IMPROVING THE NEWTON SENIOR HIGH SCHOOL LUNCH PROGRAM

by

Lewis J. Levick

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by

Lewis J. Levick

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IMPROVING THE NEWTON SENIOR HIGH SCHOOL LUNCH PROGRAM

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The Congress had two purposes in mind in setting up the National School Lunch Program under the National School Lunch Act. First, to provide children with a balanced, nutritious, and adequate lunch at a reasonable cost, and second, to assist with the stabilization and use of surplus commodities by approved school lunch programs. 1

1A. B. Grimes, "Survey of Public School Families in Iowa", Department of Public Instruction, State of Iowa, October, 1952), 68.

The National School Lunch Act was passed by Congress in 1946. The administration of this Act is vested in the United States Department of Agriculture. The Secretary of Agriculture is authorized to prescribe requirements for types of lunches, nutritional standards, and records. The Act sets up a formula for the allocation of funds to the several states. This formula operates to give the more prosperous states less money than the less prosperous states, the factors considered being the number of children of school age, and the ratio between the average income in the state and the national average.

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1A. B. Grimes, "Survey of Public School Facilities in Iowa", Department of Public Instruction, State of Iowa, (October, 1952), 56.

I. THE PROBLEM

Statement of the problem. It is the purpose of this study to appraise and to improve the total school lunch program and its various administrative aspects, such as: (1) split-lunch periods, (2) increased participation, and (3) supervision, within the Newton Senior High School. The limitations will be (1) menus (2) lunch equipment (3) size of lunch rooms.

II. NEED FOR THE PROJECT

School lunch programs will be approached from the administrative viewpoint. School administrators are becoming increasingly interested in the school lunch program as a part of education. Administrators realize that a good lunch program not only is a means of improving the nutritional status of children, but also provides a desirable situation in which learning experiences can be gained.

The need for the improvement of school lunch programs is particularly evident in the rapid rise of school enrollments, the reorganization of the forty-two largest high schools, and an increased demand for a more adequate nutritional meal. The increase in school enrollments will place additional needs on lunch programs such as suitable space, additional lunch room personnel, supervision of lunch rooms, and the establishment of a sufficient financial program and split-lunch periods to handle the increased participation.

In our modern society there is a definite need for the development and improvement of school attitudes, school
morale, and acceptable conduct and behavior. All of these can be developed within a well-organized lunch program.

III. LIMITATIONS

In all studies and projects there are certain limitations which cannot be discussed or analyzed properly. In this project the limitations will be (1) menus (2) lunch room equipment (3) size and specifications of lunch rooms. The school lunch program will be approached from the administrative viewpoint. Not be possible to attain all of them at the outset, but the following seem to be important.

IV. PROCEDURES

To gain information about the functioning of the school lunch program and the administrative problems rising from it and to make conclusions concerning the practices carried on in the administration of school lunches, the writer has made a study of the literature in the field, made a questionnaire survey of the forty-two largest high schools in the State of Iowa and conducted a survey of the 750 students of the Newton High School.

This writer was given the administrative task of developing a plan for increasing the participation in the Newton High School lunch program. A plan was developed and put into operation for the school year 1958-59 and at the close of the school year, teachers were interviewed.
for opinions relevant to the improvement of the lunch program. The number of students eating school lunches was used to determine the effectiveness of the plan towards increasing student participation in the school lunch program.

one-half a child's daily nutritional requirements,

V. REVIEW OF THE LITERATURE

Administrators are readily assuming responsibility for the organization and supervision of the lunch program in their schools. A lunch program has many desirable objectives. It may not be possible to attain all of them at the outset, but the following seem to be important.

1. To improve the health of children by making the parents eating of a suitable lunch a part of the day's program, helping a cooperative program. According

2. To develop desirable food habits.

3. To develop an understanding of the food necessary to meet daily nutritional needs.

4. To develop an appreciation for high standards in the preparation, serving, and storage of foods.

5. To provide an opportunity for the practice of accepted table manners and social behavior.\(^1\)

A lunch program may range from the serving of milk, fruit, a sandwich, and one hot dish prepared by the teacher

and pupils in a one-room rural school to the cafeteria service in a large city school. There are three types of lunches which are approved by the State Department:

Type A. - A complete lunch which meets one-third to one-half a child's daily nutritional requirements.

Type B. - An incomplete lunch intended to be supplemented by a partial lunch brought from the pupils' home.

Type C. - One-half pint of whole milk as a beverage. While the successful operation of the school lunch should be a point of concern to the staff, pupils, and parents, in reality it is the principal who has the responsibility for developing a cooperative program. According to Prentice to accomplish this the principal will, with the approval of the board of education and in cooperation with the school lunch manager, accept the following duties.

1. Make plans for adequate space, essential equipment and facilities.

2. Prepare a yearly budget.

3. Employ trained personnel.

4. Keep accurate records and accounts.

5. Schedule lunch periods for the maximum educational

---

and nutritional returns.

6. Make it possible for all children to have adequate lunches.¹

There are, of course, many aspects of lunch room operation which might be vastly improved by well-planned efforts, as any administrator or lunch room manager will be the first to admit. On the other hand, there are also certain factors inherent in any school situation, fixed by circumstances over which an administrator has little or no control. In the study of high school lunch rooms by Ottman², it was reported that average daily attendance, size of community, type of community and per cent of students riding buses to school are considered as uncontrollable factors.

