A TWO YEAR COURSE OUTLINE IN QUANTITY FOODS
FOR INTERMOUNTAIN HIGH SCHOOL GIRLS

by

June C. Larson

Report No. 2 submitted in partial fulfillment of
the requirements for the degree

of

MASTER OF SCIENCE

in

Food and Nutrition

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Logan, Utah

1966
ACKNOWLEDGEMENTS

Special acknowledgement is given to Dr. Ethelwyn B. Wilcox, Professor in Food and Nutrition at Utah State University. Her assistance, advice, and encouragement has been of help in working up the various units in the 2 year quantity food course.

Thanks should also be given to Mrs. Ruby Webster, head of home economics at Intermountain High School for her help and cooperation in all facets of the quantity foods program.

To my husband and family I appreciate the many household chores they have done to free me to work on this curriculum, and for their interest and encouragement.

My graduate committee, Dr. Ethelwyn B. Wilcox, Dr. Margaret Merkley and Dr. C. J. Skidmore have offered many suggestions and worthwhile criticism for which I offer a special thanks.

June C. Larson
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</thead>
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<td>Floor plan of quantity food laboratory</td>
<td>.8</td>
</tr>
</tbody>
</table>
INTRODUCTION

The Bureau of Indian Affairs has recently completed or is now in the process of building 19 new grade schools on the Navajo reservation. Some of these schools are boarding schools, and some are day schools, but each new school needs school lunch personnel. To meet this need Intermountain School added to their curriculum a course in Quantity Foods to be given to Junior and Senior High School girls as a two year vocation. This necessitated the development of a 2 year course outline for the 2 year Quantity Food class, which gave the girls 4 hours daily practical training in quantity foods in a well equipped institutional kitchen. This also gave the girls experience in using institutional equipment and in planning, preparing and serving meals for 50 daily.

In addition to the need on the Reservation for school lunch personnel, the Bureau of Indian Affairs pays good wages for a High School graduate with vocational (quantity food) training. The beginning salary may range from $4,440 per year to $5,540 per year, depending on their G. S. grade. They receive the fringe benefits paid all government employees, one day a month accumulative sick leave, 13 annual leave, 8 paid national holidays, and a good retirement program.
If the students do not desire to return to the reservation schools after training, they can secure employment in hospitals, nursing homes, private or tribal restaurants.

Emphasis is placed in this course on quantity cooking and not waitress training, because cooks receive higher salaries.

Each week an elementary class of Indian students was served lunch and had an opportunity to eat family style, on tablecloths, dishes, etc, and to practice good manners, table etiquette, and other accepted social graces.

Before the class started, the Instructional Dining room and kitchen had to be equipped with stoves, ovens, dishwasher, storage cupboards, dishes, tableclothes, pans, etc. (see floor plan of quantity foods laboratory in Figure 1).

Information on a detailed course outline for this age level and for Navajo girls was practically non-existent.

An outline was developed for the course of study to be used each of the two years. The first time each one was taught adaptations or deletions were made to meet the needs of these quantity foods girls, and the program. The resulting course of study are presented in this paper.
In Table 1 is presented a typical week's menu as planned by the quantity foods girls, with recipes and simple directions for necessary preparation of foods for the day and preparation for the following day. It was planned one week in advance of actual preparation and serving. The quantity foods girls worked out the recipes, format, and time needed for preparation of food. Each girl received a copy on Monday of plans for the entire week.

In order to have a more varied training program and more experience in cooking various foods, the following schedule was developed by serving the following: Monday, a breakfast; Tuesday and Wednesday, dinner; Thursday, an inexpensive luncheon; and Friday, soup and sandwiches. Special attention was given to varying the menu from week to week and in using all types of table service.

The quantity foods girls are also required to take a course in apartment living which is taught as a separate course. From 2 to 4 girls spend three weeks in the apartment where living conditions are similar to apartments that they will be renting when they are working on jobs. They plan, prepare, and serve their breakfast and supper or evening meal. The noon meal is eaten in the quantity foods class. In the apartment they have limited but adequate supervision for senior girls, which tends to
### Table 1. A typical week's menu for 50 students

**Monday, February 24, 1964**

**Instructional Dining Room**

**Menu**
- Fruit Cup
- Hamburger Patty--Scrambled Eggs
- Toast--Butter--Jam
- Sweet Roll
- Coffee or Milk

<table>
<thead>
<tr>
<th>Ingredients</th>
<th>Measure</th>
<th>Amount and Recipe</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fruit Cup</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fruit Cocktail</td>
<td>No. 10</td>
<td>1</td>
</tr>
<tr>
<td>Bananas</td>
<td>lb.</td>
<td>4</td>
</tr>
<tr>
<td>Lemon Sauce</td>
<td>qt.</td>
<td>1</td>
</tr>
<tr>
<td><strong>Hamburger Patty</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ground Beef</td>
<td>lb.</td>
<td>12</td>
</tr>
<tr>
<td>Bread Crumbs</td>
<td>C.</td>
<td>2</td>
</tr>
<tr>
<td>Eggs</td>
<td>each</td>
<td>4</td>
</tr>
<tr>
<td>Onion</td>
<td>each</td>
<td>1/2</td>
</tr>
<tr>
<td>Salt</td>
<td>T.</td>
<td>2</td>
</tr>
<tr>
<td>Pepper</td>
<td>t.</td>
<td>1/2</td>
</tr>
<tr>
<td><strong>Scrambled Eggs</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eggs</td>
<td>doz.</td>
<td>6</td>
</tr>
<tr>
<td>Canned Milk</td>
<td>qt.</td>
<td>1 1/2</td>
</tr>
<tr>
<td>Salt</td>
<td>T.</td>
<td>2</td>
</tr>
<tr>
<td>Pepper</td>
<td>t.</td>
<td>1/2</td>
</tr>
<tr>
<td><strong>Bread</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Butter</strong></td>
<td>lb.</td>
<td>1</td>
</tr>
<tr>
<td>Jam</td>
<td>qt.</td>
<td>1</td>
</tr>
<tr>
<td><strong>Sweet Rolls</strong>&lt;sup&gt;a&lt;/sup&gt;</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Warm Water</strong></td>
<td>C.</td>
<td>1 1/2</td>
</tr>
<tr>
<td>Yeast</td>
<td>cakes</td>
<td>6</td>
</tr>
<tr>
<td>Sour Cream</td>
<td>C.</td>
<td>4 1/2 canned milk + 4</td>
</tr>
<tr>
<td>Soda</td>
<td>t.</td>
<td>1/2 &amp; 1/4 T. vinegar</td>
</tr>
<tr>
<td>Eggs</td>
<td>each</td>
<td>7</td>
</tr>
<tr>
<td>Salt</td>
<td>T.</td>
<td>2</td>
</tr>
<tr>
<td>Sugar</td>
<td>C.</td>
<td>1</td>
</tr>
<tr>
<td>Fat</td>
<td>C.</td>
<td>3/4</td>
</tr>
<tr>
<td><strong>Icing</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Powdered Sugar</td>
<td>C.</td>
<td>7</td>
</tr>
<tr>
<td>Fat (butter)</td>
<td>C.</td>
<td>1/4</td>
</tr>
<tr>
<td>Canned Milk</td>
<td>C.</td>
<td>1/4 or enough to moisten</td>
</tr>
<tr>
<td>Vanilla</td>
<td>T.</td>
<td>1</td>
</tr>
<tr>
<td><strong>Coffee</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Water</strong></td>
<td>C.</td>
<td>2 1/2</td>
</tr>
<tr>
<td><strong>Cream</strong></td>
<td>C.</td>
<td>55</td>
</tr>
</tbody>
</table>

<sup>a</sup>Roll recipe should be familiar to all girls. If not consult teacher. Carrot Pudding: Make carrot pudding for next day. Everything ready to mix but soda. Do not put in soda. Swiss Steak: Pan fry steak for next day.
Table 1. Continued.

Tuesday, February 24, 1964 Menu

<table>
<thead>
<tr>
<th>Ingredients</th>
<th>Measure</th>
<th>Amount and Recipe</th>
</tr>
</thead>
<tbody>
<tr>
<td>Swiss Steak</td>
<td>lb.</td>
<td>20</td>
</tr>
<tr>
<td>Baked Potatoes</td>
<td>lb.</td>
<td>20</td>
</tr>
<tr>
<td><strong>Mexican Corn</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Corn</td>
<td>No. 10</td>
<td>2</td>
</tr>
<tr>
<td>Pimiento</td>
<td>8 oz.</td>
<td>1</td>
</tr>
<tr>
<td>Green Pepper (seared)</td>
<td>each</td>
<td>2</td>
</tr>
<tr>
<td>Butter</td>
<td>C.</td>
<td>1</td>
</tr>
<tr>
<td><strong>Waldorf Salad</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Apples (diced)</td>
<td>doz.</td>
<td>1 1/2</td>
</tr>
<tr>
<td>Celery</td>
<td>bun.</td>
<td>1</td>
</tr>
<tr>
<td>Nuts if available</td>
<td>C.</td>
<td>2</td>
</tr>
<tr>
<td>Mayonnaise</td>
<td>qt.</td>
<td>1</td>
</tr>
<tr>
<td>Canned Milk</td>
<td>C</td>
<td>1</td>
</tr>
<tr>
<td><strong>Butterdips</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Butter</td>
<td>lb.</td>
<td>1 Melt and put aside</td>
</tr>
<tr>
<td>Flour</td>
<td>C.</td>
<td>13 1/4</td>
</tr>
<tr>
<td>Sugar</td>
<td>T.</td>
<td>6 Mix dry ingredients together</td>
</tr>
<tr>
<td>B. P.</td>
<td>T.</td>
<td>7</td>
</tr>
<tr>
<td>Salt</td>
<td>T.</td>
<td>2</td>
</tr>
<tr>
<td>Milk</td>
<td>qt.</td>
<td>1 1/2 Roll 1/2 inch.</td>
</tr>
<tr>
<td><strong>Carrot Pudding</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Carrots, raw grated</td>
<td>lb.</td>
<td>1 lb. 4 oz.</td>
</tr>
<tr>
<td>Potatoes, raw grated</td>
<td>lb.</td>
<td>1 lb. 11 oz.</td>
</tr>
<tr>
<td>Raisens</td>
<td>lb.</td>
<td>1 lb. 4 oz.</td>
</tr>
<tr>
<td>Butter</td>
<td>lb.</td>
<td>1</td>
</tr>
<tr>
<td>Sugar, brown</td>
<td>lb.</td>
<td>2</td>
</tr>
<tr>
<td>Eggs, beaten</td>
<td>each</td>
<td>8</td>
</tr>
<tr>
<td>Nuts</td>
<td>C.</td>
<td>2</td>
</tr>
<tr>
<td>Soda</td>
<td>T.</td>
<td>1 plus 1/3</td>
</tr>
<tr>
<td>Cinnamon, Cloves</td>
<td>T.</td>
<td>1 each</td>
</tr>
<tr>
<td>Nutmeg</td>
<td>T.</td>
<td>1</td>
</tr>
<tr>
<td>Salt</td>
<td>t.</td>
<td>1</td>
</tr>
<tr>
<td>Flour</td>
<td>lb.</td>
<td>2</td>
</tr>
</tbody>
</table>
Table 1. Continued

<table>
<thead>
<tr>
<th>Ingredients</th>
<th>Measure</th>
<th>Amount and Recipe</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lemon Sauce</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sugar</td>
<td>lb.</td>
<td>2</td>
</tr>
<tr>
<td>Cornstarch</td>
<td>oz.</td>
<td>3</td>
</tr>
<tr>
<td>Salt</td>
<td>t.</td>
<td>1/2</td>
</tr>
<tr>
<td>Water, boiling</td>
<td>qt.</td>
<td>2</td>
</tr>
<tr>
<td>Lemon Juice</td>
<td>oz.</td>
<td>5</td>
</tr>
<tr>
<td>Butter</td>
<td>T.</td>
<td>2</td>
</tr>
</tbody>
</table>

