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A Study of the School Hot Lunch Program in New Mexico

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CHAVEZ

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SCHOOL
HOT
LUNCH
PRO-
GRAM

A STUDY OF THE SCHOOL HOT LUNCH PROGRAM IN NEW MEXICO

By

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June 2, 1941
DATE

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CHAPTER I

THE PROBLEM AND DEFINITIONS OF TERMS USED

In these days of stress and trouble, the physical stamina of our people is of vital importance and sound thinking and sound bodies are definite necessities in facing the years which lie ahead. It is, therefore, of vital importance to future generations that children of today be properly nurtured and cared for.

While history produces many examples of brilliant minds housed in very frail bodies, medical science is agreed that physical well-being and sound body are not only very definite essentials but absolute necessities to the development of a well-rounded individual. Existing economic conditions during recent years have deprived many children of the security of physical well being, formerly provided by the home.

It is singularly fortunate that a wise government has recognized and faced this situation and, with the cooperation of local sponsors, has made provisions through the School Lunch Program for adequate and well-balanced lunches to be served to underprivileged children in the schools of the land.

I. THE PROBLEM

Statement of the problem. It is the purpose of this study (1) to investigate the trends of the hot lunch project under the Federal Government sponsorship in certain schools of the State of New Mexico; (2) to show the relationship between warm well-balanced school lunches and such factors as attentiveness, scholarship, attendance, table manners, health attitudes, and physical growth; and (3) to reveal, through a questionnaire study the experiences of school systems of the state in connection with this project.

Delimitations of the problem. In view of the fact that the Atrisco School District in Bernalillo County is a typical rural farming community of the state, the study is limited in regard to the effects of the Hot Lunch Project upon the participating students to those of this school.

The Atrisco project is one of the several operating under the statewide program. Information regarding the physical and personnel aspects of the setup is drawn from data that are statewide. As costs vary from section to section and from time to time, no effort is made to compute actual costs of these projects

in the state.

Importance of the study. The need of a Hot Lunch Program in New Mexico cannot be over-stressed. This fact is borne out by the following observations: The economic conditions in New Mexico, especially in rural areas, are such that a definite need exists for the relief that the Hot Lunch Program can afford. Economic stress in these areas has been recognized and agencies have been organized to help alleviate these conditions. The better known of these agencies are the Farm Security Administration and the Rural Rehabilitation Administration. There is an alarming lack of balance in the diet of the people in rural areas due to the predominance of the one-crop idea and the high cost of obtaining frest fruits and vegetables in the more remote districts. This is the general rule, though exceptions do exist.

This unbalanced diet undoubtedly is a big factor in producing poor health conditions and a high infant mortality rate in New Mexico. Over a long term the Hot Lunch Program should exert definite force in bettering these conditions.

A large percentage of the school children in New Mexico are transported to school for considerable distances, often over bad roads and in bad weather.

in the state.

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This unbalanced diet [illegible]
in producing poor health [illegible]
mortality rate in New [illegible]
lunch program should [illegible]
these conditions.

A large percentage [illegible]
New Mexico are [illegible]
distance, often over [illegible]

This necessitates picking the children up early and getting them home comparatively late; the time in between, even assuming that they got a balanced meal at home, is over-long. A hot, well-balanced noon-day meal in these cases is essential.

There are many school people who have not had an opportunity to acquaint themselves with the Hot Lunch Program. This study should be of value in guiding other schools of the state in such an undertaking.

II. DEFINITION OF TERMS USED

Government sponsoring agencies. The agencies of the Federal Government authorized to help establish School Hot Lunch Projects are government sponsoring agencies. These agencies are: State Welfare Department, WPA Employment Service, Surplus Marketing Association, and local relief agencies.

Surplus Marketing Association. The Surplus Marketing Association is an agency of the government, organized to buy from the producers, with government funds, any or all surplus of produce. This surplus is then placed by scheduled allocation in the different relief areas of the nation and from there given out to families whose names appear on the relief roles.

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II. DEFINITION OF TERMS USED

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Within the past two years the government has also placed these products in the hands of school officials for the advancement of the School Hot Lunch Project.

Surplus commodities. Surplus commodities are the produce obtained by the Surplus Marketing Association from the producers and given to relief agencies.

Sponsoring agencies. Sponsoring agencies are agencies acceptable to the government as sponsoring or helping agencies to the government and the schools in making these projects possible. Some of the acceptable agencies are: classroom teachers, P. T. A., county or municipal school boards, civic clubs, and many other service organizations. These agencies may serve as co-sponsors with each other in the establishment of a project.

Supplemental contributions. Supplemental contributions are those which the sponsoring agencies contribute. These agencies are responsible for the space and equipment necessary for a project. In addition they are responsible for seeing that the project also has contributions in cash or produce to supplement that which the Surplus Marketing Association gives to the project. The supplemental contributions

come from the homes of the community in money and food stuffs. There are certain minimums which the government sets as supplemental contributions or donations.

Allocation sheets. Allocation sheets are printed forms sent each month to the project for the purpose of determining the allocation of surplus commodities. The following headings appear on the form: Quantity Available; Quantity on Hand; Quantity Requested; Quantity Approved, and Quantity Received.

III. SOURCES OF THE DATA

A questionnaire was sent to 90 schools in the state having hot lunch projects in operation. Returns from the 83 schools responding, provided the comparative data for this study. A questionnaire inquiring into reasons why the project had not been established was also sent to 90 schools not having such a project, to which 61 replies were received.

A few personal visits to established projects were made and personal interviews gave some of the information which was sought. The experiences of the writer in administering the project in his own school have been drawn on freely.

Data on file in the offices of the State Depart-

ment of Public Welfare and the State WPA offices proved helpful in supplying background information.

IV. METHOD OF PROCEDURE

All the experiences and information gathered were then compiled and tabulated to present a clear picture of the situation, to the end that they will shed light on the existing problems and the possibilities for extending the project to other schools of New Mexico.

Not many statistical techniques were used. Averages, percentages, medians, and totals are the only ones for which a necessity seemed to exist.

V. REVIEW OF RELATED STUDIES

There are no studies relating exclusively to the relationship between school lunches subsidized by the Federal Government and pupil welfare. The probable reason lies in the fact that the hot lunch project as subsidized by the Federal Government is a new undertaking in our educational system.

Many studies have been made of the problem of transportation, which goes hand in hand with school lunches, but none of these has to do with the government-sponsored school project. The few articles which help

to throw light on this matter appear in the form of short discussions in some of the educational periodicals.

Mrs. W. B. Lee gives the aims and purposes of school feeding in a recent article in Practical Home Economics.[1] This article deals only with such lunches which are provided by the home for the children traveling long distances to school.

In "A Report of Programs Conducted by Fifty-seven Teachers in Rural Schools," Marietta Eichelberger presents the following conclusions:[2]

> Methods of checking the physical condition of the children at the start and completion of the lunch program varied from school to school; but invariably significant gains were reported for the under-weights. Despite the fact that epidemics of measles and other diseases affected nearly all the children in several communities, the weight gains were maintained. Growth was important, and weight results offered a means of stimulating interest in this one factor.
>
> In most schools there was a significant decrease in absences. Attendance was good even on cold, rainy days, and morale was high. The hot lunch definitely centered the children's interest on the school. Outstanding progress was made in scholarship, demonstrating the close connection between nutrition and retention and behavior. In one school with an eight month's term, the pupils were 14½

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[1] W. B. Lee, "The School Lunch," Practical Home Economics, 7:1076, April, 1940.

[2] Marietta Eichelberger, "A Report of Programs Conducted by Fifty-seven Teachers in Rural Schools," Journal of The American Dietetic Association, 8:4, November, 1932.

points higher on the "Stanford Achievement Test" than they were the previous year.

The food served at school was responsible for an improvement in the nutritional value and attractiveness of lunches brought from home. The carry-over of nutrition and health information from the school to the family was perhaps the most important effect of the lunch program. Not only did the hot lunches increase the amount of milk each child received daily, but caused the formation of the milk habit by the families. Both children and parents developed an enthusiastic taste for evaporated milk in food and as a beverage.

In each of the counties where lunch programs were undertaken, the results were so satisfactory, and the interest of parents and local organizations as well as of the school authorities had been so aroused, that definite steps were taken to make the lunches a permanent function of the school. In this connection, a number of school districts planned school gardens. Vegetables from these were to be canned during the summer and used at the school during the following term. As a result of the lunch experience the teachers have become very much more expert in handling this type of program. Their methods have been motivated to a high degree, and therefore the county educational systems will do a more effective piece of work in the future.

In a statewide survey for the State of Missouri, Lloyd W. King, State Superintendent, makes the following contributions:[3]

School officials and teachers are meeting the

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[3] Lloyd W. King, "A Statewide Survey of the Hot Lunch Program," Missouri State Board of Education Publication, No. 2, 1940, p. 4.

widespread social and health needs of undernourished school children in the state by inaugurating hot lunch programs. Approximately 60,000 children participated in the 1,500 lunch programs which were organized during the school year 1939-40.

No one type of hot lunch program is suitable for all schools. Facilities in one school system may permit the preparation and serving of a complete, well-balanced, hot noon-day meal while in the adjoining district not more than one hot dish may be served satisfactorily.

Surplus foods from the Federal Surplus Marketing Administration of the United States Department of Agriculture are available for all school lunch programs. The State Social Security Commission maintains an office in each county seat. Applications for surplus foods must be filed with the County Director of the Social Security office.

Listed below are several plans for school lunch programs. Each school in the state should be able to employ one of these plans. It is suggested that all plans be studied carefully before any one is selected.

The first three plans are particularly applicable to the rural and village school. Before inaugurating any one of these plans it is essential that the school recognize that a hot lunch program requires some equipment, some money and considerable time and energy on the part of some people. Results of the hot lunch program need to be interpreted to the community.

Several plans for school lunch programs are: 1. The noon-day meal prepared at school. 2. Home cooked noon-day meal. 3. The individual jar method. 4. WPA school lunch program.

VI. ORGANIZATION OF REMAINDER OF THE STUDY

Chapter II presents the background and historical development in the nation at large and in New Mexico of

the hot lunch project now being subsidized by the Federal Government. This chapter also describes the new program of Hot Lunches, covering the procedure in setting up such a program, the equipment necessary, space, menus, and other related items.

Chapter III deals with an analysis of the replies to the information sheets, setting forth current practices in the administration of the project in the schools of New Mexico.

Chapter IV evaluates the benefits of the Hot Lunch Program in regard to its effects upon attentiveness, scholarship, attendance, table manners, health attitudes, and physical growth of the child. Conclusions are based upon observation of a limited group of children in a specific school under the writer's supervision.

The summary of conditions over the state and the conclusions arrived at, together with recommendations concerning the future expansion and conduct of the Hot Lunch Program, make up Chapter V.

CHAPTER II

HISTORICAL BACKGROUND AND DESCRIPTION OF THE ORGANIZATION AND OPERATION OF THE SCHOOL HOT LUNCH PROJECT IN NEW MEXICO

I. HISTORICAL BACKGROUND

The School Hot Lunch Program was initiated by the WPA and the Surplus Commodities Corporation, with the cooperation of state and local agencies, to provide food for underprivileged children. The New Deal Administration first established this WPA division within the Department of Agriculture early in 1934 to help take care of unemployment in the nation. This corporation was formed to contract and buy from farmers and producers all surplus in their fields and factories in order to maintain price standards and avoid flooding the market. This surplus obtained by the government was used to meet the needs of all families who were destitute due to unemployment and other causes. At the time of its establishment there was no great oversupply of commodities being bought by this branch. Gradually the government began its campaign to eliminate the direct dole plan of giving food to families. As each family was able to obtain employment and work

relief the government put this family into the Food Stamp plan, which was established by the Surplus Commodities Corporation in 1937. Under this plan stamps of various denominations were issued, each color of stamp being redeemable for specific surplus commodities. By 1938 the plan was in full swing and all families were taken out of direct relief so far as foodstuffs were concerned. By this time the name of the Surplus Commodities Corporation had been changed to Surplus Marketing Association.

The government felt that it had now enough surplus commodities on hand to take care of its Food Stamp Plan, and the Project Eligibility Committee, which is another branch of the WPA, began looking around for new projects which might be suitable to include in its Surplus Commodity Plan. This committee was governed by the criteria for project eligibility, which were the curtailment of hunger and privation and the promotion of better health and living conditions.

Immediately the members found that rural conditions were bad. The prevalence of common ailments and disease due to ignorance of better health practices and the lack of medical advice and ministrations due

to poor economic conditions and travel distance tended to produce an inferior race of rural people. Notwithstanding the fact that these same people were raising the produce of the country, they lived on poorly planned diets, because they did not know enough about the proper ones and their preparation. During the World War draft more rural men than city men were rejected because they were unfit for military service.[1]

In view of all these facts and findings the Project Eligibility Committee decided to begin furnishing better diets to the children of the country. They first established nursery school projects and provided foods for the daily meals of these schools. Since these nursery school projects were mostly housed and conducted in the public schools, the noon-day meal needs of the other school children became evident and a new project came into being. The School Hot Lunch Project was created.

As yet the School Hot Lunch Project is not fully

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[1] White House Conference on Child Health and Protection (New York; Century Company, 1931).

organized and established and very little data are to be had concerning it. For the nation as a whole there has been no compilation of figures to determine the exact number of participants. That it is a very popular project there is no doubt, judging from the figures obtained in this study for the State of New Mexico and also for the State of Missouri, where the State Superintendent of Public Instruction made a survey.

The majority of the projects seem to be located in the rural states, particularly in those having many little villages and towns of low economic standing and where the travel distances for school children are great. The big cities with many slum areas are also setting up this type of project because it is exactly what they need.

When the project was first established the nation was divided into districts and an administrator was appointed at the head of each district. This person was responsible for seeing that the projects were introduced in each one of the states in his district.

That a need existed in New Mexico for such a program was not any longer a question. The rural children were undernourished because of insufficient food, due to poor soil conditions and old methods of

farming. The arable land was planted to a single crop from year to year. For three successive years droughts came and the bean crop failed, thus still further restricting the diet of a large percentage of the population. The unbalanced diets caused disease with which the people, lacking the necessary health knowledge and devoid of assistance because of poverty and long distances from medical attention, were unable to cope. The program fulfilled a real need in New Mexico. While the project is part of the Works Programs, providing employment to needy persons, both men and women, the fundamental purpose is to provide free, well-balanced, and wholesome lunches to the under-privileged children of the state.

