEETS

INGREDIENT	Weight or Measure		METHOD USED	Unit A/P	Unit Cost	Total Cost
	for: 50	25				
Beets, sliced	2 #10 cans	1 #10 can	Drain beets, retaining the liquid	#10 can		
Beet Juice	from	above	Heat together to boiling	---		
Cloves, whole	1 tsp.	$\frac{1}{2}$ tsp.		oz.		
Bay leaf	1 ea.	$\frac{1}{2}$ ea.		oz.		
Sugar	12 oz.	6 oz.	Mix together. Add to boiling beet juice while stirring constantly. Cook until thick.	lb.		
Salt	1 oz.	$\frac{1}{2}$ oz.		lb.		
Cornstarch	6 oz.	3 oz.		lb.		
Butter or Margarine	4 oz.	2 oz.	Add to hot, thickened (OVER)	lb.		

COST OF QUANTITY MADE (FORWARD). \_\_\_\_\_

YIELD: \_\_\_\_\_ lbs., \_\_\_\_\_ oz. or \_\_\_\_\_ gal.; \_\_\_\_\_ Portions at 3 oz. per portion.

COST PER PORTION \_\_\_\_\_ (Total cost divided by number of portions).

SELLING PRICE PER PORTION: \_\_\_\_\_ FOOD COST PERCENTAGE: \_\_\_\_\_

Fig. 5—Recipe—Method—Costing Form from Student's Exercise Book



RECIPE AND METHOD USED FOR: HARVARD BEETS (Continued)

INGREDIENT	Weight or Measure		METHOD USED	Unit A/P	Unit Cost	Total Cost
	for: 50	25				
Vinegar	1½ cups	¾ cup	beet juice. Stir until well blended	gal.		
			<p>Add drained, sliced beets to thickened beet juice sauce. Heat to serving temperature.</p> <p>Serving: 3 oz.</p>			

SUM OF "TOTAL COST" COLUMN, THIS PAGE . . . . . \_\_\_\_\_

SUM OF "TOTAL COST" COLUMN FROM FIRST PAGE . . . . . \_\_\_\_\_

TOTAL COST OF QUANTITY MADE . . . . . \_\_\_\_\_

# THE CLASS

## The Job

Perhaps you have had experience in teaching adults, perhaps not. In any case, we can benefit by a review of the principles involved in adult education, particularly as they differ from teaching children or adolescents.

An analysis of the characteristics to be expected in our students shows us that we can expect a wide variation in personal characteristics. They may range in age from sixteen to fifty. Their education may range from minimal ability to read, write and do simple arithmetic to college graduates. There will be the quick and the slow; the dextrous and the clumsy; the brilliant and the dull; the calm and the disturbed; the mature and the infantile . . . a multitude of variations common to all mankind.<sup>15</sup>

There will be further variations in emotional stability, outlook, travel, experience in and out of the food service field, and in self confidence. It is your job as their instructor to integrate them into a team, working together for a common purpose.

These actual personal differences between students are your most potent tools in developing a means of enriching the learning experience of each group. In a permissive and friendly atmosphere, all can meet easily and profitably around the common objective of personal status improvement through the attainment of a skill in the basic fundamentals of quantity food service.

If you create the atmosphere which frees the student's eagerness to participate, you will find these variations in personal characteristics produce no insurmountable problems. If you fail to create such an atmosphere, the student will leave when he feels he is not getting what he wants from the course. He is a voluntary participant, and he will not be "pushed around". He is there only—and only as long as—he wants to be.

As an adult, the student has both assets and liabilities which affect the learning process and which we must recognize from the outset if we are to be successful in teaching him.<sup>16</sup> Within reasonable limits, an adult can learn as well as ever—if he *wants* to learn. This fact, long recognized from experience<sup>17</sup>, has recently been proven by educational research.<sup>18</sup>

<sup>15</sup> *Let's Teach Adults* (Tallahassee, Florida: Florida State Department of Education, 1954), p. 1.

<sup>16</sup> *Ibid.*, p. 3.

<sup>17</sup> Thomas Pole, *A History of the Origin and Progress of Adult Schools* (Bristol, England: the Author, 1814), p. 5.

<sup>18</sup> Irving Lorge, "Capacities of Older Adults", *Education for Later Maturity*, ed Dr. Wilma Donahue (New York: Whiteside, Inc. and William Morrow & Company, Inc., 1955), pp. 36-59.

<sup>19</sup> *Let's Teach Adults, loc. cit.*, pp. 3-4.

<sup>20</sup> *Ibid.*, p. 4.

## Assets to Adult Learning

The adult learner has three main assets which give him an advantage over younger students in the task of learning new things:

1. *The adult's experience in living.* Real learning takes place rapidly when facts are related to experiences. Adults relate their experiences to what they are learning, and thus learn with greater understanding and more efficiency than do children. Much background material can, therefore, be left to the adult's experience, thus saving time in presentation.

2. *The adult is in school with a purpose.* He wants to enjoy the work he does almost as much as he wants to learn. He gives up his own time—which he could spend in activities which he enjoys. In return he wants to obtain knowledge of a practical value as fast as he can get it. This factor tends to make him resentful and restive under poorly prepared instruction or in practice situations where preparation shows a lack of prior thought, planning and arrangement. Such situations he conceives as wasting his valuable time.

3. *The adult desires knowledge or skills which are of immediate use to him as an individual.* The most efficient learning takes place when the learner recognizes and feels that the subject matter he is learning fills an immediate need. He rarely has long-range objectives, so class work must be planned in terms of immediate needs. In a basic course in food preparation, for example, little time should be spent on such subjects as menu planning, food purchasing, nutrition and supervision. These important subjects should be reserved for advanced courses, when the learner's own experiences have shown him the need for them. The basic cook prepares the items on the menu furnished him from the ingredients which are also furnished, and supervises no one but himself.

## Liabilities in Adult Learning<sup>20</sup>

Balanced against these three assets are at least three liabilities which must be overcome in the adult learning process:

1. *After fourteen years of age, there is a steady, though slight decline in ability to see and hear.* This factor may be compensated for in teaching techniques by speaking more slowly and distinctly, repeating important



points. Also by writing large and clear on clean blackboards, avoiding glare but providing ample light, and the use of texts and printed material which utilize larger and bolder type faces. In other words, by countering the deficiencies with consciously recognized measures.

2. *The older we get, the slower is our reaction time.* Adults have neither the inclination nor the energy to move or talk rapidly. However, while the pace may be slower, the goal remains the same and will be accomplished, often better and more thoroughly, although in a longer period of time. Also, while the adult may learn as quickly as a teenager the principles involved in manual skills, it will take him longer to coordinate smoothly the motions which the skillful operator uses automatically. This should be borne in mind when teaching the use and safety features on kitchen machines and in planning work schedules involving new manual skill, such as the preparation of a pie crust.