*Carrot Pudding: Cream sugar and butter, add eggs, carrots, potatoes, raisins, dates, and nuts. Add dry ingredients last. Steam 1 hr. under 5 lbs. pressure. Note: Make French Dressing and Whipped Jello for next day.*
<table>
<thead>
<tr>
<th>Ingredients</th>
<th>Measure</th>
<th>Amount and Recipe</th>
</tr>
</thead>
<tbody>
<tr>
<td>Roast Beef</td>
<td>lb.</td>
<td>20</td>
</tr>
<tr>
<td>Mashed Potatoes</td>
<td>lb.</td>
<td>18</td>
</tr>
<tr>
<td>Milk (hot)</td>
<td>c.</td>
<td>3</td>
</tr>
<tr>
<td>Salt</td>
<td>t.</td>
<td>2</td>
</tr>
<tr>
<td>Butter</td>
<td>c.</td>
<td>1</td>
</tr>
<tr>
<td>Carrots</td>
<td>lb.</td>
<td>4</td>
</tr>
<tr>
<td>Spring Salad</td>
<td>heads</td>
<td>2</td>
</tr>
<tr>
<td>Lettuce</td>
<td>lb.</td>
<td>4</td>
</tr>
<tr>
<td>Tomatoes</td>
<td>c..</td>
<td>1/2</td>
</tr>
<tr>
<td>Onions</td>
<td>lb.</td>
<td>2</td>
</tr>
<tr>
<td>Green Peppers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>French Dressing&lt;sup&gt;a&lt;/sup&gt;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sugar</td>
<td>c.</td>
<td>1/2</td>
</tr>
<tr>
<td>Salt</td>
<td>t.</td>
<td>2</td>
</tr>
<tr>
<td>Dry mustard</td>
<td>t.</td>
<td>1 1/2</td>
</tr>
<tr>
<td>Tomato soup</td>
<td>can</td>
<td>1 (10 1/2 oz.)</td>
</tr>
<tr>
<td>Salad oil</td>
<td>c.</td>
<td>3/4</td>
</tr>
<tr>
<td>Vinegar</td>
<td>c.</td>
<td>3/4</td>
</tr>
<tr>
<td>Tarragon vinegar</td>
<td>c.</td>
<td>1/4</td>
</tr>
<tr>
<td>Worcestershire Sauce</td>
<td>t.</td>
<td>1</td>
</tr>
<tr>
<td>Onion (grated)</td>
<td>each</td>
<td>1</td>
</tr>
<tr>
<td>Clove garlic</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rolls Same as Monday</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Whipped Jello with Bananas&lt;sup&gt;b&lt;/sup&gt;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cherry flavored gelatine</td>
<td>c.</td>
<td>3 or 1 box</td>
</tr>
<tr>
<td>Boiling water</td>
<td>qt.</td>
<td>2 1/2</td>
</tr>
<tr>
<td>Canned milk</td>
<td>pt.</td>
<td>1 whipped</td>
</tr>
<tr>
<td>Bananas cut up</td>
<td>lb.</td>
<td>6</td>
</tr>
</tbody>
</table>
Table 1. Continued

<table>
<thead>
<tr>
<th>Ingredients</th>
<th>Measure</th>
<th>Amount and Recipe</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Topping and Base</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Corn Flake crumbs</td>
<td>C.</td>
<td>4</td>
</tr>
<tr>
<td>Brown sugar</td>
<td>C.</td>
<td>2</td>
</tr>
<tr>
<td>Butter (melted)</td>
<td>C.</td>
<td>1</td>
</tr>
<tr>
<td>Milk</td>
<td>Ind.</td>
<td>50</td>
</tr>
</tbody>
</table>

*Tomato French Dressing: Combine ingredients and beat well until sugar is dissolved and the mixture is rich and thick. This will keep indefinitely in the refrigerator.*

*Whipped Jello: Method should be familiar to all girls. If not consult teacher.*
<table>
<thead>
<tr>
<th>Ingredients</th>
<th>Measure</th>
<th>Amount and Recipe</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spanish Rice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rice</td>
<td>lb.</td>
<td>3</td>
</tr>
<tr>
<td>Green Pepper</td>
<td>each</td>
<td>3</td>
</tr>
<tr>
<td>Tomatoes</td>
<td>qt.</td>
<td>3</td>
</tr>
<tr>
<td>Salt</td>
<td>oz.</td>
<td>2</td>
</tr>
<tr>
<td>Bacon</td>
<td>lb.</td>
<td>1</td>
</tr>
<tr>
<td>Ground beef (seared)</td>
<td>lb.</td>
<td>10</td>
</tr>
<tr>
<td>Peas</td>
<td>No. 10</td>
<td>2</td>
</tr>
<tr>
<td>Butter</td>
<td>C.</td>
<td>1</td>
</tr>
<tr>
<td>Frozen Fruit Salad</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gelatine, plain</td>
<td>oz.</td>
<td>1</td>
</tr>
<tr>
<td>Water, cold</td>
<td>C.</td>
<td>1/2</td>
</tr>
<tr>
<td>Orange juice (hot)</td>
<td>C.</td>
<td>1 and 3/4</td>
</tr>
<tr>
<td>Pineapple juice (hot)</td>
<td>C.</td>
<td>1 and 3/4</td>
</tr>
<tr>
<td>Orange sections</td>
<td></td>
<td>7</td>
</tr>
<tr>
<td>Canned milk (whipped)</td>
<td>pt.</td>
<td>1</td>
</tr>
<tr>
<td>Pineapple</td>
<td>No. 10</td>
<td>1/2</td>
</tr>
<tr>
<td>Peaches</td>
<td>qt.</td>
<td>1</td>
</tr>
<tr>
<td>Bananas</td>
<td>lb.</td>
<td>2</td>
</tr>
<tr>
<td>Marshmallows</td>
<td>C.</td>
<td>2</td>
</tr>
<tr>
<td>Cherries, marchino</td>
<td>C.</td>
<td>1</td>
</tr>
<tr>
<td>Baking Powder Biscuits</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Flour</td>
<td>gal.</td>
<td>1 plus 2 C.</td>
</tr>
<tr>
<td>Salt</td>
<td>t.</td>
<td>2</td>
</tr>
<tr>
<td>Baking Powder</td>
<td>C.</td>
<td>2/3</td>
</tr>
<tr>
<td>Cream of tartar</td>
<td>t.</td>
<td>2</td>
</tr>
<tr>
<td>Fat</td>
<td>C.</td>
<td>4</td>
</tr>
<tr>
<td>Sugar</td>
<td>C.</td>
<td>1/2</td>
</tr>
<tr>
<td>Milk</td>
<td>qt.</td>
<td>1 approximately, may</td>
</tr>
<tr>
<td>Apples</td>
<td>bu.</td>
<td>1/2 take more</td>
</tr>
</tbody>
</table>

Thursday, February 27, 1964

Menu

Spanish Rice
Buttered Peas
Fruit Salad--Fruit Dressing
Baking Powder Biscuits--Butter
Apple--Cookie
Milk
### Table 1. Continued

<table>
<thead>
<tr>
<th>Ingredients</th>
<th>Measure</th>
<th>Amount and Recipe</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cookies, Peanut Butter</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sugar, white</td>
<td>C.</td>
<td>1</td>
</tr>
<tr>
<td>Sugar, brown</td>
<td>C.</td>
<td>1 Cream together</td>
</tr>
<tr>
<td>Fat</td>
<td>C.</td>
<td>1</td>
</tr>
<tr>
<td>Eggs</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Peanut butter</td>
<td>C.</td>
<td>1</td>
</tr>
<tr>
<td>Flour</td>
<td>C.</td>
<td>2</td>
</tr>
<tr>
<td>Soda</td>
<td>t.</td>
<td>1 add sifted ingredients</td>
</tr>
<tr>
<td>Baking Powder</td>
<td>t.</td>
<td>1</td>
</tr>
<tr>
<td>Salt</td>
<td>t.</td>
<td>1</td>
</tr>
<tr>
<td>Vanilla</td>
<td>t.</td>
<td>1</td>
</tr>
<tr>
<td>Milk</td>
<td>ind.</td>
<td>50</td>
</tr>
</tbody>
</table>

Note: Cook potatoes for salad next day. (Put in refrigerator.) Cook prunes for cake.
### Table 1. Continued

#### Friday, February 28, 1964

**Instructional Dining Room**

**Menu**

<table>
<thead>
<tr>
<th>Item</th>
<th>Amount and Recipe</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chicken Noodle Soup</td>
<td></td>
</tr>
<tr>
<td>Water</td>
<td>Gal. 1</td>
</tr>
<tr>
<td>Tuna Sandwiches</td>
<td></td>
</tr>
<tr>
<td>Tune flakes</td>
<td>6 1/2 oz. can</td>
</tr>
<tr>
<td>Lemon juice</td>
<td>1/4 c.</td>
</tr>
<tr>
<td>Onion juice</td>
<td>1 t.</td>
</tr>
<tr>
<td>Boiled dressing</td>
<td>1 C.</td>
</tr>
<tr>
<td>Mayonnaise</td>
<td>2 C.</td>
</tr>
<tr>
<td>Lettuce, shredded</td>
<td>2 heads</td>
</tr>
<tr>
<td>Potato Salad</td>
<td></td>
</tr>
<tr>
<td>Potatoes</td>
<td>16 diced</td>
</tr>
<tr>
<td>Mayonnaise</td>
<td>1 lb.</td>
</tr>
<tr>
<td>Canned milk</td>
<td>1 qt.</td>
</tr>
<tr>
<td>Vinegar</td>
<td>1 C. mixed together</td>
</tr>
<tr>
<td>Eggs, hard cooked</td>
<td>1 1/2 C. or pickle juice</td>
</tr>
<tr>
<td>Peppers, green</td>
<td>2 C.</td>
</tr>
<tr>
<td>Celery</td>
<td>1 bun.</td>
</tr>
<tr>
<td>Onions</td>
<td>1 C.</td>
</tr>
<tr>
<td>Pickles</td>
<td>1 C. served with no. 12 dipper</td>
</tr>
<tr>
<td>Prune Cake&lt;sup&gt;a&lt;/sup&gt;</td>
<td></td>
</tr>
<tr>
<td>Fat (butter)</td>
<td>2 C.</td>
</tr>
<tr>
<td>Sugar</td>
<td>4 C.</td>
</tr>
<tr>
<td>Eggs, dried</td>
<td>1 C.</td>
</tr>
<tr>
<td>Water</td>
<td>1 C.</td>
</tr>
<tr>
<td>Prunes, stewed</td>
<td>3 C.</td>
</tr>
<tr>
<td>Sour milk</td>
<td>2 2/3 C.</td>
</tr>
<tr>
<td>Flour</td>
<td>6 C.</td>
</tr>
<tr>
<td>Soda</td>
<td>2 t.</td>
</tr>
<tr>
<td>Salt</td>
<td>2 t.</td>
</tr>
<tr>
<td>Nutmeg</td>
<td>2 t.</td>
</tr>
<tr>
<td>Cinnamon</td>
<td>2 t.</td>
</tr>
<tr>
<td>All spice</td>
<td>2 t.</td>
</tr>
<tr>
<td>Baking powder</td>
<td>2 t.</td>
</tr>
</tbody>
</table>
Table 1. Continued

<table>
<thead>
<tr>
<th>Ingredients</th>
<th>Measure</th>
<th>Amount and Recipe</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orange Frosting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sugar, powdered</td>
<td>C.</td>
<td>8</td>
</tr>
<tr>
<td>Orange rind</td>
<td>T.</td>
<td>1</td>
</tr>
<tr>
<td>Lemon juice</td>
<td>C.</td>
<td>1/4</td>
</tr>
<tr>
<td>Orange juice</td>
<td>C.</td>
<td>1/4</td>
</tr>
<tr>
<td>Salt</td>
<td>t.</td>
<td>1/4</td>
</tr>
<tr>
<td>Egg yolks</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Coloring if needed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Milk</td>
<td>ind.</td>
<td>50</td>
</tr>
</tbody>
</table>

*Prune Cake: 1. Cream fat and sugar
3. Add sifted dry ingredients
4. Bake 350 for 15 min. and 375 for 15 to 20 min. or until done.

make their adjustment to living out of the dormitory easier. They learn the valuable experiences of getting up without being called, time scheduling, getting along with others, good eating habits, and keeping up nice furniture, linens, etc.
1. Employment outlook for cooks

Many thousands of job openings in restaurants are expected during the remainder of the 1960's. Although many new jobs will be created by the growth of the restaurant business, most opening will result from turnover. Employment opportunities are also expected to be favorable for skilled cooks, and restaurant managers (Wertz, 1966).

The expansion of the school lunch since June 1946 when the permanent National School Lunch Act was passed has been phenomenal. School Lunch served 45 million children in 1948, which was increased to 114 million by 1958, and the outlook for 1960's is that further increase is expected and it will remain good (Cronan, 1962).

In the Bureau of Indian Affairs the food service department will increase, because of the increased enrollment of students entering the grade schools.

2. Nature of work

Cooks are employed not only in about 350,000 places specializing in serving foods and beverages, but in hotels, boarding houses, railroad dining cars, hospitals, clubs, and many others (Wertz, 1966).
Large and exclusive restaurants may employ several cooks, each a specialist in preparing a particular type of food. Many small restaurants on the other hand, have only one cook, perhaps assisted by one or two helpers who prepares all the food.

3. **Working Condition**

There are wide differences in salary, depending on the workers skill, the type of eating place, and the part of the country in which it is located. A typical work week consists of between 37 1/2 to 48 hours. Women employed as assistant cooks and short order cooks usually earn 10 to 80 cents an hour less than men, again depending on their skill. Generally the meal for the cooks is provided free. In many cases a split shift is used to cover the 18 hours of work. Usually double pay is given for holiday work. In many places lifting is required, and long hours of standing over hot stoves, steam kettles, and ovens is necessary. The knowledge of the use and care of institutional equipment is important.

