

ABSTRACT OF THESIS

A COOPERATIVE PROGRAM FOR
OCCUPATIONAL EDUCATION IN
FOOD SERVICE

Submitted by
Dorothy L. Kellar

In partial fulfillment of the requirements
for the Degree of Master of Science
Colorado State College
of
Agriculture and Mechanic Arts
Fort Collins, Colorado

July, 1940

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ABSTRACT

For several decades increasingly large numbers of young people have been attending and graduating from the high schools of this country. High school can no longer be regarded as only a preparation for college, for even today only a small percentage of our high school graduates attend college. As never before, public education is regarded as a means of qualifying whole generations for the difficult business of living in a complex world.

Girls who do not attend college usually look forward to spending several years in wage-earning pursuits, before entering marriage. If homemaking as offered in the high school is truly vocational, it prepares a girl to do a job. Economic changes have delayed the time of marriage and homemaking, and our additional problem is how to make those intervening years profitable. Home economics has been overlooking, to a large extent, its rich opportunity to aid the girls in this interim.

The basic belief in education today is adjustment of the individual to the environment in which he must live. One of the most significant areas in any life is that involving the earning of a livelihood. By

far the most valuable test of one's interest in any vocation is getting the feel of it through actually trying it out. Participation in the actual working world is an indispensable part of education both for developing in the individual a psychological feeling of belonging to his society, and for the building of a sound economic order.

In some of the more progressive high schools, the instructors or vocational counselors secure the cooperation of local business men in making opportunities for students to try themselves out in various occupations. Only students who have demonstrated their ability and trustworthiness are placed in this way. Satisfactory results have been reported by both employers and students.

The school must adapt its program and procedure to the needs and resources of its community. The responsibility of the school may not always be a responsibility to provide such training, but a responsibility to see that such education is made available. The ability of a community to support a program of occupational education is an important point for consideration. However, today's problems make it essential that such a program be a part of present-day education.

Problem

The purpose of this study is to answer the following question: How can the home economics department of Lanphier High School aid girls to secure employment in food service occupations in Springfield, Illinois? In order to do this data were collected during 1939-40 to determine:

1. What are the opportunities for food service employment?
2. What general conditions of work prevail in the food service occupation?
3. What qualifications are necessary for success in the food service occupation?
4. What type of training program for food service employees would be feasible in Springfield, Illinois?

The study was limited to two food service occupations which employ large numbers of young women: table service and counter service.

Materials and methods

The materials used for this study consisted of an occupational survey sheet, lists of desirable qualifications for an employee, job descriptions of the table and counter service occupations, and the development of a possible cooperative plan for occupational training in food service. These forms were needed to collect data to answer the problem set forth earlier in this abstract.

The occupational survey sheet which was used to secure data during interviews with food service employers was planned in order to secure information as to the number of girls employed in food service in Springfield, Illinois, and to determine what were the conditions of employment. It was developed by evaluating the features of various surveys made by vocational guidance organizations and other research studies and evolving an original form particularly fitted to the food service occupations. This was examined by those in charge of graduate research at Colorado State College, by three food service employers of Fort Collins, Colorado, and by the Executive Secretary of the Illinois State Restaurant Association. Their criticisms and suggestions were incorporated in the final form to insure its completeness and accuracy.

The lists of desirable qualifications for a food service employee were developed to determine what type of food service employee was desired by employers in this field. These lists were arranged as check sheets by studying the duties of the occupations and by reference to various reports on success in vocational life. A comprehensive list was compiled and checked by three food service employers of Fort Collins, Colorado, and by those in charge of graduate research at Colorado

State College of Agriculture and Mechanic Arts to insure their correctness of form and the inclusion of all essential qualifications. It was then revised into its present form and used as a check sheet during an interview. A further purpose of this sheet was to serve as a guide in counseling and placement by determining what type of girl was desirable and what training was required.

Job descriptions were needed to plan what should be taught in a school course if there proved to be a need and desire for this type of course. The job description sheets were organized by making a composite list of all duties in connection with food service work. Three food service employers of Fort Collins, Colorado, and the Executive Secretary of the Illinois State Restaurant Association checked them to determine which duties were performed in the occupations of table and counter service. They were checked for form by those in charge of graduate research at Colorado State College of Agriculture and Mechanic Arts.

In order to fill out these blanks the names of food service establishments in Springfield, Illinois, were secured from the Illinois State Restaurant Association, the United States Employment Bureau, and the city telephone directory. Those establishments which had an undesirable reputation, which did not serve meals, and

which were outside the city limits were eliminated from this list. There remained 61 establishments which met these requirements.

The occupational survey sheet was taken to each of these 61 establishments to be checked during an interview with the employer or other person in charge. Of these 61 establishments 46 cooperated by allowing the survey sheets to be filled in, but 15 were not sufficiently interested to assist.

From these 46 establishments 12 were selected as representative of the best in their groups and willing to cooperate in filling out the lists of desirable characteristics and the job description blanks. These latter two blanks were also used as check sheets during the interviews with the employers.

On the job description blank each employer was asked to indicate which of the duties listed were performed by the table and counter service girls employed in his establishment. Furthermore, each employer checked which of these duties could be learned in school, and which could be learned only on the job during actual employment. These job description sheets were then presented to the home economics teachers of Lanphier High School to check which of the duties they could teach in a school course of training.

The data gathered by these means were tabulated, and reveal the findings given herewith.

What are the opportunities for
food service employment?

In the 46 food service establishments of the survey 285 girls were employed at that time, but a total of 418 new girls had been employed during the preceding year, indicating a turn-over in employment of 147 percent. Because of the fact that 90 percent of the counter service employers and 97 percent of the table service employers indicated that well-trained girls were difficult to secure, it can be assumed that lack of training was at least a major contributing factor.

Of the 285 employed girls, 47 percent were from 21 to 25 years of age and 38.8 percent were from 16 to 20 years of age. In view of this situation girls graduating from high school at 18 and 19 years of age, and trained for food service, should be eligible for employment.

One hundred percent of the employers stated that no vocational training for food service was available outside of actual employment. Approximately half of the employers required experience previous to employment, but 56 percent of these employers had no definite standard requirement. Only 29 gave additional training after employment, and again 90 percent of this group had no definite standard. Since 96 percent of the employers indicated that they made use of a try-out period of indefinite length in order to check an applicant's ability and skill, it might be assumed that employers are

accustomed to employ girls upon a personal application and to try them out. The matter of employment has been a trial-and-error process wherein employers tried out numerous applicants retaining the more promising ones.

Since employers indicated that they did not avail themselves of the services of organized employment agencies or of the schools, an advisement, placement, and follow-up service should become an integral part of any program training for food service occupations.

What general conditions of work prevail in the food service occupation?

A knowledge of the general working conditions prevailing in an occupation is necessary in order that prospective employees in the occupation may be prepared to meet these conditions.

Girls entering the food service occupation would find that there are many openings due to the high turn-over in employment, but that employment for successful workers is regular. Employment is secured through personal application and a try-out period. Demands for experience must be met, and but little training on the job can be anticipated. There has been no opportunity for vocational training for food service and no opportunity to gain experience except through actual employment. Food service employees are expected to work for 48 hours per week at wages ranging from \$6.00 to \$20.00 per week depending upon their experience, the type of establishment in which

they are employed, and the amount of responsibility they carry. Meals and sometimes uniforms will be furnished in addition to wages, and tips may increase this income, in some cases by 100 percent. Employers carry workman's compensation insurance, but will not, in most cases, grant vacations with pay, nor wages during illness. Good health is expected, but physical examinations are not generally required. Food service employees are not required to join a union.

What qualifications are necessary for success in the food service occupation?