3. *The adult has a longer "set" of habits or patterns of behavior.* His habits of body movements and thinking have been acquired with effort and often with conviction. They have had many years in which to congeal. His opinions tend to be fixed. However, all habits can be changed at nearly any age. The time required is generally proportional to the age of the learner and the intensity of his desire to change them.

These liabilities do not prevent the adult from learning; but they make it necessary to provide more time and understanding in the learning situation. Adults commonly make the mistake of allowing themselves too little time. Since their standards of achievement are high, their impatience with mistakes are all the more discouraging. This factor requires patience and understanding on the part of the instructor. Since much of the material in courses in the quantity food service field deal with manipulative skills, at which the adult is slower to learn because of decreased physical activity and coordinating power, special consideration must be given by the instructor to these factors.

In meeting with the specific groups which we will encounter in the quantity food service field, we often meet an additional problem in an ethnological or class "inferiority complex". In order to promote the atmosphere of friendliness, "togetherness" and "belongingness" necessary to free the student from distrust, suspicion and resentment toward the instructor, special qualities of tact, understanding and a genuine spirit of democracy are required on the part of the instructor.

The selection of an instructor with an ethnological or class bias is suicidal to the success of courses in this field. In the intimate and congenial relationship necessary to achieve the atmosphere of cordial and friendly but mutually respectful student-instructor relationship, such

a bias, no matter how carefully hidden, is sensed almost immediately. And once sensed by the learner, his withdrawal into a shell of class or racial consciousness places an almost impenetrable wall between teacher and learner.

So sensitive, indeed, is this relationship that the writer has seen the whole aspect of a class of negroes change from smooth and cooperative efficiency to sullen and clumsy blundering both when a white visitor inadvertently showed a minute sign of racial bias and when a negro visitor exhibited signs of class bias. The change occurred almost instantaneously, applied universally to all members of the class, and exhibited practically the same symptoms and intensity in the case of both types of bias. The reaction did not extend to the instructor, who was white, nor does the writer believe that even the members of the class were fully cognizant of what had happened.

With the departure of the visitors, the class quickly regained its equilibrium without effort on the part of the instructor, from which it would appear that the best way to handle such a situation is to speed the departure of the disrupting influence and to otherwise ignore the incident.

While it is our concern throughout this manual to accentuate the positive aspects of adult instruction, in summarizing our brief discussion of the characteristics of adult learners we can emphasize them doubly by a radical change to the negative:

DON'T treat your students as children.

DON'T weigh them down with restrictive rules and regulations; or emphasize what they do NOT know, rather than what they are learning.

DON'T put too much pressure on them to learn faster than their abilities and the time they have available.

DON'T let them suspect that you do not know the subject matter; or let your classroom methods be boring, unclear, or childish; or make them feel that they are "serving time" because of some formalized regulation bearing little or no relation to their own needs and abilities. If they complete the exercise early, don't hold them until the end of the period . . . quit and go home!

DON'T forget that they must, at all times, recognize the *practical* aspect to them as *individuals* of everything that is being taught; or that they are *volunteers* and fully entitled to quit when they feel they are not getting value received for their time.

## **Motivation of Students as Related to the Way of Teaching**

"When I was a child, I spake as a child, I under-

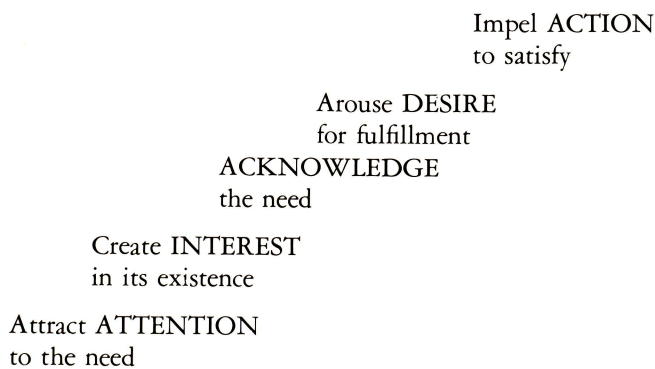
stood as a child, I thought as a child: but when I became a man, I put away childish things.” (I Cor. 13:11). Thus did Paul recognize the differences which motivate the adult to action.

In direct relation to the adult worker in the food service industry, Lundberg<sup>21</sup> says: “Motivation is a life-time study, but we can condense it into five basic needs —survival needs, security needs, belongingness and love needs, esteem needs and self-realization needs. These five needs are present in all of us all of the time. At any given time, each is satisfied to a particular degree. Those that are completely satisfied have little influence in determining a person’s actions. Those that go unsatisfied are pressing for satisfaction and so influence what the person feels and does.”

When the teacher succeeds in establishing a connection between the satisfaction of one or more of these basic human needs and the material he is teaching in the minds of his students, the resultant eagerness to learn on the part of the students is termed their “motivation”.

Determination of the degree of satisfaction with each of the basic needs of the individual and of the group as a whole, then slanting the instruction it is desired to impart toward the satisfaction of the needs in direct proportion to the pressure for fulfilling the needs of the group and individuals composing it, is the aim of the inspiring and skillful teacher.

The techniques employed follow a recognized series of steps:



Let’s examine the basic needs from the standpoint of how the instruction in various courses in the food service industry Accelerated Adult Plan can fulfill them for the adult learner.

**1. Survival needs.** These are the built-in biological needs of the human animal: air, food, water, temperature

range (hence clothing and housing), sleep, and basic sex expression. Where they are lacking, the impulse toward their fulfillment may be all-powerful. Survival is said to be the first law of nature, and an empty stomach to be the master of the mind. In America today, however, most of these very basic wants are satisfied daily, and offer the teacher little opportunity for motivation. They represent the minimum standards under which life is possible.

**2. Security needs.** While tied closely to survival needs, these needs relate to insurance of the continuity or *holding* what we have or expect to gain in the future. Job tenure, health and sickness insurance, provisions for old age and provisions for the care of family in case of emergencies may be powerful motivating factors. But we must realize that they are seriously recognized only by the older and more experienced students. It is difficult for a healthy youth who has not experienced extreme privation to anticipate it in the future. However, for the older worker, the fact that, under any conditions, people have to eat; that there is a definite shortage in people trained to feed them, and that, therefore, the trained food service worker is surer of a job than in most other lines of work, is excellent motivation.

**3. Belongingness and love needs.** The need to be accepted, liked for one’s self, respected as an individual by the boss, teacher, friends and family is a basic need which the teacher can best fill by attitude. Lack of fulfillment of these needs must be recognized as the basis for most personality problems. Genuine and relaxed friendliness on the part of the teacher, consulting the class on plans, asking questions which make the student feel he is a vital and respected part of the class organization, freedom with praise, and avoidance of sarcasm and harsh blame are tools the teacher may use in motivating from this factor. Students often strive hard for no other reason than not to “let down” a teacher whom they love and respect as the result of feeling that the love and respect is mutual.