4. **Training and educational qualifications**

Although many people with little formal schooling enter this occupation, more and more employers who hire inexperienced workers prefer people with a high school education or at least 3 years of high school. Special courses for culinary schools such as those given by
vocational schools and restaurants associations are considered good preparation by most employers. Many restaurants, especially those with more formal type of service hire only experienced personnel.

5. **Wage rate**

In general, wages were lowest in the South and highest on the West Coast. The average wages of cooks per hour ranged from $1.30 in Memphis to $3.31 in the San Francisco area (Wertz, 1966).

In school lunch the prevailing wage of the community is usually paid. In cafeteria work the prevailing wage is paid for inexperienced help and higher pay is given for experienced workers. GS-4 and GS-5 ratings are possible on the reservation. The salaries will start at $4,440 and go to $5,540.

6. **Physical and personal qualifications**

In school lunch and all food handlers work, a physical examination for good safe health must be passed. Good feet are a necessity. Personal qualifications include a liking for people, ability to work together, and ability to work quickly. A person should be extremely neat and well groomed. Every two years it is necessary to pass a written test on sanitation given by the State Department of Health.
7. Advancement opportunities

Advancement is generally made for outstanding qualifications and service and they move up through the ranks to head cooks, or managerial jobs. The best opportunities will be for people who have taken specialized training in the food service industry or who have had years of practical experience. Most experienced managers receive salaries starting at $5,000 to $10,000.

8. Apprenticeships

Cooks generally learn their trade either by on-the-job training or less often by a more formal type of apprenticeship. Years of experience are required to become a skilled cook.

Although there are no specific educational requirements for the work, employers are giving increasing consideration to applicants who have taken courses in quantity cooking of food for restaurants.

9. Other opportunities

If the student taking quantity foods never enters the working field, the information she will receive should be of untold value for her in her future life. The course consists of learning the basic principles of cooking, menu planning, ordering, proper storage, etc.

The opportunities for work in the field of food handlers is increasing. All hospitals will need an
expansion of food service personnel when the medicare program starts. The expanding "drive inn's" hire many helpers, and are anxious for quick, dependable help. Increased nursing homes, homes for the aged, children's institutional homes and child-day-care centers also make a new demand for food service personnel. Good wages are paid for good experienced waitresses in higher priced restaurants where tipping is done.
GOALS AND COMPETENCIES FOR QUANTITY FOODS I AND II

A. The concern of the students was considered in the following goals:

1. To learn a skill or trade that will provide a satisfactory standard of living for them in the future.
2. To be able to use this skill on or off the reservation.
3. To learn how to prepare food for a large number of persons.
4. To learn what is expected from this vocation.

B. To attain these goals the students should become proficient in the following competencies:

1. Acquire the fundamental skills associated with the preparation and service of food.
2. Become acquainted with the necessary related subject matter pertaining to food preparation.
3. Learn good, efficient, safe working habits, and energy saving methods.
4. Understand the value of orderliness and pre-planning.
5. Develop through demonstration and practice an understanding of the use and care of institutional equipment.

6. Develop an appreciation of sanitation and hygiene in quantity cooking.

7. Become aware of opportunities in the field of cooking for people well trained and willing to work.
REFERENCES

1. Books and bulletins


Anonymous, 1954, Dinwoody Industrial Institute cook book (mimeographed)


Anonymous, 1947a, Guide for cooks, bakers, housekeepers and matrons, United States Indian Service, Haskell Institute, Kansas


Anonymous, 1962, Sunset salad book, Lane Book Company, Menlo Park, California

Anonymous, 1952, Quantity cooking, The University of the State of New York, The State Education Department, Bureau of Vocational Curriculum Development and Industrial Teacher Training


*Cronan, M. 1962, The school lunch, Chas, A. Bennett Company, Peoria, Illinois


McKean, B., 1955, Meal planning and table service, Chas. A. Bennett Company, Peoria, Illinois


*Books and bulletins used most frequently in developing the course of the study.

2. Magazines

Cooking for Profit, Gas Magazines Inc. 1202 South Park Street, Madison, Wisconsin 53715

Institutions--Mass cooking, Domestic Engineering Company, 1801 Prairie Avenue, Chicago 16, Illinois

What's New In Home Economics, Magazine Publishing Division, Reuben H. Donnelley Corporation, 466 Lexington Avenue, New York, New York

FILMS AND FILM STRIPS

1. Films

Basic Sanitation--9 minutes--Color--U.S. Government, Intermountain School, Brigham City, Utah

Fun in Food--10 minutes--Gateway, 1859 Powell Street, San Francisco, California 94133

Cooking, Kitchen Safety--11 minutes, Young American Films, 18 East 41 Street, New York 17, New York

Food as Children See it--18 minutes--Color--General Mills 9200 Wayzatta Boulevard, Minneapolis 26, Minnesota

Food that Builds Good Health--10 minutes--Color--Coronet, Division of Esquire Inc. 65 East South Water Street, Chicago, Illinois

Hashsling' to Food Handling--20 minutes--Texas State Health Department, Department of Public Service, Austin Texas

Something You Didn't Eat--10 minutes--Walt Disney Production, 800 Sonora, Glendale, California 91200

Cooking, Measurements--11 minutes--Young America Films, 18 East 41 Street, New York 17, New York

Cooking, Planning and Organization--11 minutes--Young America Films, 18 East 41 Street, New York 17, New York

Cooking Terms--10 minutes--Young America Films, 18 East 41 Street, New York 17, New York

Meal Planning--10 minutes--Coronet, Division of Esquire Inc. 65 East South Water Street, Chicago, Illinois
Our Modern Washday—30 minutes—Proctor and Gamble Co., Cincinnati, Ohio

Nutritional Needs of Our Bodies—10 minutes—Coronet, Division of Esquire Inc. 65 East South Water Street, Chicago, Illinois

Principles of Baking—10 minutes—Encyclopedia Britannica, Wilmetto, Illinois

Principles of Cooking—10 minutes—Encyclopedia Britannica, Wilmetto, Illinois

Yarn About a Kitchen—15 minutes—Color—Iowa State College, Ames Iowa

2. Film strips


Song of the Salad—Heinz Company, Pittsburg, Pennsylvania

How's Your Sense of Taste—Heinz Company, Pittsburg, Pennsylvania


How Food is Digested—McGraw-Hill Company, New York, New York


Party Planning—Reynolds Wrap, Aluminum Company of America, Box 13, New Kensington, Pennsylvania

Quick Breads—Wheat Flour Company, Durum Wheat Institute 309 West Jackson Boulevard, Chicago 6, Illinois
QUANTITY FOODS I

A. Content by Major Units

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| IX. English related to food preparation | 2 days | 82 |
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| XII. Personal appearance for the job | 1 | 94 |
| XIII. Closing the department | 1 | 96 |
B. Outline for Individual Units

I. Teaching outline for orientation--2 weeks (4 hours daily)

A. Concerns of students:
   1. To learn how to use the institutional equipment in the cafeteria.
   2. To know and establish good grooming standards necessary in food establishments.
   3. To know what is the accepted behavior for "food handlers."

B. Goals:
   That students:
   1. Develop good work habits and attitudes toward work.
   2. Become increasingly independent.
   3. Acquire more skill in planning, preparing, and serving meals in large quantities.
   4. Develop an appreciation of the size and importance of the restaurant and food industry in America today.
   5. Develop an appreciation for the work of the food handlers.

C. Basic learnings: Experiences:
   1. Institutional equipment is expensive and is made to give good service, but demands good care
   1. Introduce class to physical facilities.
   2. Inspection of institutional ovens, reading the "Instructional Manual" on care of ovens and use of damper in ovens. Discuss how to
   References:
   1. Floor plan of building 37.
Basic learnings:  
Experiences:

heat, including preheating.  
Each girl practice turning on stoves.

3. Discuss how to place food in ovens to have a satisfactory product and importance of having the correct pans for the product. Girls practice placing pans properly in ovens.

4. Demonstrate cleaning procedure for ovens.

5. Discuss use and care of grill. Cleaning top with charcoal.

   a. Correct temperature for cooking.

   b. Boiling point of water.

   c. How to boil potatoes—size to cut, and how to drain. Two girls cook potatoes. One cooks them incorrectly.

References:
Basic learnings: Experiences: References:

d. How to cook mild vegetables to conserve flavor and nutrition; to conserve electricity or gas. Girls cook milk vegetables.

e. How to cook strong flavored vegetables to conserve flavor and nutrition. Class cooks onions and cabbage. Discuss preventing discoloration.

6. Importance of selecting the correct pan for the job.

a. Use one that is large enough, but one you can handle. Some pans are so heavy that it may be wise to use two smaller ones that are lifted easier.

7. Demonstrate how to operate the potato peeler, care and clean. Girls operate the potato peeler.

Mimeographed directions for use and care of large equipment.
Basic learnings:  
Experiences:  

8. Demonstrate use of Hobart mixer, care and safety precautions. Study and learn the names of attachments.
   a. Whip--beating cakes, whipping.
   b. Paddle--bread or roll dough, potatoes to be mashed.
   c. Wedge--pie dough

9. Explain and have girls place bowl in place, use of screw in back, and why motor is turned on before the machine is in gear. Practice.

10. Use of attachments is explained. Girls practice by making coleslaw, julienne potatoes. Stress safety.

11. Explain use of meat cutter and grinder. Demonstrate how to sharpen blade.
   a. Never operate unless instructor is there.

References:

Follow manufacturers instructions

Use and care of large equipment. Mimeographed.
Basic learnings:  

Experiences:  

b. Fingers cannot be replaced.  
c. No plaything. Handle with care.  

12. Discuss and demonstrate use and care of thermometers; how to read, what is correct temperature for walk-in refrigerator. One girl records the temperature of the three refrigerators each Monday morning.

II. Adequate storage of food -- 1 week (4 hours daily)

A. Concern of students:  

1. To learn how to hold their job. To properly care for foods, utensils, equipment, dishes, silverware, aprons, cleaning supplies and etc.

B. Goals:  

That students:  

1. Learn and practice how to keep food, utensils, equipment, dishes, and silverware clean.

2. Learn and practice how to protect food and utensils from spoilage, contamination, and vermin.

3. Learn to store utensils and food where it is easily accessible.

4. Learn how to store food in an orderly, attractive arrangement.
C. Basic learnings:

1. Proper storage is important for an efficient food center.

Experiences:

1. Plan with students a regular cleaning schedule for storage rooms.
2. Keep all storage rooms clean.
3. Wipe up immediately anything which has been spilled on shelves or floor.
4. Keep storage places free from objectionable odors by providing for adequate ventilation and removing source of odors.
5. Review use and care of the thermometer.
6. Discuss satisfactory general storage,
   a. Rooms should be kept dry or moist.
   b. Keep storage rooms light or dark as recommended for the foods stored in it.
   c. If not possible to darken room what can be done? Encourage students to put this to practical use.
Basic learnings:

Experiences:

7. Discuss ways to prevent vermin. Define term vermin. Show pictures of rat in garbage at night. Have students inspect storage rooms weekly for signs of spoilage, and signs of vermin.

8. Discuss weevil, roaches, sugar ants and other insects. How can they be prevented? Reject food or discard at once to prevent infection of other dry goods and groceries. Girls fill spray can and use solution.

9. Decide what should be done with spoiled food. How to prevent. How to safely store vegetables.

10. What should be done with spoiled or bulged cans, heavy rust, or leaks? Girls decide if can is bulged.

11. Store cans on slatted platform if available. If not possible, secure bricks or wood.

a. If labels come off cans what should be done?
12. Reasons for all windows being screened.
   a. Show picture of the common house fly and discuss why it can spread disease.

13. Reasons for having a refrigerator;
   a. Discuss reasons:
      1. To improve flavor.
      2. To help hold or improve consistency (example gelatine).
      3. To retard action of leavening agent.
      4. To crisp vegetables and fruit.
      5. To check growth of enzymes and loss of vitamins.
   b. Draw diagram of where to store foods.