It will be of interest to note that in the State of New Mexico, prior to the establishment of the statewide plan, there were three or four school lunch projects in operation under WPA control as early as 1936. One of these projects was established in Gallup and another in Santa Rosa. There is a possibility that there were others about which the author did not secure information. The project under the supervision of the author, instituted in 1938, was one of the earliest established under statewide control.

farming. The arable land was [illegible]
from year to year. For three [illegible]
came and the bean crop failed, [illegible]
relating the dust of a large [illegible]
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the people, leaving the [illegible]
devoid of assistance because of [illegible]
tances from medical attention. [illegible]
The program fulfilled a real need [illegible]
the project is part of the [illegible]
employment to needy persons, [illegible]
fundamental purpose is to provide [illegible]
and wholesome income to the [illegible]
of the state.

It will be of interest to [illegible]
of New Mexico, prior to the [illegible]
wide plan, there were three or four [illegible]
projects in operation under WPA [illegible]
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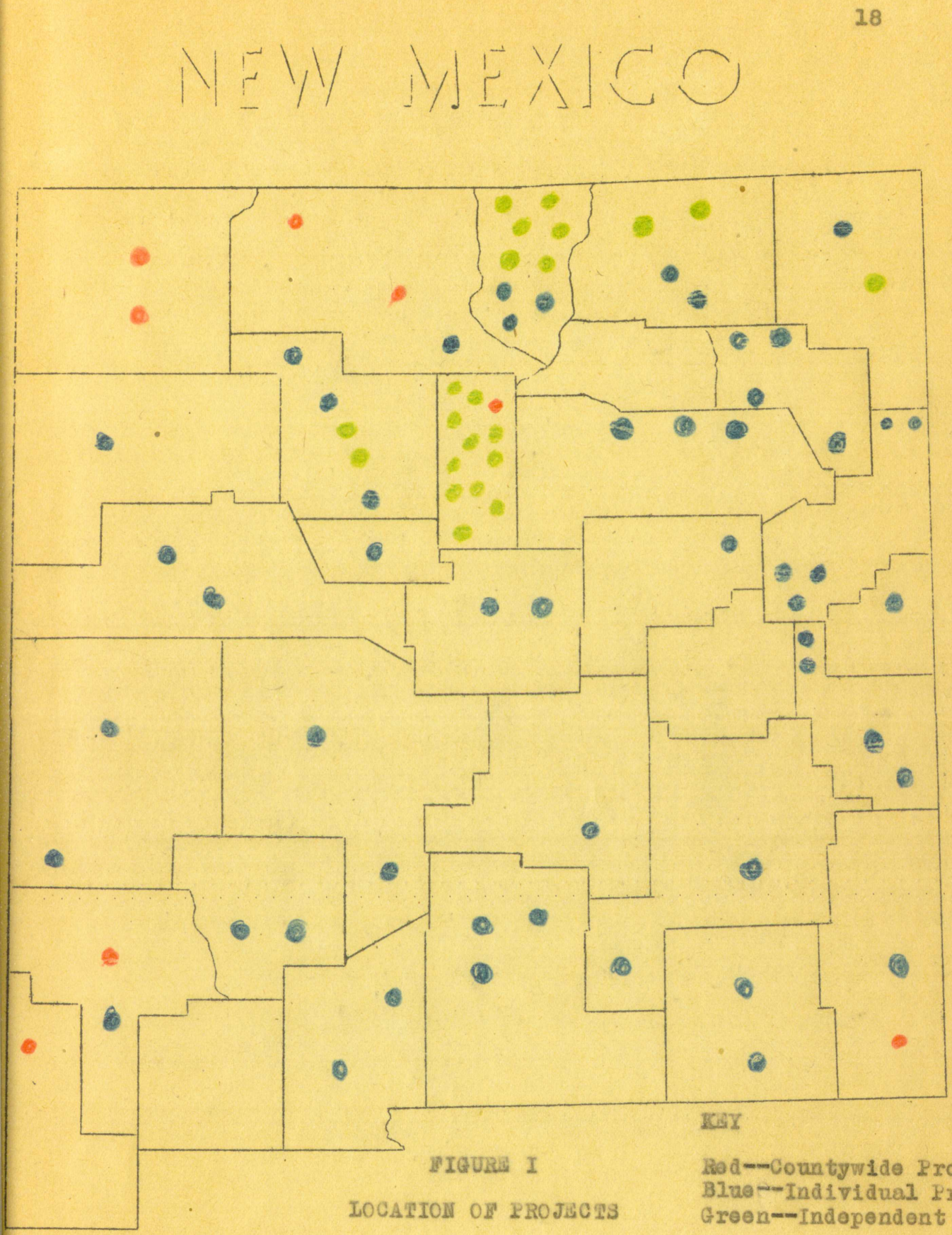
there were rumors about which [illegible]
information. The project under [illegible]
author, instituted in 1936, was [illegible]
established under statewide [illegible]

The plan has gradually grown in the state from a mere fifteen or twenty projects in 1938-39 to eighty-eight in 1939-40, with promise of an increased number of schools adopting the plan in the future. The spot map (Figure 1) shows the location and trends in the establishment of projects in the state.

II. ORGANIZATION

State. The State Superintendent of Public Instruction is the official or legal sponsor for the WPA School Lunch Project. In New Mexico the project operates as a statewide program. The state is divided into five districts. The state has at its head a State Hot Lunch Director and, in turn, each of the five districts has as its administrator a supervisor appointed by the WPA. This supervisor is organizer, director, and advisor of all the territory in the district. In turn, each local school unit must have a local cooperating sponsor with a responsible representative who has authority to act for the cooperating sponsor.

The school lunch project is a cooperative program in which the WPA employs the cooks and helpers to prepare and serve the lunches and provides the supervision and training of all connected with the WPA part



KEY

Red--Countywide Projects
Blue--Individual Projects
Green--Independent Project

FIGURE I

LOCATION OF PROJECTS

of the project. The Surplus Marketing Association, an agency of the State Department of Agriculture, donates surplus commodities to be used in the school lunches. The State Department of Public Welfare approves applications from schools for surplus commodities and allocates and distributes the commodities. The Farm Security Administration provides for monthly cash contributions to the school lunch program for each family that is a client of this Farm Security Administration.

Within the limitations of WPA personnel quota and foods available, the School Lunch Project can operate in any school in the state, public or parochial, which makes a specific request for the services and which can meet the requirements.

The trends for the expansion of the program in the state are very promising. The State Department of Public Welfare has a full-time statistician employed to check up on many of the possibilities for its further development in the state. This department is also trying to coordinate all state and federal agencies.

How to organize for the local school lunch service. Since the school lunch program is a coopera-

tive enterprise, good organization is essential to the successful operation of the school lunch units. And since the units operate in the schools, it is important that the schools accomplish the necessary preliminary organization and preparation to assure the success of the unit.

1. Types of organization for schools. Rural schools may organize on any of the following plans:

a. Countywide basis, with the County Superintendent of Schools and the County Board of Education sponsoring the countywide program, cooperating in procuring equipment and in organizing local communities to provide contributions in cash or kind. Each local school lunch activity within the county program is an individual school lunch unit.

b. Individual school basis, with the approval and cooperation of County Superintendent and County Board of Education.

c. Individual school basis, independent of the County School Office. Experience has shown that the countywide program, in counties where the County Superintendent gives his cooperation to the individual units, is the most satisfactory. Municipal

schools and independent districts will, of course, organize independently of the County School Office.

2. Determine need for school lunches. The school should determine whether there is a need for the school lunches, how many children of the anticipated participation will be eligible for free lunches, and the number whose parents are able to contribute. Usually the schools have this information, which can be checked with the various organizations acquainted with the economic status and food needs of families in the community.

3. Obtain cooperating sponsor. The school must obtain a cooperating sponsor for the school lunch unit to assume the responsibility of making provision for contributions necessary for the operation of the lunch unit. In a countywide organization, the County Board of Education is usually the cooperating sponsor for the countywide program, and each individual unit within the countywide program must have a local cooperating sponsor. The local cooperating sponsor may be a Parent-Teacher Association, a service club, a committee of parents, the local board of education, or any civic group.

4. Cooperating sponsor's representative. The cooperating sponsor must designate some responsible

schools and independent [illegible]

organize independently [illegible]

2. Determine need [illegible]

school should determine whether [illegible]

school issues, how many [illegible]

participation will be sought [illegible]

the number whose parents are able to [illegible]

Usually the schools have this information [illegible]

be checked with the various [illegible]

with the economic status and [illegible]

in the community.

3. Obtain cooperating sponsor. [illegible]

obtain a cooperating sponsor [illegible]

to assure the responsibility [illegible]

contributions necessary for the [illegible]

unit. In a countywide organization [illegible]

or Education is usually the [illegible]

countywide program, and each [illegible]

countywide program must have [illegible]

The local cooperating sponsor [illegible]

Association, a service club, [illegible]

the local board of education, [illegible]

4. Cooperating agency's [illegible]

cooperating sponsor must [illegible]

person, a teacher or school official, as its representative to handle the contributions and other matters pertaining to the school lunch.

5. Secure community cooperation. Cooperation of parents and others in the community is essential. This community cooperation often results from an understanding of the purpose and benefits of the school lunch program. The most successful units are those that grow out of interest, understanding, and a felt need in the community. Understanding stimulates interest and cooperation. WPA School Lunch Service bulletin telling how to plan the school lunch,[2] and "The School Lunch and Related Activities" bulletin[3] are available to give parents and others information regarding the importance of the school lunch and the value of an adequate diet.

6. Space and equipment. Provision must be made for suitable and adequate space and equipment for the kitchen, serving room, and storage room in which to

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[2] Isabel Lancaster Eckles, "Planning the School Lunch," WPA School Lunch Service, Bulletin No. 2, Santa Fe, New Mexico, 1940: p. 12.

[3] Isabel Lancaster Eckles, "The School Lunch and Related Activities," WPA School Lunch Service, Bulletin No. 2, Santa Fe, New Mexico, 1940: p. 10.

store commodities. Arrangements should be made by the school for the transportation of surplus commodities from the county warehouse to the local storage room. Equipment should be in place before the opening date of the unit.

7. Opening date. A date for the opening of the unit should be definitely decided upon in order that WPA labor assignments may be made, which requires 5 days to clear, surplus commodities applied for, and contributions in cash or kind be assured.

8. Application for preliminary approval. Applications to open new units should be made by the school to the State WPA Office for preliminary approval for the school lunch service. If the information in the application is satisfactory, preliminary approval to operate school lunch units is made by the State Superintendent of Public Instruction and the WPA. Blanks for this application will be furnished upon request. Units that operated the preceding year are not required to submit this application for preliminary approval.

9. Labor. Upon the preliminary approval for a school lunch unit, arrangements should be made with the WPA for the assignment of a sufficient number of

store commodities [illegible]
school for the [illegible]
from the county [illegible]
Equipment should [illegible]
the unit.

7. Operation [illegible]
the unit should be [illegible]
that SFA labor [illegible]
3 days to clean, [illegible]
contributions in [illegible]

8. APPLICATION FOR [illegible]
Applications to [illegible]
school to the [illegible]
for the school lunch [illegible]
the application [illegible]
to operate school [illegible]
superintendent of [illegible]
Blanks for this [illegible]
request. Units [illegible]
not required to [illegible]
approval.

9. Labor [illegible]
a school lunch [illegible]
the SFA for the [illegible]

WPA personnel to operate the unit efficiently. The number of workers assigned will depend upon the varying conditions in the schools, the number of children participating, and quota limitations. On an average there should be 1 worker to each 25 or 30 children.

10. Application for surplus commodities. In a countywide program the County Superintendent of Schools makes application for surplus commodities for each school participating in the school lunch program within the county. Under the individual school plan, each school makes application for surplus commodities. Applications for surplus commodities are made through the County Director of Public Welfare. The Surplus Marketing Administration, Albuquerque, New Mexico, and the Department of Public Welfare, Santa Fe, New Mexico, provide schools with full information regarding regulations for the care and use of surplus commodities, delivery dates, reports required and other pertinent facts. Organization of the school and community should be definite and complete. This involves the cooperation of parents, teachers, and civic leaders.

OPERATION

Since the WPA School Lunch Project is operated cooperatively by the WPA and the schools, it is desirable that there be an understanding of the obligations each of these agencies assumes and the duties involved when a school lunch unit is approved.

1. Cooperating sponsor - Local unit.

a. Contributions through local sponsorship. In the operation of the WPA School Lunch Project, the units provided with WPA supervision and labor and available surplus commodities shall be further financed by the cooperating sponsor through contributions of cash or kind.

There are numerous sources in every community from which contributions can be secured - State and Federal agencies, various civic organizations, parents and other individuals - provided the community is properly organized and interest and cooperation have been gained. In communities where there are clients of the Farm Security Administration, cash contributions are made by the Farm Security for the school lunch program.

It is necessary, then, that the cooperating sponsor, working jointly with the school, shall arrange for the procurement of equipment and facilities for the preparation and serving of lunches. WPA workers on the lunch units cannot achieve the purpose of the Project without proper and adequate facilities with which to work. Every effort should be made by the sponsoring agency to provide the equipment and supplies necessary to have the unit operate with high standards, and under safety, sanitary and health regulations. The methods for raising funds and securing contributions must be determined by the cooperating sponsor and adapted to the local community.

The planning of individual lunch programs presents specific problems which must be adapted to local conditions. While each program must function in accordance with the same basic regulations, units in various localities may operate under vastly different conditions. The standards herein set up are in accordance with regulations.[4]

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[4] WPA Operating Procedure, Works Projects Administration, Bulletin No. G. 5, Section 13, 1938 (Washington, D. C.)

Contributions which must be provided by the cooperating sponsor are: (a) space; (b) equipment; (c) water, fuel, and light; (d) handwashing facilities for children; (e) foods to supplement surplus commodities; (f) transportation of commodities.

2. Space. The space provided for preparing and serving of school lunches should be located in the school building, or in a separate building on the school grounds, except where a central kitchen has been established to serve a number of schools.

Foods shall not be prepared in the homes.

The rooms should meet all safety, health, and sanitary regulations for food handling establishments. (See Appendix C). In small rural schools, where it is not possible to meet such regulations, standards must be established which will permit the operation of the school lunch project units under adequate conditions of safety and sanitation.

The rooms shall be well lighted and ventilated, with easily accessible exits in case of fire.

The space provided for preparing and serving of school lunches should be kept free of the storage of school supplies, broken down desks, and other unused equipment.