**4. Esteem needs.** These needs go beyond love and belonging. They are the needs for positive recognition, status, and the favorable regard of others. From these needs stem Dale Carnegie’s famous six points of “How to Make Friends and Influence People”<sup>22</sup>. They are worth repeating, and remembering.

- a. Be genuinely interested in your students.
- b. Smile.
- c. Call your students by name, for a man’s name is, to him, “the most important sound in the English lan-

<sup>21</sup>Donald E. Lundberg, “Motivating Employees”, *Diner Drive-In*, Vol. 17, No. 7, July, 1958, pp. 20-21.

<sup>22</sup>Dale Carnegie, *How to Win Friends and Influence People* (New York: Simon and Schuster, 1937).



guage”.

d. Listen. Get your students to teach themselves by discussing the lesson. George Bernard Shaw once remarked: “If you teach a man anything, he will never learn.”<sup>23</sup>

e. Talk in terms of the student’s interests.

f. Make the student feel important, and do so sincerely.

Just how the esteem needs rank in the opinion of the worker is shown by the following contrast between what supervisors *thought* the worker desires and what the workers indicated were the *real* desires in a poll of twenty-four plants.<sup>24</sup>

#### *According to the Supervisor.*

1. Good wages.
2. Job security.
3. Promotion
4. Good working conditions.
5. Interesting work

#### *What the Workers Said.*

1. Full appreciation for work done.
2. Feeling “in” on things.
3. Sympathetic help on personal problems.
4. Job security.
5. Good wages

Only recently has industry—and education—come to realize the full import of the esteem needs and the self-realization needs, which we will discuss next, on both motivation and morale.

5. *Need for self-realization.* What Sigmund Freud calls: “the desire to be great”, and John Dewey calls; “the desire to be important”, is a driving force which psychologists in general agree is almost as powerful as the survival needs. They encompass not only the desire to be “somebody”, but also the desires to accomplish something which will be recognized as worthwhile, to create or invent a new idea or thing, to learn and develop—in short, to live at one’s maximum. Fortunately, in relation to this need, the teacher of any course dealing with food service can motivate both truthfully and imaginatively. For food service is greatly “worthwhile”. It fulfills basic physical, social and economic needs. By its very nature, it is a service occupation, dependent on interpersonal relationships. It offers the widest known field for the exercise of creative artistry. For, alone of all the arts, it appeals to and is enjoyed by all five human senses. From the manager, who blends artistic surroundings, fine food, superlative service and even, as is often the case, music and entertainment, for the enjoyment of his patrons into a profitable operation; to the waitress whose deft and perfect service anticipates and fulfills the patron’s slightest wish; to the cook or baker who combine, pre-

<sup>23</sup>*Ibid.*, p. 77.

<sup>24</sup>Travis Elliott, *Capsule Chats with Operators* (Austin: The Texas Restaurant Association, 1956), pp. 6-7.

pare and mold into eye, taste and odor-appealing dishes the infinite variety of food available—even to the dish machine operator in whose hands lies the responsibility for the health of the patrons—ALL food service personnel have an opportunity for imagination, creativeness and self-expression. The importance of every job and the opportunities it offers for self-realization are the most potent of all motivation factors for the teacher to utilize in building the eagerness of his students to learn. The application of this motivation is universal throughout the industry, regardless of the category or level of the job being taught.

Not all individuals, however, will respond equally to motivations based on the same need. To a hungry man, food (a survival need) is dominant; to the older worker it may be security; to most of us, the belongingness and love needs are highly important, as are the esteem needs, and we have pointed out that, with survival needs satisfied at minimal level, the desire for self-realization becomes dominant in most of mankind. The teacher must not make the mistake of assuming that all students or groups of students will respond equally to motivating factors. Each individual is a challenge. Each group will differ, at least slightly in the pressure of the various needs for fulfillment. Knowing and recognizing these needs, however, enables the teacher to present the fulfillment factors of the material he is teaching selectively. By watching the reactions of the individuals and the group to these presentations, he can select and build upon those factors which he observes as creating the maximum interest.

## CLASS ORGANIZATION AND MANAGEMENT

Several times so far in this manual we have used the words “methods” and “techniques”. Before we discuss classroom management, we will define the meaning of these words as we use them in this manual.

By *method* we mean the means or process selected by the instructor to impart knowledge or teach skills.

By *technique* we mean a mechanism or device employed by the instructor to facilitate the reception of learning on the part of his students.

Thus, *discussion* may be the method selected to impart a particular type of knowledge, let us say a waitresses’ duties in serving a steak dinner. The instructor may employ the *techniques* of telling how, illustrating and questioning to promote the discussion. He may use other *techniques*, such as role playing, in illustrating the points he wishes to impart.



In general, the most effective methods in teaching adults are those which call for a maximum of participation on the part of the learner. The most effective techniques are those which tie-in the knowledge which is to be imparted with the experience of the learner.

When we think of the terms "teacher" and "class", many of us get the mental picture of the schoolmarm of our childhood, lecturing, formally questioning and disciplining with an autocratic hand a group of defenseless children. To many of us this picture stimulates unpleasant memories, often in proportion with the difficulties we had in school.

For this reason, such terms as "group" and "leader" are preferable to use in dealing with adult learners. We don't "teach", we lead the students to the sources of knowledge and let them have the pleasure of discovery for themselves.

Even in the presentation of completely new material or other factual information, for which the "lecture" method would appear to be the most efficient, care should be taken with adult learners to preserve an informal atmosphere and a conversational rather than a "teaching" or "preaching" attitude.

Wherever possible, the student should be brought into the presentation. Again, not by the formal question designed quite obviously to test his knowledge, but informally and in a manner calculated to make him feel that you are asking for his opinion and will respect it.

Since, because of the limitations of equipment and the necessity of close supervision in such courses as those in basic cookery, groups must be relatively small (not more than 15 to 20 students), it is much easier to retain control and informality than in larger groups. The principle of small and intimate groups should be recognized in all adult instruction as far as is practicable.

As an instructor of adults, you will find that some members of your group will have definite ideas about their needs; others will hesitate to speak and need help in recognizing them; still others can be reached only through personal talks. Be sure to be available for individual interviews before and after sessions. Praise and appreciation for good work and the attitude that "we all learn through making mistakes" in the case of errors accentuates the positive, makes your presentation more effective, and builds group morale and eagerness to learn—and to please you.