2. To learn
   1. Efficient use of salad refrigerator
   2. Wrap meats, poultry, and fish lightly in waxed paper. Store other foods in covered dishes, cartons, bottles, food bags, etc. Girls do.
<table>
<thead>
<tr>
<th>Basic learnings:</th>
<th>Experiences:</th>
<th>References</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Foods with strong odors, must be tightly covered so that their odors will not spread to other foods.</td>
<td>a. Remove all food from refrigerator.</td>
<td></td>
</tr>
<tr>
<td>5. Store in refrigerator only foods in good condition.</td>
<td>b. Place dial to &quot;off&quot; or &quot;defrost&quot; or disconnect the refrigerator.</td>
<td></td>
</tr>
<tr>
<td>6. Do not waste space by keeping foods in refrigerator which do not require refrigeration.</td>
<td>c. Place the defrosting tray in proper place.</td>
<td></td>
</tr>
<tr>
<td>3. The proper care of salad refrigerator prolongs its usefulness.</td>
<td>d. Remove ice trays. Melt ice cubes and fill trays with hot water.</td>
<td></td>
</tr>
</tbody>
</table>
Basic learnings: Experiences:

e. Place a pan of hot water on the bottom shelf of the freezing compartment. Leave the door of the refrigerator open and allow the frost to melt.

f. When the frost falls away clean and wipe the inside and outside of refrigerator. Baking soda is often recommended.

g. Wash trays in warm water, fill with fresh cold water and return to freezing compartment.

h. Connect the refrigerator.

i. Return food to refrigerator.

4. Proper care of walk-in refrigerator is important.

1. Discuss proper temperature for foods. Correct placing of foods. Girls draw refrigerator and place the following: milk, eggs, cheese, hamburger, small green onions, tomatoes, lettuce, left over tomato soup, jelly, mayonnaise.

2. Cleaning: Wash floors, walls, and platform with warm water to which soda has been added.

3. Clean up spills immediately.

References:
<table>
<thead>
<tr>
<th>Basic learnings</th>
<th>Experiences</th>
<th>References</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Open the doors only when necessary. If possible, use a cart and take out at one time all the foods that will be needed for a meal. In putting back foods, use the same procedure.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Open and close 1st. door before opening second door to cold room.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. No danger of being locked in the cold room. Have each girl recognize need for and use of the safety room (room temperature).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Most foods are perishable to some extent, but some are more perishable than others. All foods should, insofar as possible, be stored according to approved methods so that little spoilage will take place.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proper storage of canned foods, glass, dry groceries, sugar, flour, syrups, molasses and honey, jams, chocolate and cocoa, oils, lard, shortening, peanut butter and bacon drippings, nuts, eggs, dried eggs, dried milk, and cheese. Girls learn location, and practice during the year.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Basic learnings:

6. Special care must be given to dairy products, because they absorb foreign flavors readily.

Experiences:

1. Discuss storage of milk in cartons, bulk, and canned. All canned milk should be turned every 3 to 4 weeks. Milk is highly perishable and should never be kept over two days without suspecting a change of flavor. One girl puts date on canned milk when it should be turned in 4 weeks.

2. Only pasteurized milk should be served.

3. Stress how to maintain a high standard of milk, and the importance of this.

   a. Milk is the most important food in our diet, and provides more nutrients than any other food or drink.

   b. Milk can also be the most dangerous of all our foods, and may spread more diseases than other food.

   c. Cleanliness and low temperature may prevent growth of bacteria.

   d. Milk readily absorbs the odor of other foods, store it where there will be no danger of it absorbing the odors of onions, turnips, cabbage, fish or other strong smelling foods.

References:

Pictures of pretty girls with pep, nice hair, and skin.
Basic learnings:

Experiences:

e. Milk or cream which has once been served will contain bacteria. Do not pour them back into their original containers--use them for cooking.

7. Proper storage of leftovers.

1. Discuss what to do with leftover milk and cream. Check on this during the remainder of the year.

2. Discuss leftover milk dishes. Never plan to hold dishes made with milk and eggs more than one day.

3. Serve cream pies and custard pies the day they were baked.

4. Show how to store opened cans of evaporated milk.

5. Discuss what to do with leftover butter and margarine.

6. Discuss what to do with leftover cereals.

7. Discuss what to do with leftover hard cooked eggs. Girls make suggestions on how to use leftovers.

References:

3. Article about University of Utah and food poisoning.
Basic learnings:

8. Storage of fresh meat and poultry.
   - Girls show how to store meat properly. (Ground meat should be given extra care.) Why does uncut meat keep better than ground meat?

9. Storage of other items.
   - Discuss how to store animal organs such as liver, sweetbreads, brains, kidney, etc. Why the rule? Do not hold them more than 24 hours unless they are frozen. Girls write a paragraph on the importance of this.
   - Discuss special precautions about storing poultry, again emphasize the rule. Do not hold more than 24 hours unless they are frozen. Provide an opportunity for girls to handle poultry properly.

Experiences:

1. Provide an opportunity for girls to store the following items: dried milk, dehydrated vegetables, bakery products, yeast, tea, coffee, spices, small quantities of salad vegetables and fruits. All girls should know where the items are kept.

2. The buying and storing of large quantities of vegetables and fruits for winter use may or may not be money saving. Girls decide.

References:
Basic learnings: Experiences: References:

3. Physical properties:

   a. Start with a clean, sanitary storage place.

   b. Select storage places that have good natural drainage.

   c. Protect storage from vermin.

   d. Provide adequate ventilation.

   e. Control the growth processes.

   f. Store in several small piles, bins, or other containers.

   g. Screen all outside openings.

   h. Place foods requiring warm dry storage on shelves.

   i. Prevent shriveling of root vegetables, potatoes, and apples. Girls find by research the correct temperature for storage.

   j. Watch the temperature to avoid freezing.

   k. Keep room dark.
Basic learnings:

1. Use of freezers may save money.

Experiences:

1. Keep a thermometer in the storage room and check it often. (Girls are still checking the temperature of the three refrigerators.)

m. Keep the storage room clean and orderly.

n. Store only foods that are firm and good.

4. Individual girls report proper storage for one of the following: potatoes, squash, pumpkin, apples, cabbage and tomatoes.

10. Use of freezers may save money.

1. Types of food that can be kept in freezer. Avoid anything with egg whites unless cooked.

2. Selection of containers.

3. Placement of food in freezer.

4. Temperature requirements.

5. Record of food placed in and removed from freezer.


References:

Types of containers: plastic boxes, glass, butter cartons, and plastic bags.
III. Dishwashing--1/2 week

A. Concern of students:

1. To learn the most efficient method of washing dishes.

B. Goals:

That students:

1. Learn that eating and drinking utensils may be responsible for the transmission of influenza, tuberculosis, diptheria, pneumonia, scarlet fever, whooping cough, trench mouth, typhoid fever, diarrhea, dysentery, and the common cold. Pathogens (disease producing bacteria) may survive poor dishwashing methods.

2. Learn proper sanitation methods to keep food clean and safe. In institutional cooking, all containers, utensils, and equipment must be properly cleaned and given bactericidal treatment.

C. Basic learnings:

Experiences:

1. Learn:
   1. Discuss the approved method of hand washing. Scrape, soak, pre-rinse, wash, and sanitize. Girls practice in kitchen.
   2. Discuss the various methods of sanitizing--steam and chlorine.

References:

Santizing solutions
Basic learnings

Experiences:

the powder should be mixed with a small amount of water to form a paste before adding it to the tub of water. Girls measure tubs and fill 12 inches, and then determine how much sanitizing solution should be used. Read instructions. Generally 1 Tablespoon of sanitizing solution to 1 gallon of water will give a 5 percent solution.

2. To learn 1. Dishwashing machines have been installed in most of the larger Indian schools. Many of them are operated with live steam to insure proper sanitization.

2. Study instructions issued by the manufacture and follow them to the letter.

3. Check the rinse water for correct temperature. Usually the water should not fall below 140 F for wash water and 180 F for rinse.

4. Discuss the proper care after use and weekly care.

5. Usually the curtain is removed once a week and scrubbed with soapy water and baking soda. Let dry in sun if possible.

References:

Manufacturers Instruction Booklet
Basic learnings: Experiences: References:

6. Class make posters on dishwashing.
   Example: the best dishwashing in
   the world is valueless unless those
   who handle the washed dishes keep
   their hands clean by washing fre-
   quently, and are careful not to touch
   the insides of cups or glasses, and
   handle silverware by the handles only.

IV. Disposal of garbage and rubbish--1/2 week

A. Concern of students:
   1. To learn how to handle garbage quickly and yet pass the State's
      sanitation laws for eating establishments.

B. Goals:
   That students:
   1. Learn how to handle garbage so it will not be an unpleasant job.

C. Basic learnings:
   Experiences:
   References:

   1. Proper garbage containers and daily
      care will help remedy an unpleasant task.
      Discuss the buying and selection of
      garbage cans; plastic, metal. List
      the advantages and disadvantages of
      both. Girls select suitable garbage
      can from catalogue.

   2. Advantages of a rack on casters to help
      in removing garbage.

   G.S.A. catalogue
   Wards catalogue.
Basic learnings:

Experiences:

3. Discuss ways to make the job more pleasant.
   a. Keep the container clean inside and out.
   b. Keep the container tightly covered.
   c. Keep the container in a cool place.
   d. Protect garbage from dirt, vermin and animals.
   e. See that garbage is emptied daily in cold weather, twice a day in hot weather.
   f. Wash the container in hot soapy water.
   g. Use of plastic liners.

Garbage must be disposed of to prevent vermin from getting to it.

1. Discuss ways to dispose of garbage.
   a. It may be cooked and fed to swine or chickens.
   b. It may be collected and burned, or buried, or used for fertilizer.
   c. If garbage is to be burned, keep it as dry as practicable. Wrap it in paper to make it burn more readily. Line the garbage container with paper.

References:
Food Service Sanitation Manual p. 24
Basic learnings:

Experiences:

d. If garbage is to be fed to animals it must be kept very clean. No uncooked garbage should be fed to animals.

e. Never put the following things in garbage that is to be fed to animals: coffee grounds, bones, egg-shells, poisons, citrus fruit skin, rubber, metal, cord, string, coal, dust and ashes, broken dishes, paper, sweepings, or rags.

f. Girls plan a skit on improper care of garbage.

2. Proper disposal of rubbish is important.

1. Discuss ways of removing combustible rubbish, non-combustible rubbish, and ashes. Encourage and assign proper removal of garbage and rubbish here at Intermountain.

2. Assign one girl to find out the approximate schedule of removal of garbage at Intermountain in dormitory, and in building 37.

V. Laundering—1/2 week

A. Concern of students:

1. To learn the easy way to care for their own personal clothes and how to efficiently do institutional laundry.

References:

B. Goals:
That students:

1. Learn that good results in laundering depends on the proper care given to the individual fabrics.

2. Learn to select the proper soap or detergent and its correct use.

3. Learn to determine if the water is hard or soft, and what should be done in each case.

4. Learn to operate correctly a washing machine, and give reasonably good care.

5. Learn how to use bleach correctly.

6. Learn how to operate and care for a dryer, and proper use of it with the laundry.

7. Learn how to sprinkle clothes for ironing.

8. Learn how to use the ironrite, and efficient ways of using the steam iron, and how to iron personal and institutional laundry.

C. Basic learnings:

Experiences:

1. Today it is possible to have whiter washes with less expenditure of

References:

1. Study and discuss the following statements: "No less important than modern laundering equipment and material is the know how of using them."
Basic learnings:

2. The cost of detergents over a ten year period, for the average family is about equal to the price of a refrigerator. Add to this the cost of bleaches, water softeners, bluing, and starch, and hot water, and we have a considerable sum. Girls figure cost for 1 year.

3. These costs, great as they may be are cheap if they contribute to the life and appearance of the fabrics they are used on. The margin of difference is up to how we use them.

4. Discuss "Wash often and early".

5. Discuss the advantages and disadvantages of the conventional and automatic washer.

6. Visit the laundromat.

7. Study carefully the instructions on washing with a specific washing machine.

8. Discuss the statement "No one type of machine consistently gets clothes cleaner than any other." The biggest difference in soil removal was due to methods of handling the washer, especially the size of the load. Studies have

References:

Look at several boxes of different kinds of soap and detergents, bleaches, and water softeners.

Chart, "This is the way we wash our clothes.

Catalogue and magazines showing new washers.

Instructions on the heavy duty Maytag.
Basic learnings: Experiences: References:

2. Three practices that all good home launderers 1. Never overload. Clothes should move freely through the water during the washing process.

2. Never overload. Clothes should move freely through the water during the washing process.

3. Wash temperature for all whites and color-fast cottons should be at least 140 F for best results; 160 F is recommended the "best" for all white clothes.

3. How long should extra dirty clothes be soaked? 2. Recent tests have proven that a 15 minute soak in warm water (softened or soapy) will more effectively remove or loosen soil than the long-time soaking period formerly used. In fact, when clothes are left in water for a longer period, more soil may be redeposited in the fabric. This is much harder to remove and permanently "grey" the fabric.

References:
c.cn cr,
Basic learnings:

4. Careful laundering, right from the start, is the best insurance against graying and yellowing.

Experiences:

1. Discuss the place of bleaches in laundering

   a. Bleaching usually not necessary if clothes are always washed in very hot water, about 160°F and soft water.

   b. The greatest error in using bleach is when it is used too seldom, and at too great a concentration.

   c. Follow the instructions with the soap or detergent.

   d. All bleaches are much more effective when added to very hot water.

   e. Bleaching prior to the washing process is not recommended because a large part of the available bleach would be used in removing and destroying soil which could better be removed by regular washing products. Bleaching following the washing cycle makes the most efficient use of bleach.

   f. Always measure bleach. To store keep out of reach of children.