The rooms should be approved by the WPA Safety Consultant before lunches are started.

a. Kitchen. The kitchen should be well arranged and large enough to allow for good kitchen routine that will enable the workers to move about from cupboards, work tables, or sink to range without jostling or interference.

b. Serving room. The room in which lunches are served may be a specially equipped lunch room, or lunches may be served in classrooms at desks of children.

c. Storage room. Provision must be made for a clean, well ventilated storage room in which to keep all staples and other foods. This storage space should be separate from the kitchen and lunch room and from coal, wood, or other general storage space, and easily accessible to the workers.

The storage space should be cold, if possible, or an extra storage space should be built by the school to take care of such foods as potatoes, carrots, cabbage, and other semi-perishables. This is especially important for schools located where contributions of large quantities of such

vegetables may be made.

The storage room should be so arranged that it can be kept free from mice and other pests.

3. Equipment. The equipment, as well as space, shall meet state regulations for food handling establishments, with the same provision in regard to acceptable standards for small rural schools. The following is a minimum list of equipment necessary to operate a school lunch unit efficiently:

a. Kitchen. (1) Sink, where possible, and an adequate supply of water; (2) Water kegs or barrels, with faucets, if running water is not available; (3) Stove or stoves - wood or coal range, gas range with vent, electric range - with 6 holes or burners, and a large oven which will bake bread or cakes and certain main dishes. The oven space must be adequate to take care of the number of children to be served. The use of oil stoves, gas ranges without vents, and gasoline stoves will not be permitted on a WPA school lunch unit; (4) Adequate cupboard space with doors, where supplies and dishes can be kept away from dust and pests; (5) Adequate shelves and cupboards for storing kitchen utensils; (6) Adequate work tables and tables for serving;

(7) Sanitary receptacles, with tight fitting covers, must be provided for transporting prepared foods from central kitchen. "Where central kitchens have been established, state and local health and safety regulations relating to the transportation of prepared foods shall be observed. Every sanitary precaution must be taken to prevent contamination of food." (8) Adequate cooking utensils. (See Appendix C). The procurement of good utensils always proves economical. They not only last longer, but are safer. Iron, steel, and aluminum kettles and heavy retinned ware do not chip. Reduced prices can be obtained on excellent quality ware for the school lunch program. Many articles of equipment for cooking are frequently donated by individuals or groups in the community. Large utensils, as pressure cookers, are often loaned to the school; (9) Cleaning equipment and cleansing materials - mops, brooms, dust pan, soap, scouring powder, chore girl, disenfectants; (11) Bulletin board for posting instructions to workers, menus, and other information.

4. Serving Room.

a. Provision should be made that chair and table space be available for each child while eating.

b. Benches may be used in the place of chairs.

c. If lunches are served in a specially equipped lunch room the tables should be covered with oil cloth or linoleum or a material that can be kept clean and sanitary and also be attractive.

d. If lunches are served in classrooms at desks of children, oil cloth doilies or paper napkins should be provided for servide covers. Children like to make the oil cloth doilies.

e. The serving room should be clean and well ventilated, light and cheerful.

5. Equipment for individual child. Each child should be supplied with the following: (a) 1 plate; (b) 1 bowl; (c) 1 mug or cup; (d) 1 glass; (e) 1 knife; (f) 1 fork; (g) 1 teaspoon; and (h) 1 tablespoon. No cracked, broken, or chipped china or enamel dishes or glassware can be used or kept in the kitchen or lunch room.

If dishes are brought from home they should be left at the lunch center and washed there.

While the dishes used for serving the children need not be expensive, they should be of rather heavy, hard china, such as restaurant or hotel ware.

The supply for each child should be complete

enough to permit of serving the lunches in an acceptable and attractive manner.

6. Storage room. The storage room must be provided with lock and key. The WPA cook, or foreman, should be supplied with key in order that she may have ready access to commodities as they are needed.

There should be shelves, tables, or cupboards to provide adequate space for storing all commodities off the floor.

Space and equipment should be approved by the WPA Field Supervisor before school lunch units are opened.

7. Water, fuel, light. There should be running water if possible. When this is not available, the water used from open wells or any other source must undergo inspection by health authorities. The project must have an adequate supply of illumination and the types of fuel must correspond to government regulations. (See Appendix C).

8. Handwashing facilities for the children. It is a rule at the WPA school lunch units that children shall wash their hands before eating. The school should provide the necessary facilities.

9. Foods to supplement surplus commodities. The surplus commodities donated by the Surplus Marketing Administration for incorporation in school lunches usually consist of cereals, flour, cornmeal, beans, fruits, butter, and sometimes milk.

The surplus commodities supply basic foodstuffs around which the balanced school lunch is built and are the first foods taken into consideration in planning the menus in the state office to be used at the WPA school lunch units.

To these surplus commodities other foods must be added in order to bring dietary balance to the school lunch menus. (See Appendix A and B).

The cooperating sponsor makes arrangements to supply the foods that are needed to supplement the surplus commodities to the extent of providing well-balanced meals for the school children. These non-surplus foods may be contributed through donations or purchased with cash contributions.

Among the foods that should be contributed to supplement the surplus commodities are:

a. Staples, as sugar, baking powder, salt, and other seasonings.

b. Vegetables, fresh or canned, in sufficient quantity

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The cooperating sponsor makes arrangements to supply the foods that are needed to supplement the surplus commodities to the extent of providing well-balanced meals for the school children. These non-surplus foods may be contributed through donations or purchased with cash contributions.

Among the foods that should be contributed to supplement the surplus commodities are:

a. Sliced, as sugar, baking powder, salt, and other seasonings.

b. Vegetables, fresh or canned, in sufficient quantity

to have at least one kind for each meal, such as cabbage, carrots, beets, turnips, green beans, lettuce, and potatoes.

Tomatoes are valuable nutritionally. Menus and recipes provide for their frequent use and in varied ways.

c. Meat and fish, meat occasionally, and canned fish, as salmon, at least once a week.

d. Cheese and eggs, as needed for the menus.

e. Cocoa, for milk drinks and flavoring.

f. Milk, when not included in surplus commodities, for daily use in cooking or milk drinks. The milk may be fresh milk, dried skim milk, or canned milk.

As a guide for purchasing foods that are needed or for securing food contributions, the WPA cook in charge of the local lunch unit will periodically furnish the cooperating sponsor's representative with a list of the foodstuffs that are needed. This list will be based on the foods on hand and the menus sent to the unit from the State WPA Office.

10. Transportation of commodities. The school makes provision for the transportation of surplus commodities from the county warehouse to the school.

When a unit closes either permanently or for the school year, the school provides transportation for the return of surplus commodities on hand to the county warehouse.

Where a central kitchen is established, the school provides transportation of the prepared foods to the various centers where school children are served.

11. Other activities of cooperating sponsor. It is understood that all school lunch activities of the local cooperating sponsor are undertaken jointly with the school officials and teachers.

a. Determining which children are eligible for free lunches. The WPA School Lunch Project provides lunches without cost to needy or undernourished children. The school must determine which children are eligible for free lunches and should prepare a list of those children certified as eligible to receive free lunches. This should be done without publicity or cause for embarrassment to those children who need the free lunches.

b. Conditions under which other children may participate. While the WPA provides assistance in preparing and serving free lunches to needy and undernourished children, this shall not operate to prevent the serving of lunches to other children provided

adequate personnel and food are available. Wherever this is done, the cooperating sponsor may require contributions in cash or kind from those children whose families are financially able to contribute.

c. Contributions. The parents of those children able to pay in whole or in part for their lunches should make regular contributions of money or food toward the cooperating sponsor's share of the cost of the program. Parents who are able to do so usually expect, and prefer, to contribute for their children who participate in the school lunch.

Many children who ride long distances to school in the school buses and desire to participate in the school lunches. Parents of these children who are able to do so should contribute for such participation.

12. Amount of contributions. The amount of contributions for those children whose parents are able to pay in cash or kind should be determined by the school.

The contributions from children's parents should be based on financial ability and may range from one cent to 10 cents per serving of complete lunch. These contributions may be made in cash or cash

equivalents in food.

The contributions for children participating in the school lunches are only for covering the actual cost of food and are not for the purpose of making profit.

13. Tickets. The use of tickets is a satisfactory method of securing contributions from children whose parents are able to pay, and at the same time avoid discrimination between the paying and non-paying children.

Principals or superintendents should provide classroom teachers with lists of those children certified as eligible for free lunches. The teachers give the tickets without charge to the children so certified and sell the tickets to children whose parents are able to pay. The amount collected per ticket may range from one cent to 10 cents and may be paid in cash or kind. Other methods may be used at the discretion of the school officials.

14. No segregation or discrimination. There shall be no discrimination or segregation of children who are receiving free lunches from other children who are contributing. A similar lunch (without

choice or selection) must be served to both paying and non-paying children.[5]

15. Other participants in the school lunch. WPA Personnel shall not be used to prepare or serve lunches to teachers or representatives of the cooperating sponsor, regardless of whether a contribution is made, except in the case of teachers who assist in supervision of children at tables in the lunch room, or in cases where no other facilities are available. Under the above provisions, persons who may eat at school lunch centers provided they make contributions are: School officials, teachers and other school employees, visitors, WPA supervisors and other officials.

The contribution must not be less than 10 cents for each lunch service. With the approval of the cooperating sponsor, the WPA personnel on the lunch units may be provided with free lunches.

16. How contributions are handled. Funds contributed shall be treated as cooperating sponsor's

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[5] WPA Operating Procedure, Works Projects Administration, Bulletin No. G. 5, Section 13, 1938 (Washington, D. C.)

contributions and shall not be handled by WPA personnel.[6] Collecting or receiving contributions shall be done by the cooperating sponsor's representative (school official), or a person designated by him who is not connected with the WPA. Parents or others may send their contributions by the children to the person designated to collect contributions. Contributions should be collected or received in the office of a school official or a room assigned for that purpose.

Contributions may be either food or cash. They cannot be collected or received at the lunch center during the time food is being served, or by WPA personnel. School officials should inform the children where and when to leave their contributions. School officials should make arrangements concerning contributions from teachers and others who may eat at the lunch center. Food contributions, donated or purchased with cash contributions, are delivered to the cook at the lunch center after they are listed and checked by the official in charge of contributions. Cash contributions are

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[6] WPA Operating Procedure, Works Projects Administration, Bulletin No. G. 5, Section 13, 1938 (Washington, D. C.)

retained by the school official to be used for the purchase of food to be incorporated in the school lunch.

17. Buying and disbursing cash contributions. Cash contributions can be expended only for food purchases. The cooperating sponsor's representative should superintend all such expenditures.

The WPA cook on the unit will furnish the school official with a list of foods required, based on the menus sent to the cook from the WPA state office and the foodstuffs on hand. The cook may do the buying from local stores designated by the school authorities, but the school must pay the bill at the end of each week or at such time as may be agreed upon. WPA cooks do not handle the cash.

Through purchase orders the school will provide the foodstuffs, not donated as food contributions, that are needed to supplement surplus commodities to the extent of having well-balanced school lunches.

Economy measures in buying are: (a) Buy in bulk, rather than packages; (b) buy large, rather than small cans; (c) buy by the bushel, or sack, rather than a few pounds; (d) buy perishables as needed, and in season, and only when firm and fresh; (e) buy good

brands; dairy products from reliable sources.

18. Keeping records of contributions and disbursements. The cooperating sponsor's representative should keep a record of all contributions, cash or kind, to the school lunch unit, and all expenditures. A form will be furnished schools by the WPA office for keeping this record. Once each calendar month the school will send a copy of this report to the Chief Timekeeper, School Lunch Project, Santa Fe, N. M. It is necessary that the WPA state office know what the cooperating sponsor's contributions are each month.

19. Record of improvement in school children. The school should keep a record of any improvements in children and in school conditions that may be attributed to participation in the school lunches.

Suggested items for which schools should keep records for those children who participate in school lunches are: (a) gain in weight; (b) general health and physical fitness; (c) energy in work and play; (d) better established practices of cleanliness; (e) increase in regular attendance; (f) scholarship; (g) social attitudes and behavior.

A comparison of these items in the children in the same school who participate and those who do not

might prove enlightening. Last year's reports from schools on improvements in children who participated in the school lunch were most gratifying. It is only through the cooperation of the schools that these results can be obtained.

Children should be encouraged to keep their own monthly record of gain in weight. In WPA Bulletin No. 3, "The School Lunch and Related Activities," will be found a sample Growth Record which children will like to make, and each child will have an opportunity to keep and watch his own growth.

The school lunch experiences may be utilized in the classroom as a vehicle to make the teaching of healthful food and nutrition more effective. Informational material that will aid teachers, parents, and children in gaining an understanding of the importance of an adequate diet will be found in WPA Bulletin No. 2, "Planning the School Lunch," and WPA Bulletin No. 3, "The School Lunch and Related Activities." Teachers and parents may obtain these bulletins by writing the State WPA Office.

20. Supervision of children while eating. The school should arrange for teachers to supervise the children during the lunch hour. Certain procedures

should be established that can be observed by the children, as: (a) handwashing before eating; (b) orderly behavior in lunch room and at table; (c) good table manners; (d) taking time at table to eat slowly; (e) learning to eat new dishes; (f) meal time a pleasant and social hour; (g) learning to eat foods in proper order - desert last. Other practices may be developed as need and opportunity are seen.

CHAPTER III

THE QUESTIONNAIRE RESULTS

The actual status of the Hot Lunch Project in New Mexico is best visualized by the returns to the questionnaire sent to the different schools of the state.

Two sets of questionnaires were sent, one to those schools which had lunch projects in operation and another to those not having a project. These information sheets appear in the appendix.

Out of the ninety information sheets sent to schools with lunch projects in operation, eighty-three were returned, giving a 92 per cent response. Of those sent to the schools not having a project in operation, sixty-one were returned. The analysis of the results of these two questionnaires divides this chapter into two parts. Part I deals with returns from schools with projects and Part II with returns from those schools not having projects.

PART I

Type of project. There are three major types of projects. The countywide basis is that in which

the county school superintendent and the board of education are the sponsors of the project for that area. This indicates that the county intends to put it into operation in all of its schools. Due to the fact that this type of project for schools is quite new, not one single county shows 100 per cent participation. Twelve projects of this nature have been established in New Mexico.

The second type of project is the individual basis. Projects of this type are not sponsored by the County Board of Education and County School Superintendent, but carry their endorsement. Fifty-three of the schools reporting are organized under this method.

Type three is the independent individual basis, not dependent on the County School Office. All municipal and independent schools come under this heading. Under this method 20 projects were organized. Figure 2 indicates the frequency of each of the various types of organization.