## ***Selection and Arrangement of the Classroom***

Since the facilities and equipment required to conduct courses in the quantity food service field generally involve the use of food preparation or service facilities,

the dining spaces of these facilities may be utilized for class purposes. These facilities offer the advantage of keeping the student "in character" during his study as well as differing as far as possible from the conventional classroom, with its possible unfortunate associations.

We should endeavor to further this disassociation by giving the arrangement of our group instruction facilities the appearance and atmosphere of an informal conference of business men. Several possible arrangements to achieve this end are pictured on the following page. These arrangements are shown as guides only and may be modified by the instructor to suit the facilities available and his own convenience for the subject matter to be presented. It is good practice to vary the arrangement for different sessions to introduce variety and change. Also, some arrangements will meet the needs of a particular learning situation better than others, as when demonstrations of various types are a part of the presentation.

The arrangement shown in Fig. 6 is particularly well suited for small groups, not exceeding twenty students, while those shown in Figs. 7, 8, and 9 show possible arrangements useful for larger groups.

The room selected should be large enough to prevent crowding and permit freedom of movement about the conference table, but not so large that the intimate "conference" atmosphere is lost. Where a large dining area is used, one corner may be screened off for use. The room should be well ventilated and have facilities to maintain a comfortable temperature. Sufficient light is necessary, as are facilities for darkening the room for the use of visual aides. It should also be free from noise, interruptions and distractions.

## ***Utilizing Students as Section Leaders***

In courses involving laboratory or laboratory-workshop methods, it is often possible to utilize adult students as Section Leaders. Not only does this system help the instructor in the supervision of the class, but it also provides small unit leadership training.

Where it is utilized, the section leadership should be rotated through each section by roster, without distinction or favoritism. Such a roster should be prepared at the beginning of the course so that each individual will know exactly when and for what specific exercises he will be Section Leader. To stimulate class participation, it is suggested that the sections themselves set up their own roster.

Since the basic cooking course, for example, falls naturally into six cycles of four periods each, and since the ideal class size is between fifteen and twenty students, division into three project sections of five or six students



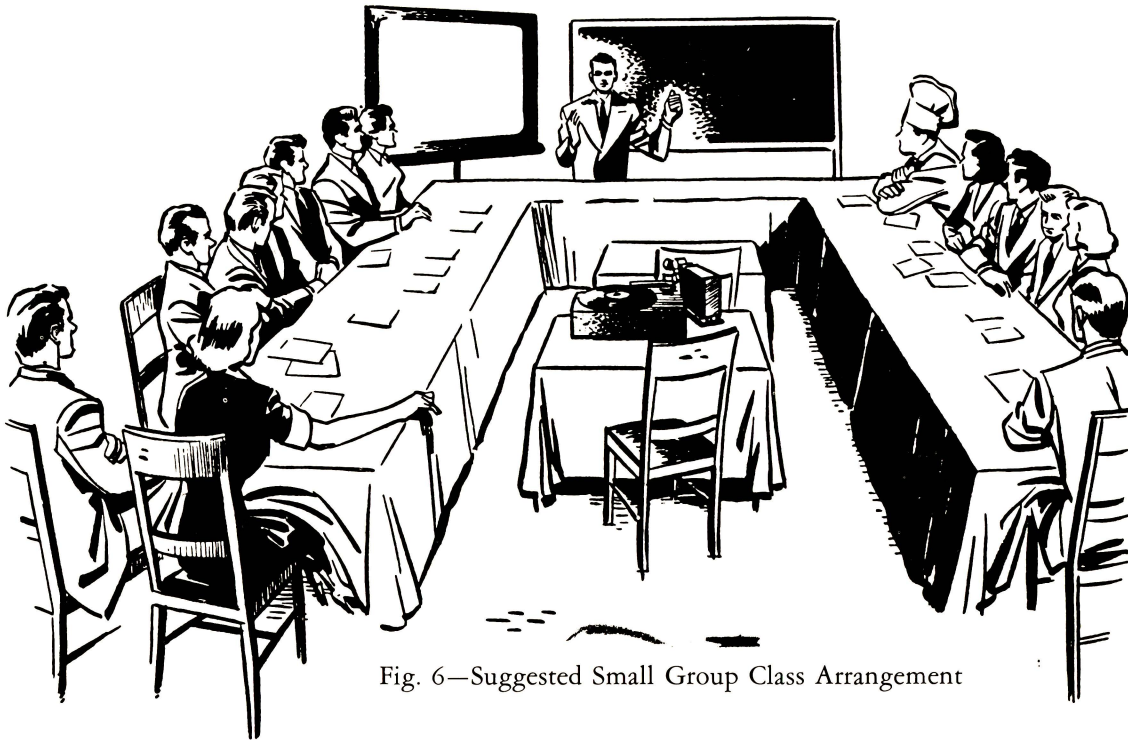


Fig. 6—Suggested Small Group Class Arrangement



Fig. 7



Fig. 8



Fig. 9

Fig. 7, 8, 9—Suggested Large Group Class Arrangements

From U. S. Department of Health, Education and Welfare, *Instructor's Guide, Sanitary Food Service*, Public Health Service Publication No. 90 (Washington: U. S. Government Printing Office, 1952), pp. 6-7.

is suggested. In this case, rotation of the leadership would provide for each student to be Section Leader for one cycle. Experience in test courses has shown that this system works better than endeavoring to change leaders at each session, as students tend to be unable to adjust that quickly. By utilizing the cycle as a unit, on the other hand, and scheduling the course at a normal rate of four sessions, or one cycle per week, a week-end period is provided for the new Section Leader to plan his work for the succeeding week.

The next individual on the roster should be designated as Assistant Section Leader. Not only will this assignment assist him in adjusting, but also will provide for section leadership in the case of absence of the Section Leader.

Section Leaders should be provided with the Exercise Sheets for their section for the entire cycle during which they will be leaders at the time they become Assistant Section Leaders. Exercise Sheets will be passed out to the remainder of the section at the beginning of the laboratory period by the Section Leader, who will then detail his plan to accomplish the exercise in the time allotted and designate the part to be played in the plan by each member of the section.

Give the Section Leader every possible assistance in preparing his plan. Show him how to make out and use a production schedule, such as the "Cook's Work Sheet" in the Student's Handbook for the Basic Course in Quantity Food Preparation. Show him how well "Prior Planning Pays". If he learns nothing else from your course, this one thing will make it worthwhile to him.

## Teaching Values

You have more than the subject matter of the course to teach. There are values which are taught by precept and example to consider. Among the most important of these values is the development of cooperation, the stimulation of curiosity, the stressing of courtesy and democracy, the development of critical judgment, of a consciousness of the need for planning, timing, the efficient use of energy, conservation of food, fuel, labor, and cost consciousness. The development of proper work habits, such as the planned use of a minimum number of utensils and tools and the methodical cleaning of the work station as preparation progresses, are highly important phases of this training.