The data revealed that at least 75 percent of the employers required the following personal characteristics: good grooming, attractive appearance, good English, ability to make change, and the ability to figure. Ten or more of the 12 selected employers desired employees who were willing to tell the truth, willing to carry a fair share of the load, eager to learn, understanding of the viewpoint of others, kind and courteous to others, able to discover new ways to do work, and willing to ask questions. Employers were unanimously agreed that religion and nationality were unimportant in the employment of girls for food service.

Only such trainees should be admitted to a food service training program as give promise of possessing or acquiring the above qualifications and characteristics. It would be inefficient and discouraging to attempt to

train girls for this occupation who were patently unable to qualify for placement after completion of a training program.

What type of training program for food service would be feasible?

Employers expressed themselves as very willing to work with the school in establishing a cooperative training program. Eighty-two percent of these employers were willing to allow students to visit their establishments, 75 percent were willing to allow students to remain to observe the work for a stated length of time, 73 percent indicated that, when possible, they would employ students who had successfully completed an approved school training course, and 66 percent were in favor of summer and vacation employment. Part-time employment during the school year was the least favored form of cooperation, but even this was checked by over 50 percent of the employers.

Outline of plan.--The following outlined plan would be feasible for adoption in Lanphier High School, Springfield, Illinois. It has been recommended for adoption to the Board of Education by a committee of food service employers of Springfield, and by the Executive Secretary of the Illinois State Restaurant Association. Details of the plan, in accordance with modern principles of education and community planning, would be worked out through cooperative planning of a food service employers'

advisory committee, the instructor of the course, and the school officials.

The plan, as outlined, is composed of three major divisions: selection of trainees; actual training of prospective employees; and placement and follow-up.

It is not necessary to select trainees rigidly and scientifically because the requirements for employment are neither scientific nor rigid. Since it is desired that trainees for this program shall, upon completion of their training, have acquired as many of the qualifications desired by employers as possible, a check should be made upon the applicant before she is admitted for training, and another check should be made near the time for completion of the course. Intermediate evaluations should be made as a part of guidance and instruction.

Trainees in this cooperative food service training program must:

1. Be at least 16 years of age and have satisfactorily finished at least two years of high school work;
2. Submit to a physical examination and be free from contractual and contagious diseases and physical handicaps; and
3. Have acceptable personal characteristics.

The actual training of these prospective employees shall consist of two parts:

1. School training for a minimum of 90 class hours including theoretical instruction and practical experience in the classroom and a two-week observation period;
2. Participation and apprentice training in a training center under the supervision of an employer.

After completion of the training program trainees shall be assisted in finding employment. Records and reports of their work shall be available to employers and efforts shall be made to contact employers in order to place girls in employment. Cooperation with the Illinois State Employment Service will assist in placement of the girls. During the training course trainees shall also be taught how to make applications for positions. Contact with the girls shall be maintained after employment in order to guide them and to keep them available for promotional opportunities.

Recommendations

The findings of this study justify the organization of a training program to prepare girls for the food service occupation in Springfield, Illinois. The home economics department of Lanphier High School, and the food service employers of Springfield must cooperate in presenting this training if it is to be really functional and meet the requirements of those who elect it. Such a program has been outlined herein.

Limitations

While this study purposed to determine how the home economics department of Lanphier High School could help girls secure employment in food service, there were certain features of employment which could not be covered in one such study. This study was made by interviewing only the employers. A similar study made of the employees would present the conditions in the food service occupation from another angle. No specific information was obtained during this study as to the kind and amount of training provided to employees after employment. It was found that there were opportunities for promotion in the food service occupation, but the number of promotions possibilities as compared with the number of employees was not determined. This study did not attempt to secure information on employer-employee relations—an important consideration in any occupation.

Suggestions for further study

It appears that there are at least three further studies which arise from the implications and recommendations presented in this study:

1. An investigation of the causes of the high turn-over in employment in food service.
2. A comparison of employed girls trained in this program with those not so trained.
3. A check on the adequacy of the school training during actual employment of the trainee.

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I HEREBY RECOMMEND THAT THE THESIS PREPARED UNDER MY SUPERVISION BY Dorothy L. Kellar

ENTITLED A Cooperative Program for Occupational Education in Food Service

BE ACCEPTED AS FULFILLING THIS PART OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF Science

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Chapter I
INTRODUCTION

For several decades increasingly large numbers of young people have been attending and graduating from the high schools of this country. Economic and social trends have been changing the composition of the school population. High school can no longer be regarded as only a preparation for college, for even today only a small percentage of our high school graduates attend college. The number of college students is greater than ever, but the number of high school students is proportionately greater still. As never before, public education is regarded as a means of qualifying whole generations for the difficult business of living in a complex world.

Girls who do not attend college usually look forward to spending several years in wage-earning pursuits, through necessity or choice, before entering marriage. If homemaking as offered in the high school is truly vocational, it prepares a girl to accomplish a job. We assume that the job will eventually be homemaking in one form or another. But economic changes have delayed the time of marriage, and how to make those

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intervening years profitable is our additional problem today. Too frequently, commercial training has been the only occupational training available. Home economics has concerned itself primarily with the occupation of homemaking and has been overlooking, to a large extent, its rich opportunity to aid the girls in the interim between school and marriage. True, the vocation of homemaking is of the greater importance, but is it not also true that education today is concerning itself with the present needs of students as well as a preparation for their futures? Homemaking education tends to be very practical while keeping flexible enough to meet varying needs of individuals. It is therefore an excellent medium through which vocational training in addition to homemaking may be offered girls in high school.

The basic belief in education today is adjustment of the individual to the environment in which he must live. One of the most significant areas in any life is that involving the earning of a livelihood. The school has lived through the subject matter, the project, and the child stages, and is now community centered. The individual must be oriented to the world of work, so that he may perceive his relation to it, and the inter-relations of its component parts. This orientation embraces the teaching of necessary skills and knowledge, the development of appropriate attitudes and habits, and

the building of a desirable character and personality. It is the function of the school to provide its students with the opportunities to make wise choices of occupations.

By far the most valuable test of one's interest in any vocation is getting the feel of it through actually trying it out. Participation in the actual working world is an indispensable part of education, both for developing in the individual a psychological feeling of belonging to his society, and for the building of a sound economic order. It makes for more intelligent and better adjusted future workers.

Taylor (17:252) reports that in some of the more progressive high schools, the instructors or vocational counselors secure the cooperation of local business men in making opportunities for students to try themselves out in various occupations. Only students who have demonstrated their ability and trustworthiness are placed in this way. Satisfactory results were reported by both employers and students. The students considered their experience invaluable in giving them a taste of what real work means and a better understanding of the advantages and disadvantages of certain jobs.

The school must adapt its program and procedure to the needs and resources of its community. The responsibility of the school may not always be a responsi-

bility to provide such training, but a responsibility to see that such education is made available.

The ability of a community to support a program of occupational education is an important point for consideration in this question. However, this occupational adjustment is too important to be considered as something that can be either tacked onto an educational program or left off. Today's problems make it an essential part of present-day society.

The National Occupational Conference (15:28,29) in a report published in 1938, explains that this financial handicap has been partially overcome in certain schools by means of close cooperation with the industries of the community. The schools must take the lead in initiating, guiding, and promoting these cooperative enterprises.

In some cities where trade training is available there is a demand for workers in the food service occupations. In April, 1938, the director (16:693) of the New York City evening and continuation schools reported that nearly 100 percent of their graduates got jobs, and that the number of graduates in food handling occupations was insufficient to meet the employers' demands.

The leaders of distributive education have included food service occupations within their field. Some effort has been initiated in Illinois to establish such courses in the high schools and evening schools of the state. Public opinion must be aroused and employers must cooperate in developing a finer morale among themselves and among their employees if more girls of high caliber are to become willing to choose this type of work.