References:

Look at boxes and bottles of dry and liquid bleach.
Basic learnings:

Experiences:

References:

g. Chlorine bleach should not be used with fluorescent dye, found in present-day syndets, as it may cause yellowing of the fabrics.

h. On the market today is a chlorine type of dry bleach. It is as nearly foolproof as a bleach could be expected to be with the chlorine-type action. It works more slowly.

5. Necessary

1. Demonstrate mending different kinds of tears.

2. Discuss the importance of doing the mending before they are put into the washing machine.

a. Girls bring mending and do in class.

6. Water

1. Discuss water softeners. "When hard water comes in contact with soap, lime unites with it to form an unsoluble soap curd that is gummy and sticky. It actually soils fabrics by depositing itself upon the fabric".

2. If water is soft and hot (160 F) and used with a high quality detergent there is maximum soil removal, and retention of whiteness.

Look at boxes of commercial water softeners.
Basic learnings:  

3. Discuss the two kinds of water softeners. The precipitating type makes the water cloudy as it combines with the minerals and causes them to settle in the water.

4. Common water softeners are: Borax, Sal Soda (precipitating).

5. Common non-precipitating type leaves the water clear. Examples: Calgon, Tex.

6. How to determine the amount of water softener needed. Two girls demonstrate the following procedure:

   a. Put a gallon of hot water (160 F) in a pan and stir in 1/2 teaspoon of water softener.

   b. Pour the mixture into a fruit jar (qt) until it's half-full. Add 1/2 t. of soap and shake vigorously. If good suds form, the water has been softened.

   c. If no suds, repeat the test using 1 teaspoon of softener and 1/2 teaspoon of soap.

   d. Multiply the quantity of softener used by the number of gallons of water your washer holds and write down the quantity for future use. Girls write down amount of water softener to use in our laundry room.

References:
Basic learnings:

Experiences:

7. Determinations for preparations for cleaning.
Soaps are one kind, synthetic detergents or syndets as they are often referred to, are another.

1. Teacher-pupil discussion on buying soap or syndets.

A guide for whiter washes:

a. When the water is softened with a water softener, or water softener system, soap does an excellent job. (Soft water plus soap = good results).

b. When the water from the tap is hard, a packaged water softener should be used to soften the water before bleach or soap is added. (Hard water plus water softener plus soap = good results.)

c. Use the water softener with at least the first rinse water otherwise the soap suds and the hard water will form a small curd.

d. Syndets may be used if the water is hard. Use 2 to 4 times more syndet in hard water. Water softeners are less expensive than syndets, so to cut cost use a water softener in all hard water regardless of the kind of cleaning agent.

3. Determine the amount of soap or syndet to be used. Read instructions on outside of box. See if the class can come to a conclusion as to which are the better buys.
Basic learnings:

Experiences:

4. Demonstrate effect of fabric softeners by rinsing two towels, one with water softener, and one without.

8. Advance preparation makes laundering easier and more satisfying.

9. Proper use of washing machines prolongs their life and increases their efficiency.

   a. girdles.
   b. pleated dacron skirts.
   c. blouses.
   d. dainty curtains.
   e. blankets.
   f. table linens--heirloom linens.

References:

Spot removal chart

1. Spot removal demonstration.

2. Each girl is given a spot removal chart.

3. Practice removing different stains such as coffee, cocoa, milk, ink, mildew, grease, grass, fruit juice, blood, and gum.

4. Demonstrate sorting clothes.

Spot removal chart


2. List 10 facts that are important.

3. Discuss proper setting for various loads.

4. Have students practice setting the controls.

5. Discuss hard to wash articles.

   a. girdles.
   b. pleated dacron skirts.
   c. blouses.
   d. dainty curtains.
   e. blankets.
   f. table linens--heirloom linens.
Basic learnings:

Experiences:

- g. diapers.
- h. orlon sweaters
- i. wash and wear fabrics
- j. new fibers and fabrics.

6. Girls bring hard to wash articles and class washes them.

10. Rinsing clothes is important to a well laundered article.

11. Starching some articles of clothing helps to keep them clean longer and look nicer.

References:

- Powdered starch that must be cooked, cold water starch, spray starch, permanent starch.
Basic learnings: Experiences:


12. Drying a wash is important as to how the article will look.

1. Read instructions manual for a dryer, discuss.

2. Demonstrate the different settings that may be used for various loads.

3. Discuss proper drying for uniforms.

4. Overdry an article to show effect of over-drying.

13. Ironing at comfortable height prevents back ache.

1. Show how to adjust the ironing board to lessen strain on the back. Decide which level is best for each individual girl. Demonstrate dampening aprons, and folding carefully.

2. Use and care of plastic laundry bags.

3. Discuss why articles to be ironed should stand awhile before ironing--preferably 3 hours.

4. Learn causes of mildew, and how to prevent, and how to remove.

15. Learning quick and easy methods of

1. Be sure you have the correct temperature for ironing that particular fabric. Very, very easy to melt a nylon or orlon uniform. Be careful.
Basic learnings:  Experiences:  References:

ironing takes less time and energy.  2. Demonstrate the Cornell method of ironing a shirt. Girls practice.  A Women's problem--


16. Knowing how to use an ironer saves time and energy.  2. Teacher demonstrate use and care of ironer.

3. Have students practice using controls of ironer before they begin actual ironing. Girls practice on dish towels, and then tablecloths.

17. Proper storage of clothing and laundry is a necessity.  2. Show how clothes may get wrinkled by folding before they are completely dry or by improper hanging.

3. Show filmstrip.

VI. Family Service--1/2 week.

A. Concern of students:
   1. To feel secure and acceptable in serving and eating foods.

B. Goals:
   That students:
1. Learn and practice acceptable table service and manners.

2. Develop skill and confidence in setting the table, serving, and clearing tables.

Basic learnings:

<table>
<thead>
<tr>
<th>Experiences:</th>
<th>References:</th>
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<tbody>
<tr>
<td>1. Table service and serving are important factors in family and community relationships.</td>
<td>Lounsberry, 1958. p. 24-60.</td>
</tr>
<tr>
<td>1. Discuss &quot;The behavior of an individual at the table possibly more than any other place, betrays his social training and refinement.&quot;</td>
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<tr>
<td>2. Discuss duties of a host and hostess.</td>
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<tr>
<td>a. Develop poise and dignity.</td>
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<td>b. Make guests comfortable and happy.</td>
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<td>c. Prepare and serve foods in a convenient and attractive manner.</td>
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<tr>
<td>d. Set a convenient and attractive table.</td>
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<tr>
<td>e. Maintain and direct conversation.</td>
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<td>f. Plan artistic arrangements of well chosen table decorations.</td>
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<td>g. The meal must be nourishing.</td>
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<tr>
<td>h. The meal must be easy to serve.</td>
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<tr>
<td>i. The meal must be fun, and give pleasure.</td>
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<tr>
<td>j. Make correct introductions.</td>
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</tbody>
</table>
Basic learnings:  Experiences:  References:

k. Seat the guest.
   (1) guest of honor
   (2) host
   (3) seating one's self
   (4) saying "grace"
   (5) use of napkin.
   Girls roll play situation.

2. In quantity foods one should develop a good routine for efficient table setting.

1. Discuss setting the table. Have time and motion study and determine ways to save steps.
   a. Put on skit of Careless Clara setting the table.

2. Know how to correctly place the "cover". Example: linen, knives, spoons, forks, coffee cups, salad forks, dessert fork, water glass, bread and butter plate, salad plate. Test and retest.

3. Know how to correctly place carving and serving utensils, salts and peppers, jelly, bread and butter, pickles, etc.

4. Discuss placing chairs to avoid noise and confusion. Demonstrate.

5. Each girl practice filling glasses, and coffee cups. Handle only bottom of glass and handle of cup.
Basic learnings:

7. Roll play crumbing the table, and give reasons why.
8. Use of tea cart saves heavy lifting. Show one efficient way of organizing dirty dishes to save time when removing them.

Correct table manners should be practiced consistently to acquire ease and poise.

1. Discuss and demonstrate and roll play table manners.
   a. Invitations and acceptance or declination.
   b. Arrivals and introductions.
   c. Seating arrangement (Review).
   d. What to do with the napkin when meal is finished.
   e. How to use your silver.
   f. How to hold your knife and fork.
   g. How to cut meat.
   h. What to do with the knife and fork when not in use.
   i. How to use a coffee spoon and hold coffee cup.
   j. What is an ice? How eaten? Where placed on the table?
Basic learnings:

Experiences:

k. How to eat soup.

l. Eating bread, hot bread, apples, asparagus, bacon, bananas, canapes, cocktails, corn on cob, olives, peaches, baked potatoes, potato chips, french fries, poultry, sandwiches, seeds, skins, and what to do in case of accidents.

Roll play specific things, and have fun doing things improper.

m. How to pass foods, salt and pepper.

Which way to pass the food.

2. Personal habits at the table.

a. Keep elbows close to body.

b. Do not employ both hands all of the time.

c. Do not gesticulate with the silver.

d. Do not blow in the cup to cool a beverage, or on food to cool it.

e. Do not talk when mouth is full.

f. Do not reach for anything out of reach.

g. Do not cut all the meat on the plate at one time.
Basic learnings:

Experiences:

h. Do not read at the table unless you are alone.

i. Do not put the hands to face or hair when eating or serving.

j. Never tip a plate or glass to obtain the last atom of its contents.

k. Avoid exaggerated ways of holding silver or cup.

l. Never pick up and hold a dish while serving or eating.

m. How to use salt.

n. Use of serving silver.

o. How to use a handkerchief at the table.

p. Eat all salad greens.

q. As long as the guest continues to eat, the hostess should also be eating.

3. Roll play ways of showing appreciation for a meal. Leaving a friend's house. Girls write a thank you note.
VIII. Basic Principles of Food Preparation--21 weeks.

A. Concern of students:
1. To learn to prepare tasty foods.
2. To recognize the factors which determine the acceptability of food, such as quality, appearance, and palatability.

B. Goals:
That students:
1. Understand the basic principles of preparation of food.
2. Acquire more skill in cooking.
3. Acquire more skill in cooking in large quantity.
4. Become increasingly independent.

Basic learnings:

<table>
<thead>
<tr>
<th>Experiences:</th>
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</tr>
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<tbody>
<tr>
<td>1. Plan menu for two weeks remembering the following 10 stand-bys of menu planning:</td>
<td>Cronan, 1962, p. 107.</td>
</tr>
<tr>
<td>a. Have variety of color, form and texture.</td>
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<td>b. Include at least one hot dish even in hot weather.</td>
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<td>c. Use seasonal food.</td>
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<tr>
<td>d. Have a contrast in food.</td>
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<td>e. Don't repeat the same flavor in different dishes.</td>
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</table>
Basic learnings: Experiences: References:

f. Don't repeat the same menu within a week.

g. Interchange the vegetables and dessert with a popular main dish.

h. Try new vegetables with a favorite meat or dish.

i. Plan seasonal and holiday treats.

2. Grade A

1. Grade A meals are required to have 2 ounces (edible) of lean meat, poultry or fish or 2 ounces of cheese, or one egg, or a half cup of dry beans, dry peas, or equivalent.

Girls weigh out 3 ounces and 4 ounces of hamburger and pan fry, and then re-weigh and record.

Girls weigh out 2 ounces of roast beef and cheese.

1. Basic principles of food preparation stressed throughout the remainder of year.

2. Starting with this major unit: Serving Grade A meals that meet the state requirement for Grade A lunches.

The quantity foods class plans, prepares, and serves 50 students daily. These students are 1 or 2 elementary classes, teachers and guests, and the quantity foods students.
In (this quantity food) class, all jobs are rotated, and the cycle is completed in three weeks. One week the student will be cook or helping cook; another week she will act as a hostess, and wait on the table; and the third week she will be a dishwasher, do the laundry, and other cleaning jobs.

Approximately 30 elementary classes are served during the year. Good table manners are stressed. All kinds and types of table service are used to give the girls practice and confidence in serving.

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<tr>
<th>Basic learnings:</th>
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<tbody>
<tr>
<td>2. Other requirements for Grade A meals.</td>
<td>Master menu from reservation, and from Intermountain kitchen. Master menu from Box Elder.</td>
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<tr>
<td>4. Prepare a menu following the guide from the reservation.</td>
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<tr>
<td>5. Show and discuss the film &quot;Menu Planning&quot;.</td>
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</table>

3. In order to get good results, accurate measurements must be used.

1. Two girls show with rice the fractional parts of a cup, review table of weights, measurements, and abbreviations.

2. Discuss and show "Cooking Measurements", and "Cooking, Planning and Organization."

3. Demonstrate and have girls figure out how to convert pounds and ounces to cups and fractions.
Basic learnings:

4. In planning order lists, the size of cans and servings per

Experiences:

1. Study the information on a label. Very important to learn portion control. Girls figure out order list for specific menu.