In the laboratory, guide the student, but let him do the work himself—don't do it for him.

<sup>25</sup>*Supra*, p. 50.

## Suggestions on Classroom Management and Procedures

### A. Opening the Session

1. Arrive at least 15 minutes before the time the class is scheduled to start.
2. Check program and supplies for the session. Break down and assemble food supplies to be used by each section.
3. Check the classroom to see that table, chair, screen, blackboard, etc. are arranged according to plan.
4. Check lighting, heating and ventilation.
5. Check film, slides and projector, if they are to be used. Thread first film and focus, so that there will be no delay.
6. Check hand-out material. Be sure they are arranged in proper order.
7. Check charts and other exhibit material for proper order for presentation.
8. Place name cards before each person's station. Write your own name large and legibly in an upper corner of the blackboard.
9. See that paper and pencil are at each student's station. If smoking is permitted, see that there is an adequate supply of ash trays. (It is suggested that, if the location of the classroom allows, smoking be permitted during the *class* sessions, to increase the atmosphere of the "conference" and add informality. This notably decreases the formal or "school" atmosphere.)

### B. Upon Arrival of the Students.

1. Introduce yourself and any visitors present to each student as he arrives. Make a conscious attempt to remember the name of each student. After the first session, try to call each one by name. (Name tags, at least for the first few sessions are a great aid, both to the instructor and to the students in becoming acquainted.)
2. At the first session, call roll by asking each student to introduce himself, giving such information as will be of interest to you and his classmates. Thereafter, check your roll unobtrusively from the name cards. DON'T "call roll" . . . it smacks too much of the formal school.

### C. Conducting the Discussion

1. Develop the informal atmosphere of a business conference.
2. Remember the characteristics of your students.<sup>25</sup>
3. Neglect no opportunity to stimulate their motivation for learning.



4. Remember that, while they may be wary of and resent a "school room" teaching attitude, they will readily accept concrete, specific suggestions and demonstrations which they can put to immediate use. Impress upon them the *practicality* of every presentation.

5. Encourage the presentation of facts, information and ideas *pertinent to the subject under discussion*, by students, wherever possible. An informal assignment of a reference on some subject in which a student seems particularly interested for an equally informal report at the next session may stimulate the student. Always see that a student so given an assignment has the opportunity to make his report. It is a frustrating experience to prepare and be unable to present such a report.

6. The informality of the class, the interest maintained by its members, and the freedom with which they participate in the discussions and demonstrations is largely determined by the attitude and conduct of the instructor. He should always try to be natural. Voice should be pitched to carry to every person in the room, but no louder. Presentation should be clear, distinct and in a conversational . . . rather than a "preaching" or "lecturing" style . . . as though the instructor were talking to each person individually. While he may move about during his presentation, his movements should have meaning . . . and not convey the impression of being simply restless, nervous, or impatient.

7. Instructor should check himself for the development of irritating or distracting mannerisms, and endeavor to avoid them.

8. A genuine interest in the course and dedication to its objectives demonstrated through a sincere, direct and enthusiastic presentation, will do more to preserve the informality of and maintain interest in the course than the most polished but disinterested presentation.

9. The instructor must be on guard not to permit an *overly* informal atmosphere to degenerate into a chaos which would disrupt orderly instructional procedure. He must maintain control.

10. Vary your teaching techniques. No one technique should be used at all times and under all conditions. It becomes monotonous, and students lose interest. This is particularly true in teaching adults. Here are a few techniques which lend themselves well to the class portion of this course:

a. Lecture. Should be kept as short as possible. Never over 20 minutes at a stretch without some variation.

b. Discussion or conference can be interspersed in lecture to add variety and interest. Change your pace at least once every half hour.

c. Instructor, student or instructor-student demonstrations. May include skits or "role playing".

d. A combination or composite of these techniques.

11. It will be noted that the practical, manual production training is done by the group project method.

12. Care should be taken to determine the past experience of the individuals composing the group. In teaching adults, it is important not to bore them by teaching what they already know. Where particular individuals have experience beyond the group in some areas, this can be avoided by having such individuals contribute to the knowledge of the group.

13. The instructor should, however, help the members of the group to organize their knowledge into useful form and direct their thinking to the solution of specific problems.

14. It may be necessary to use the lecture or lecture-demonstration technique in:

a. Introducing new material with which the group is unfamiliar, therefore not in a position to discuss.

b. Presenting additional or advanced material to supplement previously presented and discussed material.

c. Giving an outside speaker an opportunity to present his subject.

d. Presenting scientific or technical material with which the students in this course cannot be expected to be familiar.

15. Encourage questions; they show that your students are interested and are following you and they promote participation by discussion. Compliment the person who asks them, then answer directly or, if discussion is desired, throw to another member of the class. For example, you might say: "I agree (or disagree), but what do you think, John?"

16. There are three (3) types of questions to which an instructor may say: "I don't know."

a. A factual question to which he does not know the answer, such as: "How much does that vegetable steamer cost?" In this case, the reply of: "I don't know," should be immediately followed by the statement: "But I'll find out and let you know at the next session." Don't bluff. Your students will soon find out that you do and lose confidence in you.

b. A question on which there is an honest difference of opinion such as: "What is the best kind of canned peaches to buy?" In answering, the instructor should point out the criteria used to determine the best for a specific purpose.

c. A question to which there is no one right answer, such as: "What is the proper Food Cost Percentage for hotels in Florida?" This might be answered by a discussion of the relation of food to total costs.

17. Be sure all members of the group hear all of the discussion. Encourage questions to the **group** and answers from members of the group rather than the instructor. If in doubt about a question, repeat it and ask: "Is