In general, the findings showed quite definitely that student participation tends to decrease as the size of the school increases. Schools with average daily attendance of less than 400 had a per cent of participation of 40.6. Schools with an average daily attendance between 500 and 1600 had only 9 per cent of their students taking lunch.³ Encourage the child to eat foods necessary for physical and mental development. School lunch workers

¹Prentice, op. cit., 66.


³Ibid., 101-2.
School administrators and boards of education must work together to provide a pleasant location and adequate equipment for serving meals. Schedules should be planned which allow ample time to enjoy the noon meal. Establishment of general policies for operating the lunch program comes within the responsibility of the school administration. School lunch workers are employees of the board of education. Eating together in the dining room requires supervision, either by the faculty or by students, if the students are to put into practice good citizenship emphasized at school and at home.1

Learning by doing is an important principal in any school program. When a student has taken part in planning lunch menus and establishing lunch room policies, he increases his knowledge and takes pride in his experiences with food. The influence of leaders among the student body may be used to improve lunch practices and food habits. Student workers in the lunch room render a valuable service.

The lunch staff is responsible for planning, preparing, and serving a tempting meal in a cheerful manner that will encourage the child to eat foods necessary for good physical and mental development. School lunch workers also have a part in teaching acceptance of foods not included

in the daily home menus.1 MacVean are so popular during the

According to R. E. Wilson,2 the four necessary parts
of the school lunch program are: federal and local
1. Good management - the lunch room manager must be an
   expert in human relations. He must possess good
   organizing and planning ability. 

2. Good personnel - the primary qualification of a
   successful cafeteria worker is the ability to get
   along with other people. In a great many

3. Good equipment and utensils. New buildings, the old

4. Good food. We have been remodeled to take care of

Lunch room problems can be discussed with the students,
adding to their sense of responsibility and inspiring action
in transforming noisy, disorderly lunch rooms into pleasant
spots to eat and digest one's food. School lunch operations
are big business and are getting bigger and better. In
1957, more children ate more well-planned lunches in schools
than ever before.3

Financially the initial cost of facilities and equip-
ment of the program is substantial, but over a period of
years is very low locally. Federal subsidy is a major

1Ruth S. MacVean, "Lunch Workshops Improve Service," 
   Nationa Schools, LX (November, 1957), 143.

2R. E. Wilson, "Eleven Headaches and Four Tranquilizers," 
   Nationa Schools, LX (December, 1957), 66.

3"Students Share Responsibility," School Executive, 
   LXXIV (November, 1954), 121-22.
reason why school lunch prices are so popular. During the
school year of 1957-58, the school lunch program in Iowa
involved an expenditure of $12,028,020 federal and local
funds. Every county in the state was represented in the
program with 1,162 schools participating.¹

Almost every new school building constructed in the
past ten years has made provision for space for a school
lunch program. This is also true of nearly all of the
following particulars concerning the city of
remodeling jobs on school buildings. In a great many
schools, where a new gymnasium has been built, the old
gym and shower rooms have been remodeled to take care of
a school lunch program.

Norton, the county seat of Jasper County, has a
Effective school lunch practices must be developed
population of 15,000 people, covers an area of 8,000 acres,
in all schools. There is no excuse for poor food service.
The solution to the school lunch program centers on four
elementary points. These are the proper attitudes of the
administration, cooperation of the classroom teacher,
complete understanding of the program by parents and com-
munity, and good management.²

Since the past seven years, Ida-Valley, Norton has
spent two million dollars on new modern school con-
struction, which has included a new senior high school and
elementary buildings. The school district has

¹Bangs, op. cit., p. 2.
²L. Nichols, "Promote Your School Lunch Program,"
School Executive, LXXVIII (May, 1959), 136.
The following articles concerning the city of Kewton and the school system are presented to assist the reader in interpreting the problems experienced with the high school lunch program.

Newton, the county seat of Jasper County, has a population of 15,000 people, covers an area of 3,000 acres, and is located thirty miles east of Des Moines on Federal Highway Six. The town is referred to as the washing machine manufacturing center of the world because of the location of the large Maytag Company in Newton. More than 6,000 people are employed in fourteen industrial plants.

During the last seven years, 1953-1960, Newton has spent over two million dollars on new modern school construction which has included a new senior high school and a question was prepared and sent to three elementary buildings. The school district has become a part of a reorganized school district including Lambs Grove, Kellogg, and Newton. The enrollment of 3,654
pupils has increased to 4,400 and the number of faculty members has increased from 190 to 216 by 1959.

The school lunch program was operated independently of other school financing. School lunch fund receipts in 1958 amounted to $46,098.32.

The federal government assists the school lunch program in selected Iowa high schools. The program in two ways. One is by supplying a part of surplus food commodities to the schools. In 1959, these commodities supplied to Newton High School included frozen hamburger, canned beef and gravy, butter, cheese, tomatoes, peaches, and that the Newton High School enrollment was 908 students which included nine through twelve. The supplied to Newton High School included frozen hamburger, canned beef and gravy, butter, cheese, tomatoes, peaches, and that the Newton High School enrollment was 908 students which included nine through twelve. The second form of aid is a cash supplement of five cents per meal for each student served with milk and three cents for each student meal served without milk.

II. ADMINISTRATIVE PRACTICES

Little information has been made available about the administrative practices of the large secondary schools of twenty-Iowa, schools of 400 high school students or more.

In order to gather information in regard to the administrative problems directly related to the school lunch program, a questionnaire was prepared and sent to administrators of selected Iowa High Schools. Forty-five schools selected had a supervisor who was not a full-time teacher. Each of these schools, each with an average daily attendance of more than fifty member, were selected for the study.
Replies to the questionnaire were received from representatives of forty-two schools.