Determining factors in the establishment of Hot Lunch Projects. In putting any project into operation in the schools, there is always some underlying cause

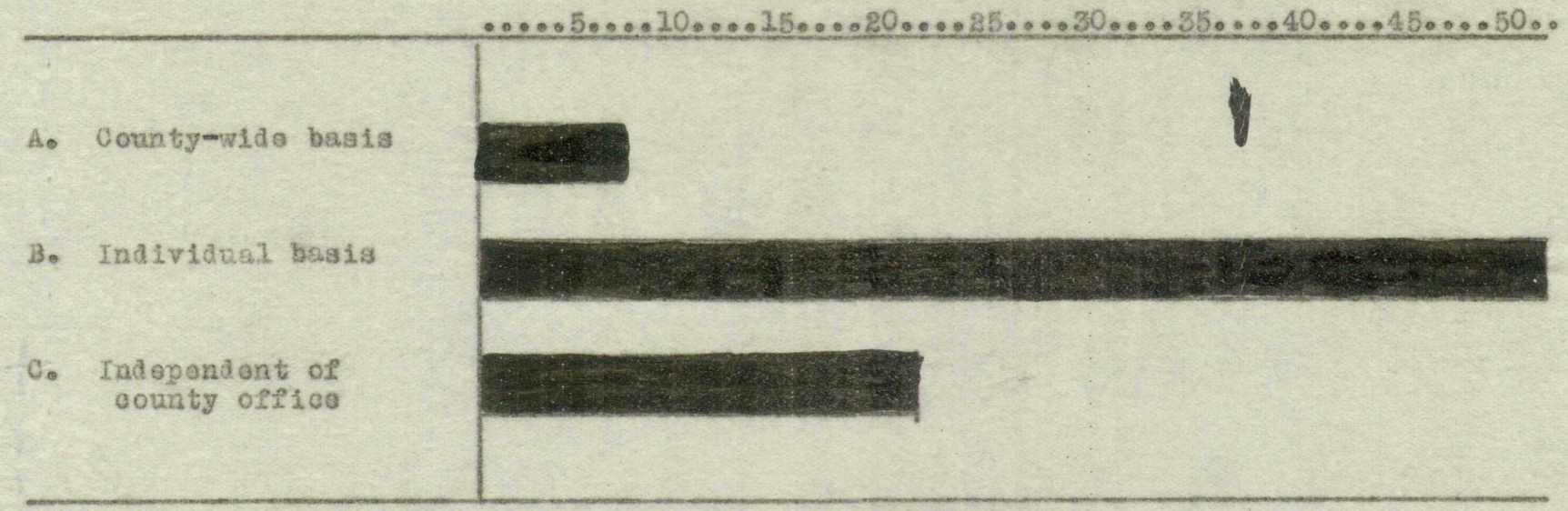

FIGURE 2

TYPES OF ORGANIZATION

prompting its establishment. The economic condition of the rural communities of the state is a factor which determines many things in the program of the schools. Seventy-nine per cent of the schools give this as the outstanding reason for setting up a project. Only four schools of those reporting did not check this item as being a cause.

In many instances transportation was a factor affecting establishment, but a surprising conclusion can be made. It is that although transportation made hot lunches necessary it is not considered a major reason for establishing a lunch project. Only 10 schools reported this as a cause.

Poor economic conditions and prevalence of common ailments due to malnutrition were checked by 90 per cent of the schools as the major reasons for a project.

Some of the lesser factors influencing the schools in favor of lunch projects are: (1) long distances from home; (2) extreme cold weather; and (3) children not caring to bring home-made lunches.

Local cooperating agencies. Local initiative is the keynote of success. The Federal Government

expects the local community to cooperate to a high degree in the sponsoring of such a project. Figure 3 shows the exact number of school lunch projects established by Parent Teacher organizations, local service clubs, local organizations, local boards of education, committees of parents, and any others reported.

The great interest in School Hot Lunches among Parent-Teacher organizations can be seen in the fact that these alone are sponsoring 20 projects in New Mexico. There are 10 projects sponsored by teachers' groups alone. Local boards of education are well represented as cooperating sponsors, having to their credit 15 projects in operation. The local agencies sponsoring the greatest number of projects are committees of parents, among which the idea of school hot lunches is in great favor. Local service clubs and local organizations are sponsoring 12 projects in the state.

Cooperation. The interest, understanding, and need felt by the school patrons and school officials secured the necessary cooperation for establishment of the projects. That necessary information

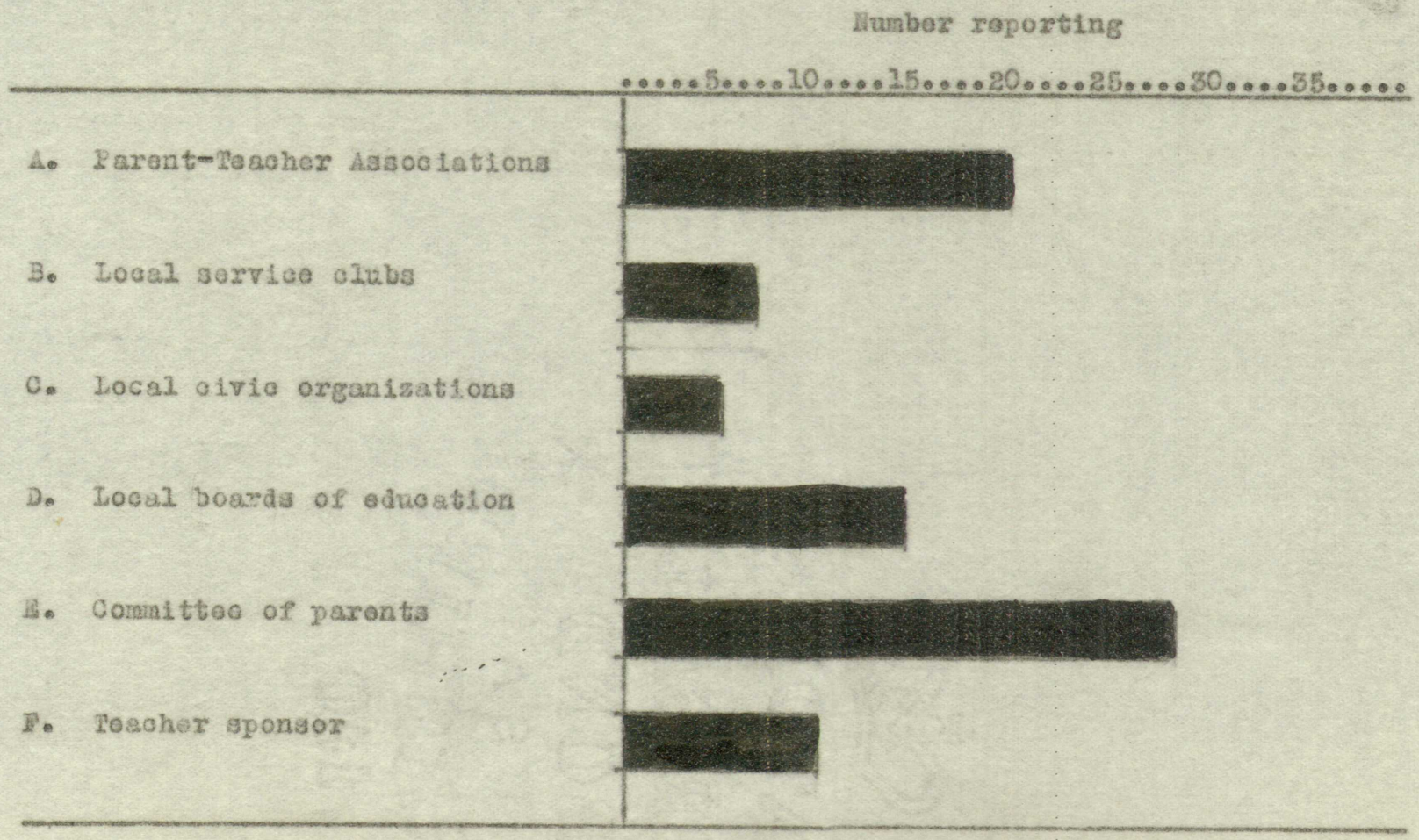

FIGURE 3

LOCAL COOPERATING AGENCIES

was given to the community by meetings was reported by all schools except one, and in this school the project is entirely supported by the school itself. One school is using the breakfast type of lunch and the children come to school without breakfast. All schools in which projects were established reported excellent community cooperation.

Space and equipment. The technical angles of the project are more concrete to deal with. The average size of the kitchen reported was fourteen by twenty feet, the size ranging from mere cubby-holes six by eight feet in size to large ones thirty by forty feet. In 71 of the schools the kitchen was located in the school building, while 12 schools reported kitchens an average of 75 yards away from the building. In many instances those projects using kitchens outside of the school building have to pay rent for the use of such places.

Utensils. The utensils used in projects were classified under two types, (1) cooking utensils and (2) serving utensils.

The cooking utensils were either bought by the sponsoring and cooperating agents or donated by

business people of the community. One very interesting factor to note is the cooperation of the business people of the community. Thirty-four schools report that cooking utensils were donated by the business people.

The serving utensils were brought by the children from the homes in 91 per cent of the projects, while 7 per cent of the schools report that they were bought by the local cooperating agency.

The value of all utensils combined ranged from $25 to $300, with a median value of $79.

Figure 4 indicates the type of fuel used by the different projects. In the majority of cases reporting, coal and wood are the outstanding fuels used. Twenty-seven schools are using coal and thirty-six are using wood. In all schools using these two types of fuel a combination of both was used. Natural gas was used by five projects. Electricity was used in the high school project where the lunches were prepared by the Home Economics Department.

Although the Government specifies that kerosene or gasoline cannot be used for fuel, ten schools reported the use of oil ranges.

The equipment used in cooking and serving varies with the different projects. The following

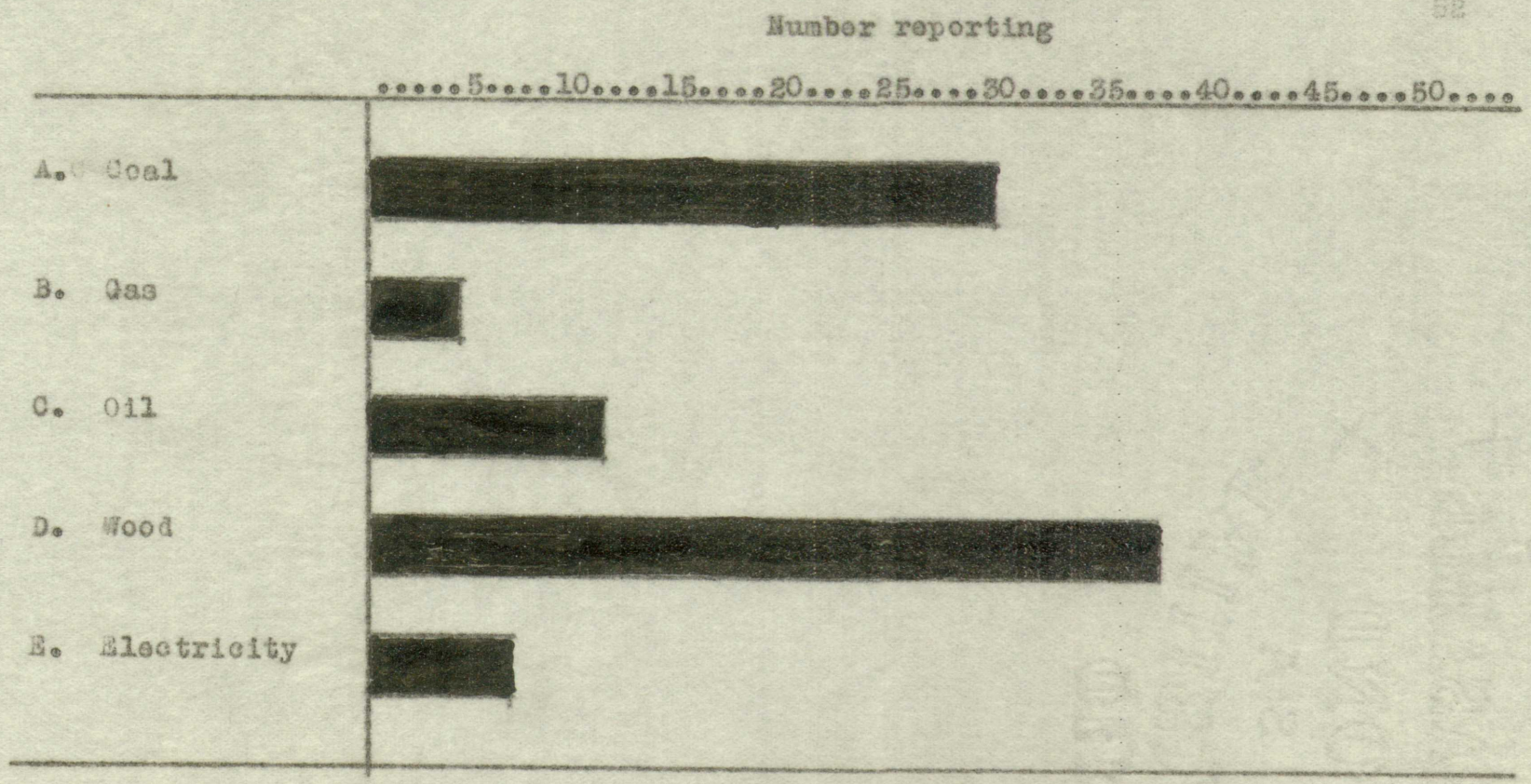

FIGURE 4

TYPES OF FUEL USED BY DIFFERENT PROJECTS

tabulation shows the different kinds of equipment and number of projects using them: serving wagons, 4; running water, 82; hot and cold water, 71; sinks for washing dishes, 20; provisions for sterilizing dishes, 66; napkins, 13; and handwashing facilities, 52.

Only 8 schools reported having rooms used exclusively for serving lunches. In the majority of the schools the lunches were served in the classrooms, with from 2 to 8 teachers on duty during the lunch hour putting in a median of 225 minutes per week each in this activity.

The project itself was usually carried on by WPA help in cooking and serving the meal and washing the dishes. Only in 3 cases were NYA people used. In 7, patrons of the community volunteered to help where WPA or NYA help was not available. A total of 250 WPA employees are used in these projects by the schools reporting, or an average of three per school.