SOME METHODS OF INSTRUCTION AND THE RESULTS  
WHICH MAY BE EXPECTED FROM EACH

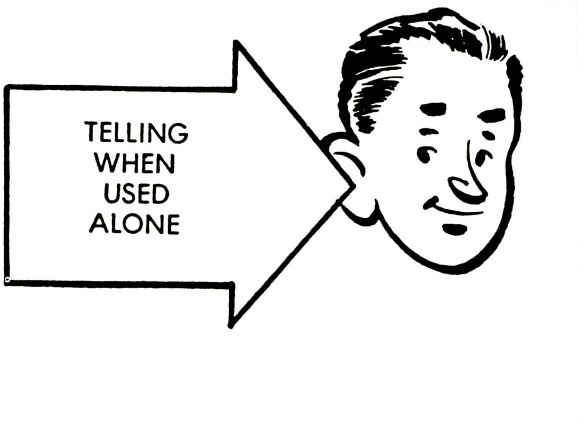
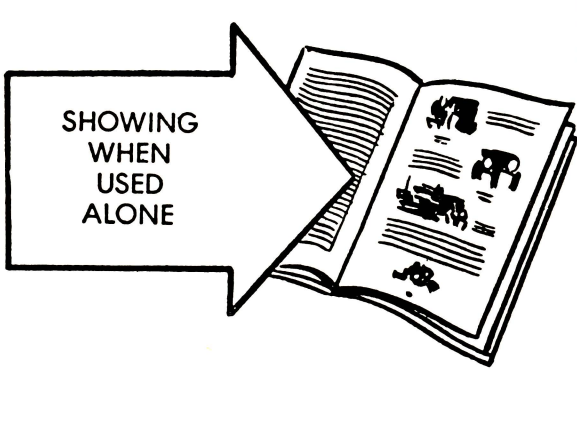
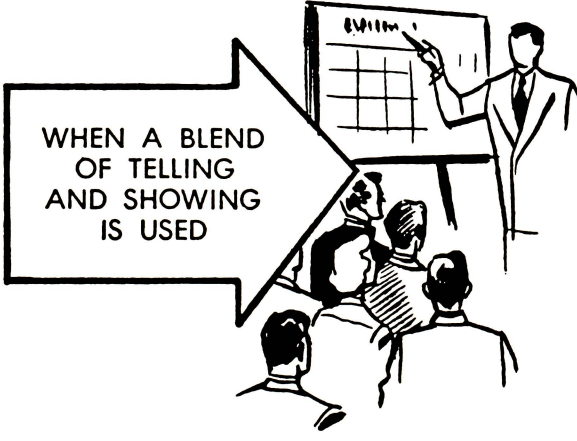
METHODS OF INSTRUCTION	RECALL 3 HOURS LATER	RECALL 3 DAYS LATER
 <p>TELLING WHEN USED ALONE</p>	70%	10%
 <p>SHOWING WHEN USED ALONE</p>	72%	20%
 <p>WHEN A BLEND OF TELLING AND SHOWING IS USED</p>	85%	65%

Fig. 10—Some Methods of Instruction and the Results Which May Be Expected from Each

<sup>26</sup>U. S. Department of Health, Education & Welfare, *Instructor's Guide, Sanitary Food Service*, Public Health Service Publication No. 90 (Washington: U. S. Government Printing Office, 1952), p. 11.



that what you asked?" It is a good practice to repeat questions before answering them, so that all members of the group may have them clearly in mind.

18. Ask questions **before** directing them to a specific individual. Members of the group will then think of the answer themselves rather than waiting to see how the selected individual will answer. A suspense technique which stimulates individual thinking is to ask a question, then spend a few seconds looking at your class roll as though determining to whom to address it.

19. Questions should always be directed to individuals. The instructor should make it clear to the class at the outset that a class directed question requires an indication of a desire to volunteer an answer and that it is the instructor's prerogative to select the individual to reply, either from among volunteers or from others. This is necessary to prevent the monopolization of the class time by the brighter and more eager members at the expense of the more hesitant or timid.

20. If certain members of the class are hesitant or timid, and do not volunteer, stimulate their participation by calling on them with a leading question beginning with a compliment. For example: "Jim, I noted the fine job you did on that steak last session. What would you say are the principal factors to be considered in broiling meat?"

21. The instructor should avoid categorically accepting or rejecting a student's answer whenever possible. Secure answers from several persons and bring out the correct answer through class discussion. The student's fellow group members are more important to him than the instructor, as far as opinions are concerned. A right answer should not be praised too highly, although it should be recognized. "Thank you very much, I agree", is a good acknowledgment for a correct answer. Tossing the incorrect answer to another member of the class, either with or without an additional leading question, is another effective technique. After the correct solution has been given, you can take the "sting" from those who were incorrect by saying: "If I get the feeling of the group on this, it is . . .". Of course, there will be occasions when you will have to step into the role of teacher and present and explain facts.

22. A good discussion leader draws most of the facts he wishes presented from the group, skillfully guiding them to correct conclusions. The instructor who starts with a "know it all" attitude fails to get much participation from the group members.

23. Illustrate or define any technical words or phrases or any words beyond the usual vocabulary of the educational level of the class. Avoid the use of such words if possible to use more simple language to achieve the desired result.

24. Remember that the more senses employed in a learning situation, the faster the learning and the greater the retention. Supplement hearing with seeing, feeling, tasting and smelling wherever possible.

25. Begin each session with something the class already knows and in which it is interested.

26. "Sell" the importance of each new subject. A novel or dramatized situation arouses interest quickly. Introduce new subjects through their relationship with experiences with which the student is familiar.

27. Follow instructor-to-student demonstrations by student-to-instructor repetitions. Compliment what is done correctly; tactfully correct errors. Don't rush the repeat demonstration.

28. Use effective training aids as much as possible. While our class sessions explain theory and principles, they must not be allowed to use up the time allotted to "learning by doing" in the manual phase of the course.

29. Allow "breaks" in so far as possible at the rate of ten (10) minutes per hour of class work. Where the discussion is first on the schedule, allow a break after it. Combine the breaks for the manual phase in the "eating" period.

30. Study the use of gestures to emphasize and fix important points but refrain from gesticulation which distracts from the subject matter. For example, when several points are enumerated, they can be emphasized by holding up one finger, then two, etc.

31. Test your students by frequent informal questions and an appraisal of how they apply the principles you have given them to the manual phases of the course work.

32. Avoid formal "tests" as being too reminiscent of formal school. Grade the products of each section under the guise of instruction in the judgment of food quality. Keep the grades for selection of the "Honor Section" for the final dinner. Carefully watch performance of individuals and sections at the final dinner . . . it is the "final examination" for the course.

#### *D. Closing the Session*

1. Summarize the discussion. Emphasize important points.

2. Give a short "selling" talk on the next session covering:

a. The importance of the subject matter to be covered.

b. Individual assignments for reports. Let those so assigned know that you are depending on them for help.

c. Stress some special attraction . . . describe in "selling" terms at least one of the dishes which the class will prepare . . . and eat.

3. Ask for questions.

4. Make the group members feel you are glad they came.



## Evaluation

There is much disagreement and controversy among educators on the form which evaluation of the student's work should take. That the work done in adult classes should be evaluated carefully, if for no other reason than for the guidance of the instructor in improving the method followed or techniques employed in his presentation, is beyond question. In industry-related courses of this type, employers also want to know the aptitudes, attitudes, degree of skill developed, speed of learning, and other data on employees or potential employees taking such courses, both for the purpose of placement and for the development and progress of those showing potentialities.