The responses were tabulated and the data divided into three areas - administrative, participation, and miscellaneous.

**Practices in selected Iowa High Schools.** The average enrollment of the schools included in the survey was 906 students in grades nine through twelve. The average daily attendance in Newton was 908 students which indicated that the Newton High School enrollment was approximately that of the average enrollment of the schools included in the study. The average number of employees in the selected schools was five full-time employees and ten student helpers.

Of the forty-two schools included in the survey, all but two employed a school lunch supervisor, as is shown in Table I. The supervisor was in charge of purchasing food, employing cooks, and planning the menus. In twenty-eight of the forty-two schools, the school lunch supervisor was a faculty member employed primarily for the task of organizing and administering the school lunch program. In only two cases did the supervisor teach any classes. Fourteen schools had a supervisor who was not a full-time faculty member.
Do you have a hot lunch supervisor for your program? 40 2
Is the supervisor a faculty member? 28 14
Do you have a split-lunch noon period? 24 16
If the answer is no, do you dismiss your entire student body at the same time for lunch? 9 7
Do you sell meal tickets? 35 7

An administrative problem for Newton was the installing of the split-lunch period. Twenty-four of the forty responding schools had a split-lunch program. There are several advantages in having a split-lunch program: first, it eliminates the necessity of having to dismiss the entire student body at the same time creating a crowded condition in the lunch lines and corridors; and second, it permits half of the students to engage in an extra-curricular activity or in an academic subject during this time. From the viewpoint of the lunch program, it permits the school to serve more students, eliminates long waiting in lunch lines, and more students can use the same facilities relieving the need for large lunchrooms.
the need for large lunch accommodations. With school enrollments rising, the split-lunch period will be more in evidence. Of the sixteen schools who were not using the split-lunch period, nine schools dismissed the entire student body at the same time for lunch and seven schools dismissed the students at varying time intervals to prevent overcrowding in the halls and lunch lines.

A summary of the responses to the questionnaire showed that lunch tickets were sold daily in fourteen schools, weekly in seventeen schools, and in four schools lunch tickets were sold on a monthly basis. In the schools in which lunch tickets were not sold, each pupil paid as he was served his lunch.

The administrators of the selected schools favored the sale of lunch tickets over the handling of cash during the meal hour rush. The method of buying lunch tickets in advance also gave the cooks a better opportunity to plan more efficiently the amount of food to be prepared for each meal. The money for the school lunch program was collected in twenty schools by the students, in two schools by the principal, in two schools by a teacher, and in the remaining eighteen schools cashiers were employed.

Students at low cost regular price, except to the Practices in the Newton High School. Newton had a full-time school lunch supervisor who was a faculty member and devoted her full-time to supervising the lunch program.
It was not feasible for a lunch supervisor to handle academic classes in addition to her other duties because the participation in the school lunch program is one of increasing enrollments and the increasing realization that the noon lunch period was important to the performance and well-being of each student.

The school lunch personnel staff at the Newton High School had a total of three full-time women employees and one part-time employee. In addition to these workers, a survey showed that the selected schools had one part-time worker and so did Newton. But the five student helpers at Newton did not compare with the average of ten student helpers in the selected schools. Newton served only 250 students per day while the other schools studied served an average of 396 students per day each, which accounted for the additional student help. Newton did have experienced women with the ability to plan and to little organize and also had the latest in modern equipment which helped to relieve the staff shortage.

Lunch tickets were sold weekly and the money collected by a designated faculty member. There were no meals served to students at less than regular price, except to the students who worked in the lunch room during the noon period.
III. STUDENT PARTICIPATION IN THE FORTY-TWO SCHOOLS

Lack of participation. The administrators of the
forty-two schools replied that the lack of partici-

pation in the school lunch program is one
of the distressing problems for the administrators. This
was one of the areas in which this writer hoped to uncover
the reasons for the lack of participation by the students
and to bring about an increase in participation in the
Newton school lunch program.

Questions were asked to find how the participation
in the lunch room was used in thirty-six of
at Newton compared to other schools of similar size and
what these schools were doing to bring about an increase
in participation in the school lunch program.

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<th>TABLE II</th>
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Practices in selected high schools. The administra-
tors in thirty-three of the forty-two selected high schools
responded that participation in the school lunch program
had increased in the past five years. Four schools indi-
cated that the participation had decreased in the past
five years, and the remaining five schools indicated little
change. While increased participation was sought in the
Newton High School, in nineteen of the thirty-nine schools
no particular effort to increase the participation was
being made; in the remaining twenty schools, efforts were
being made to increase the participation. Administrators
of two schools reported that the lack of participation was
due to administrative reasons, while administrators of ten
schools indicated that menus were the primary cause for the lack of participation. The administrators of the remaining thirty schools replied that the lack of participation was a combination of miscellaneous reasons characteristic of the individual school.

A question was asked concerning faculty supervision in the lunch room as a possible factor for the lack of participation. The use of direct or indirect faculty supervision in the lunch room was used in thirty-six of the schools and in six schools student supervision was used, as shown in Table II.