Supplemental contributions. The Federal Government clearly states and sets a minimum on the amount of cash contributions or donations of food. These are according to the size of the project and vary with the interest and economic condition of a community. The

tabulation shows the different [illegible]
number of projects [illegible]
running water, 32; [illegible]
washing dishes, 20; [illegible]
68; napkins, 15; and [illegible]

Only 8 schools [illegible]
directly for serving [illegible]
the schools the lunches [illegible]
with from 2 to 8 teachers [illegible]
hour putting in a month [illegible]
in this activity.

The project itself [illegible]
VFA help in cooking [illegible]
the dishes. Only in 2 [illegible]
In 7, patrons of the [illegible]
where VFA or NYA help [illegible]
250 NYA employees are [illegible]
schools reporting, or [illegible]

Supplemental activities.

Most directly states [illegible]
each contributions or donations [illegible]
according to the size of [illegible]
interest and economic [illegible]

cash contributions range from $10 to $75, with a median contribution of $31 per month.

Vegetables lead the list of foods in season regularly contributed, while poultry and dairy products follow. Staples come next in order of donations, beans and potatoes being the chief staples brought. Meats were reported for occasional and special occasions such as Christmass and Thanksgiving.

Eligibility for participation. The Federal Government states in its bulletin of procedure that no distinction is to be made between the paying and non-paying participants and that no distinction is to be made between relief or non-relief cases. In the majority of instances all the children were allowed to participate. In many instances, twenty to be exact, a committee was appointed from the local co-operating agency to pass on eligibility. These cases were usually relief cases. In six instances the county health nurse decided or advised as to who should participate.

Number of participants. It seems that the bulk of the participants are elementary school children from grades one through eight. Only 22 systems report high

school students participating in the project. The high school students participating in the project total 1076, while there are 10,282 elementary children participating in the schools reporting. Seventeen systems report 100 per cent participation. These figures are reported as the present estimate.

Records kept. All the schools reporting kept some sort of records on the following items: gains in weight, general health and physical fitness, energy in work and play, new practices of cleanliness, increase in regular attendance, scholarship, and better social behavior. These records are not standardized, because the federal government and state agencies are not quite certain as to the kind or method of record keeping most desirable.

In the majority of the schools some sort of financial record is kept, while twenty schools report regular bookkeeping practices are followed. The school principal or head teacher administers the funds and finances of the project.

Length of operation. The majority of projects were established this year. The number of projects in operation last year was doubled for the year 1940-41.

Fourteen of the projects were established at the beginning of the school term, while 34 were established about three or less months ago. Table I gives a picture of the statewide operation of projects for 1939-40.

Size of schools. The size of the schools has little bearing upon the establishment of a project. The size of the schools reporting ranges from 38 students to 3550, with a median of 255 pupils.

The number of pupils transported also has very little to do with the establishment of a project. The ratio of pupils transported to those taking part in projects shows that transportation was not a cause for the establishment of the project. Two times as many pupils are participating as are transported to the schools reporting in this study. Table II shows the enrollment, number of pupils transported, and the number and per cent participating in the lunches for each project concerned in this study.

PART II

This questionnaire was sent to the schools not having lunch projects in operation. The clearest way

TABLE I

UNITS OPERATING DURING 1939-40

DISTRICT TOTAL WITH A BREAKDOWN FOR COUNTIES

District	County	No. units	No. children participating	Number employees
1.	Santa Fe	13	1,513	52
	Taos	9	1,160	34
	Torrance	1	144	3
Total	3	23	2,817	89
2.	Guadalupe	1	140	3
	Harding	6	606	15
	Mora	5	629	15
	Quay	10	1,309	42
	San Miguel	6	523	15
	Union	1	75	1
Total	6	29	3,282	91
3.	Dona Ana	3	328	11
	Grant	1	127	3
	Sierra	2	169	7
	Socorro	1	88	2
Total	4	7	722	23
4.	Chavez	4	698	16
	Curry	2	405	8
	De Baca	2	141	3
	Eddy	2	210	5
	Lea	2	161	3
	Lincoln	1	69	2
	Roosevelt	7	618	14
Total	7	20	2,302	51
5.	Bernalillo	3	804	22
	McKinley	1	138	4
	Valencia	3	316	8
Total	3	7	1,258	34
State total	23	88	10,381	288

TABLE II

NUMBER OF PUPILS ENROLLED, TRANSPORTED, AND PARTICIPATING IN EACH SCHOOL COVERED BY THIS STUDY

No. enrolled	Pupils transported	No. participating	Percentage of participation	No. enrolled	Pupils transported	No. participating	Percentage of participation
3,550	-	343	9.7	220	34	147	66.8
2,108	250	335	15.4	218	250	190	87.1
868	599	616	70.1	212	115	115	54.2
850	200	257	30.3	212	65	175	82.5
611	89	515	84.3	211	60	120	56.8
436	180	200	45.9	210	100	111	52.8
410	-	267	65.1	210	180	180	85.7
401	42	225	56.1	207	90	200	96.6
360	340	160	66.2	200	-	109	54.6
360	75	300	83.3	190	-	190	100.0
340	314	166	48.8	187	30	126	67.3
326	15	199	61.1	187	82	82	43.3
312	240	190	63.3	184	166	155	84.2
300	40	180	60.0	180	80	140	77.7
287	155	215	54.3	180	67	106	53.3
281	12	120	42.0	170	150	143	84.1
250	154	182	72.8	160	149	121	75.5
247	-	135	44.6	160	100	142	88.9
235	150	220	93.6	150	90	150	100.0
226	200	222	98.2	153	92	140	91.5

TABLE II (Continued)

NUMBER OF PUPILS ENROLLED, TRANSPORTED, AND PARTICIPATING IN EACH SCHOOL COVERED BY THIS STUDY

No. enrolled	Pupils transported	No. participating	Percentage of participation	No. enrolled	Pupils transported	No. participating	Percentage of participation
149	130	57	38.2	92	70	80	86.9
145	58	142	97.9	90	80	87	96.9
145	110	124	69.1	90	65	65	72.2
145	110	145	100.0	90	62	70	77.7
145	130	145	100.0	88	30	73	83.0
142	87	98	69.1	86	40	86	100.0
140	35	136	97.1	79	80	79	100.0
140	115	125	89.3	76	-	72	94.5
138	-	134	97.1	76	45	31	40.7
135	100	125	93.3	75	70	70	93.3
132	132	128	97.0	73	14	71	97.3
128	59	128	100.0	72	57	55	76.3
126	103	124	98.3	71	60	71	100.0
120	-	120	100.0	71	66	71	100.0
120	52	110	91.7	70	70	70	100.0
115	65	80	60.8	67	67	67	100.0
115	60	100	86.1	57	-	57	100.0
112	80	100	89.3	45	42	45	100.0
109	-	90	61.1	38	19	38	100.0
108	-	66	81.4	15	7	15	100.0
102	88	102	100.0				

to report the findings is to tabulate the items as they appeared on the information sheets.

Information sheet. Reasons for not having a School Hot Lunch Program in my school: (1) Had not thought about it, 31. (2) Did not have the information on it, 52. (3) Do not think it is the function of the school to provide this service, 8. (4) Economic situation of pupils does not demand it, 4. (5) Do not think it is necessary for our school, 12. (6) Not enough interest in community, 10. (7) No financial support from community, 5. (8) No backing from school administrators, 15. (9) Teachers not willing to help, none. (10) No place in school for kitchen and storage, 9. (11) Too far distant from commodity warehouse, 41. (12) Roads and transportation very inadequate, 16.

Of the sixty-one schools reporting, 52 schools reported poor economic conditions of the community. Of this number, 33 of them have available space for putting in a project. In practically no school did transportation seem to be an influencing factor in the decision as to the need of the Hot Lunch Project.

Ninety per cent reported they were interested and expected to start lunch projects next year or as soon

as it is possible for them to do so. This high percentage indicates the favor which this project is gaining in the state.

CHAPTER IV

EVALUATION OF SOME OF THE RECORDS OF THE ATRISCO SCHOOL PROJECT

I. PURPOSE

This chapter deals with the results of the Hot Lunch Program in regard to its effect upon such factors as attentiveness, scholarship, attendance, table manners, health attitudes, and physical growth of children in a specific school under the writer's supervision.

The author does not intend this chapter as the record of a scientific experiment. The records kept and procedure used do not lend themselves to scientific evaluation. The gains made obviously may not be due altogether to the lunch program, since many other factors enter into the natural advancement and progress of children. Many of the records were obtained by personal observation and deductions made by the author and his teachers. Such less objective factors as attentiveness, table manners, and health attitudes were measured in the above manner. More objective records were kept and more reliable appraisals and evaluations were made of the factors of attendance, scholarship, and physical growth.

Possible relationship between the Hot Lunch Program and the factors mentioned will be determined by the records kept and evaluations made of such records for a small, selected group of fifteen children. The intent throughout this two-year study was not to use this group as either an experimental or control group, but merely as a group for observation from day to day, trusting that the results shown might be at least indicative of the benefits, if any, of the Hot Lunch Project to underprivileged children. This project opened in November for the school year 1939-40, and in September for the school year 1940-41.

Table III shows pertinent data about the group at the inception of the program. All children in this group were chosen from the intermediate grade level, probably the level where most elementary children undertake more strenuous school work and playground activity. The children were low or average in scholastic attainment. Choosing them from this classification gives opportunity for any benefits to scholastic standing to assert themselves rather clearly. All the children in this group were in fair health. There would be no noticeable reaction to the lunch program by children in excellent health, and this is also true of

TABLE III

THE GROUP OF FIFTEEN AT THE INCEPTION OF THE PROGRAM

Child	Age	Grade	Scholarship	Health	Economic status of parents
A	10	4	average	fair	poor
B	10	4	poor	fair	poor
C	10	4	poor	fair	poor
D	10	4	poor	fair	poor
E	10	4	average	fair	poor
F	11	5	average	fair	poor
G	12	5	poor	fair	poor
H	11	5	poor	fair	poor
I	12	5	poor	fair	poor
J	12	5	poor	fair	poor
K	13	6	poor	fair	poor
L	13	6	average	fair	poor
M	13	6	poor	fair	poor
N	13	6	poor	fair	poor
O	13	6	poor	fair	poor

children in poor health, since medical attention would probably be needed. The average child or that child with fairly normal health would react much more readily to the program.

The Hot Lunch Program does not specifically demand that the participants be from the poor economic level; nevertheless, children from this level were chosen because the beneficial effects of the project, if any, would have a chance to assert themselves. Such would come about from a better chosen and better balanced diet.

The Government insists that records of physical growth, scholarship, and attendance be kept for all children participating. These records are available in the school. The school also has records on file from many years previous down to the present date. These records form a source of the data for comparison. No records for any child on attentiveness, health attitudes, and table manners had been kept prior to the inception of the project. A group of only fifteen was selected because a group of this size would be easier to keep under observation for such less objective factors as attentiveness, table manners, and health attitudes. The teachers with whom they came in contact in the classroom, lunchroom, and playground were ins-

tructed to observe caregully and keep a daily record of the observations made by means of some sort of marking system.

II. RESULTS

Physical growth. Physical growth was the easiest factor to measure and record and probably the factor most influenced by the Hot Lunch Program. There are normal increases in weights of boys and girls from year to year, but the marks on records as shown in Table IV indicate that many of these children made a gain above the normal for children of their age. The following tabulation shows normal gains for boys and girls:[1]

	Monthly weight increases	
	Boys	Girls
5 Years to 8 Years	6 oz.	6 oz.
8 Years to 11 Years	8 oz.	8 oz.
11 Years to 14 Years	14 oz.	14 oz.

The weight of the children varied from 44 to 70 pounds, with a median weight of 57 pounds before the inception of the project. At the end of the two-year period

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[1] C. S. Turner, In Training for Health, (New York: D. C. Heath and Company, 1929), p. 148.

TABLE IV

GAINS IN WEIGHT AND HEIGHT

Child	Sex	Weight 1938-39	Weight 1939-40	Weight 1940-41	Actual gain 2 yr. period	Expected gain 2 yr. period	Excess gain 2 yr. period	Height 1938-39	Height 1939-40	Height 1940-41	Actual gain 2 yr. period	Expected gain 2 yr. period	Excess gain 2 yr. period
A	M	49	53	78	29	12	17	47	48	54	7	3.78	3.22
B	M	50	55	82	32	12	20	48	49	52	4	3.78	0.22
C	F	49	58	90	41	12	39	47	50	55	8	4.00	4.00
D	F	49	52	67	18	12	6	50	50	53	3	4.00	1.00
E	F	44	50	70	26	12	14	43	45	50	7	4.00	3.00
F	M	50	53	63	13	11	2	49	50	54	5	3.94	1.06
G	M	54	62	79	25	11	13	50	52	56	6	4.84	1.16
H	M	49	51	70	21	11	10	50	51	52	2	3.94	1.94
I	F	57	63	81	24	9	15	50	52	58	8	4.82	3.18
J	F	59	72	90	31	9	22	48	51	57	9	4.82	4.18
K	M	65	69	78	13	19	2	49	51	55	6	3.38	3.62
L	M	68	72	79	11	11	0	53	54	58	5	4.74	0.26
M	M	68	73	85	17	11	6	54	56	58	4	4.14	0.14
N	F	70	73	89	19	9	10	50	52	55	5	3.38	1.62
O	F	70	72	91	21	9	12	53	54	54	0	3.38	3.38
						Total	198					Total	18.06
					Median gain 12.5							Average 12.40	

noticeable gains in excess of those expected had been made, ranging from no gain for one child to thirty-nine pounds for another, with a median excess gain of 12.5 pounds for the two-year period. The normal expected gain for children of these ages is from nine to twelve pounds. This group gained from eleven to forty-one pounds.

The height varied from year to year. Some gain was recorded for a two year period. The following table shows normal yearly gains for boys and girls:[2]

	Yearly height increases	
	Boys	Girls
10 years to 11 years	1.89 inches	2.00 inches
11 years to 12 years	1.79 inches	1.77 inches
12 years to 13 years	2.42 inches	2.41 inches
13 years to 14 years	2.37 inches	1.69 inches

At the inception of the program the height ranged from 43 inches to 54 inches, with gain in height from no gain for one child to 9 inches for another, with a median gain of 7.5 inches for the two-year period. The

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[2] Lawrence A. Averill, Adolesence, (Boston: Haughton Miflin Company, 1936), p.6.

average excess gain was 1.20 inches. It should be kept in mind that increase in height does not lend itself to fixed standards because many factors contribute to it, one of them being inheritance. Proper nourishment is, however, undoubtedly an influencing factor.