Vocabulary cards, pictures, and recipes are to be studied and discussed. Some common cooking terms that are used frequently in quantity foods are:

- a. A la Carte
- b. Bake
- c. Barbecue
- d. Baste
- e. Beat
- f. Blanch
- g. Braise
- h. Blend
- i. Bread
- j. Broil
- k. Catering

- l. Cream
- m. Cube
- n. Cut in
- o. Deep fat frying
- p. Dice
- q. Dredge
- r. Fold
- s. Fry
- t. Grate
- u. Grill
- v. Knead

References:

### Basic Learnings:

- Correct cooking of meat gives tasty meals and saves money.

### Experiences:

1. Explanation of roasting principles, care, and storage of meat when purchased.
2. Discuss characteristics of grades of meat suitable for roasting.
3. Demonstrate preparation of fresh meats and frozen meats for roasting.
4. Use of meat thermometers, cost, care, and how to cook with them. How to cook without them. Testing for doneness, carving, use of drippings, and fat, and care of meat roasting. Storage of leftover meat.

### References:

- Vocabulary cards
- Swifts Meat Chart and lessons on meat cooking.
- Cuts of meat.... How You can Identify Them.
- Swifts--Martha Logan's Handi-book.
Basic learnings: 8. Chicken, turkey, and duck can replace meat for protein and gives pleasant variation. 

Experiences: 1. Discuss roasting poultry, explanation of roasting principles, calculation of costs and amounts necessary to feed a group. 

2. Demonstrate (if possible) how to draw a chicken, and how to cut up a chicken in individual servings, and how to care for frozen poultry. 

3. Study and practice, "How to cook and carve a turkey." Practice throughout the year. 

4. Special emphasis on care of turkey after cooking, and proper ways of storing leftovers. 

5. Discuss broiling, braising, and cooking stews. Practice throughout the year. 

9. Good tasty gravy is an addition to a meal and is generally inexpensive. 

Demonstrate the method of making the following gravies: 

a. Natural gravy. 

b. Pan gravy. 

c. Cream gravy. Practice throughout the year. 

2. Discuss thickening agents, and special care and storage of gravy after cooking.
Basic learnings:

10. Eggs are a good source of protein and make a good start for a nutritious breakfast or other meal.

11. Breakfast dishes are quick meals, but give nourishing start to the day.

12. Vegetables are attractive if properly prepared and served promptly.

Experiences:

1. Discuss guides for buying eggs, storage, and principles of egg cooker.

2. Have girls prepare eggs in various ways; fried, soft cooked, hard cooked, baked, scrambled, and poached.

3. Demonstrate and have students make pancakes and different kinds of toast, cinnamon, melba, and French. Calculate time and cost. Practice throughout the year.


References:

Egg chart

Pictures

Salad

Pictures
13. Careful cooking techniques will prevent loss of vitamins.

1. Discuss ways to prevent loss of vitamin C in cooking fresh vegetables.
   a. Water should be boiled before the vegetables are put into it, because oxygen escapes from the water during boiling. Vegetables cooked in preboiled water retain a brighter color than those dropped in cool water and brought to a boil.

2. Discuss importance of keeping lids on pans.

3. As little time as possible should elapse between preparation and serving.

4. Discuss the practice of soaking vegetables in the morning for the evening meal. Give reasons for and against.

5. Have a girl report on using vegetables as quickly as possible from the garden.

6. Discuss how to save the vitamin C content in canned vegetables, and compare the vitamin content of fresh and canned vegetables.

7. Girls follow instructions on frozen vegetables and prepare the vegetable.

14. Salads are appetizing, full of vitamins, and give more attractive and appealing meals.

1. Show "Song of a Salad."

"Song of a Salad" Heinz.

2. Discuss how to select and recognize good quality in leafy and green vegetables. Girls select greens from grocery store.
Basic learnings:

3. Prepare bulletin board and mobile of raw vegetables and salads.

4. Factors to consider in salad making:
   a. Care of salad greens
   b. Pleasing combinations
   c. Methods of combining ingredients
   d. Types of salad dressings suitable for different salads.

5. Plan dinners using salads as the main dish, appetizer, or dessert. Prepare them.

6. Plan and prepare luncheons based on a salad or soup and salad.

15. Hot breads

   1. Demonstrate the preparation and procedure of making yeast rolls, bread, and variations.
   2. Study and discuss factors considered in making yeast bread.

      a. Food value of bread
      b. Weighing vs. measuring of ingredients
      c. Fermentation
      d. Care and operation of equipment.

References:

Hot breads 1. are quick, give a "zest" to your meals, and are inexpensive.
2. are quick, give a "zest" to your meals, and are inexpensive.
Basic learnings:

Experiences:

1. Preparation and procedure: mixing, proofing, temperature, time, and care after baking.

3. Study and learn the difference between the various flours, pastry, and all purpose.

4. One of the girls under supervision makes a gluten ball for the students to see.

5. Prepare bulletin board on types of bread; quick and yeast. Discuss differences and advantages of each.

16. Pies are popular.

1. Prepare bulletin board on types of pies.

2. Demonstrate on Hobart Mixer how to make pie crust using the conventional method. Discuss other methods. Great care must be used with the mixer to avoid overmixing, and careful timing is important.

3. Discuss and demonstrate ways to roll out pastry. Check time and effort movements. Use of pastry board and pastry cloth. How to finish edges.

4. Girls practice now and throughout the year.

5. Special care for custard pies. Hazard for food poisoning.

References:
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>17. To learn to prepare rice that is tasty.</td>
<td>1. Cooking with water. Prepare rice two ways (American and Chinese style).</td>
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<td></td>
<td>2. Study and discuss ways to prevent rice from discoloring, because of minerals in the water in which the rice is cooked.</td>
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<td></td>
<td>3. Stress the importance of washing rice before cooking to prevent rice from sticking together.</td>
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<td>4. Buying rice--3 varieties: long grain, medium grain, and short grain. Show kinds of rice, cost, kinds that should not be washed before cooking.</td>
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<td>5. Define and discuss converted, coated, and quick cooking rice.</td>
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<td>6. Make several rice casseroles and evaluate cost.</td>
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<td>7. Nutritional value of rice.</td>
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<tr>
<td>18. To learn to cook cereals and how to keep them properly on a steam table.</td>
<td>1. Methods of making cereal. How to avoid having the scum form. Girls practice.</td>
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<tr>
<td></td>
<td>2. Discuss buying cereal in bulk. Danger of weevil.</td>
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<td></td>
<td>3. How can you avoid lumps? What do you do if you get them?</td>
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</tbody>
</table>
Basic learnings:

Experiences:

19. Boiling potatoes, and why several batches of potatoes though cooked in the same manner, may taste different.

4. Ways to use left-over cereal. Each girl compile 5 ways to use left-over cereal.

1. Importance of the potato to the western world.

2. Why are they called "Irish" potatoes?


4. Reasons for salting water before cooking.

5. Method of preparing potatoes.

6. Review use and care of the potato peeler.

7. Common causes of discoloration.

8. Potato grades.


10. Have pupils read instructions and make instant potatoes. Have a taste party and compare time, cost, flavor. Come to a conclusion.

VIII. Mathematics Related to Food Preparation--2 days

A. Concerns of students:

1. To intelligently and quickly know how to increase and decrease recipes.
2. To acquire a knowledge of temperature and degrees for refrigeration as well as cooking.

B. Goals:
That students:
1. Acquire skill in converting weights to cups, pints, etc.
2. Acquire skill and confidence in using the Bakers scales.

Basic learnings: Experiences: References:

measurements are very important in quantity cooking.

2. Discuss and use weights and measurements and abbreviations; scales, oven and meat thermometers, and steam cooking.

3. Students practice and develop skill in changing recipes from pounds and ounces to cups.

4. Students practice increasing recipes, and decreasing size of recipe, then test out for results.

IX. English Related to Food Preparation--2 days.

A. Concerns of students:
1. To develop an understanding of the trade language used in cooking.
2. To acquaint themselves with the meaning and use of cooking and menu terms, and how to write a menu.

B. Goals:
That students:

1. Understand the trade language of cooking.

2. Know how to make a menu, and how to read one from the restaurant.

Basic learnings: Experiences:

1. The correct menu format is easy to read and understand, and easy to write.

2. Review food terminology, and pronunciation.

Girls study menu writing and actual menu's from various places. Discuss how to make the meals sound more interesting and colorful. Study correct rules for writing them.

X. Science Related to Food Preparation

A. Concern of students:

1. To know a few basic reasons for cooking.

2. To know what changes occur in cooking.

3. To know simple, important science principles in relation to food preparation.
B. Goals:
That students:

1. Understand what atmospheric pressure is and how it effects cooking.
2. Learn how to cook food with a minimum loss of vitamins.
4. Know what the hydrogen ion concentration and pH of some common foods, and why important.

Basic learnings:

Experiences:

1. Proper cooking enhances products.
2. Review vegetable and fruit cooking, and how you can conserve vitamins.
3. Review use of thermometer in cooking (candy and meat).
4. Each girl finds out the temperature at which water boils on our kitchen stove. Does it get any hotter? Learn to recognize commonly used temperatures.

2. An understanding about leavening agents is needed in order

1. Experiment Problem: To test common ingredients used in quick bread to see if they are acid or alkaline. Place 1/4 teaspoon of water in each ingredient.
Add indicator paper. Record results, and give results to class.

References:

Basic learnings:

1. Discuss and read to find out what happens when egg whites are beaten. Practical application. Demonstrate how to fold in sugar and flour.

2. Read and find out what soda and baking baking powder are made from, and which is stronger.


Experiences:

2. To determine the pH of the following foods:
   - soda
   - honey
   - cornstarch
   - cream of tartar
   - sweet milk
   - molasses
   - brown sugar
   - sour milk
   - vinegar

3. Determine which substances give an acid reaction and basic reaction.

4. What causes bubbles when 1/8 teaspoon of soda is added to cold water, vinegar, cream of tartar, sour milk, etc. What are bubbles? Smell, and taste. Give practical application.

References:

American Home Economics, Handbook of Food Preparation.
Basic learnings:

Experiences:

4. What is cream of tartar?

5. Find two recipes for hot cakes, one a mix all recipe, and the other where the eggs are separated into yolks and whites, and beaten separately.

6. Discuss double acting baking powder, and single acting baking powder, and learn common brand names. What precautions should we take in using each kind?

4. Why is:
   1. Experiment: Two girls do. Add 2 teaspoons of cocoa to 1 cup flour, sift, discuss results.
   2. Repeat until cocoa is evenly distributed.
   3. How many siftings were necessary?
   4. How does this apply to cooking?

References:

XI. Safety Instruction--1/2 week.

A. Concern of students:
   1. To learn to avoid falls, burns, etc, that may occur by poor safety habits.
   2. To avoid loss of work and pay because of an accident.
   3. To avoid accidents, because they cause pain.
B. Goals:
That students:

1. Learn the importance of cooperation with many people to prevent safety hazards.

2. Learn what the common kitchen accidents are, and how some can be avoided.

<table>
<thead>
<tr>
<th>Basic learnings</th>
<th>Experiences:</th>
<th>References:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Safety precautions are necessary in every eating establishment.</td>
<td>1. List and name some accidents that can cause harm to the employees: falls, burns, cuts, sprains. Each girl makes safety posters.</td>
<td>Cronan, 1962. p. 303.</td>
</tr>
</tbody>
</table>

What can be done to avoid accidents.

a. Falls
   (1) Wear low heeled shoes and keep them firmly tied.
   (2) Water, grease, vegetable peelings, and bits of food should be cleaned immediately. Sprinkle the floor with salt after grease has been wiped off, to lessen danger of slipping until the floor can be properly washed.
   (3) Boxes, mops, brooms, and pails should be kept in their proper places.
   (4) Use a step stool when reaching for objects.
Basic learnings:

Experiences:

(5) Shelves and cabinets should not be overloaded.

(6) If the floors get slippery, try a brown paper covering. Ask for rubber mats.

b. Burns
(1) Be careful in removing baking dishes.

(2) Pull the rack out part way. Use asbestos mitts, or pot holders and two hands. Never use a damp holder.

(3) Bend the knees for better balance and control, so that you will not spill food.

(4) Hot water faucets should be turned on cautiously.

c. Steam
(1) Follow directions for use of steam cookers. Do not attempt to remove the cover until steam pressure is down.

(2) Before removing a hot cooking pot from the stove, have a surface ready for it. Turn off the flame; warn co-workers of hot utensils.