Problem

Just before the turn of the century the great expansion in the restaurant business began. Between 1900 and 1930 the number of restaurants of all varieties more than trebled, partly because changes in social life multiplied the number of people who depended upon restaurants for their board, partly because dining out had become a more generalized form of amusement. In 1938 (19:xiii) nearly one million people were employed in the restaurant business and another three hundred thousand in hotels and hotel dining rooms. This increase has served to raise the prestige of food service occupations in somewhat the same manner that the profession of nursing has advanced since the early efforts of such leaders as Florence Nightingale.

Statement of the problem.--The purpose of this study is to answer the following question - How can the home economics department of Lanphier High School aid girls to secure employment in food service occupations in Springfield, Illinois?

In order to do this, data were collected during 1939-40 to determine:

1. What are the opportunities for food service employment?
2. What general conditions of work prevail in the food service occupation?
3. What qualifications are necessary for success in the food service occupation?
4. What type of training program for food service would be feasible in Springfield, Illinois?

By cooperative program is meant some plan whereby the girls receive part of their training in school and part under actual working conditions in places of employment. Modern educational philosophers agree that we learn what we live, and we learn best in situations like that in which the experience is to be carried out.

Delimitation.--The study was limited to two food service occupations which employ large numbers of young women in table and in counter service.

The type of program developed depends upon the amount of cooperation secured from employers, the support of the school system, and the relations with organized labor. All provisions of the child labor laws must be observed.

Since schools are maintained in the interests of society, the schools should be closely concerned with this problem of effecting some kind of adjustment between workers and jobs. The need is great for determining specific occupational opportunities and requirements, so that pertinent data may be made available for study by pupils and for the guidance of the schools.

The probability of the success of a program of occupational training depends in large part on the extent and appropriateness with which such a program is based upon a clear appreciation of the responsibilities of the school, of the capacities and limitations of the conditions under which the schools must work, upon the effectiveness with which the school works out desirable relationships with the community, and perhaps most vitally, upon the quality of the training itself.

Chapter II
REVIEW OF LITERATURE

The literature in the field of occupational training has become extensive since the depression era, and indicates that educators have become concerned with the problem of youth employment. Prior to that cataclysm it was assumed that there was work for everyone who wanted to work. It now appears that many persons are unable to find employment, and upon examination it has been found that often either they lack training or have the wrong training.

In a report of the National Occupational Conference (15:10) published in 1938, one of the functions of education is set forth as the adjustment of the individual to the environment in which he must live. One of the most significant areas of adjustment in any life is that involving the earning of a livelihood. The responsibilities of the public schools include the orientation of the individual in the world of work, so that he may perceive his relationship to that world and its parts, and the relationships of the parts one to another. They embrace the teaching of necessary skills and knowledge, the development of appropriate attitudes

and viewpoints and habits, and the building of desirable character and personality.

At the annual convention of the American Vocational Association in 1938, Mr. Thomas J. Quigley (9:3) retiring president, stated that there was developing in America a firmer belief that vocational training for a career could best be administered through actual participation in real lifelike working conditions. He believed that the public school system should function as an agency to provide such participation. It should be complete, systematic, well-analyzed, and interpreted in the classroom by successful people of the real working world. Under this conception the campus of the school is extended to include homes, farms, businesses, shops, and industrial plants.

William H. Kilpatrick (6:20), in a Progressive Education Association publication of 1936, stated that an actual situation responsibly faced is the ideal unit of educational experience; and that of all possible situations no other is quite so educative as one that prompts the responsible leaders of the community to join with the young in carrying forward an enterprise in which all really share, and in which each can have his own responsible part.

Leading educators in the field of home economics believe that the subject is a medium for training girls to fit into a society where many of them find it

desirable, or necessary, to spend several years in wage-earning pursuits before entering marriage. Williamson and Lyle (20:74) in 1934 listed the functions of home-making education as three:

1. It develops ability to earn one's living in various wage-earning pursuits to which home economics subject matter contributes,
2. It aids the development of the girl in health, social living, enjoyment, and other major objectives of education, and
3. It trains for homemaking and assistant home-making.

The Journal of Home Economics, official organ of the American Home Economics Association, carried an editorial (7:646-47) in 1931 in which it saw home economics contributing toward a girl's earning ability in two ways:

1. By the specific training in some gainful occupation or profession whose interests are allied to those of homemaking, and
2. By developing certain traits and characteristics desired by employers.

Vocational education leaders are in accord with this philosophy. Treva Kauffman (11:946), then Superintendent of Home Economics Education in New York, before the National Education Association in 1930, quoted Dr. Edwin A. Lee as saying that women must be trained not for one vocation, but for at least two; of

these, homemaking is the permanent vocation; the other in the overwhelming majority of cases must be considered temporary.

In spite of the fact that there is general agreement that this type of training is desirable, there is little evidence that the schools are doing anything about it.

A 1938 survey of Maryland youth (13:881), considered to be a reliable cross section of the characteristics of the national youth population, reported that only 22 percent of the youth surveyed had received any vocational guidance. This lack was believed to account for the large number of unrealistic vocational preferences of the group. The report (13:883) suggests that the facilities of existing agencies be expanded and directed toward making the intervals between work and school periods of profitable activity for youth.

The vocational guidance program (18:45) recognizes that under proper conditions practical work experience is one of the most valuable aids to guidance. Vocational work in occupations legally available to children should be permitted all who desire it if they have reached the legal working age. Work before and after school may also be permitted for a few hours per day in suitable occupations, because of the value of this sort of employment in teaching children the methods and habits of work.

Manley (12:83-86) in 1938 described a method for collecting data for a cooperative training program. The purpose of his study was to determine the content, organization, and teaching devices needed for giving adequate specific related instruction in the school. He first made an analysis of the occupation and then checked it with an employer in the field to determine what could be taught the pupil on the job. He stated that because of lack of time the employer could be responsible only for instructing or seeing that the pupil was instructed in the performance of as many of the jobs that appeared in the analysis as was possible. The school was to be responsible for teaching the pupil those things in the analysis other than the actual performance of the jobs. Courses of study were then drawn up to be used in Opelika, Alabama.

Dinsmore (14:10) reported in 1930 that girls graduating from the Owatonna, Minnesota, High School were following three lines of activity: homemaking, wage-earning occupations, and attending college. The home economics courses were re-organized so as to meet the needs of these three groups. Of the wage-earning occupations three were most generally followed: stenography, food service, and homemaking.

Mary Cloonan (4:627-630) in a study made in Rochester, New York, in 1931 found that employers look for the following qualifications in employing girls:

good health, neat appearance, pleasing personality, ability to stick to a job until it is mastered, an honest appreciation of the need for using the company's time for the company, serious-mindedness in regard to the work at hand, ability to use their hands, alertness, readiness to step into another job in an emergency, ability to work in peace with others, respect for the property of the company, evidence of real interest in the work undertaken, and tractability.

Clark (3:582) in 1932 stated that many studies had been made of the occupational choices of high school girls and from 40 percent to 60 percent of them chose three or four occupations, but that it was impossible for more than three or four percent of the girls to enter these occupations, but he did not state what these occupations were.

Louise Mason (14:51) in a study published in 1935 showed that the girls who were leaving or graduating from the Garland High School were entering occupations to which a knowledge of home economics could make definite contributions. The job analyses of the three jobs in which the largest number of girls were engaged were general office work, sales work, and table service. The instruction was reorganized to include more material on personality and good grooming.