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<table>
<thead>
<tr>
<th>QUESTION</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
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<td>Has your participation in the school lunch program increased in the past five years?</td>
<td>33</td>
<td>4</td>
</tr>
<tr>
<td>Are you presently trying to increase the amount of participation in your school lunch program?</td>
<td>20</td>
<td>19</td>
</tr>
<tr>
<td>Do you use student supervision in the lunch room?</td>
<td>6</td>
<td>36</td>
</tr>
<tr>
<td>Do you use faculty supervision in the lunch room?</td>
<td>36</td>
<td>6</td>
</tr>
</tbody>
</table>

The selected schools had the following percentages
of student participation; 43.8 per cent of students ate school lunch, 20.6 per cent brought a sack lunch, 24.2 per cent ate at home, and 11.4 per cent ate uptown. The average length of time given for lunch periods in the selected schools was forty-two minutes. One problem was having people wait in line; according to the study, the average time the students had to wait in line before being served was seven minutes.

Practices in the Newton High School. The percentages of student participation in the Newton High School were as follows; 38.7 per cent of the students enrolled ate school lunch, 43.1 per cent brought a sack lunch, 8.9 per cent ate at home, and 9.2 per cent of the students ate uptown.

In comparison, only 5 per cent fewer students participated in the Newton High School lunch program than in the selected schools. The most notable difference was that 23 per cent more Newton students brought sack lunches. In the selected schools 24.2 per cent of the students went home at noon, while Newton had only 8.9 per cent of the students eating at home. There was no noticeable difference in the per cent of students who ate uptown.

Student, rather than faculty, supervision was used in the Newton High School lunch program. The length of time given for the lunch period was forty-three minutes, and the students had to wait in line an average of ten
minutes before being served.

IV. MISCELLANEOUS SCHOOL LUNCH PRACTICES

IN THE SELECTED SCHOOLS

A section of questions was included in the questionnaire sent to the forty-two selected schools seeking information concerning miscellaneous practices.

Practices in selected high schools. According to the responses to the questionnaire of the forty-two selected schools, twenty-two operated only one serving line, seventeen operated two serving lines, two operated three serving lines, and one operated four serving lines at one time.

The price of the school lunch varied from twenty-five cents to thirty-five cents per meal. Of the thirty-four responding schools, seventeen schools charged thirty-five cents a meal, fourteen charged thirty cents a meal, and three charged twenty-five cents a meal.

Music was provided in the lunch room in eleven of the forty-two schools and in five schools a silent period was provided for a religious prayer before the meal.

Miscellaneous items such as candy bars, ice cream, potato chips, and apples, were sold in twenty-five of the thirty-two responding schools.

The last item included in the questionnaire had to do with the students who brought a sack lunch and the
responsibility of the school to those students. The question was asked if schools sell milk to students who brought sack lunches and thirty-three of the schools had this service, as shown in Table III. The providing of space for the students who brought a sack lunch was another problem for the administrator. Thirty-five of thirty-eight reporting schools provided space for these students to eat. In thirty of the schools, space was provided in the lunch room and in the remaining five schools, classrooms were used for this purpose.

TABLE III

Compiled results of the yes and no questions on the miscellaneous practices in the forty-two selected Iowa high schools, 1959

<table>
<thead>
<tr>
<th>QUESTION</th>
<th>YES</th>
<th>NO</th>
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<td>Is music provided in the lunch room?</td>
<td>11</td>
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<td>Do you have a &quot;silent period&quot; for those whose religion requires a prayer before a meal?</td>
<td>5</td>
<td>37</td>
</tr>
<tr>
<td>Do you sell potato chips, candy, apples, and ice cream during the noon hour?</td>
<td>25</td>
<td>17</td>
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<tr>
<td>Do you sell milk to students who bring sack lunches?</td>
<td>35</td>
<td>7</td>
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<tr>
<td>Do you provide space for students who bring sack lunches?</td>
<td>37</td>
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</tr>
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</table>

In administrative practices, all but two of the forty-two schools had a full-time supervisor. In only two cases did the superintendent serve as the assistant. The school lunch service was never a mess and did not teach classes. The selected schools...

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Practices in the Newton High School. Miscellaneous practices in affect at Newton High School at the time of the study included the serving of one line which necessitated a long period of waiting. The cost per meal at Newton High School was thirty cents which was the average cost of a meal in the selected schools.

Newton provided no facilities for having music in the lunch room and made no provision for a silent period. There were no miscellaneous items sold in the lunch room, such as candy bars, ice cream, potato chips, and apples.

For those Newton students who brought a sack lunch, space was provided in the lunch room and in the student center. The administrators in thirty-three of the forty-two selected high schools indicated that participation in the school lunch program had increased in the past five years. In administrative practices, all but two of the forty-two selected schools employed a full-time lunch supervisor. In twenty-eight of the forty-two schools, the school lunch supervisor was a faculty member employed primarily for the task of organizing and administering the school lunch program. In only two cases did the supervisor teach any classes. The school lunch supervisor at Newton was employed primarily to administer the lunch program and did not teach classes. The selected schools had five full-time employees and ten student helpers.
Newton had three full-time employees and six student helpers. The average length of time given for lunch periods

Twenty-four of the responding schools had a split-lunch period which Newton was installing. Lunch tickets were sold on a daily basis by fourteen schools, weekly by seventeen schools, and monthly by four schools. Lunch tickets in Newton were sold on a weekly basis. The money from the sale of lunch tickets was collected in twenty schools by the students, in two schools by the principal, in two schools by a teacher, and in the remaining eighteen schools by cashiers. Lunch tickets in the Newton High School were sold by a designated faculty member.