On the other hand, the system of competitive grading and comparisons utilized by the formal school is particularly odious to the adult. He feels that he is a volunteer; that he knows better than anyone else what *he* wants from a course to meet his individual needs, and, if he has achieved the end for which he attended the course, is resentful of comparison, through a formal grading system, of his attainments in relation to those of others who may have had entirely different aims and objectives. He is jealous of his judgment in accepting that part of the instruction which meets his individual requirements and rejecting or ignoring any part of it which fails to meet his individual criteria of usefulness. He is particularly resentful of being rated on a parrot-like repetition of the instructor's ideas, which may diverge widely from his own convictions and experience. In many cases, and often with considerable justification, he may feel that his conclusions are superior to those of the instructor. To answer examination questions in terms of his own convictions risks his grade; to answer as he knows the instructor desires prostitutes his own judgment.

It would appear better judgment, therefore, in courses of this type to evaluate on the basis of group and sub-group achievement. The competitive motive can be introduced through the medium of a democratic class judgment of the results of group or sub-group activities rather than individual achievements.

Thus, the class would rate the results of each section's project at each class session. At the end of the course, the class would review its ratings of individual sections and sessions, and select the "Honor Section". The Honor Section would select from among its members the student officials to conduct the various phases of the graduation exercises. Other sections, assigned to different phases of work connected with the graduation exercises, also elect their Section Leaders and Assistant Section Leaders. Thus, the ratings of the class are fairly well established by essentially democratic processes. The

students feel that they have been fairly graded by the judgment of their peers, rather than the whim of the instructor.

A "Work Schedule and Evaluation Sheet", prepared for the "Basic Course in Quantity Food Preparation" and filled out for an actual session by class evaluation, is shown in Fig. 11. These sheets were made available to the class for the election of the Honor Section and Section Leaders as detailed above for the Graduation Banquet which was both the commencement exercise and final examination for this class. The Honor Section then elected the Manager, Chef, Maitre d'Hotel and Steward; the Section Leader of the Service Section became the Head Waiter and, under the Maitre d'Hotel, handled the dining room and service. The Section Leader of the Kitchen Section became the Sous-Chef and Saucier and, under the Chef, handled all food preparation and set-ups. The Section Leader for the Steward's Section became the Kitchen Steward and, under the Steward, handled the storeroom and sanitation functions.

Significantly, in the test course, the student elections throughout coincided almost perfectly with the selections which the instructor would have made under more autocratic class procedures. However, the morale and cooperation of the students was surprisingly high. As an indication, in preparing the menu, the class selected more complicated and artistic dishes than would have been selected by the instructor. These dishes required considerably more time for preparation than was allotted, but the class voted unanimously for them, and turned out unanimously to assist the kitchen crew in their preparation, every member voluntarily participating in the "overtime". The writer considers this one of the most dramatic demonstrations of democracy in action and its value in fulfilling the "belongingness" need that he has ever witnessed.

## Materials and Training Aids

1. *Materials*—A wealth of reference material exists on almost every facet of the food service field. Not only does much of this material appear in text and reference books, but also the industry is blessed with a particularly fine and extensive trade press. In fact, the literature is so extensive that it is not an easy task to abstract from the mass of information the materials which represent the basic principles which can be taught effectively in an adult course. Application of the criteria of immediate usefulness to the student often eliminates a great deal of the material immediately. Cornell University, School of Hotel Administration, compiles and publishes perhaps the most extensive and complete bibliography in the field.<sup>27</sup> In addition to texts and the trade press, the re-

<sup>27</sup>*Hotel Management and Related Subjects* (Ithaca, N.Y.: Cornell University, School of Hotel Administration, ed. by Howard B. Meek, current edition).



Period <u>11</u>		WORK SCHEDULE AND EVALUATION SHEET										Date _____															
TIME SHEET										EVALUATION																	
Key: Explanation: _____ Preparation: ----- Cooking: -x-x-x-x- Service & Cleaning: -...-...-...	Menu Roast Chicken - Dressing - Giblet Gravy Buttered Frozen Lima Beans Orange, Grapefruit, Avocado Salad Fruit Salad Dressing Hot Tea										Product			Personnel			Remarks										
	1st Hour			2nd Hour			3rd Hour				Appearance	Flavor	Aroma	Texture	Organization	Service		Sanitation									
	(a)													E	E	E		E	(E)	E							
														G	G	G		G	(G)	G							
													F	F	F	F	F	F									
(b)													U	U	U	U	U	U									
													E	(E)	(E)	E	E	(E)									
													(G)	G	G	(G)	(G)	G									
													F	F	F	F	F	F									
													U	U	U	U	U	U									
													E	(E)	(E)	E	E	(E)									
												(G)	G	G	(G)	(G)	G										
												F	F	F	F	F	F										
												U	U	U	U	U	U										
Section I Safety - Hot Tea Sanitation - Service (a) Soak Beans for 13																				E	E	E	E	E	(E)	E	Did not heat tea pots. Dish scrapping not good.
																				G	G	G	G	(G)	G	(G)	
																				F	F	F	F	F	F	F	
Section II Roast Chicken, Dressing, Giblet Gravy (b) Put chicken in oven																											Dressing too dry.
																				(G)	G	G	(G)	(G)	G	G	
																				F	F	F	F	F	F	F	
Section IV Orange, Grapefruit & Avocado Salad Fruit Salad Dressing																											Fruit sections ragged. Did not cleanup as working.
																				(G)	G	G	(G)	(G)	G	(G)	
																				F	F	F	F	F	F	F	
																				U	U	U	U	U	U	U	

Fig. 11—Work Schedule and Evaluation Sheet Form

search and educational departments of the national trade associations, often in cooperation with leading purveyors to the field, prepare and disseminate much useful material. The National Restaurant Association, the American Hotel Association and the American Dietetic Association, for example, all have excellent "vocational guidance kits", which can be of great utility to local Food Service Industry Career Guidance Councils and to teachers in the Accelerated Adult Program. Technical material from the research departments of these associations is also valuable. Addresses of these associations are provided in the appendix of this manual. Also, a bibliography of books and references which the writer has found most useful in preparing basic course material. Purveyors to the industry often provide useful materials also, though much of it must be carefully screened for product bias before using for instructional purposes.

2. *Training Aids*—A further wealth of visual and audio-visual aids is also available in the field. The National Restaurant Association recently published a "Film Manual" which is the most complete and up-to-date listing of such materials available.<sup>28</sup> It lists and classifies for instructional purposes all pertinent motion pictures, film strips and slides.

Government departments, commercial food purveyors and industry promotional associations also provide interesting wall charts and other instructional materials.