House (8) in 1936 made a study of employment conditions, standards, and procedures of employment for beginners in five leading lines of employment in greater Kansas City for the purpose of determining what information should be furnished the youth of the community about occupations in these lines of employment. His study indicated that on the average there are over three times as many jobs in which youth is employed in the production departments of the industries studied as there are in the commercial departments. From the preliminary survey it appeared to him that in general the jobs offered to the boy or girl under twenty-one should be considered either as commercial or production. It seemed to him that high schools should furnish information to boys and girls that would help them to market their assets as workers to the best advantage.

He further stated that the conditions surrounding employment of youth in these industries would be so typical of all industries as to be a guide for all boys and girls of high school. This would seem too broad a generalization, especially in view of the fact that there was no other field of occupation studied to bear out this statement.

In 1937 Albright (1:12-19) made a survey of former graduates to determine what occupations they had secured, in order to plan a course in diversified

occupations. This course was planned almost exclusively for boys, however, as a result of his job analysis of 25 occupations. It was carried on in cooperation with the businesses of Cheyenne, Wyoming.

Cowley and Beighley (5:644-7) set up in 1938 an occupational survey form under the headings: type of work, personnel, conditions of work, remuneration, non-financial compensations and consideration, non-financial limitations, trends, training, eligibility, desirable personal characteristics, but did not report how it was used.

Implications.--Any realistic program for occupational instruction must take into consideration the absolutely inescapable necessity for the establishment of cooperative working relationships between the school and many other agencies in the community. Ordinarily the school finds itself in the position of initiating and "selling" its programs to those whose cooperation is required. Occupational education in the schools is very often a new departure and employers are quite naturally reluctant to agree to engage new workers without experience on the sole recommendation of the average school principal or teacher.

If the aim of occupational education is to get or create jobs which its students can do, and in which they can find some measure of contentment and happiness, it follows of necessity that the terminal function of occupational education is placement. It is the end result toward which both occupational instruction and occupational counseling point.

Placement is often considered vital to the success of a vocational course. Placement by the school is supposed to give it prestige and to keep it sensitive to the demands of the employment market and aware of the success or lack of success of its curriculum and methods. Correlation of the employment and school work must be guarded and the employment supervised by some properly equipped school agency.

Chapter III

MATERIALS AND METHODS

The materials used for this study consisted of an occupational survey sheet, lists of desirable qualifications for an employee, job descriptions of the table and counter service occupations, and the development of a possible cooperative plan for occupational training in food service.

These forms were needed in order to collect data to determine:

1. What are the opportunities for food service employment?
2. What general conditions of work prevail in the food service occupation?
3. What qualifications are necessary for success in the food service occupation?
4. What type of training program for food service employees would be feasible in Springfield, Illinois?

The occupational survey sheet was planned in order to secure information as to the number of girls employed in food service in Springfield, Illinois, and to determine what were the conditions of employment. The lists of desirable qualifications for a food service

employee were developed to determine what type of girls were desired by employers in this field of employment. Job descriptions were needed to plan what should be taught in a school course if there proved to be a need and desire for this type of course. A cooperative training plan was necessary in order to make the work practical and to enlist the interest of food service employers.

The occupational survey sheet was developed by evaluating the features of various surveys made by vocational guidance organizations and other research studies and evolving an original form particularly fitted to the food service occupations. This was examined by the Head of the Home Economics Education Department, by the Director of Graduate Research, and the thesis advisor of Colorado State College, and by three food service employers of Fort Collins, Colorado. It was also examined by the Executive Secretary of the Illinois State Restaurant Association. Their criticisms and suggestions were incorporated in the final form to insure its completeness and accuracy.

OCCUPATIONAL SURVEY

NAME OF EMPLOYER _____

ADDRESS OF EMPLOYER _____

SIZE OF BUSINESS (How many served daily) _____

NAME OF EMPLOYMENT MANAGER OR PERSON INTERVIEWED _____

A. How many girls are employed in counter and table service?

1. How many table service girls do you employ at this time? _____
2. How many counter service girls do you employ at this time? _____
3. Designate ages of these employees at time of employment:

	<u>Table Service</u>	<u>Counter Service</u>
Number from 16-20 years of age?	_____	_____
Number from 21-25 years of age?	_____	_____
Number over 25 years of age?	_____	_____

B. What are the trends in employment in food service?

1. Compared with last year at this time, is the number of your table service employees:
Larger ____? Smaller ____? Same ____?
2. Compared with last year at this time, is the number of your counter service employees:
Larger ____? Smaller ____? Same ____?

Occupational Survey - 2

3. Is employment in your establishment:

Regular____? Irregular____? Seasonal____?

4. Are well-trained table service girls:

Easy to secure____? Difficult to secure____?

5. Are well-trained counter service girls:

Easy to secure____? Difficult to secure____?

6. How many new persons have you employed in the
past year? _____

C. How do you secure your employees?

1. Through employment agencies?

Public____? Private____?

2. Through recommendations of former employers?_____

3. Through recommendations of former employees?_____

4. Through schools?_____

5. Through personal application?_____

6. Other ways?_____

D. How do you determine an applicant's vocational preparation?

1. Do you require experience?

No____ Yes____ How much____?

2. Do you provide additional training for employees?

No____ Yes____ How much____?

3. How do you check an applicant's skill and
ability?

By a try-out period?_____

From recommendations?_____

Occupational Survey - 3

From information secured through interview? _____

Other ways - list here: _____

4. Do you know of any present local opportunities to secure vocational training in this field of work? _____

E. What are the conditions of work in your establishment?

1. What is your policy regarding employee-organizations?

Required? _____ Optional? _____ Discouraged? _____

2. What health certificates do you require of employees?

Freedom from venereal diseases? _____

Typhoid immunity? _____

Smallpox vaccination? _____

Other tests - name here: _____

3. Do you provide for your employees:

Rest rooms? _____

Vacations: With pay? _____ How long? _____

Without pay? _____

Time off for illness: With pay? _____

How long? _____

Without pay? _____

Insurance? _____ What kinds? _____

Occupational Survey - 4

4. What are the hours of work for female employees?

	<u>Table Service</u>	<u>Counter Service</u>
How many hours per day?	_____	_____
How many hours per week?	_____	_____
How many days per week?	_____	_____

5. What opportunities are there for promotion for table service employees in your establishment? (Women only)

Floor girls _____	Food checker _____
Waitress _____	Cashier _____
Waitress captain _____	Chef _____
Hostess _____	Stewardess _____
Room service _____	Social director _____
Counter girl _____ (kitchen)	Others: _____

6. What opportunities are there for promotion for counter service employees in your establishment? (Women only)

Floor girl _____	Cashier _____
Counter girl _____	Hostess _____
Specialized counter girl _____	Chef _____
Head counter girl _____	Stewardess _____
Food tabulator _____	Others: _____

7. What remuneration is made for these occupations?

Occupational Survey - 5

	<u>Table Service</u>	<u>Counter Service</u>
What is your beginning wage?	_____	_____
What is your maximum wage?	_____	_____
What do you furnish in addition to wages?		
Meals: How many?	_____	_____
Uniforms	_____	_____
Laundry of uniforms	_____	_____
Other:	_____	_____
Do you allow tipping by customers?		
Yes? _____		No? _____
Is this considered part of the wages?		
Yes? _____		No? _____

F. Do you favor school training for these vocations?

To what extent are you willing to cooperate with the home economics department of Lanhier High School to provide a cooperative training program for this type of employment?

1. Allow students to visit your establishment? _____
2. Allow students to observe work in your establishment for a stated length of time? _____
3. Allow students to work in your establishment when not in school, such as summer vacation? _____
4. Allow students to work part-time while attending school part-time? _____
5. Assist in setting up a correlated course of study for use in school training course? _____

Occupational Survey - 6

6. When possible, employing students who have successfully completed an approved school training course? _____
7. "Apprentice" training after completion of school training course? _____
8. Other ways:

G. Other suggestions.

Names of food service establishments in Springfield, Illinois, were secured from the Illinois State Restaurant Association, the United States Employment Bureau, and the city telephone directory. Those establishments which had an undesirable reputation, which did not serve meals, and which were outside the city limits were eliminated from this list. There remained 61 establishments which met these requirements.