The administrators in thirty-three of the forty-two selected high schools indicated that participation in the school lunch program had increased in the past five years. While increased participation was sought in the Newton High School, nineteen of the thirty-nine schools reporting were making no particular effort to increase the participation. The administrators of thirty schools replied that the lack of participation was a combination of miscellaneous reasons characteristic of the individual school. Thirty-six of the forty-two selected high schools used direct faculty supervision as compared to Newton's use of student supervision.

In the selected schools 43.8 per cent of the students
ate school lunch. In Newton, 38.4 per cent ate school lunch. The average length of time given for lunch periods in the selected schools was forty-two minutes which was the time allowed for the noon period at Newton. According to the study, the average time the students had to wait in line before being served was seven minutes.

Newton school lunch program had been in operation since 1946 and had been steadily growing in necessity. The increasing enrollment provided a burden to the administrative staff. The need was given the task of trying to improve the lunch and provide space in the lunch room and in the student center for the students who brought sack lunches. Newton sold milk and provided space in the lunch room and in the student center of the high school lunch program from an administrative point of view. Supervision during the noon period.

Twenty-two schools operated one serving line, seven schools two serving lines, two schools three lines, and one school four lines at one time. According to the movements suggested, the price of the school lunch varied in the selected schools from twenty-five cents to thirty-five cents per meal. One line was served at Newton and the price was thirty cents per meal.

Newton school lunch program, a survey was taken of forty schools. Five schools provided a silent period for evaluating the present program and asking a prayer before the meal. Miscellaneous items such as candies, ice cream, and apples, were sold in twenty-five of the thirty-two responding schools.

A questionnaire was developed and submitted to the
CHAPTER III

PLAN FOR SCHOOL LUNCH IN NEWTON HIGH SCHOOL

INTRODUCTION

The Newton school lunch program had been in operation since 1946 and had been steadily growing in number of students served. With the increased growth had come many administrative problems which in the past few years had become a burden to the administrative staff. This writer was given the task of trying to improve the functioning of the high school lunch program from an administrative aspect. Supervision during the noon period, organization of a split-lunch period, and increasing the number of participants in the program were the principle problems which were the principle problems which were the principle problems which were

SURVEY OF THE NEWTON HIGH SCHOOL LUNCH PROGRAM

A survey was taken of the student body.

While a plan was being formulated for the improvement of the Newton school lunch program, a survey was taken of the high school students. The survey was given with the purpose of evaluating the present program and seeking suggestions for change which the students believed were needed.

In order to formulate a plan for improving the

A questionnaire was developed and submitted to the
Newton High School students. Six hundred and seventy-one students responded.

Students were asked if they favored the split-lunch period and if they had sufficient time for eating. Fifty-five per cent indicated that they would prefer a split-lunch system and that forty minutes was sufficient time for eating. The students indicated that the long waiting in line and the lack of variety in the menus were the chief reasons for not participating in the school lunch program. On the question of having two lines for the sale of lunch tickets, 69 per cent of the students answered that this would be desirable. As to faculty supervision in the lunch room, 89 per cent of the students said they would prefer student supervision to faculty supervision.

Several questions were asked pertaining to music being played during the noon period, a silent period for a prayer, and the selling of ice cream, candy, and potato chips, during the noon period. These were favored by more than 75 per cent of the student body.

After the survey of the Newton High School students was completed and the results compiled, a plan for the improvement of the lunch program was developed.

II. THE PLAN FOR THE CHANGES IN THE SCHOOL LUNCH PROGRAM during the lunch period.

In order to formulate a plan for improving the
Newton High School lunch program, the following procedures were used. First, a review of the literature and research done in the area of school lunch programs had been made.

**School Lunch Periods.** The first phase of the school

In an effort to determine the practices used in other

and an administrative problem was that of adapting

schools of similar size, a questionnaire had been sent to

into operation the split-lunch period. For

forty-two administrators in selected Iowa high schools.

was

A survey of the Newton High School students was taken to
determine their attitudes and desires toward the school

lunch program.

came the difficulty of scheduling classes and

After careful study of the procedures, the following

changes in the school lunch program were made.

Since the lunch periods came during the fourth

1. A split-lunch period of two equal sessions, forty-
of the school day, a system of A and B lunch periods

three minutes in length, to replace a one hour

-three minutes each was adopted. Student schedules

lunch period.

arranged so that those who were in extra-curricular

2. Supervision of the lunch room from faculty to

those were assigned to the B lunch period. This divi-

student supervision.

the students into two groups of approximately equal

3. Supervision of the split-lunch period by students

those students who had the A lunch period were then

as monitors in the corridors to eliminate

the academic subjects the second session of the

disturbances.

and take part in extra-curricular activities.

4. Selling lunch tickets weekly rather than daily.

5. Miscellaneous practices to increase participation;

such as music in the lunch room, additional

such as-periods due to laboratory work, could be arranged

servings, and the sale of ice cream and candy

during the lunch period. Those students who had the A

during the lunch period. This scheduling program also divided the
III. IMPLEMENTING PLANNED CHANGES
IN THE SCHOOL LUNCH PROGRAM

Split-lunch Periods. The first phase of the school lunch plan and an administrative problem was that of adopting and putting into operation the split-lunch period. For years, the high school had operated with the single lunch noon period of one hour, but because of increased enrollments and a broader curriculum, a change had to be made. With this change came the difficulty of scheduling classes and determining who was to have the first and second lunch periods. Since the lunch periods came during the fourth period of the school day, a system of A and B lunch periods of forty-three minutes each was adopted. Student schedules were arranged so that those who were in extra-curricular activities were assigned to the B lunch period. This divided the students into two groups of approximately equal size. Those students who had the A lunch period were then free to take academic subjects the second session of the lunch period or take part in extra-curricular activities, such as mixed chorus or boys and girls glee club. Also subjects such as biology, physics, and farm management which had double periods due to laboratory work, could be arranged in this second lunch period. Those students who had the B lunch period were scheduled for an academic class the first lunch period. This scheduling program also divided the
faculty so that one-half was in either the A or the B lunch period.