The teacher himself should be able to work up simple but dramatically effective demonstrations of cooking or other principles: measuring our colored fluid from standard measuring containers as contrasted to tableware into glass graduates borrowed from the chemistry laboratory; breaking a rotten egg into a cup to demonstrate why eggs should be broken into separate containers before combining; balancing a cup of once sifted flour against one directly from the bag or bin; left or right hand tray handling in relation to the direction of swing of doors; the position of a cup handle for convenience in proper table setting—all make dramatic demonstrations which make a deep impression on the students. Assistance from the biology department in the preparation of agar plates for simple bacteriological demonstrations will interest them in your program, also.

## CONCLUSIONS

"Every manager, steward and chef is beset by the lack of trained assistants. On-the-job training does not fill the need because it takes too long, too much of the chef's time, and because not enough young men and women are going into the food field in the first place."

<sup>28</sup>*Film Manual* (Chicago: The National Restaurant Association, 1958).

<sup>29</sup>*Who Will Run Tomorrow's Restaurants?* (Chicago: National Restaurant Association, reprint from *Fast Food*, May, 1958), p. 57.

"It seems to me that the most effective means of alleviating the shortage lies in the chef-training courses at both high school and college level." So writes Andrew Nagy, Jr., prominent restaurant operator of Seattle, Washington.<sup>29</sup>

We agree with Mr. Nagy's first paragraph. The statistical evidence of the Statler report confirms it. We agree, also, with the greater part of his second paragraph, but feel that the key to our disagreement to the remainder lies in the last phrase of his first paragraph, that "not enough young men and women are going into the food field in the first place". Therefore, training for present employees and adult newcomers is of first importance. Also:

1. Our schools, bowing to the community's white-collar fetish, have the primary objective of training their students for MANAGEMENT—to the production of potential CHIEFS—not immediate INDIANS.

2. Only large centers of population can afford to support formal schools for the production of food service managerial aspirants.

3. Facilities and personnel exist in every community which, if utilized under the Accelerated Adult Plan, can provide an adequate supply of well-trained specialized food service employees at minimum cost.

4. The students for this program may be drawn from new recruits to the industry, from present unskilled or semi-skilled employees, or the same facilities can be used for the retraining or advanced training of present "skilled" employees.

5. The present immediate objective of this program is the DEVELOPMENT OF SKILL AT THE VOCATIONAL LEVEL.

6. The program contemplates further training AS THE INDIVIDUAL PROGRESSES and AS HE NEEDS SUCH TRAINING. It does NOT contemplate wasting either instructor's or student time on the individual who will reach the limit of his abilities as a fry cook in trying to make him a "manager".

7. Students should show their ability and ambition to progress by actual work in the specific jobs for which they are trained before time and expense is spent in assisting them to progress.

8. This instruction needs to be given at a time of life and in a manner in which it can be immediately applied and will be most appreciated.

The Accelerated Adult Program is a new concept in the food service field. The several test courses which have been conducted prior to this edition of this manual appeared to be highly successful. However, there are many facets on which research leading to improvement in both



concept and operation could be performed to the great benefit of the quantity food service industry.

Some of the problems which present themselves and which can only be answered as future courses provide additional experience in this concept of teaching may be suggested as follows:

1. *Length of Course.* Should a course of this type be given:

a. As a full-time vocational training short course? If so, for how many hours a day? And for how many days?

b. As an accelerated late afternoon-evening program? If so, for how many hours per day, days per week and weeks?

c. As an evening program? In this case, some courses, such as those involving cooking are mechanically limited in time by the cooking time required for the dishes prepared. Preparation and cooking require a minimum of about three hour periods. The question remains of the number of such periods per week and the number of weeks to complete the course.

Research in this field should include the maintenance of interest and enthusiasm as reflected by the relative attrition rates, and tests which can be correlated for a comparison of relative absorption and retention rates of the subject matter presented.

2. *Timing of Instruction.* Is too much or too little time allotted to any subject or phase of the course, either in relation to:

a. The importance of the subject to the learner's immediate needs?

b. The time necessary for presentation, food preparation, serving, evaluating and cleaning up?

c. The amount of "dead time" while waiting for products to cook or in other experimental situations? How can such time be utilized gainfully?

3. *Effect of Educational Level of Students.* What is the effect of the educational level of students on:

a. The learning rate?

b. The retention rate?

c. Their value in the industry after having taken such courses?

4. *Effect of Age Level of Students.* What is the effect of the age level of students and of what magnitude is it on:

a. The learning rate?

b. The retention rate?

c. The value to industry after having taken such courses?

d. In attitude and motivations?

5. *Effect of Sex of Students.* What is the effect and its magnitude of the sex of students on:

a. Rate of learning basic culinary procedures?

b. Time spent on different phases of instruction, for example, do women require more time on the operation

of kitchen machinery and their mechanisms than men?

6. *Practicability of Laboratory Exercises.* Are the laboratory exercises selected the most practical from the standpoints of:

a. Illustrating the principles they are designed to demonstrate?

b. Represent the best selection in the category?

7. *Practicability of Subject Matter.* Are there any subjects presented for which:

a. The student has little or no immediate need?

b. Could better be left to a more advanced course?

Are there any subjects of sufficient importance to the learner at the level for which he is being trained which have been omitted from the curriculum? If so, what subjects can be eliminated to present them and keep the course at the same length? Or, are they of sufficient importance at this level to prolong the course sufficiently to include them?

Many other questions will arise in the operation of the Accelerated Adult Program over the many categories of courses and levels of instruction possible. Mechanics should be devised for the collection of data from which valid and reliable statistical data may be obtained.

Provision should be made for the collection of statistical data under such conditions and in such form that reliable and valid conclusions can be reached.

For a practical evaluation, the records of graduates of such courses should be followed. Practical achievement and progress in the field should be checked against records of achievement in class. The causes of individual deviations from the general pattern established by class records should be checked.

Should the weight of evidence collected by these methods indicate the desirability of a change or revision of the course or its concepts, such change would then have a sound basis of fact.

Quantity food service, in all its many facets, is dynamic. Change and improvement are to be expected and anticipated. The very nature of the almost limitless number of food ingredients provides an infinite number of possible combinations in their use and service. New types of service, some of it highly mechanized, are developing. New machinery and cooking appliances will require new methods of preparation and operation. Quick frozen foods are still in their infancy. Food preservation by radiation is still in an embryonic stage. Both will develop.

The quantity food service industry is already finding itself in much the same position as the medical and engineering professions, where developments are coming so fast that it is said one has to run in order to stand still. Engineers and physicians are finding it necessary to attend periodic short courses—to spend more and more of their time in school—in order to keep up with the developments within their professions.



Isn't it logical that the quantity food service industry do the same? And isn't it logical to utilize the same mechanism of Adult Education to train and up-grade our workers?

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Issued in furtherance of cooperative extension work, acts of May 8 and June 30, 1914, in cooperation with the United States Department of Agriculture. C. B. Ratchford, Director, Cooperative Extension Service, University of Missouri, Columbia, Mo.

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