The occupational survey sheet was taken to each of these 61 establishments to be checked during an interview with the employer or other person in charge. It was explained to the employer that the survey was being made to determine if there were an opportunity for high school girls to train for the occupations of table service and counter service, and if such training should be given in school. Of these 61 establishments 46 cooperated by allowing the survey sheets to be filled out, but 15 were not sufficiently interested to assist.

From these 46 establishments 12 were asked to check a second set of interview questions concerning desirable qualifications for employment and for details of work done by table and counter service girls in their establishments. These 12 establishments were selected as representing the best in their groups in order to secure as high a standard for training as possible.

The check sheets of desirable qualifications for individual employees in table and counter service were developed by studying the duties of the occupations and by reference to various reports on success in vocational life. A comprehensive list was compiled and checked by three food service employers of Fort Collins, Colorado, and by those in charge of research at Colorado State College of Agriculture and Mechanic Arts to insure their correctness of form and the inclusion of all essential qualifications.

It was then revised into its present form and used as a check sheet as previously explained. The purpose of this sheet was to serve as a guide in counseling and placement by determining what type of girl was desirable and what training was required.

NAME OF EMPLOYER:

DESIRABLE QUALIFICATIONS FOR
FOOD SERVICE EMPLOYEES

Qualification	Re- quired	Desired	Unim- portant
---------------	---------------	---------	------------------

PREPARATION AND TRAINING:

High school graduation	_____	_____	_____
Home economics course	_____	_____	_____
Trade training	_____	_____	_____
Experience in any job	_____	_____	_____
Experience in similar job	_____	_____	_____
Skill in food preparation	_____	_____	_____
Ability to write legibly	_____	_____	_____
Ability to speak good English	_____	_____	_____
Ability to use figures	_____	_____	_____
Ability to make change	_____	_____	_____
Ability to use cash register	_____	_____	_____

PERSONAL CHARACTERISTICS:

Age	_____	_____	_____
Attractive appearance	_____	_____	_____
Good grooming:			
Absence of halitosis	_____	_____	_____
Absence of body odors	_____	_____	_____
Personal cleanliness	_____	_____	_____
Clear complexion	_____	_____	_____
Make-up:			
Cosmetics	_____	_____	_____
Perfume	_____	_____	_____
Nail polish	_____	_____	_____
Physical characteristics:			
Weight	_____	_____	_____
Height	_____	_____	_____
Coloring	_____	_____	_____
Religion	_____	_____	_____
Nationality	_____	_____	_____

The list of character trait actions on this page are arranged in a series ranging from the possession of a high degree of the characteristic to the point where a negative reaction is present. Check only the character trait actions which you consider essential to a satisfactory food service employee.

Check the essential characteristics here.

CHARACTER TRAIT ACTIONS:

Honest:

Willing to tell absolute truth _____
 Evades the truth if unpleasant _____
 Untruthful in order to avoid _____
 just criticism _____
 Trustworthy in handling money _____
 Careless in handling money _____
 Dishonest in handling money _____

Tactful:

Understands the viewpoint of _____
 others _____
 Criticizes those who do not _____
 agree _____
 Defers to customers and enjoys _____
 serving them _____
 Antagonizes customers _____
 Kind and courteous to all _____
 Courteous to superiors but not _____
 to co-workers _____
 Discourteous to others _____

Punctual:

Always on time or early _____
 Usually arrives and leaves _____
 exactly on time _____
 Often late in arrival _____
 Leaves early if possible _____

Cooperative:

Willing to carry fair share of _____
 common load _____
 Does only the work required _____
 Tries to avoid as much work as _____
 possible _____

Reliable:

Accurate and thorough in carrying out work

Considers details unimportant

Often makes mistakes

Never fails to complete a job

Completes a job if there is time

Completes a job if it is not too difficult

Dependable in fulfilling responsibility

Sometimes forgets responsibility

Will not assume responsibility

Uses mature judgment in making decisions

Depends upon the judgment of others

Distrusts the judgment of others

Alert:

Eager to learn

Discovers ways to improve work

Follows directions of others

Does not follow directions

Willing to ask questions

Adopts new suggestions of others

Depends upon present knowledge

Refuses to try new ideas and methods

The job description sheets were organized by making a composite list of all duties in connection with food service work. Three food service employers of Fort Collins, Colorado, checked them to determine which duties were performed in the occupations of table and counter service. They were checked for form by those in charge of graduate research at Colorado State College of Agriculture and Mechanic Arts.

The job description forms were used as a check sheet in an interview with the 12 employers selected as previously described. Each was asked to indicate which of these duties were performed by the table and counter service girls employed in his establishment, and which of these duties he believed could be taught in a school training course, and which could be learned only on the job.

These job description sheets were then presented to the home economics teachers of Lanphier High School to check the duties they believed could be included in a school course of training.

NAME OF FIRM OR EMPLOYER :

DESCRIPTION OF THE OCCUPATION
COUNTER SERVICE

Check
Here:

Note:- The following list of duties is customarily performed by counter service employees. Please check in the column to the left which of these duties you believe could be learned in a school training course with a "1". If you believe this skill could be learned only on the job mark it with a "2".

Offer menu card
Repeat menu from memory

Obtain patron's order by:
Making a mental note
Writing the order
Guest writes the order

Assemble food:
From counter
From steam table
From kitchen

Set place at counter
Arrange order on counter

Serve the food:
As plate lunch
In courses
A la carte
Serve fountain confections

Collect payment
Present patron with check
Make change
Operate cash register

Clear counter

Prepare or assist with preparation of:
Alcoholic beverages
Non-alcoholic beverages
Fountain confections
Short orders
Complete meals
Salads
Sandwiches

Counter service - 2

Wash, polish or assist with:

China
Silver
Glassware
Fountain equipment
Cooking equipment

Get additional supplies by:

Going for them
Requesting them to be brought

Responsible for counter or steam table:

Cleaning
Control of steam
Control of gas or electricity
Setting up foods
Clearing counter or steam table
Setting up dishes

Responsible for arrangement and cleanliness of:

Shelves
Food containers
Condiment containers
Glass containers
Serving equipment
Windows
Counters
Mirrors
Booths
Tables
Chairs
Other equipment:

Type menus

Fold linen

Dust furniture

Sweep floors

Wash floors

Wax floors

Other Duties: (list)

NAME OF FIRM OR EMPLOYER:

DESCRIPTION OF THE OCCUPATION
TABLE SERVICE

Check Here: Note: The following list of duties is customarily performed by table service employees. Please check in the column to the left which of these duties you believe could be learned in a school training course with a "1". If you believe this skill could be learned only on the job mark it with a "2".