Scholarship. Eleven of the children were chosen because of low scholastic attainment, while four were of average attainment. Their rating was determined by a study of their marks over a two-year period immediately prior to the establishment of the Lunch Program. This study showed that the average yearly marks for the year 1938-39 were identical with those recorded for the years 1937-38. Since this is true, average yearly marks for 1938-39 are used for comparison with the years 1939-40 and 1940-41. This group was exposed to the same curriculum and course of study that the other children were exposed to. The regular report cards of the County System were used in recording the marks made by these children. Above average work is marked 1, average work is marked 2, the figure 3 is used for below average, and 4 indicates failing or very unsatisfactory work. The teachers were asked to turn in monthly recordings using these numbers, which, in turn, were averaged for the year. As Table V shows, gains

TABLE V

SCHOLASTIC ATTAINMENT
(2 Year Period)

Child	Grade	Average yearly marks 1938-39	Average yearly marks 1939-40	Gain or loss	Average yearly marks 1940-41	Net gain or loss
A	4	2	2	0	4	2
B	4	4	3	1	2	2
C	4	3	3	0	3	0
D	4	4	4	0	3	1
E	4	2	2	0	2	0
F	5	2	2	1	1	1
G	5	4	3	1	3	1
H	5	4	3	0	2	2
I	5	3	3	0	2	1
J	5	3	3	0	2	1
K	6	3	2	1	2	1
L	6	2	2	0	2	0
M	6	3	3	0	2	1
N	6	4	4	0	3	1
O	6	4	4	0	3	1
				Total 4		Total 11
				Average gain .26		Average gain .75

were made for the two-year period. An average gain of .75 was made for the two-year period. At the end of the first year the average gain was only .26, while an average gain of .49 was registered for the year 1940-41. The caution in accepting these figures lies in the fact that the program of Hot Lunches may not have been an influencing factor. They could be due to a better staff of teachers or a change in teaching methods. But as the staff was the same and the course of study and methods used were not changed, it is probably safe to attribute some of the improvement to proper nourishment.

Attendance. The attendance was based on 172 actual teaching days per year. Attendance in school is a very important factor in New Mexico.

Each county's share of state funds is alloted according to average daily attendance records of that county. Our rural areas are the ones which always suffer from low attendance. According to Table VI the attendance of the group of fifteen improved during the two-year period. There is good reason for believing that the Lunch Project was an influencing factor in this accomplishment. An evaluation of the attendance figures for the previous years shows that the figures for the year 1938-39 are a satisfactory indication of

TABLE VI

ATTENDANCE THREE YEAR PERIOD

Child	1938-1939 Days present	1939-1940 Days present	Gain or loss Attendance	1940-1941 Days present	Gain or loss for 2 yr. period	Gain of 2nd. yr. over gain of 1st. yr.
A	112	100	2	108	4	2
B	171	172	1	172	1	0
C	163	172	9	171	8	1
D	145	169	14	172	27	13
E	110	148	38	162	52	14
F	108	106	2	135	27	25
G	92	122	30	170	78	48
H	126	145	19	169	43	24
I	158	172	14	172	14	0
J	72	172	39	172	39	0
K	86	136	64	170	98	34
L	100	172	86	172	86	0
M	115	165	65	170	70	5
N	88	148	57	172	57	0
O	133	148	15	172	84	24

the trend of attendance for these children prior to this date. There was a decided gain for the first year of the program as Table VI shows 1938-39, or an average gain of 33 days for each child of the group, while the total gain for the two-year period was 687 days or an average gain of 45 days per child. The gain of the second year over that of the first year increased by an average of 12 days per child. During 1938-39 four of the children of this group left school before the term closed, while only two dropped out before the close of the 1939-40 school year the last month of the term for 1940-41 only one had dropped.

Attentiveness. The trait of attentiveness is one of the less objective of the traits recorded and evaluated. This quality was checked purely by observation. Since personal judgment was the basis for the appraisal, the classroom teacher, the teacher on duty in the lunchroom, and the one on the playground duty were instructed to keep a check by means of markings every day. These teachers were instructed to make a plus mark for any improvement noted and a minus mark for lack of attention, and a zero where no change was observed. Table VII gives the results for the two-year period. Although there were great fluctuations in

TABLE VII

GAINS IN ATTENTIVENESS

Child	1939-1940 Number plus marks	1939-1940 Number minus marks	1939-1940 Number zero marks	1939-1940 Per cent plus marks	1940-1941 Number plus marks	1940-1941 Number minus marks	1940-1941 Number zero marks	1940-1941 Per cent plus marks	1940-41 gain over 1939-40 in per cent of plus marks
A	42	30	30	46	60	10	30	60	18
B	80	40	10	62	120	30	10	75	13
C	82	36	14	62	93	21	12	79	17
D	76	22	32	58	100	20	40	62	4
E	42	38	50	32	86	25	49	53	21
F	110	12	8	85	141	9	10	88	3
G	91	20	19	70	120	32	8	75	5
H	76	22	32	32	115	31	14	72	40
I	98	13	19	75	120	20	20	75	0
J	113	12	5	96	142	6	12	88	-8
K	52	31	44	40	98	34	28	61	21
L	88	12	30	67	123	14	23	76	9
M	79	10	41	60	125	8	28	78	18
N	100	9	21	77	141	10	9	87	10
O	89	21	20	68	116	18	26	72	4
								Total	191
								Average	12.7

the marks from day to day, only in the case of one child did the percentage result in a loss from one year to the next. For the others the percentage of plus marks for the year 1939-40 ranged from 32 to 96. For the year 1940-41, the percentage of plus marks ranged from 38 to 88. The gains for the year 1940-41 over 1939-40 range from a minus eight to a plus forty, with an average gain of 12.7 per cent per pupil.

All teachers reported greater attentiveness to assignments in class as well as to playground and game directions.

Table manners and health attitudes. The evaluation of table manners and health attitudes was purely observational, with no marks of any kind employed. The statements from designated observers were accepted. At home, in most cases, these children did not use the ordinary utensils such as the knife or fork, except when absolutely necessary. The spoon was an indispensable tool of all. When these children were first served at school, they shouted for the food, reached over people, and usually spilled some of the food. These children, eating as a separate group in one of the lunch rooms, have shown a marked improvement in table manners. They are now used as a demonstration

group in table manners for the other lunch rooms.

Health attitudes are those pertaining to personal cleanliness, hand washing, and neatness. In the opinion of the author, these have definitely improved. Hand washing facilities and mirrors were furnished for all pupils and they were given adequate time to use them. Extensive use is made of these facilities. They are also neater in appearance, usually coming from home very neat and attempting to remain so during the school day.

CHAPTER V

SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

I. SUMMARY

The School Hot Lunch Project was established in 1934 by the Works Progress Administration in the Department of Agriculture under sponsorship of the Surplus Marketing Association to relieve the effects of the depression on the diet of the school children and to counteract unemployment. The schools of New Mexico are accepting the program. The need for it probably existed for many years but the people, especially the school authorities, were slow in realizing that in order to develop the mind the body must be physically fit. Now that the school people as well as the Federal Government are convinced by records, military statistics, and draft rejections that our nation contains many who are deficient physically and mentally, due in many cases to malnutrition and undernourishment, both the Federal Government and the school people of the nation are ready to do something about it. The results in New Mexico are gratifying.

Previous to the present plan of statewide sponsorship there had been established some three or four projects under WPA control as early as 1936. The first year of statewide control (1938) some ten to twenty projects were established, while the following year from ninety to onehundred projects were in operation and the returns of the present study show that fifty or more other schools are intending to put projects in operation in their systems. The interest shown by the administrators is encouraging. Twelve counties in the state are operating a countywide lunch project, indication that many of the counties expect to have every school under their jurisdiction participating in a lunch project. That the people themselves are very much interested and definitely behind the movement is brought out by the fact that more than 30 per cent of the schools reported parent committees were backing the school in the operation of a project. Parent-Teacher organizations were second only to parent committees.

Long travel distances and poor economic conditions usually prompted the school and community to establish a project. In the establishment of a project excellent cooperation was experienced. All projects

with the exception of three were WPA projects. Each project must meet certain Federal Government regulations in order to qualify as a WPA project. All projects in operation in New Mexico qualified in varying degrees for WPA aid.

The Federal Government states in its bulletin of procedure that eligibility is not limited to pupils of any one economic, racial, or social group. There is to be no segregation or distinction between the paying and non-paying participants. In the schools reporting in New Mexico, a total of approximately 15,000 children were participating in 1940-41, as compared with 10,000 in 1939-40. The fact was well established that 100 per cent participation of the children enrolled existed in the smaller schools. There were seventeen such schools. The size of the schools varied from a small school of seven to one of 3,550, the latter being the only city system in which more than 5 per cent of its enrollment participates. There exists a promise of great expansion in the future for this project unless it is curtailed of abolished by the Federal Government.

Data introduced in this study offer good reason for believing that the Hot Lunches were an important factor in gains and improvements made by the children

participating, especially in physical growth, attendance, and to a small degree in scholastic attainment. In the opinion of the author much was gained in social behavior and attitudes.

Those school systems not operating projects either had not had sufficient information about the project or did not have enough space for a kitchen. The increasing interest of the schools of the state in this new venture is indicated by the fact that about 50 per cent of those questioned state that they expect to start projects in the following year.

II. CONCLUSIONS

From the study the author arrives at the following conclusions about the School Hot Lunch Program in New Mexico:

There is a need for Hot Lunches in the majority of the schools of New Mexico, especially in the more rural areas.

With proper organization and coordination of the different agencies of the state, together with a wider dissemination of information as to its values and purposes, the School Hot Lunch Program should find its way into many more schools.

The rural schools are more active in furthering the project than the city or municipal schools, in spite of the fact that the need is evident in the larger town as well as in the rural area.

The School Hot Lunch Project subsidized by the Federal Government will help to a great extent in building stronger bodies and better minds. This conclusion is further emphasized by the favor it has found with the school people of the state and with the parents of the school children.

The data obtained indicate that the School Hot Lunch Project probably increases the efficiency of the child, the teacher, and the school. The author is of the opinion that better attendance and scholarship are obtainable in a school where a Hot Lunch Project is in existence.

Many of the school buildings in the state are not at present prepared to meet the necessary space requirements for this project.

There is no doubt that a good start has been made in obtaining cooking, serving, and eating utensils and equipment, but the fact is quite evident that in many cases their care and use does not meet sanitary standards.

The conclusion is reached that a project once established does not encroach upon school time. The time which must be devoted to it when it is first organized is well repaid in dividends of cleaner, healthier bodies and keener minds.

III. RECOMMENDATIONS

In the light of the findings of this study the following recommendations are made in order to secure a better Hot Lunch Program for New Mexico, and to further its expansion to many more of the schools of the state:

A better coordination of all the Federal Agencies now dealing with school lunches is desirable. This may be attained by requiring direct application to a central agency for permission to establish a project, this central agency to approve or reject applications, secure the necessary WPA personnel for the project, and obtain the necessary surplus commodities. This agency should also have a contact agent for the whole state to survey school districts and publicize the project in the district and help the community in an advisory capacity in setting up the projects.

The continuation of the present division of the

state into five districts with a project supervisor at the head of each district is very desirable, but in addition the contact agent of the state should work hand in hand with the district supervisor in checking the mistakes and finding solutions to the many problems which are encountered in each particular district.

In the interest of economy and better school finances the Fifteenth New Mexico Legislature passed House Bill 188 dealing with the financial aspects of the schools. One of its sections deals with the new procedure for setting up budgets. The new law makes it illegal to budget from the maintenance fund. In view of this restriction it is recommended that the costs of light, water, and fuel for the lunch projects be met through the direct charge fund of the local district.

In future building programs the school people of the state should make adequate provisions for space and equipment for kitchens in their new plants. A kitchen would be a very desirable addition to many school buildings at the present time. This is especially true in the rural areas of the state, as well as in some wards of cities where poor economic conditions prevail.

Whenever the financial situation for the schools of the state is stabilized, the State Board of Education should prescribe a course of study in elementary home economics for grade schools somewhat similar to that of the secondary schools, so that ultimately the benefits of the Hot Lunch Projects might be extended to the home in greater measure.

It is highly desirable that the Federal Government delegate powers to State Department of Safety and Public Health to make rules and regulations for these projects, taking into consideration local conditions and circumstances. Periodic inspections of all mechanical aspects of the projects should also be made to insure the safety and health of the children. This will make for greater uniformity in school lunch sanitation and safety.

There is a hope that the school people of the state will take increased interest in the physical welfare of the children, as they have already done in their mental welfare. The recommendation that the school people give this program great thought and attention is implied. With this help available to the children many of our classroom problems will undoubtedly be solved and a better job of teaching will be done. Out of such effort better American citizens should come.

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APPENDIX

APPENDIX A

FOOD AND DIET

AMOUNTS OF FOOD CONTAINING 100 CALORIES EACH

(From New Ways for Old, Wood, Lerrigo, Lamkin. Thomas Nelson and Sons, New York). 1932.

(1)

Leafy Vegetables

Cabbage, raw, ¾ cup
Chard, steamed, 1 1/8 cups
Dandelion greens, 2 1/3 cups
Kale, steamed, 2 1/3 cups
Lettuce, 2 large heads
Spinach, steamed, 2½ cups
Turnip greens, 2 ½ cups

Other Vegetables

Asparagus, 20 large stalks, 8 inches long
Beans, fresh Lima, ½ cup
Beans, fresh String, 2 1/3 cups
Beets, 4
Carrots, 1 2/3 cups
Cauliflower, 1 small head
Celery, 4 cups
Corn, canned, 2/5 cup
Peas, canned, 7/8 cup
Potatoes, sweet, ½ medium
Tomatoes, canned, 2 cups
Potatoes, white, 1 medium

Fruits

Apple, fresh, 1 large
Apricots, fresh, 5
Banana, 1 medium
Blackberries, 1 1/3 cups
Blue berries, 1 cup
Cantaloupe, 1 melon, 4½ inches diameter
Cherries, 20
Dates, dried, 4
Figs, dried, 2 medium
Grapefruit, ½ large
Lemons, 3 large
Orange juice, 1 cup
Oranges, 1 rather large
Peaches, fresh, 3 medium
Pears, fresh, 2 medium
Pineapple, canned, 1 slice, 3 tablespoons juice
Plums, 3 - 1½ in. diameter
Prunes, dried, 4 medium
Rhubarb, 4 cups
Strawberries, fresh, 1 1/3 cups
Watermelon, slice ¾ in thick, 6 in. diameter

Meat and Fish

Bacon, broiled, 4-5 small slices
Beef, lean, 1 slice, 2¾x1½x¾ in.
Chicken, lean, 3 slices, 3½x2½x1 inches
Cod fish, 1 slice, 3¾x2½x1 in.
Ham, lean, 1 slice, 4¾x4x1/8 in.
Leg of lamb, roasted, 1 slice, 3½x4½x1/8 inches
Salmon, canned, 3/8 cup

A DAILY FOOD CALENDAR

Use this list to help you choose your daily foods.