References:
Basic learnings:

Experiences:

References:

(3) When removing lids from cooking pots, raise the farther side of the cover and pull it toward you as a shield.

(4) Handles of kettles should not project beyond the frame of the stove or over the flame; keep handles in good repair.

(5) Use safety matches, or keep the other kind in a tin container.

d. Cuts
(1) Use a suitable rack for the safe storage of knives.

(2) Use a board for cutting vegetables and fruit. Always cut away from your hands or face.

(3) Use a standard can opener that makes a smooth cut. Completely cut the top from the can.

(4) Wash knives separately from pots and pans.

(5) Place broken glass and broken dishes in separate container.

(6) Discard chipped enameled ware.
Basic learnings:  

Experiences:

(7) Open carefully all crates, boxes, and the like. Pull out or hammer down all nails.

(8) Avoid piling dishes in high stacks.

(9) Dispose of all broken china or glassware immediately.

References:


E. Strains

(1) Lifting--bend the legs instead of the back. Ask fellow workers to help you lift anything that is heavy or cumbersome.

(2) Avoid moving into the path of other workers without warning.

(3) Walk, don't run, especially when carrying anything. There is danger of crashing into people and equipment.

(4) Keep all drawers and doors closed.

(5) Review reasons for immediately wiping up spilled food or water on floor. Reason for throwing salt on floor.

(6) Avoid cross traffic in kitchen and student lines.
Basic learnings:

(2) To learn to recognize health hazards.

Experiences:

(7) Have enough eating space. Chairs and tables to avoid crowding, and causing trays and dishes to be upset and possible falls.

(8) Instruct students in safe work habits. Women especially should not lift over 30 lbs. of weight. Two girls demonstrate correct lifting from bending knees and keeping back straight.

1. Develop a check sheet for hazards, and check periodically for them.

a. Receiving area

(1) Are floors in safe condition? Are they covered with non-skid material?

(2) Are garbage cans leak proof? Are there sufficient cans? Are they kept clean by washing or use of plastic bags?

(3) Is there a proper rack for holding garbage containers?

(4) Are adequate tools available for opening crates, cartons, (hammer, wire cutter, etc.)
Basic learnings:  Experiences:  References:

b. Storage area
   (1) Are shelves adequate to bear the weight of items stored?

   (2) Are employees and students instructed to store heavy items on lower shelves and lighter material above?

   (3) Is a safe ladder and step stool available for reaching high storage?

   (4) Is a fire extinguisher located at the door? Have girls practice using it. The fire extinguisher should be guarded so that it will not be knocked from the wall.

c. Pots and pans area
   (1) Are strong, clean rubber gloves provided?

   (2) Is there an adequate drainboard so that the students do not have to pile pans and pots on chairs or serving tables before and after washing them?

   (3) Do drain plugs permit draining without the employee or student placing them in hot water?
Basic learnings:

Experiences:

d. Walk in refrigerator
   (1) Are floors covered with non-skid material?
       Are they mopped at least once a week?
   (2) Are there strong storage racks?

(3) Is there a by-pass device on the door to prevent exit if an employee is locked in?

(4) Safe storage?

e. Food preservation area
   (1) Is electrical equipment properly grounded?

   (2) Is electrical equipment inspected regularly by an electrician?

   (3) Are electrical switches located so that they can be used readily in the event of an emergency?

   (4) Are floors regularly and adequately maintained (mopped at least 3 times weekly), and waxed with non-skid wax when necessary?

   (5) Is a pusher or tamp provided for use with the grinder?
Basic learnings:

Experiences:

(6) Are mixers in safe operating condition?

3. To learn the most common injuries experienced by food handlers.

Girls read and discuss the Bureau of Labor statistics and list the most frequent causes of accidents.

2. Make a group booklet, "Accidents in the home and at work. Clip articles from newspapers.

XII. Personal Appearance for the Job--1 week.

A. Concern of students:

1. To look as attractive as possible.

2. To learn how to care for their immediate person and clothes.

B. Goals:

That students:

1. Become aware of the importance of a nice clean looking appearance.

2. Understand the health and sanitation regulations regarding personal appearance in uniforms, low heels--hair nets.

3. Understand that the opinion of an establishment and customers depend on the appearance of the personnel.
### Basic learnings:

1. Your job requires you to maintain a nice public appearance.

2. Guard your own health and the health of others.

### Experiences:

1. Compile a personal sanitation check list for lunchroom workers.
   - a. Before you handle food be sure you can answer "yes" to these questions.
   - b. Did I have a bath today?
   - c. Do I use an anti-perspirent?
   - d. Are my undergarments clean?
   - e. Is my uniform spotless and well pressed?
   - f. Is my hair clean?
   - g. Is my hair net controlling any loose hair that might get into the food?
   - h. Are my fingernails reasonably short and clean?

2. Protect from disease by eating correctly. A wholesome meal is as important for you as for patrons. Don't let snacks take the place of a regular meal.

3. What to do about colds?

4. What to do about sores—Cuts?

5. While serving avoid touching your face or hair. Don't taste crumbs or put your fingers anywhere near your mouth.
Basic learnings:

Experiences:

5. To taste food use a clean spoon. Be sure the tasting spoon does not go back into the food.

XIII. Closing the Department--1 week

A. Concerns of students:

1. To know how to leave a department for the summer.
2. To know how many dishes they have broken during the year.
3. To know how to take inventory.

B. Goals:

That students:

1. Acquire the fundamental skills necessary for closing a department (food eating establishment).
2. Know how to thoroughly clean, oil, and store institutional equipment.
3. Know how to store goods so they can be used in the fall (free from weevil, roaches, and in good condition).
4. Acquire skill in housekeeping.

References:

1. To know how to leave a department for the summer.
2. To know how many dishes they have broken during the year.
3. To know how to take inventory.

That students:

1. Acquire the fundamental skills necessary for closing a department (food eating establishment).
2. Know how to thoroughly clean, oil, and store institutional equipment.
3. Know how to store goods so they can be used in the fall (free from weevil, roaches, and in good condition).
4. Acquire skill in housekeeping.
**Basic learnings:**

1. **To learn how to take inventory, and value of it.**
   - Equipment should be inventoried each year.
     - List all large equipment by make, model number, and year purchased.
     - Girls clean everything good, and cover with plastic covers.
2. **To learn how much breakage of dishes occurred during the school year.**
   - Girls remove all dishes to table, clean cupboards, inspect for chipped dishes, count and write on top of dishes the number. Record number, and put dishes back.
3. **To determine what items are missing, or lost.**
   - Inventory to see what is missing.
4. **To learn how to clean pans.**
   - "Many hands make light work."
5. **To learn proper storage**
   - All foods that are perishable should be taken back to the main kitchen. Others disposed of.

**Experiences:**

1. **Equipment should be inventoried each year.**
   - List all large equipment by make, model number, and year purchased.
   - Girls clean everything good, and cover with plastic covers.
2. **Girls remove all dishes to table, clean cupboards, inspect for chipped dishes, count and write on top of dishes the number. Record number, and put dishes back.**
3. **Inventory to see what is missing.**
4. **Instructions on cleaning pans.**
5. **All foods that are perishable should be taken back to the main kitchen. Others disposed of.**

**References:**


Care and cleaning of equipment booklet.

Inventory
Basic learnings:

for summer.

Experiences:

2. Seal with tape all spices, place on tray, and store in walk in refrigerator.

3. Proper storage of tableclothes, silence cloths, etc. All must be clean.

4. Instruction on removing hard water stain from all glasses by rubbing with vinegar and salt, and then rewashing in the dish washer.

5. Leave entire building 37 as clean as possible.

References:
## QUANTITY FOOD II

A. Content by Major Units

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<td>II. Advanced basic principles of food preparation</td>
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<td>III. Nutrition</td>
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<td>IV. Food processing</td>
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<td>V. Hygiene and sanitation</td>
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<td>VI. Mathematics related to food preparation</td>
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<td>VII. Mealtime manners</td>
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<td>VIII. Making the most of ourselves</td>
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<td>IX. Parties and entertainment</td>
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<tr>
<td>X. Closing the department (same as Quantity I)</td>
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</table>
B. Orientation.

Teaching outline for orientation for quantity foods II has the same goals, concerns, and experiences as was listed for quantity foods I. However, the Senior girls explain, demonstrate and develop the experiences for the incoming junior girls.
II. Advanced basic principles of food preparation--12 weeks.

A. Concerns of students:

1. To learn how to prepare attractive, tasty, and more difficult food for a large group.

2. To develop more skill and speed in their work.

3. To be able to pass the sanitation test given by the state for "Food Handlers."

4. To become more efficient in their skill so they can get and keep a job that will provide a higher standard of living.

B. Goals:

That students:

1. Learn general methods of skills associated with food preparation which can be applied to a wide variety of cases.

2. Acquire more skill and speed by developing more confidence in their ability.

3. Understand the basic sanitation and hygiene necessary in an institutional kitchen.

4. Acquire more skill and confidence in the use and care of institutional equipment.

5. Understand how to serve trays to patients.
Basic learnings:

1. Meat is the basic food for meals. Meat is expensive, wise use and planning extends its use.

Experiences:

1. Check menu from books, paper for requirements for Grade A lunch.

2. Visit the meat market and compare cuts of meat and cost of cuts. Ask manager to discuss characteristics of meats from different animals, number of servings to expect from a pound, factors to look for when buying meat, appearance, storage, grain, firmness, flavor, etc.


4. Assemble a file of inexpensive meat dishes that have been tested.

2. Variety meats (liver, heart, tongue, etc.) are extremely good nutritionally and should be used occasionally to give variety to the meals.

Variety meats are extremely good nutritionally and should be used occasionally to give variety to the meals. Girls test and evaluate the recipes.

References:

Swifts Meat Chart

Pictures of variety meats.
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<th>Basic learnings</th>
<th>Experiences:</th>
<th>References:</th>
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<tr>
<td>4. Review size of can and servings per can</td>
<td>1. Study the size and number of servings per can, using specific dipper or spoon. Stress importance of portion control.</td>
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<tr>
<td>5. Many times in cooking one must substitute, because one may be temporarily out of food or to cut cost of serving or to increase nutritional value of food.</td>
<td>1. Discuss approximate equivalent substitution of thickening agents.</td>
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<tr>
<td></td>
<td>a. flour for whole eggs.</td>
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<td>b. flour for egg yolks.</td>
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<td>c. flour for tapioca.</td>
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<td>d. flour for bread crumbs.</td>
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<td>e. flour for cornstarch.</td>
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<td>2. Shortening agents</td>
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<td>a. butter for margarine.</td>
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<td>b. butter for hydrogenated shortening.</td>
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<td>c. butter for lard.</td>
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### Basic Learnings:

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<th>Experiences:</th>
<th>References:</th>
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<tr>
<td>d. butter for oils.</td>
<td>References:</td>
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<tr>
<td>f. butter for 40% cream or 20% cream.</td>
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#### Experiences:

1. **Demonstrate how to convert dry milk to liquid.** Discuss where it is wise to do this and when it is unwise. Girls make cocoa and basic mix using dry milk.

2. **Study food value and nutrition of milk in relation to their own particular desire for pep, health, pretty complexion, and slim figure.**

3. **Study use of dehydrated eggs.** Value in diet and economy. Make baked products showing good use of dried eggs.

3. **Leavening agents**
   - a. soda for baking powder.
   - b. baking powder for egg whites.
   - c. baking powder for whole eggs.

4. **Milk and fat for cream.**

5. **Chocolate for cocoa.**

6. **To economize and yet provide valuable nutrition one should be able to reconstitute food.**
Basic learnings:  Experiences:  References:

4. Become familiar with other dried products, such as onions, dehydrated potatoes, and soup mixes.

5. Study and make soup from prepared bases. Make stew, and casserole dishes.

7. Time is often as important as money and any way one can save time saves money.

1. Study, compare cost, time and sureness of success in mixes, and from the basic ingredients.

2. Compare basic mix (from Cornell) with commercial mix for biscuits. Determine quality.

3. Compare time of making biscuits with mix from basic ingredients. Decide on results.

4. Students decide how to save steps in preparing food. Reading recipe and thinking where food is stored, and assembling ingredients will save time and steps.

5. Time and energy study on making sandwiches. Girls help prepare sack lunches for Saturday for Intermountain working boys and girls.

6. Questionnaire asked about important points of film.


Film-Yarn around the kitchen.
Basic learnings:

8. Good nutritious breakfasts often use eggs as good source of protein.

9. Good soups furnish variety to meals.

Experiences:

1. Review principles of egg cookery, and make more difficult foods like omelet and cream puffs. Discuss eggs as a binding agent. Example: croquettes and meat loaves, thickening agent (custards and puddings) and leavening agents (souffle and angel food cake).

2. Students make soup from meat stock, and puree soups (thick soups made from ingredients such as peas).

3. Cream soups are filling and more expensive, and one must use care to prevent curdling, and special care must be used in storage.