- Greet guests
- Seat guests
- Assist with wraps
- Offer menu card
- Repeat menu from memory

- Obtain patron's order by:
 - Making a mental note
 - Writing the order
 - Guest writes the order
- Transmit order to someone else
- Fill order

- Serve the meal as:
 - A plate lunch
 - Courses
 - A la carte
 - Holding dish for guest to serve self
- Use tray service
- Use arm service
- Use tray stand

- Collect payment at table
- Present check to patron
- Use cash register

- Clear table using tray
- Clear table using arm
- Clear and set table alone
- Clear and set table assisted by bus boy

- Prepare or assist with preparation of:
 - Alcoholic beverages
 - Non-alcoholic beverages
 - Fountain confections
 - Short orders
 - Complete meals
 - Salads
 - Sandwiches

Table Service - 2

Clean, wash, or polish or assist with:

China

Silver

Glassware

Condiment containers

Responsible for arrangement and cleanliness of:

Shelves

Food containers

Serving equipment

Windows

Counters

Tables or booths

Mirrors

Chairs

Other equipment:

Type menus

Fold linen

Dust furniture

Sweep floors

Wash floors

Wax floors

Arrange flowers

Other Duties: (list)

Tabulation of data

These data were tabulated to determine:

1. Number of food service girls employed
2. Ages of those employed
3. Trend of food service employment
4. Regularity of employment
5. Supply of well-trained food service employees
6. Number of new employees during year
7. Sources of employees
8. Vocational preparation required
9. Opportunities for vocational training
10. Conditions of work
11. Opportunities for promotion
12. Wages paid for food service employment
13. Willingness of employers to assist in organization and support of cooperative training program
14. Subject matter for course of study
15. Type of employee desired

After these blanks were checked the Executive Secretary of the Illinois State Restaurant Association called a meeting of seven employers selected for their willingness to cooperate and the high standard of their establishments. They assisted in setting up the suggested unit of study and conditions under which a cooperative training program could function.

Chapter IV

ANALYSIS OF DATA

For the purpose of determining how the home economics department of Lanphier High School, Springfield, Illinois, might assist girls to secure employment in the food service occupations, data gathered during the survey were analyzed to determine:

1. What are the opportunities for employment in the food service occupation?
2. What general conditions of work prevail in the food service occupation?
3. What qualifications are necessary for success in the food service occupation?
4. What type of training program for food service employees would be feasible in Springfield, Illinois?

Opportunities for employment in food service

As stated in Chapter III, 61 food service establishments within the city limits which served food were selected for this study. The 46 employers who were sufficiently interested to cooperate in filling in the survey blanks were classified into four groups: restaurants and confectioneries, taverns serving food, cafeterias, and hotels (Table 1). Restaurants and confectioneries, the largest group, employed the largest

number of girls.

Table 1.—TYPES OF FOOD SERVICE ESTABLISHMENTS INCLUDED
IN THIS STUDY

Classification of Establishments	Number of Establishments	Number of Employees
Restaurants and confectioneries -----	36	211
Taverns (serving food)-	6	28
Cafeterias -----	2	19
Hotels -----	2	17
Totals -----	46	285

These 46 establishments at the time of the survey employed 215 table service girls and 70 counter service girls, totaling 285 food service girls (Table 2). Fourteen establishments employed both table service girls and counter service girls. By far the largest number of establishments employed from 1 to 5 girls, the second largest group employed 6 to 10 girls: only a very few establishments employed more than 10 girls.

Table 2.—NUMBER OF FOOD SERVICE GIRLS EMPLOYED AT THE
TIME OF THE SURVEY (46 establishments)

Number of girls employed	Number of estab- lishments			Total number of girls employed			
	Counter	Table	Total	Counter	Table	Total	Percent
1 - 5	14	29	43	30	92	122	42.8
6 - 10	3	9	12	26	64	90	31.6
11 - 15	1	3	4	14	40	54	19.
16 - 20	0	1	1	0	19	19	6.6
Totals	18	42	60	70	215	285	100.

Age distribution of food service employees.---

The girls employed in counter and table service ranged from 16 to over 25 years of age. Forty-seven percent of these girls were from 21 to 25 years of age, and 39 percent were from 16 to 20 years of age, leaving only 16 percent of the employees in this field who were over 25 years of age (Table 3).

Table 3.—AGES OF GIRLS EMPLOYED IN FOOD SERVICE AT TIME OF SURVEY

Age group	Counter service		Table Service		Total	
	Number	Percent	Number	Percent	Number	Percent
16 - 20	16	23.2	82	41.6	98	36.8
21 - 25	37	53.6	88	44.6	125	47.0
Over 25	16	23.2	27	13.7	43	16.2
Totals	69	100.	197	99.9	266	100.

Trends in food service employment.--The food service business for the preceding year had shown no distinct trend up or down, since 42 or 67.7 percent of the employers reported "no change" (Table 4). A slightly larger number indicated a decrease than indicated an increase.

Table 4.—FOOD SERVICE EMPLOYMENT DURING 1939-40 (46 establishments)

Trend	Counter		Table		Total	
	Number	Percent	Number	Percent	Number	Percent
No change	12	60.	30	71.4	42	67.7
Decrease	5	25.	6	14.3	11	17.7
Increase	3	15.	6	14.3	9	14.6
Totals	20	100.	42	100.	62	100.

Employment in these 46 establishments had been generally regular, as indicated by 72 percent of the employers. Only a few businesses, 22 percent, indicated seasonal employment (Table 5).

Table 5.—REGULARITY OF EMPLOYMENT IN FOOD SERVICE

Employment was:	Number	Percent
Regular	33	71.7
Seasonal	10	21.7
Irregular	3	6.5

Although only 285 girls were employed in these food service establishments at the time of the survey 418 girls had been newly employed during the preceding year (Table 6), giving a turn-over of 147 percent.^{1/} This is a very significant factor indicating a need for some remedial efforts to stabilize employment.

^{1/} Number of girls employed during the preceding year divided by the number employed at time of study equals the percentage turn-over.

Table 6.—NUMBER OF NEW EMPLOYEES IN FOOD SERVICE OCCUPATION DURING 1939-40

No. of New Employees	No. of Establishments	Total No. of New Employees
87	1	87
75	1	75
30	1	30
25	1	25
22	1	22
20	1	20
15	1	15
12	2	24
8	3	24
7	1	7
6	3	18
5	7	35
4	2	8
3	3	9
2	7	14
1	5	5
0	5	0
Totals	45	418

When the frequency of employment turn-over was considered, it was found that 64 percent of the establishments had a lower turn-over than the average of 147

percent, and that 36 percent had a higher turn-over than the average. Reference to the intervals of turn-over frequency (Table 7) indicates that the largest interval was from 25 to 50 percent turn-over, but that this was only 24 percent of the entire group. Two establishments had employed 15 or more times as many girls as were employed by them at the time of the survey. This would seem to imply that certain establishments have a tendency toward a higher turn-over in employment.

Table 7.—FREQUENCY OF EMPLOYEE TURN-OVER IN FOOD SERVICE ESTABLISHMENTS DURING 1939-40

Percent of Turn-over	No. of Estab- lishments	Percent of Estab- lishments
Less than 25 percent	7	15.6
25 - 50 percent	11	24.4
51 - 75 percent	2	4.4
76 - 100 percent	7	15.6
101 - 125 percent	2	4.4
126 - 150 percent	2	4.4
151 - 175 percent	5	11.1
176 - 200 percent	4	8.9
201 - 250	3	6.6

1500 -1750 percent	2	4.4
	45	99.8

Forty-one of the employers (or 97.6 percent) indicated that well-trained table service employees were difficult to secure and only one (or 2.4 percent) reported they could be easily secured (Table 8). Eighteen (or 90 percent) of the employers indicated that well-trained counter service employees were difficult to secure and only two (10 percent) reported they could be easily secured. This should be an important consideration in view of the high turn-over in employment.

Table 8.—SUPPLY OF WELL-TRAINED FOOD SERVICE EMPLOYEES

Type of Service	Easy to Secure		Difficult to Secure	
	Number	Percent	Number	Percent
Counter (20)	2	10.	18	90.
Table (42)	1	2.4	41	97.6

Source of employees.—The 46 establishments secured their employees in many ways. Personal application was by far the most frequently used, being checked by 38 (or 41.3 percent) of the employers. Public and private employment agencies combined were used by only 29 (or less than one-third) of the employers. Some of them indicated that they used more than one way to secure new employees. It is interesting to observe that at this time the schools were used the least (Table 9).

