

THE LISTENING POST

Federal School Lunch Legislation

Strictly speaking, this subject could be disposed of briefly by stating: *There is now no federal school lunch legislation and there never has been.* Such a statement would, however, give rise to more new questions than it would answer. Moreover, it would not explain the wide and growing interest in this subject.

For thirty years and more the federal government has shown its concern for the school lunch through publications and other efforts in this field by the U. S. Office of Education and similar agencies. During the depression this school activity came to be of increased interest to the government, first, as a worthy WPA project to provide employment relief, and, second, as a means of disposing of surplus farm commodities through the Department of Agriculture.

Early in 1943 it became evident that there was no great need for employment relief and that, due to the war, there were but few surplus foods. It was then that the Department of Agriculture announced a cash subsidy to school lunches. The Congress questioned the appropriateness of using federal funds for a subsidy but, in the annual appropriation of the Department of Agriculture for 1944, it finally earmarked an item of \$50 million to subsidize the purchase of farm foods and milk for school lunches.

For the fiscal year 1945, five different efforts were made by Congress to provide federal aid to school lunches. Three of these were concerned with continuing or increasing the 1944 appropriation and placing its administration in the Department of Agriculture. Their primary purpose was to promote farm markets through an increased number of school lunches by offering cash indemnities to the schools on specified per meal bases. A secondary and incidental purpose of the program was to provide food for needy children. The latter objective can at best be said to have been only partially achieved because only those schools could participate in this program which already had or could provide

The whole problem of enacting sound and dependable federal school lunch legislation doubtless will come up again early in the next term of Congress and will continue to command public attention until it is satisfactorily solved.

It is important that school people be informed and take action to obtain school lunch legislation which will provide adequate financial support to schools and educational supervision.—DSCD Legislative Committee.

space, equipment, and other facilities for serving more school lunches.

The remaining two efforts—S. 1824 and S. 1820—proposed federal school lunch legislation which would have appropriated similar sums of money but placed all or part of the administration of such funds in the state departments of education. S. 1824 provided that the Office of Education allocate the funds to the states on an objective basis, that it cooperate with the states in formulating statewide school lunch plans, and that 80 per cent of the funds be used for the purchase of foods and the remainder to help provide equipment, labor, and meet other critical needs. The purposes of these provisions were to aid the state, county, and local school systems to build permanent school lunch programs; to put as much emphasis upon the educational values involved as upon the feeding of children; and to help the schools to make such programs as far as possible self-supporting state and community centers.

S. 1820 provided \$3 million for supervisory services through state education departments but left the remainder to the secretary of agriculture for the purchase of foods.

The point made at the beginning, that there is now no federal school lunch legislation and there never has been, now becomes clear. The federal funds at present available for aiding school lunches come from an earmarked item in the annual appropriation of the Department of Agriculture. With very

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assistant director of the Alabama Educational Survey Commission. . . . Herbert Abraham recently completed a doctoral dissertation at Ohio State University on the evaluation of processes of change in effecting curriculum revision at George School. . . . In two introductory lectures, Daniel Prescott laid the basis for the study of supervisory techniques at the annual California state school supervisors conference held recently.

The teachers of Weymouth, Mass., are making an evaluation of the present school practices with a view of making needed improvements. . . . The faculty at the Community High School, Granite City, Ill., has been working for the past two years on courses of study for individual subject areas as well as the various programs of study required for graduation. . . . A committee of Kansas City, Mo., teachers is studying the science content and course sequence for grades seven to twelve. . . . In order to keep the courses of study up to date, the Bakersfield (Calif.) City Schools have recently issued a loose-leaf curriculum guide. The publication was prepared under the direction of Raymond T. Neideffer, assistant superintendent in charge of instructional services.

The University of Rochester in cooperation with the Board of Education plans to conduct during the summer of 1945 a six-week workshop in secondary school curriculum between the approximate dates of July 5 and August 16. The membership will include a selected group of Rochester teachers, supervisors, and administrators in the secondary school field. . . . As an outgrowth of a conference held last summer, the Florida State Department of Education has issued a mimeographed draft of a pamphlet entitled *Ways of Working as a Supervisor*. The publication comes from the office of Dora Skipper, state supervisor of instruction, who served as chairman of the conference. . . . A committee of the Olean (N. Y.) Public Schools has recently prepared an outline of minimum content for grades seven and eight. This completes the series of outlines for all elementary grades which was begun in 1941. . . . The March of Time is distributing its new Forum Edition to schools and colleges. Early subjects include Brazil, Texas, and Future Airways. Adapted from regular M.O.T. productions, the eight monthly issues of the Forum Edition rent for \$20 a year.

New Curriculum Publications

- Florida State Department of Education—*A Guide to Teaching in the Primary Grades*. Tallahassee, Fla.: Florida State Department of Education. 1944. 78 p. Paper covers. 25 cents.
- Glencoe Board of Education—*A Guide to Social Education*. Glencoe, Ill.: Board of Education. 1944. 87 p. Paper covers. \$1.
- Lazar, May—*The place of Reading in the Elementary School Program*. New York: New York City Public Schools. 1944. 43 p. Paper covers. 15 cents.
- Long Beach City Schools—*Curriculum Bulletins*. Long Beach 2, Calif.: 1944. Mimeographed. Not for sale; made available on loan through designated depositories.
- Guide to the Teaching of Manners and Morals in the Elementary Schools*. 37 p.
- Arithmetic, Courses of Study for Grades VII, VIII, and IX*. 22 p.
- Guide to the Teaching of Reading in the Intermediate Grades*. 59 p.
- Social Problems, Three Resource Units for Social Studies 4b*. 61 p.
- San Diego County Schools—*Curriculum Monographs*. San Diego, Calif.: San Diego County Schools. 1944. Mimeographed.
- Social Studies on the Secondary School Level*. 128 p. \$1.25.
- Mathematics on the Secondary School Level*. 130 p. \$1.25.
- San Diego County Schools—*Reporting Pupil Progress in the San Diego Schools*. San Diego, Calif.: San Diego County Schools. 1943. 24 p. Mimeographed. 30 cents.

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few limitations, procedures for administering these funds are left to the determination of the Secretary of Agriculture, rather than to law, and each year the Congress must consider whether it will or will not include this item in its appropriation to improve farm markets. No provisions are made, either in the item authorizing these funds or by the Secretary of Agriculture, for aiding the state, county, city, or local school districts to provide administrative machinery for using these funds effectively or for employing trained school lunch supervisors.—W. H. Gaumnitz, U. S. Office of Education.

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