**Lunch room supervision.** Another problem of the school lunch program is adequate supervision. In preceding years, supervision of the lunch room had been done by the members of the faculty, lunch room personnel, the high school principal, or, more often than not, there had been no supervision at all. Since this was the situation, one of the main areas of the total plan was the improvement of the supervision during the noon lunch program.

Student supervision was inaugurated in the school lunch program. Since this writer was the faculty advisor for the student council, volunteers from the student council were used to supervise the lunch room. With the introduction of the split noon period, two groups of students were needed for this supervision. Four students for each lunch period were needed, one to collect the daily lunch tickets, one to supervise the lunch line to prevent pushing and shoving, and two students in the lunch room to see that everyone collected his napkins, cared for his own tray, and did not leave refuse on the tables. The two students in the lunch room also helped to direct and guide students to seats in the lunch room, prevent excessive noise and eliminate rowdiness. In the responses to the student questionnaire at Newton, 89 per cent of the students had reported in favor of student
supervision in the lunch room. This supervision gave the student body a certain moral responsibility and matureness to have the task for their own supervision during the lunch period. Two student monitors were established. There are several advantages of student supervision—such as giving the faculty an opportunity to have a free lunch period without the responsibility of supervising students, giving the student a period to be free from faculty supervision and therefore creating a more relaxed lunch period for both students and faculty, developing student leadership, and ability of the student body to conduct and improve their manners without adult supervision.

The students who did the supervision were not excused from classes since they had study halls for the lunch period which they worked.

**Supervision of the split-lunch noon period.** Since the introduction of the split-lunch hour, supervision in other areas of the building in addition to the lunch room, became a problem. Under the split-lunch program the noon hour was forty-three minutes in length and approximately 50 per cent of the student body were having classes while the remaining students had their lunch period. With the large number of students passing to and from the lunch room, a great need was created for supervision in the halls while regular classes were in session.
The student council members were again asked to volunteer their services, but many other members of the student body readily volunteered so that an adequate monitor system could be established. Two student monitors were placed in each corridor on both floors of the high school building. This reduced the excessive noise and confusion which had existed before in the halls when the students returned from the lunch room. All students were requested to go to the student center after leaving the lunch room so that the students would not create disturbances in the halls. The students were asked to remain in the student center until the bell sounded for the second lunch period. By this method, overcrowding of the halls was prevented and students could quickly and quietly move to the second lunch period or respective classes without confusion or waste of time. 

The split-lunch student monitor was given the authority to warn students who violated rules and created disturbances. On the second violation, the offender's name was turned into the principal's office. One on duty each day to sell tickets, 

Selling of lunch tickets. The problem of selling lunch tickets purchased individually instead of the lunch tickets was an important area for the school principal. The plan devised by this writer for the sale of tickets was as follows. Lunch tickets were to be sold every Monday morning, prior to the beginning of the homeroom period. The
tickets were to be sold in the student center which is easily accessible to all students. Tickets were sold for the entire week consisting of five individual tickets, one for each day of the week. Each ticket was marked with the appropriate day for which the ticket was to be used. By this method an accurate account could be kept of the number of students which had eaten lunch each day. Another advantage of this procedure was that the school lunch supervisor knew in advance the number of students who were going to eat each day by the number of tickets sold. The weekly ticket sales also saved time and confusion in the lunch room and eliminated the necessity of collecting money each day. By weekly sales the money could be counted on Monday and deposited in the bank and eliminate the burden of having large sums of money in the school safe. The problem of students having to wait in line for several minutes to buy lunch tickets was eliminated by operating two lines.

Some difficulty was encountered by students who wished to purchase tickets after Monday morning. Since schools cannot have someone on duty each day to sell tickets, this problem was eliminated by charging thirty-five cents for each lunch ticket purchased individually instead of the usual thirty cents.

Increased participation. The participation in the school lunch program was one of the many problems of the
administration. This writer hoped to uncover the reasons for the lack of participation on behalf of the students and try to bring about an increased amount of participation in the Newton school lunch program.

Thirty-eight and seven tenths per cent of the Newton High School students ate school lunches as compared to 43.8 per cent average for the schools of similar size.

All of the steps in the school lunch plan were devised with the purpose of trying to increase participation. Students need to feel comfortable and at ease to take part in a school lunch program. In the questionnaire answered by the Newton students, they were asked what new additions would make the program more appealing and attractive to them. From their suggestions, double lines for buying lunch tickets and the split-lunch period were added; music was played during the noon period; second helpings were given when possible; and several other minor additions were added, such as selling ice cream and candy bars in the lunch room. A silent period was installed during which time a prayer could be given.

Information derived from the high school survey and by talking to students, faculty, and lunch room personnel had indicated the following reasons for students not participating in the school lunch program.

1. Not enough variety of foods.
2. Prolonged waiting in line for service.
3. Preference for a sack lunch from home.
4. More freedom desired during the noon period.
5. Desire to leave the school at noon.

III. APPRAISAL

After observing the Newton High School lunch program, checking the survey of the forty-two selected Iowa high schools, and interviewing ten members of the Newton High School faculty, the following observations were made.