Table 9.—SOURCES OF FOOD SERVICE EMPLOYEES (46 establishments)

Source	No. using Source	Percent
Private employment agency	(16)	---
Public employment agency	(13)	---
Employment agencies	29	31.5
Personal application	38	41.3
Recommendation of former employers	10	10.9
Recommendation of former employees	10	10.9
Newspaper advertisements	3	3.3
Schools	2	2.2

Vocational preparation required by employer

Amount of training required.--Of the 46 employers interviewed 25 indicated that they required experience of their applicants, but 21 did not require experience (Table 10). However, 56 percent of the 25 employers did not have a standard for experience inasmuch as they could not specify how much experience they required. In only one case was the requirement as much as one year.

Only 29 provided additional training after employment (Table 10) and 17 gave no in-service training. Again, they seemed to have no definite standard inasmuch

as 90 percent of the 29 could not specify how long a training period was offered. In no case was the training period extended longer than one month.

Table 10.—AMOUNT OF EXPERIENCE AND ADDITIONAL TRAINING REQUIRED BY EMPLOYERS

Requirement	Number	Percent
Experience: (25)		
Not specified	14	56.
Less than six months	5	20.
Six months to one year	5	20.
One year or over	1	4.
Additional training in-service (29)		
Not specified	26	89.7
One week to four weeks	3	10.4

Check on applicant's ability and skill.--In order to check an applicant's skill and ability 96 percent of the 46 employers made use of a try-out period of indefinite length (Table 11). In some cases this was evidently used in conjunction with other means as 24 percent also indicated that they secured information concerning an applicant's ability through the interview. Recommendations were considered of value to only five employers.

Table 11.—WAYS IN WHICH EMPLOYERS CHECK APPLICANT'S ABILITY AND SKILL (46)

Check	Number	Percent
Try-out period -----	44	95.6
Information through interview -	11	24.
Recommendations -----	5	10.8

Vocational training available to employees.--

The employers unanimously stated that there was no vocational training for food service available in Springfield at that time (Table 12).

Table 12.—OPPORTUNITY FOR VOCATIONAL TRAINING IN FOOD SERVICE OCCUPATIONS

	Number	Percent
No -----	46	100
Yes -----	0	---

General conditions of work in the food service occupation

Status of employee-organizations.--Membership

in any employee-organization was checked as optional by 32 (70 percent) of the 46 employers. Only two employers required membership in any organization of his employees (Table 13).

Table 13.—STATUS OF MEMBERSHIP IN EMPLOYEE-ORGANIZATIONS

Membership	Number	Percent
Optional-----	32	69.5
Discouraged-----	12	26.0
Required-----	2	4.3
Total	46	99.8

Health regulations.—Although there were city and state regulations concerning health examinations for food handlers, they were not laws and no efforts were made to enforce them. Forty-three percent of these establishments stated that they required no examination of any kind (Table 14). Employers made a check on freedom from venereal diseases more frequently than from any other disease, but only 48 percent considered even that.

Table 14.—HEALTH REQUIREMENTS FOR FOOD SERVICE EMPLOYEES
(46 establishments)

Examination	Number	Percent
Venereal diseases -----	22	47.8
None -----	20	43.4
Typhoid immunity -----	12	26.
Smallpox vaccination-----	12	26.
Doctor's approval -----	3	6.5
City requirement -----	2	4.3
State requirement -----	1	2.1

Provisions for health and comfort of employees.--Forty of the 46 employers provided rest rooms for their employees (Table 15), but no information was obtained concerning the adequacy or condition of these rest rooms.

Of the 46 employers 30 (or 65.2 percent) did not allow vacation periods with pay, while 16 (or 34.7 percent) did allow vacations with pay (Table 15).

Time off for illness without pay was allowed by 33 (or 71.7 percent) of the employers and 18 (or 28.2 percent) of them allowed time off for illness with pay (Table 15).

Of the 46 employers 38 (or 82.6 percent) protected themselves and their employees through workmen's compensation insurance, but workers in 8 (or 17.4 percent) of the establishments were not so protected (Table 15).

Table 15.—PROVISIONS FOR HEALTH AND COMFORT OF FOOD SERVICE EMPLOYEES (46 establishments)

Employer provides:	Number	Percent
Rest rooms:		
Yes-----	40	87.0
No-----	6	13.0
Vacations:		
Without pay-----	30	65.2
With pay-----	16	34.7
Time off for illness:		
Without pay-----	33	71.7
With pay-----	13	28.2
Compensation insurance:		
Yes-----	38	82.5
No-----	8	17.4

Of the 16 employers who allowed vacations with pay 14 (or 87.5 percent) stated that they allowed one week (Table 16). None allowed more than two weeks.

Time off with pay in case of illness was allowed by 13 employers. A period of two to seven days was granted by 10 (or 76.9 percent) of the employers (Table 16). Only one employer allowed more than one week off with pay for illness.

Table 16.—AMOUNT OF TIME WITH PAY ALLOWED FOR VACATION
AND ILLNESS

Time Allowed for:	Number	Percent
Vacation with pay: (16)		
One week-----	14	87.5
Two weeks-----	2	12.5
Over two weeks-----	0	----
Illness with pay: (13)		
One day-----	2	15.4
Two to seven days-----	10	76.9
Over seven days-----	1	7.7

Hours of work.--The maximum set by state law, eight hours per day, six days per week, or a total of 48 hours per week, was generally the required number of hours of work for table and counter service employees (Table 17). Only 11 percent required less than the maximum number of hours per week.

Table 17.—HOURS OF WORK FOR FOOD SERVICE EMPLOYEES
(46 establishments)

Time Required	Number	Percent
Hours per day:		
Eight-----	41	89.1
Seven and one-half-----	3	6.5
Six-----	1	2.1
One (noon hour only)-----	1	2.1
Days per week:		
Six-----	45	97.9
Five (noon hour only)-----	1	2.1
Hours per week:		
Forty-eight-----	41	89.1
Forty-five-----	3	6.5
Thirty-six-----	1	2.1
Five (noon hour only)-----	1	2.1

Opportunity for promotion.--There is some opportunity for promotion in table and counter service. The opportunities for advancement seemed to be in the acquisition of more responsibility chiefly as waitress captain, cashier, hostess, or head counter girl. Twenty-six or 62 percent of the table service employers mentioned no opportunity for promotion in their establishments (Table 18) and 14 or 70 percent of the counter service employers stated that there was no opportunity

for promotion in their establishments (Table 19).

Table 18.—OPPORTUNITIES FOR PROMOTION IN TABLE SERVICE
(42 establishments)

Promotion	Number	Percent
None-----	26	61.9
Waitress captain-----	8	19.0
Cashier-----	6	14.3
Hostess-----	5	11.9
Food checker-----	1	2.4
Chef-----	1	2.4
Stewardess-----	1	2.4
Secretary-----	1	2.4
Manager-----	1	2.4

Table 19.—OPPORTUNITIES FOR PROMOTION IN COUNTER SERVICE
(20 establishments)

Promotion	Number	Percent
None-----	14	70.
Head counter girl-----	3	15.
Cashier-----	3	15.
Chef-----	2	10.
Stewardess-----	1	5.
Manager-----	1	5.

Remuneration.--Wages for beginning table service workers ranged from less than \$6.00 per week to \$15.00 per week. The number of employers who paid wages in the interval of \$6.00 to \$7.99 was greater than in any other interval. There were 17 or 43.6 percent in this group (Table 20). Remuneration for beginning counter service workers also ranged from less than \$6.00 to \$15.00. The largest group of employers, five (or 31.2 percent) paid wages in the interval of \$8.00 to \$9.99.