References:

are filling, Cream soups are filling and more expensive, and one must use care to prevent curdling, and special care must be used in storage.

III. Nutrition—1 week.

A. Concern of students:

1. To know what foods make them healthy, give pep and energy, nice complexion, and prolong life.

B. Goals:

That students:

1. Develop more understanding of nutrition and the part it plays in developing better health.

2. Menu planning that is based on adequate nutrition.
<table>
<thead>
<tr>
<th>Basic learnings:</th>
<th>Experiences:</th>
<th>References:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Acquire more ability to plan, select and prepare meals adequately for a large group.</td>
<td>1. Girls read and talk about the basic principles of nutrition, with emphasis on carbohydrates, fats, proteins, minerals, Vitamin A., C., and D. and how preparation methods influence food values.</td>
<td>Cronan, 1962. p. 70.</td>
</tr>
<tr>
<td>2. To understand the role of calories in the diet.</td>
<td>2. Review effect of cooking.</td>
<td></td>
</tr>
<tr>
<td>3. Well balanced food combinations are essential to group meals.</td>
<td>2. a. Effect of freezing and storage.</td>
<td>Meal Planning and Exchange lists, American Dietetic Association, Chicago.</td>
</tr>
<tr>
<td></td>
<td>2. b. Prevention of loss of vitamins in cooking and storage.</td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>1. The most important item in school lunch is to provide enough calories so that the students are not hungry. Girls study and find out caloric requirements.</td>
<td>Facts About Food and Nutrition, Extension Circular 302, Utah State University.</td>
</tr>
<tr>
<td></td>
<td>2. Girls make a list of the foods that are high in calories and should be avoided when reducing.</td>
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<tr>
<td>1.</td>
<td>1. Review the requirements for basic 4 food groups and school lunch type A meals. Review vitamin C requirements.</td>
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<td>2. Read and discuss the booklet, &quot;Facts About Food and Nutrition.&quot;</td>
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</table>
Basic learnings:

4. Digestion of food is important to good health.

Experiences:

1. Girls trace digestion of carbohydrates, fats, and protein.

2. Stress well balanced meals, by showing film and filmstrip.

References:

Films:
"Foods that build good health", and "Something you didn't eat."
Filmstrip--"How food is digested."
"Digestion of food," Life Magazine.

IV. Food Processing--1 week.

A. Concern of students:

1. To learn about the food they buy, and how it is prepared for marketing.

2. To see food being processed for marketing.

B. Goals:

That students:

1. Develop an appreciation of processing of some of the food we eat, and proper care and skill needed in cooking different processed foods.

2. Develop some understanding of management of time and money in deciding to use mixes and other convenience foods.
Basic learnings:

Experiences:

1. To learn where foods are grown or produced, economic importance, and care in cooking.

2. Sugar industry (cane and beet).
   a. Cheese.
   b. Dehydrated potatoes.
   c. Pineapple.
   d. Bakery (Intermountain).
   e. Nonfat dry milk.
   f. Meat processing.
   g. Pasteurization of milk.
   h. Vegetable canning.

V. Hygiene and Sanitation--1 week.

A. Concern of students:
   1. To know how to prevent food poisoning.
   2. To know how to prevent rodent and insect infection.

References:

Map of the United States

Trip to Amalga cheese factory.
Filmstrip on pineapple growing, and uses of pineapple. Fresh pineapple from store.
Larson, J. 1966 B, plan paper, number 1, at Utah State University.

Trip to Perry Canning Center.
B. Goals: That students:

1. Know and recognize signs of spoilage, and common safety precautions to prevent the growth of harmful bacteria which may cause food poisoning.

2. Become aware of signs of rodents and insects, and know what to do to prevent and get rid of them.

Basic learnings:

Experiences: 1. Study and discuss and test on state and local sanitation laws. a. Storage of raw and cooked food (review).

References:


Environmental Sanitation, The common house fly.
Basic learnings:

2. The girls want to learn how to protect themselves and customers from food infection.

Experiences:

3. Pupils study and learn the importance of physical examination, testing and other ordinances for food service workers.

4. Hygiene and health.
   a. Essential institutional facilities, equipment, and supplies.
      1. For the use of employees: hand soap, hot water, and toilet facilities.

5. Discuss and study essential hygienic and health practices.
   a. Personal cleanliness, good grooming.
   b. Care of hair (wearing hair nets).
   c. Habits which avoid spreading colds.
   d. Sanitary practices related to tasting food, dishwashing, food storage, and care of work area.

2. The girls

   Girls study and discuss food infection.

   Bacteria that are transmitted in food and drink and produce disease by infecting man cause food infection. Example: diphtheria, typhoid fever, tuberculosis, dysentery, and salmonellosis.

References:

Food service manual.

Training restaurant sales personnel p. 39.

Food sanitation manual p. 6.
Basic learnings:

Experiences:


3. Food poisoning.

a. Pre-formed toxins (poisons) formed by bacteria. Example: staphlococcus and botulism.

b. Poisonous foods such as mushrooms.

c. Poisonous substances accidentally put into food.

4. Girls maintain the quantity foods rooms and keep them clean so that they can be inspected at any time of day or night.

5. Girls work out schedule for cleaning kitchen, dining room, storerooms, and equipment.

6. Girls become aware of importance and reasons for strict sanitary control in handling food.


7. Girls make chart showing temperatures and identifying the temperature at which bacteria grows best, what temperature will kill bacteria, and what will inhibit the bacteria.

References:

Food sanitation manual, p. 11.

Basic learnings:

Experiences:

3. Personal health is important.

3. School nurse talks to girls about proper fit of shoes, kind and care of shoes. "Your job depends on good feet. Pamper them."

VI. Mathematics related to food preparation--1 week.

A. Concern of students:
   1. To develop more speed and accuracy in increasing and decreasing recipes.
   2. To review knowledge of temperature and degrees for refrigerator as well as cooking.

B. Goals:
   That students:
   1. Learn to convert pounds and ounces to cups and fractions.
   2. Learn to quickly increase recipes and use the larger measurements (example: 6 teaspoons = 2 Tablespoons).
   3. Acquire more knowledge of the importance of correct temperature in cooking and refrigeration.

Basic learnings:

Experiences:

1. Review common weights and measurements.
Basic learnings: must become familiar as the A B C's.

Experiences: 2. Make cross word puzzle to review weights, fractions, and degrees of temperature.

References: 3. Show and discuss filmstrip. Filmstrip "Measuring accurately."

VII. Mealtime manners--1 week.

A. Concerns of students:
   1. To know how to use good table manners to be accepted.
   2. To enjoy entertaining and learn to be a good hostess.

B. Goals:
   That students:
   1. Learn good table manners and use them to avoid embarrassment and give poise.
   2. Realize that by using good manners you become more at ease.

Basic learnings: 1. Mealtimes are pleasant occasions. 2. Many families say grace--discuss a form suitable for Protestant, Catholic, and Jewish. Learn to have respect for each other's religion.
Basic learnings:

Experiences:

3. Discuss the correct seating arrangement and standard table etiquette such as: (roll play these experiences)
   a. How to pass food, butter, pitcher, etc.
   b. How to use a knife and fork and what to do with it when finished.
   c. How to use a spoon. What to do with it when finished.
   d. How to take sugar.
   e. How to stir a beverage.
   f. Common "do's and don'ts" when eating.
   g. What to do when you have finished.
   h. How to set the table, using the least movements, and yet have it set correctly.
   i. How to arrange and make simple decorations and centerpieces.
   j. How to wait on tables.
   k. Learning to be a good hostess.
      Girls practice.

4. Evening eating out at local restaurant.
VIII. Making the most of ourselves--2 weeks.

A. Concerns of students:
   1. To find ways to improve their personality.
   2. To be popular.
   3. To know the rules to be socially accepted.

B. Goals:
   That students:
   1. Recognize the importance of striving to improve ones' personality.
   2. Realize what it means to be grown up.
   3. Develop the ability to become socially competent, and hold a job.
   4. Learn how to be popular and how to acquire status with the group.

Basic learnings:

Experiences:

1. Each individual is different from another.
2. Consider such factors as complexion, coloring, hair, eyes, body type, and facial expression.
3. Consider other ways in which people are different as disposition, actions, traits, and talents.

References:

Basic learnings: Experiences:

4. Students group these differences as to personality qualities that are inborn and which will always be a part of us; body build, intelligence, and other physical qualities.

5. Discuss with students that our physical characteristics are an integral part of our personality and affects our adjustment to life and our happiness.

6. Mental characteristics as: inborn capacities, abilities, and talents.

7. Students explain why some excel in athletics while others surpass in painting and music. Some can work magic with their hands while others are all thumbs.

2. An insight into behavior will assist one with ones' personality problems.

1. Simple dramatizations, short case studies given by students will aid students to see how behavior influences personality.

a. The tall girl who feels unpopular, unhappy, and shy because she is tall. She is a person who has never accepted the fact that she was born this way and there is nothing she can do about this factor in her personality except to find ways in which she can use her height to make her more attractive, popular and happy.
Basic learnings: Experiences: References:

b. The smug, conceited, self-satisfied person who is proud of being fair and beautiful. A well adjusted person knows that these looks should be chalked up to her ancestors. She should be grateful for them but cannot give herself credit for them.

c. The girl who is jealous of the musical ability of another and who resents not being able to play rather than developing her own particular talent.

d. The boy who is grouchy and mean because he isn't the most brilliant one in English and history resents and rejects his own outstanding skill in mechanics.

2. Through reading, discussion, simple drama, and case studies develop understandings about the personality factors that are due to environment. Emphasize that it is most encouraging that so little of personality just happens.

3. There are 1. Student committees read and bring information to the group on such factors as:

   a. The part environment plays in life.

   b. One creates her own immediate in-
      vironment:

Basic learnings:

1. Can a sulky, bossy person create a pleasant social environment in which to spend the day?

2. Environment consists of one's home, school, the climate, and even the food that is eaten. All these and many more enter into making a person what she is.

3. Every experience of every hour of one's life is helping to shape and mold personality.

4. Habits—personality and character are made up almost entirely of habits of thinking, feeling, and acting.

5. Habits begin to form on the day you are born.

   a. Good habits are most valuable allies.

6. Decide which will be useful and which will be detrimental to a successful personality. 

Personality can be improved.

   a. Friends that think they are always right.

References:

Class members organize a list of traits which they do not like in people or friends:

2. Encyclopedia Britannica
Basic learnings:

Experiences:

b. People that are always talking about themselves.

c. People that never keep their word, and many others.

2. Students write a report on self where improvement is necessary and what they intend to do about it (only for the teacher).

3. Group points out ways they can show they are progressing toward maturity, such as:

   a. Accepting responsibility.
   
   b. Ability to make decisions.
   
   c. Ability to think for themselves and not be swayed by the group.
   
   d. Acceptance of self.

4. Resource person—invite a prominent business man to come and talk on what criteria he uses in choosing a person for employment.

IX. Parties and entertainment—2 weeks.

   A. Concerns of students:

       1. To have fun.
2. To learn how to plan, prepare, and serve a party for a large group.

3. To know how to plan a formal type of entertainment (banquet and teas) and an informal (picnic, small group and informal tea).

B. Goals:
That students:

1. Plan, prepare and serve large groups as part of the quantity foods training.

2. Good public relations and extra money is often the end results of a banquet carried to a successful completion.

3. Skill and pleasure is derived from producing something nice.

4. Acquire more ease and poise in serving.

Basic learnings:

1. To have as many nice entertainments, and experiences as possible.

Experiences:

1. Students plan, prepare, serve and clean up for some special dinners.
   a. Student Council--85.
   c. Rotary--95.
   d. Senior banquet--300.

2. Students plan an informal tea. Prepare and serve it.

References:
Basic learnings:

Experiences:

3. Students plan several menus' for picnic lunch and then prepare one for themselves.

4. Students plan and prepare sack lunches suitable to take out for Saturday job work.

5. Students plan menu for seasons and special events. Prepare and serve one plan.
SUMMARY

A two year course outline for vocational training in quantity foods has been prepared for junior and senior high school students at Intermountain School. Training consisted of 1,400 hours of supervised student time which included lecture, discussion, and practical experience in school lunch, hospital, or nursing homes for 4 hours daily during nine months of each of the 2 school years. Training was given in planning, preparing, serving, and cleaning up in food service establishments.

Emphasis was put in following a master menu, increasing efficiency and speed in working, care and use of large institutional equipment, and proper use and storage of foods.

Some waitress training and limited banquet preparation and serving was given, but the main emphasis was on the cooking of nutritious, wholesome, tasty meals acceptable to the Navajo students. Over 17,000 meals were prepared and served during the two years training in quantity foods. In addition to the food information given in this outline, special information was given for minimum loss of vitamins, and various diets required by sick patients. The quantity foods girls were required to pass the state sanitation test given by the state Health Department.