With the installation of a split-lunch period, a greater number of students could be handled more effectively, and the period spent waiting in line was reduced from ten to five minutes.

The change from faculty supervision to student supervision had resulted in a more relaxed atmosphere in the lunch room and nine of the ten faculty members indicated that the change was most effective in that it gave the students an opportunity to govern and discipline themselves. All of the faculty members interviewed were in accord that the student supervision used in the corridors during the lunch period greatly reduced the disturbances which had before interrupted the classes that were in session. Eight of the ten faculty members observed that the students had taken pride in the responsibility of governing and supervising themselves.
The addition of two lines for the sale of lunch tickets greatly reduced the waiting in line to purchase tickets and aided the lunch room personnel in determining the number of students participating in the lunch program. By selling tickets on a weekly basis, financial and participation records were more easily maintained.

Miscellaneous items such as music played in the lunch room, additional servings, sale of ice cream and candy bars, and a silent period for a prayer, had made the program more attractive and appealing to the students. The number of students participating in the lunch room program increased from approximately 250 to 320 students.

After evaluation of the survey, a plan for improving the school lunch program was devised and put into operation. This plan included the installing of a split-lunch period, use of student supervision in the lunch room, and increasing participation in the school lunch program.

The split-lunch periods installed in the Newton High School came during the fourth period of the school day and a system of A and B lunch periods of forty-three minutes each was adopted. Student schedules were arranged so that those who were in extra-curricular activities were assigned to the A lunch period, and those students who were not
involved in extra-curricular activities were assigned to the
B lunch period. This scheduling program divided the students
and the faculty so that one-half of each were in either the
A or the B lunch periods.

Student supervision was used for the lunch program,
and volunteers from the student council were used to
supervise the lunch room. With the introduction of the
split-lunch period, two groups of students were needed for
this supervision. In the responses to the student question-
naire at Newton, 89 per cent of the students reported that
they were in favor of student supervision in the lunch room.
The student body has a certain moral responsibility and
maturity if they have the task of supervising their own
lunch period. Supervision of the corridors during the
split-lunch period was necessary as approximately 50 per
cent of the student body were having classes while the
remaining students were having a lunch period. Student
monitors were placed in each corridor of the building to
reduce excessive noise and eliminate disturbances.

The plan devised for the sale of lunch tickets was
as follows: lunch tickets were sold every Monday morning
in two lines to eliminate long standing in line; tickets
sold for the entire week consisted of five individual
tickets, one for each day of the week and each ticket was
marked with the appropriate day for which the ticket was
to be used. By this method an accurate account could be kept of the number of students who had eaten lunch each day.


data, CONCLUSIONS, AND RECOMMENDATIONS

All of the procedures in the school lunch mentioned were devised with the idea of trying to increase participation. The following additions were made to make it more attractive and appealing to the students. Music was played during the lunch period; additional servings were given when possible; ice cream and candy bars were sold during the noon period; and a silent period was provided during which time a prayer could be given.

To gain additional information about the functioning of the school lunch program and the administrative problems arising from it and to make conclusions concerning the procedures carried on in the administration of school lunches, a study of the literature in the field was made, and a questionnaire survey of the forty-two largest high schools in the State of Iowa was made, and a survey was made of the students of the Newton High School.

The following is a summary of data compiled from responses to a questionnaire sent to administrators of forty-two selected Iowa high schools. In administrative practices, all but two of the forty-two selected schools
The purpose of this study was to appraise and to improve the total school lunch program and its various administrative aspects, such as (1) split-lunch periods, (2) increased participation, and (3) supervision, within the Newton High School.

To gain information about the functioning of the school lunch program and the administrative problems rising from it and to make conclusions concerning the practices carried on in the administration of school lunches, a study of the literature in the field was made. A questionnaire survey of the forty-two largest high schools in the State of Iowa was made, and a survey was conducted of the 750 students of the Newton High School. This writer was given the administrative task of developing a plan for increasing the participation in the Newton High School lunch program.

The following is a summary of data compiled from responses to a questionnaire sent to administrators of forty-two selected Iowa high schools. In administrative practices, all but two of the forty-two selected schools
employed a full-time lunch supervisor. In twenty-eight of the forty-two schools, the lunch supervisor was a faculty member employed primarily for the task of organizing and administering the school lunch program. The school lunch supervisor at Newton was employed to administer the lunch program and did not teach classes. The selected schools had five full-time employees and ten student helpers. Newton had three full-time employees and six student helpers.


Twenty-four of the selected high schools had a split-lunch period which Newton was installing. The administrators in thirty-three of the forty-two selected high schools indicated that participation in the school lunch program had increased in the past five years. While increased participation was sought in the Newton High School, nineteen of the thirty-nine schools reporting were making no particular effort to increase participation. The selected schools had 43.8 per cent of their students participating in the school lunch program and Newton had 38.7 per cent student participation.

Thirty-six of the forty-two selected high schools used direct faculty supervision in the lunch room. Newton used student supervision. Thirty-eight responding schools provided space for the students with sack lunches; thirty-three sold milk to those students. Newton sold milk and
provided space in the lunch room and in the student center for the students who brought sack lunches.

After evaluation of the survey, a plan for improving the Newton school lunch program was devised and put into operation. This plan included the installing of a split-lunch period, use of student supervision in the lunch room, and increasing participation in the school lunch program.

The split-lunch period installed in the Newton High School came during the fourth period of the school day and a system of A and B lunch periods of forty-three minutes each was adopted. Student schedules were arranged so that those students who were in extra-curricular activities were assigned to the A lunch period, and those students who were not involved in extra-curricular activities were assigned to the B lunch period.