1. You need a variety of foods. Try to include the following every day: 1 quart of milk, either to drink or in other forms; egg, meat, or fish from 3 to 4 times a week; 2 servings of vegetables every day, one a green leafy or yellow vegetable; 1 serving daily of orange, tomato, or raw cabbage.

2. You will sometimes find the same food listed in two or more groups. Check the lists and see which foods contribute the most to health and growth.

GROUP I

TISSUE AND MUSCLE BUILDERS (Protein)

Milk: whole,
skimmed,
powdered,
evaporated
cheese
eggs
fish
organ meats:
liver,
heart,
kidney
poultry
meats - lean:
beef, lamb, pork,
mutton, veal, goat
whole-grained
cereals, as:
wheat, oats, rice
dried beans
gelatin
lentils
peas
nuts

GROUP II

ENERGY FOODS

Carbohydrates	Fats
bananas	bacon
beans	butter
bread	cheese
cake	chocolate
candy	cocoa
carrots	cream
cereals	egg yolk
cocoa	fats of meats
corn-starch	fish, oily
dates	lard
desserts	fat
desserts	lard
dried fruits	margarine
honey	milk (whole)
jellies	pastries
molasses	peanut butter
parsnips	butter
peas	salt pork
potatoes	suet
preserves	walnuts
rice	cod-liver
sugar	oil and
syrup	other
tapioca	fishliver
	oils

APPENDIX B

SUGGESTED REFERENCE MATERIALS

CLEANLINESS

After the Rain, Cleanliness Institute, 381 Fourth Avenue, New York, N.Y., Free.

A Tale of Soap and Water, Cleanliness Institute, 381 Fourth Avenue, New York, N.Y., Free.

Cleanliness Crusade Bulletin, Proctor and Gamble Company, Cincinnati, Ohio, Free.

Handwashing Facilities in Schools, Metropolitan Life Insurance Company, 600 Stockton Street, San Francisco, California, Free.

FOOD AND SCHOOL LUNCH

Diets to Fit the Family Income, Farmer's Bulletin No. 1757, United States Department of Agriculture, Washington, D. C., 5 cents.

Enjoying a Well-Chosen Lunch, National Dairy Council, 307 N. Michigan Avenue, Chicago, Ill., Leaflet, 12 cents.

Menus and Recipes for Lunches at School, Miscellaneous Publication No. 246, United States Department of Agriculture, Washington, D. C.

Planning Lunches for School Children, Evaporated Milk Association, 307 N. Michigan Avenue, Chicago, Ill.

School Lunches, Extension Circular 89, Agricultural Extension Service, State College, New Mexico, Free.

POSTERS AND CHARTS

Five Charts Outlining Processes of Cereal Products, Postum Cereal Company, Battle Creek, Michigan, Free.

The Child's Diet (food value charts), and The Diet and Dental Health (food value charts), National Livestock and Meat Board, 467 South Dearborn St., Chicago, Ill.

APPENDIX C

SAFETY AND HEALTH MEASURES

The following safety measures have been recommended by the WPA State Safety Consultant, Mr. W. F. Sullavan, and his staff, and shall be observed on school lunch units. WPA personnel must take every precaution to prevent accidents, and to insure clean and sanitary conditions on all school lunch units.

1. Place metal guards around heating stoves.

2. All gas heating stoves must be vented.

3. The use of gasolene stoves is prohibited. Kerosene or coal oil stoves must not be used except where it is impossible to provide electricity, coal, or wood.

4. Well water must be tested frequently.

5. Windows and doors in kitchen and dining rooms must have fly screens.

6. Supplies of food should be stored in fly and mouse proof containers.

7. Garbage must be placed in fly-proof containers and disposed daily.

8. Floors must be free of holes.

10. Steps and walkways must be cleared of ice and snow and sanded.

11. Keep premises clean and sanitary at all times.

12. Do not throw waste water on ground outside building.

13. Place empty cans in box or can and haul away.

14. Outside privies should be cleaned and lime used daily.

15. All cereals and dried foods must be carefully inspected for weevils and if found, food should be destroyed.

16. All canned goods must be inspected, and swelled or leaking cans shall not be opened and used.

17. In rooms that are used for serving lunches, the doors of such rooms shall open outward and special fire drills shall be held in such rooms at least twice a month.

18. Where pressure cookers are used all employees shall be instructed in the safe operation, particularly when removing the covers of pressure-cookers, such as follows: before the cover of a pressure-cooker is removed, the steam release valve shall be opened wide to permit all steam pressure in the cooker to escape; after the hand on the steam pressure guage points to zero considerable more time shall be allowed to reduce the inside pressure of the cooker to atmospheric pressure. The wing nuts may then be loosened and the cover shall be pried loose on the side away from the operator. When lifting cover off the pressure-cooker the side of the cover farthest from the operator shall be at least six inches higher than the side next to the operator and at the same time the operator turning the head to one side.

19. Safety valves, release valves, and the bottom of the steam pressure valve shall be thoroughly clean and dry after each use of pressure cookers.

20. Long handled ladles shall be used for dipping any food from pressure-cookers.

13. Place empty cans in [illegible]

14. Outside privies [illegible] daily.

15. All cereals and [illegible] inspected for weevils [illegible] be destroyed.

16. All spoiled goods [illegible] lad or leaking cans [illegible]

17. In rooms that are [illegible] the doors of such [illegible] and special fire [illegible] rooms at least two [illegible]

18. There should be provided [illegible] shall be instructed [illegible] particularly when [illegible] pressure-cooker, [illegible] of a pressure-cooker [illegible] release valve which [illegible] all steam pressure [illegible] after the lapse of [illegible] to zero quickly [illegible] to reduce the [illegible] atmospheric pressure [illegible] be loosened and [illegible] on the side away [illegible] lifting cover off [illegible] the cover further [illegible] at least six inches [illegible] the operator and [illegible] turning the head [illegible]

19. Safety valves, relief [illegible] of the steam pressure [illegible] clean and dry after [illegible]

20. Long handled ladles [illegible] any food from [illegible]

OTHER SAFETY MEASURES

MILK

Only fresh milk that is certified as grade A milk can be accepted for use on WPA school lunch units unless the cooperating sponsor's representative signs a statement assuming full responsibility for the use of local milk on the school lunch unit.

WATER

Water which is supplied for school lunch units must be tested frequently. The cooperating sponsor can secure bottles, in which to send the samples, from the State Department of Public Health, Santa Fe, New Mexico. Full instructions for sending samples of water to the State Laboratory are given by the Health Department.

In locations where there is a city water system and the water is tested regularly, it is not necessary for the cooperating sponsor to have water tests made.

Reute # 3, Box 75
Albuquerque, New Mexico

Dear Fellow Principal:

I am very interested in the School Hot lunch Program in New Mexico, as we have one in operation at the Atrisco School. We have encountered many problems and learned many interesting facts which prompted me to formulate the information sheet attached. It is my intention to gather these data so that we may know the actualities and possibilities of such a program in New Mexico.

This study is also in partial fulfillment of requirements for a Master's degree in Educational Administration at the University of New Mexico. This information sheet carries the endorsement of the Dean of the College of Education, as well as the approval of the State Department of Public Welfare.

In giving this information, all that is necessary is a check mark, a yes or no, or very little writing. Please be as accurate as possible. The identity of reporting schools will not be revealed.

Your cooperation in compiling this information will be greatly appreciated. A stamped, self-addressed envelope is enclosed for your convenience in returning this blank at your earliest opportunity.

Adolfo P. Chavez
Principal of Atrisco Grade Schools

INFORMATION SHEET

I. Type of project in your school: (Check right one).

A. County wide basis (County Superintendent and Board of Education Sponsoring) _____.

B. Individual School Basis (With approval of County Board and Superintendent) _____.

C. Individual School Basis (Independent of County School Office. Municipal and independentschools come under this heading _____.

II. What factors determined for you that there was a need for a project in your school? (Check those applicable).

A. Poor economic condition of community _____.

B. Majority of pupils transported _____.

C. Many children not bringing lunch and not going home at noon _____.

Route # 3, Box 75
Albuquerque, New Mexico

Dear Fellow Principal:

I am very interested in the School Hot Lunch Program in New Mexico, as we have one in operation at the Atrisco School. We have encountered many problems and learned many interesting facts which prompted me to formulate the information sheet attached. It is my intention to gather these data so that we may know the assets and possibilities of such a program in New Mexico.

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In giving this information, all that is necessary is a check mark, a yes or no, or very little writing. Please be as accurate as possible. The identity of reporting schools will not be revealed.

Your cooperation in completing this information will be greatly appreciated. A stamped, self-addressed envelope is enclosed for your convenience in returning this blank at your earliest opportunity.

Adolfo P. Chavez
Principal of Atrisco Grade Schools

INFORMATION SHEET

I. Type of program in your school: (Check right one).

A. County wide basis (County superintendent and Board of Education approving) _____.

B. Individual School Basis (With approval of County Board and Superintendent) _____.

C. Individual School basis (Independent of County School Office. Municipal and independentschools come under this heading _____.

II. What factors determined for you that there was a need for a program in your school? (Check those applicable).

A. Poor economic condition of community _____.

B. Majority of pupils transported _____.

C. Many children not arriving under and not going home at noon _____.

D. Prevalence of common ailments due to malnutrition _____.

E. Any others not mentioned here _____

_____.

III. What types of local cooperating agencies are united with your school in sponsoring the project? (Check).

A. Parent-Teacher Association._____B. Local Service Clubs_____.

C. Local Civic Organization _____. D. Local Boards of Education _____.

E. A committee of parents _____.

F. Others _____.

IV. How did you secure community cooperation? (Check those applicable).

A. Interest, understanding, and a felt need by school patrons _____.

B. Interest, understanding, and a felt need by school officers _____.

C. Did you hold a meeting to discuss plans? Yes___; No___.

D. Quality of community cooperation? 1. Excellent ____. 2. Fair ____.

3. Very little interest _____. 4. Poor _____.

V. Space and equipment:

A. Kitchen:

1. Size _____,
ft x ft

2. Location (In school building _____ or separate from school building _____).

3. Distance from school lunch rooms _____yds.

4. Do you pay rent? _____ Or is it furnished free of charge?_____.

B. Utensils:

1. How obtained? (Check those applicable).

a. Brought by children _____.

b. Bought by sponsoring agent or local cooperating agent _____.

c. Donated by some one in community or by business people of community _____.

2. Approximate value of utensils $_____.

3. Type of cooking stove. coal____,wood____,gas____,oil____,electric ____.

C. Check if you have the following equipment:

1. Serving wagons____ 2.running water____hot and cold _____.

3. Sinks for washing dishes_____. 4.Provisions for sterlizing dishes _____. 5. Napkins_____. 6. Hand washing facilities_____.

D. Serving rooms: (Check those applicable).

1. In classroom _____. 2. Regular lunch room used exclusively for lunches_____. 3. Are teachers on duty during lunch hour? Yes____; No____. 4. Approximate minutes per week spent by each teacher at lunch room duties _____. 5. Number of teachers on duty at each lunch hour._____. 6. Other help a. Hired____; B.pupils_____, C. teachers_____; D. Volunteer patrons_____,

VI. Supplemental contributions.

A. Approximate amount of cash contributions in your project, $____ per month.

B. Name some of the foods under each of the following divisions regularly contributed in season by community to your project. (not to include surplus commodity allotments).

1. Staples _____.

2. Vegetables _____.

3. Meat and Fish _____.

4. Dairy Products _____.

5. Poultry Products _____.

VII. The children served by the project.

A. How is eligibility for free lunches determined in your project? _____

_____.

B. Number of children participating:

1. High school. a. Spanish: Boys_____Girls_____.

b. Anglo: Boys_____Girls_____.

Negro: Boys_____Girls_____.

2. Grade School. a. Spanish: Boys_____Girls_____.

b. Anglo Boys_____Girls_____

c. Negro: Boys_____Girls_____.

VIII. Records:

A. Record of improvement in children: (Check the ones which are regularly kept with reference to children participating in the program).

1. Gains in weight _____.

2. General health and physical fitness _____.

3. Energy in work and play _____.

4. Better established practices of cleanliness _____.

5. Increase in regular attendance _____.

6. Scholarship_____.

7. Social attitudes and behaviors _____.

B. Records on donations and expenditures:

1. Is a regular bookeeping system kept? Yes_____; No_____.

2. Who administers funds raised for the project? _____.

IX. Operation of Project: (Checkright one).

A. W.P.A. work Project _____. 1. Number employed_____.

B. Community Volunteer help _____. 1. Number taking part_____.

C. Teacher help _____. 1. Are teachers willing? Yes___; No___; Divided_____.

X. Length of Operation:

A. Date when project was originally established_____.
Mo. Day Year

B. Opening date this school year _____
Mo. Date Year

XI. Total school enrollment _____

XII. Number of Pupils transported to and from school _____.

a. Number of children per teacher/page

1. High school. a. Special: Boys _____ Girls _____

b. Regular: Boys _____ Girls _____

Degree: Boys _____ Girls _____

2. Grade school. a. Special: Boys _____ Girls _____

b. Regular: Boys _____ Girls _____

c. Degree: Boys _____ Girls _____

VIII. Results.

A. Record of improvement in education. (Please [illegible] kept with reference to outlining particulars.)

1. Gains on tests _____.

2. General health and physical fitness _____.

3. Energy in work and play _____.

4. Better vocational practices of citizens _____.

5. Increase in regular attendance _____.

6. Scholarship _____.

7. Social attitudes and behavior _____.

B. Records on-functions and organizations

1. In a regular boys-girls crystal club: Yes _____ No _____

2. The administrative funds related for the program _____.

IX. Operation of Projects. (Discussion map).

A. Farm work Project _____. 1. Number enrolled _____.

B. Community Volunteer Help _____. 1. Number helping per _____.

C. Teacher help _____. 1. Are teachers utilized: Yes _____ No _____ Divided _____.

X. Sources of Operation.

A. Dates when projects were initially started _____

B. Operating funds total spent _____

XI. Total school enrollment _____

XII. Number of Pupils transported to the Farm School _____

Route # 3, Box 75
Albuquerque, New Mexico

Dear Fellow Principal:

I am very much interested in the School Hot Lunch Program in New Mexico, as we have one in operation at the Atrisco School. We have encountered many problems and learned many interesting facts which prompted me to formulate the information sheet attached. It is my intention to gather these data so that we may know the actualities and possibilities of such a program in New Mexico.

I realize you do not have such a program in your school, but your answers to the few questions I am asking you will be of great importance. I am also sending an information sheet to the schools having such a program.

This study is also in partial fulfillment of requirements for a Master's degree in Educational Administration at the University of New Mexico. This information sheet carries the endorsement of the Dean of the College of Education, as well as the approval of the State Department of Public Welfare.

In giving this information, all that is necessary is a check mark, a yes or no, or very little writing. Please be as accurate as possible. The identity of reporting schools will not be revealed.

Your cooperation in compiling this information will be greatly appreciated. A stamped, self-addressed envelope is enclosed for your convenience in returning this blank at your earliest opportunity.

Adolfo P. Chavez
Principal of Atrisco School

INFORMATION SHEET

I. Reasons for not having a School Hot Lunch Program in your School.

(Check those applicable).

A. Had not thought about it_____.

B. Did not have the information on it_____.

C. Do not think it is the function of the school to provide this service_____.

D. Economic situation of pupils does not demand it_____.

E. Do not think it is necessary for our school_____.

F. Not enough interest in community_____.

G. No financial support from community_____.

H. No backing from school administrators_____.

I. Teachers not willing to help_____.

Route # 2, Box 75
Albuquerque, New Mexico

Dear Pueblo Principal:

I am very much interested in the School Hot Lunch Program in New Mexico; as we have one in operation at the Atrisco School. We have encountered many problems and learned many interesting facts which prompted me to formulate the information sheet attached. It is my intention to gather these data so that we may know the actualities and possibilities of such a program in New Mexico.

I realize you do not have such a program in your school, but your answers to the few questions I am asking you will be of great importance. I am also sending an information sheet to the schools having such a program.

This study is also in partial fulfillment of requirements for a Master's degree in Educational Administration at the University of New Mexico. This information sheet carries the endorsement of the Dean of the College of Education, as well as the approval of the State Department of Public Welfare.

In giving this information, all that is necessary is a check mark, a yes or no, or very little writing. Please be as accurate as possible. The identity of reporting schools will not be revealed.

Your cooperation in completing this information will be greatly appreciated. A stamped, self-addressed envelope is enclosed for your convenience in returning this blank at your earliest opportunity.

_____
Principal of Atrisco School

INFORMATION SHEET

I. Reasons for not having a School Hot Lunch Program in your School.

(Check those applicable).

A. Had not thought about it_____.

B. Did not have the information on it_____.

C. Do not think it is the function of the school to provide this service_____.

D. Economic situation of pupils does not demand it_____.

E. Do not think it is necessary for our school_____.

F. Not enough interest in community_____.

G. No financial support from community_____.

H. No backing from school administrator_____.

I. Teachers not willing to help_____.

J. No place in school for kitchen and storage_____.

K. Too far distant from commodity warehouse._____.

L. Roads and transportation very inadequate_____.

II. (Check those applicable)

A. Economic Condition of Community.

(1) Excellent_____. (2) Fair_____. (3) Poor_____.

B. The following equipment is available.

(1) Kitchen_____. (1) Size_____
ft. x ft.

(2) Storage space in building. (1) Size_____
ft. x ft.

(3) Storage space away from building.

(1) Distance from school_____. (2) Size_____
ft. x ft.

(4) Water_____. (1) Cold_____. (2) Hot _____.

(3) Both _____running.

(5) Distance from closest commodity warehouse_____.
Miles

(6) Are you intending to start a Hot Lunch program in your school? (1) Yes _____; (2) No _____. (3) This Year _____;

(4) Next year _____.

(7) Number of pupils transported to and from school_____.

SBPW
SL-4

STATE BOARD OF PUBLIC WELFARE

APPLICATION AND CLAIM FOR NONFOOD ASSISTANCE

NAME OF SCHOOL _____ ADDRESS _____

COUNTY AND STATE _____ S.L. CONTRACT NUMBER _____ DATE _____

AS PROVIDED FOR UNDER THE NATIONAL SCHOOL LUNCH ACT, REQUEST IS HEREBY MADE FOR ASSISTANCE IN OBTAINING FOR USE IN THIS SCHOOL LUNCH PROGRAM, THE ITEMS OF EQUIPMENT LISTED BELOW:

LIST ONLY THOSE ITEMS WHICH CAN BE PURCHASED AND DELIVERED WITHOUT EXCESSIVE DELAY.

1. ITEM	2. DESCRIPTION AND EXPECTED DELIVERY DATE	3. UNIT COST	4. NO. OF UNITS	5. TOTAL COST (COL.3 x COL.4)	THIS SPACE TO BE COMPLETED BY SBPW No. OF UNITS	AMOUNT APPROVED
XXX	XXXX	XXXX	XXXX	$		

(6) AVERAGE NUMBER OF MEALS SERVED DAILY (PAST MONTH) _____.

*(7) TOTAL AMOUNT OF SCHOOL LUNCH FUNDS ON HAND. . . . . $ _____

*(8) TOTAL AMOUNT OF ONE PAST MONTH'S OPERATING EXPENSE . . . . . $ _____

(9) AMOUNT NOW BEING REQUESTED. (SEE INSTRUCTIONS ON BACK OF FORM) . . . . . $ _____

(10) I (WE) CERTIFY THAT THE ABOVE INFORMATION IS TRUE AND CORRECT; THAT THE EQUIPMENT LISTED ABOVE AND THE AMOUNT OF NONFOOD ASSISTANCE HEREIN REQUESTED ARE NECESSARY TO AND NEEDED FOR THE ESTABLISHMENT, MAINTENANCE, OPERATION OR EXPANSION OF THIS SCHOOL LUNCH PROGRAM IN SERVING LUNCHES TO CHILDREN PURSUANT TO PROVISIONS OF THE NATIONAL SCHOOL LUNCH ACT.

*SEE INSTRUCTIONS (6) ON REVERSE SIDE.

BY _____ TITLE _____ DATE _____

APPROVAL EXPIRES ON _____ (DATE)

APPROVED BY _____

DATE APPROVED _____

"CERTIFICATION OF DELIVERY"

APPLICANT SHALL CERTIFY TO FOLLOWING ONLY AFTER THIS APPLICATION HAS BEEN APPROVED BY THE STATE BOARD OF PUBLIC WELFARE. SUCH APPROVAL SHALL HAVE BEEN MADE PRIOR TO DELIVERY AND RECEIPT OF ANY OF THE ABOVE EQUIPMENT.

(11) I (WE) CERTIFY THAT THE ABOVE LISTED ITEMS OF EQUIPMENT HAVE BEEN RECEIVED AND INSTALLED IN GOOD CONDITION; THAT THE TOTAL AMOUNT PAID AND/OR OBLIGATED FOR SUCH EQUIPMENT IS $ _____; THAT ALL ITEMS WERE PURCHASED AT PRICES NO HIGHER THAN GENERALLY PREVAIL IN THIS AREA FOR LIKE OR SIMILIAR ITEMS, & THAT REIMBURSEMENT THEREFOR HAS NOT BEEN RECEIVED, AND IS NOW REQUESTED. (SEE INSTRUCTIONS ON REVERSE SIDE.)

BY _____ TITLE _____ DATE _____

APPROVED FOR PAYMENT IN THE AMOUNT OF $ _____

BY _____

TITLE _____

DATE _____

APPLICATION AND CLAIM FOR NONFOOD ASSISTANCE

INSTRUCTIONS FOR PREPARING APPLICATION

PUBLIC AND NONPROFIT PRIVATE SCHOOL , ELIGIBLE FOR PARTICIPATION IN THE SCHOOL LUNCH PROGRAM, THAT DESIRE TO OBTAIN NONFOOD ASSISTANCE TO PURCHASE EQUIPMENT SHALL SUBMIT FORM SL-4 IN AN ORIGINAL AND TWO COPIES.

THE NAME AND ADDRESS OF THE SCHOOL (AND SPONSOR) SHALL BE ENTERED ON ALL COPIES OF THE FORM SL-4 IN IDENTICALLY THE SAME MANNER AS SHOWN ON THE AGREEMENT. THE SCHOOL LUNCH CONTRACT NUMBER OR OTHER IDENTIFYING SYMBOL, TOGETHER WITH THE DATE OF PREPARATION, SHALL ALSO BE ENTERED IN THE SPACES PROVIDED AT THE TOP OF THE FORM.

COLUMN 1. ENTER THE KIND OF EQUIPMENT TO BE PURCHASED, SUCH AS REFRIGERATOR, STOVE, SINK, UTENSILS, DISHES, SILVERWARE, ETC.

COLUMN 2. DESCRIBE AS TO SIZE, DIMENSIONS, TYPE, ETC., SUCH AS 6 CU. FT., GAS OR ELECTRIC; SIX BURNER, INSTITUTIONAL; 3 COMPARTMENT, ETC., BUT TRADE OR MANUFACTURER'S NAME NEED NOT BE SHOWN.

COLUMN 3. INDICATE THE UNIT COST, SUCH AS $1.00 EACH, $12.00 DOZEN, ETC.

COLUMN 4. INDICATE THE QUANTITY OF EACH ITEM, COST PER EACH, COST PER DOZEN, ETC.

COLUMN 5. ENTER THE TOTAL COST OF ALL UNITS (COL. 3 X COL. 4), OF EACH ITEM, THEN TOTAL COLUMN 5.

ITEM 6. ITEMS 6, 7, AND 8 TO BE COMPLETED ONLY IF CLAIM FOR REIMBURSEMENT FOR FOOD WAS NOT FILED LAST MONTH.(SL-5)

ITEM 7. ENTER THE ACTUAL AMOUNT OF FUNDS ON HAND IN THE CREDIT OF THE SCHOOL LUNCH ACCOUNT. THIS AMOUNT SHOULD INCLUDE ANY FUNDS CARRIED OVER FROM ANY PREVIOUS LUNCHROOM OPERATIONS.

ITEM 8. ENTER THE TOTAL AMOUNT OF THE PREVIOUS MONTH'S OPERATING EXPENSES FOR FOOD, LABOR, SUPPLIES,ETC., THAT WERE PURCHASED FOR PREPARING, STORING OR SERVING MEALS TO CHILDREN. NEW PROGRAMS NOT HAVING A PREVIOUS OPERATING HISTORY MAY ESTIMATE THESE ITEMS, IF DESIRED, BASED ON ANTICIPATED OPERATIONS.

ITEM 9. AMOUNT NOW BEING REQUESTED:

(A) IF THE AMOUNT SHOWN IN ITEM 7 IS LESS THAN THAT SHOWN IN ITEM 8, THE AMOUNT YOU WOULD ENTER IN ITEM 9 SHOULD NOT BE GREATER THAN THE TOTAL OF COLUMN 5.

(B) IF ITEM 7 IS GREATER THAN ITEM 8, THE AMOUNT YOU ENTER SHOULD NOT BE GREATER THAN THE TOTAL OF COLUMN 5 MINUS THE DIFFERENCE BETWEEN ITEMS 7 AND 8.

(C) IF ITEM 7 IS GREATER THAN THE TOTAL OF COLUMN 5 PLUS ITEM 8, PLEASE EXPLAIN CIRCUMSTANCES THAT MIGHT ESTABLISH THE NEED FOR ANY AMOUNT ENTERED IN ITEM 9.

THE CERTIFICATION (ITEM 10) ON ALL COPIES SHOULD BE SIGNED BY THE SPONSOR'S REPRESENTATIVE, SHOWING TITLE, AND DATE OF SIGNATURE. DO NOT SIGN THE "CERTIFICATION OF DELIVERY" UNTIL THE APPLICATION HAS BEEN APPROVED BY THE STATE BOARD OF PUBLIC WELFARE.

SEND THE ORIGINAL AND TWO COPIES TO THE STATE BOARD OF PUBLIC WELFARE, STATE CAPITOL BUILDING, OKLAHOMA CITY (5), OKLAHOMA.

THE ORIGINAL AND ONE COPY WHICH THE STATE BOARD OF PUBLIC WELFARE OFFICE WILL RETURN TO YOU WILL INDICATE, IN THE BLOCK MARGINS AT RIGHT OF COLUMN 5, THE KIND AND NUMBER OF UNITS AND THE AMOUNT FOR WHICH REIMBURSEMENT IS APPROVED SUBJECT TO PURCHASE AND DELIVERY PRIOR TO THE DATE INDICATED. UPON RECEIPT OF THE APPROVAL COPIES FROM THE STATE BOARD OF PUBLIC WELFARE, ARRANGEMENTS FOR PURCHASE AND DELIVERY SHOULD BE COMPLETED. SUBSEQUENTLY THE SPONSOR'S REPRESENTATIVE SHOULD COMPLETE THE "CERTIFICATION OF DELIVERY" (ITEM 11) ON BOTH COPIES AND FORWARD THEM TO THE STATE BOARD OF PUBLIC WELFARE OFFICE, TOGETHER WITH A REQUEST FOR PAYMENT, AND SUPPORTED BY ORIGINAL OR CERTIFIED TRUE COPIES OF INVOICES, CONTRACTS, OR OTHER EVIDENCE OF PURCHASE COST AND DELIVERY. FOR RECORD KEEPING PURPOSES, SPONSORS SHOULD RETAIN COPIES OF RECEIPTS AND INVOICES, ETC., THAT ARE USED TO SUPPORT VOUCHERS.

J. No place in school for kitchen and storage_____.

K. Too far distant from commodity warehouse_____.

L. Roads and transportation very inadequate_____.

II. (Check those applicable)

A. Economic condition of community.

(1) Excellent_____. (2) Fair_____. (3) Poor_____.

B. The following equipment is available.

(1) Kitchen_____. (1) Size_____ ft. x ft.

(2) Storage space in building. (1) Size_____ ft. x ft.

(3) Storage space away from building.

(1) Distance from school_____. (2) Size_____ ft. x ft.

(4) Water_____. (1) Cold_____. (2) Hot_____.

(3) Both_____ running.

(5) Distance from closest commodity warehouse_____ miles.

(6) Are you intending to start a Hot Lunch program in your school? (1) Yes_____; (2) No_____. (3) This Year_____;

(4) Next year_____.

(7) Number of pupils transported to and from school_____.