Student supervision was begun and volunteers from the student council were used to supervise the lunch room. In the student responses to the questionnaire at Newton High School, 89 per cent of the students reported in favor of student supervision in the lunch room. This supervision of their own lunch period gave the student body a certain moral responsibility and maturity.

III. RECOMMENDATIONS

A plan devised for the sale of lunch tickets was as follows: Lunch tickets were sold every Monday morning in two lines to eliminate long waiting in line; tickets sold
for the entire week consisted of five individual tickets, one for each appropriate day of the week. By this method an accurate account could be kept of the number of students who had eaten lunch every day. 

All of the procedures in the school lunch mentioned were devised with the idea of trying to increase participation. The number of students participating in the lunch program increased from approximately 250 to 320 students.

II. CONCLUSIONS

5. The following conclusions, based on the data and information presented, seem valid.

1. Split-lunch periods of forty minutes are beneficial to eliminating overcrowded lunch rooms.

2. Student supervision in the school lunch program is feasible and desirable.

3. Participation in the high school lunch program may be increased through administrative efforts.

4. Schools should evaluate the lunch program each year in an effort to increase the proficiency of the program.

III. RECOMMENDATIONS

From the information presented here, and the conclusions arrived at from this study of the school lunch
program, the following recommendations are made to improve the Newton High School lunch program.

1. Use of more student helpers in the lunch room.

2. Purchase of the necessary equipment in order to establish two serving lines.

3. An effort should be made to increase the percentage of participation at the high school level.

4. A public relations program to promote and increase the understanding and cooperation between the student body, faculty, and community.

5. The accounting system should be improved for more efficient handling of funds.

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BIBLIOGRAPHY

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SCHOOL LUNCH SURVEY

1. Name of School: ____________________________

2. ADMINISTRATIVE

   a. What is the enrollment of your high school?

   b. Do you have a hot lunch supervisor for your program?

   c. Is the supervisor a faculty member?

   d. How many in addition to the supervisor are employed in your high school lunch program?
      Full time _____ Part time _____ Student help _____

   e. Do you sell meal tickets?
      If so, Daily _____ Weekly _____ Monthly _____

   f. If you do not sell meal tickets, do you collect the money from each pupil?
      If so, Daily _____ Weekly _____ Monthly _____

3. Whose collects the money under your plan?
   Principal _____ Teacher _____ Student _____ Others _____

APPENDIX

4. Do you have a split lunch noon period?

5. If the answer is NO, do you dismiss your entire student body at the same time for lunch?

PARTICIPATION

6. What percentage of your students eat the school lunch? ________%

7. What percentage of your students bring a sack lunch? ________%

8. What percentage of your students go home to eat? ________%

9. What percentage of your students go up town to eat? ________%

10. Has your participation in the school lunch increased or decreased in the past five years?
    Increased ________ Decreased ________
SCHOOL LUNCH QUESTIONNAIRE

Name of School_______________________________________

ADMINISTRATIVE

1. What is the enrollment of your high school? __ __

2. Do you have a hot lunch supervisor for your program? __ __

3. Is the supervisor a faculty member? Administrative _____ Faculty _____ Other _____

4. How many in addition to the supervisor are employed in your high school lunch program?
   Full-Time _____ Part-time _____ Student help _____

5. Do you sell meal tickets? If so, Daily ______ Weekly ______ Monthly ______

6. If you do not sell meal tickets, do you collect the money from each pupil? If so, Daily ______ Weekly ______ Monthly ______

7. Who collects the money under your plan?
   Principal _____ Teacher _____ Student _____ Others _____

8. Do you have a split lunch noon period? __ __

9. If the answer is NO, do you dismiss your entire student body at the same time for lunch? __ __

PARTICIPATION

10. What percentage of your students eat the school lunch? ______%

11. What percentage of your students bring a sack lunch? ______%

12. What percentage of your students go home to eat? ______%

13. What percentage of your students go uptown to eat? ______%

14. Has your participation in the school lunch increased or decreased in the past five years?
    Increased ______ Lunch Room ______ Decreased ______

15. Do you provide space for students who bring sack lunches?
15. Are you presently trying to increase the amount of participation in your school lunch program?  

YES  NO

16. Do you feel that poor participation in the school lunch is due to administrative reasons or school lunch menus?  

Administrative  ____  Menus  ____  Other  ____

17. How many minutes are given for the lunch period?  ___________ minutes

18. How long do students have to stand in line before being served?  __________

19. Do you use faculty supervision in the lunch room?  Direct  ____  Indirect  ____

20. Do you use student supervision in the lunch room?  __________

MISCELLANEOUS

21. How many lunch lines do you serve at once?  __________

22. What is the daily cost per pupil of your lunch?  __________

23. Is music provided in the lunch room?  __________

24. Do you have a "silent period" for those whose religion requires a prayer before a meal?  __________

25. Do you sell potato chips, candy, apples, and ice cream during the noon period?  __________

26. Do you sell milk to students who bring sack lunches?  __________

27. If the answer is YES, do you sell the milk in the lunch room or in another location?  Lunch room  ____  Other Location  ____

28. Do you provide space for students who bring sack lunches?  __________
29. If the answer is YES, do you provide room in unoccupied classrooms or in the lunch room? Classrooms ___ Lunch room ___ Other ___

30. Do you provide any noon time activities such as movies, dancing for students who eat their lunch at school?