Table 20.—BEGINNING WAGES IN FOOD SERVICE OCCUPATION
(41 establishments)

Range of Wages	Counter Service		Table Service		Total	
	Num-ber	Per-cent	Num-ber	Per-cent	Num-ber	Per-cent
Less than \$6. per week	2	12.5	1	2.6	3	5.5
\$6. to \$7.99 per week	3	18.7	17	43.6	20	36.4
\$8. to \$9.99 per week	5	31.2	14	35.9	19	34.5
\$10. to \$11.99 per week	3	18.7	5	12.8	8	14.4
\$12. to \$15. per week	3	18.7	2	5.2	5	9.1
	16	99.8	39	100.1	55	99.9

The maximum wage for table service workers ranged from \$6.00 to \$20.00. The largest group of employers, 14 (or 38 percent) paid wages falling in the interval of \$12.00 to \$15.00 (Table 21). The maximum wage for counter service employees ranged from less than \$6.00 to over \$20.00. The largest group of employers, six (or 37.5 percent) paid wages in the interval of \$12.00 to \$15.00, but two paid over \$20.00.

Table 21.—MAXIMUM WAGES IN FOOD SERVICE OCCUPATIONS
(41 establishments)

Range of Wages	Counter Service		Table Service		Total	
	Num-ber	Per-cent	Num-ber	Per-cent	Num-ber	Per-cent
Less than \$6. per week----	1	6.3	0	--	1	1.9
\$6. to \$7.99 per week----	0	--	8	21.6	8	15.1
\$8. to \$9.99 per week----	2	12.5	6	16.2	8	15.1
\$10. to \$11.99 per week-----	5	31.2	7	19.	12	22.6
\$12. to \$14.99 per week-----	6	37.5	14	38.	20	37.6
\$15. to \$19.99 per week-----	0	--	2	5.4	2	3.8
Over \$20.---	2	12.5	0	---	2	3.8
	16	100.0	37	100.2	53	99.9

In addition to monetary remuneration, table and counter service employees generally received two or three meals per day. Forty-eight percent of the establishments gave three meals, 21.7 percent gave two meals (Table 22). The majority of employers (54 percent) also furnished uniforms but only 22 percent paid for the uniform laundry.

Table 22.—FORMS OF REMUNERATION OTHER THAN WAGES FOR FOOD SERVICE OCCUPATIONS (46 establishments)

Form	Number	Percent
Meals:		
Three -----	22	48.
Two-----	10	21.7
One-----	8	17.4
None-----	6	13.0
Uniforms:		
Yes-----	25	54.3
No-----	21	45.7
Laundry of uniforms:		
No-----	36	78.2
Yes-----	10	21.8

While 96 percent of the establishments allowed tipping, only one considered tips to be a part of the employees' wage (Table 23).

Table 23.—STATUS OF TIPPING AS A FORM OF REMUNERATION
FOR FOOD SERVICE (46 establishments)

Tipping	Number	Percent
Allowed-----	44	95.6
Now allowed-----	2	4.4
Not considered part of wage----	45	97.8
Considered part of wage-----	1	2.2

Qualifications necessary for success
in food service

Personal characteristics desired.--Employers seemed to be insistent upon but a few personal characteristics of table and counter service employees. Of the 12 employers who were selected to fill out the lists of desirable qualifications for a food service employee, 91.6 specified good grooming as a required personal characteristic of food service employees. Nine (or 75 percent) desired the use of some cosmetics. Good grooming and attractive appearance were checked as either required or desired by 100 percent of the employers (Table 24). The employers unanimously agreed that they considered religion and nationality unimportant when employing girls for food service occupations.

Table 24.—PERSONAL CHARACTERISTICS OF FOOD SERVICE EMPLOYEES (12 establishments)

Characteristics	Required		Desired
	Number	Percent	Number
Good grooming:			
Absence of halitosis	11	91.6	1
Absence of body odors	11	91.6	1
Personal cleanliness	11	91.6	1
Clear complexion	7	58.3	5
Attractive appearance	9	75.0	3
Physical:			
Average weight	4	33.3	-
Average height	3	25.0	-
Color (complexion)	5	41.7	-
Age:			
Sixteen years of age	1	8.4	-
Eighteen years of age	3	25.0	-
Twenty-five years of age	-	---	1
Make-up:			
Cosmetics (light)	1	8.4	9
Perfume	-	---	2
Nail polish	-	---	3
Religion	-	---	-
Nationality	-	---	-

Table 24.—PERSONAL CHARACTERISTICS OF FOOD SERVICE EMPLOYEES (12 establishments)—CONTINUED

Characteristics	Desired	Unimportant	
	Percent	Number	Percent
Good grooming:			
Absence of halitosis	8.4	--	---
Absence of body odors	8.4	--	---
Personal cleanliness	8.4	--	---
Clear complexion	41.7	--	---
Attractive appearance	25.0	--	---
Physical:			
Average weight	----	8	66.7
Average height	----	9	75.0
Color (complexion)	----	7	58.3
Age:		7	58.3
Sixteen years of age	----	--	---
Eighteen years of age	----	--	---
Twenty-five years of age	8.4	--	---
Make-up:			
Cosmetics (light)	75.0	2	16.6
Perfume	16.6	10	83.4
Nail polish	25.0	9	75.0
Religion	----	12	100.0
Nationality	----	12	100.0

Preparation and training desired.--When the employers considered preparation and training of girls they employed at the time of the survey, the use of good English was the ability most generally required, being checked by 66.7 percent of the group (Table 25). The ability to make change and to figure was required by half the sample, and desired by at least an additional one-fourth. Nine of the 12 (75 percent) either required

or desired experience in a similar job. The least important items of consideration in the preparation and training of an applicant at that time were skill in food preparation and a home economics course in school. None of the employers required them and 75 percent of the group considered them unimportant. This should be of great significance to the home economics departments of the schools.

Table 25.—PREPARATION AND TRAINING OF FOOD SERVICE EMPLOYEES CONSIDERED BY EMPLOYERS (12 establishments)

Qualification	Required		Desired
	Number	Percent	Number
Ability to speak good English -----	8	66.7	2
Ability to make change-----	6	50.0	3
Ability to use figures-----	6	50.0	4
Ability to use cash register-----	4	33.3	4
Ability to write legibly---	3	25.0	5
Experience in similar job--	3	25.0	6
Experience in any job-----	2	16.6	4
High school graduation-----	2	16.6	5
Trade training -----	-	----	4
Home economics course-----	-	----	3
Skill in food preparation--	-	----	3

Table 25.—PREPARATION AND TRAINING OF FOOD SERVICE EMPLOYEES CONSIDERED BY EMPLOYERS (12 establishments) — CONTINUED

Qualification	Desired	Unimportant	
	Percent	Number	Percent
Ability to speak good English-----	16.6	2	16.6
Ability to make change-----	25.0	3	25.0
Ability to use figures-----	33.3	2	16.6
Ability to use cash register-----	33.3	4	33.3
Ability to write legibly---	41.7	4	33.3
Experience in similar job--	50.0	3	25.0
Experience in any job-----	33.3	6	50.0
High school graduation-----	41.7	5	41.7
Trade training-----	33.3	8	66.7
Home economics course-----	25.0	9	75.0
Skill in food preparation--	25.0	9	75.0

Character traits desired in employees

Character traits desired in food service employees were ranked according to the frequency with which the employers indicated that they considered them essential to a food service employee. Willingness to tell the absolute truth and to carry a fair share of the common load were considered essential by all (Table 26). Eagerness to learn and accuracy were ranked next. Trustworthiness in handling money, understanding the view point of others, kindness and courtesy to others, ability to discover new ways to do work, and willingness to ask questions were rated necessary by the third largest group, 10 of the 12 employers.

Table 26.—CHARACTER TRAITS OF FOOD SERVICE EMPLOYEES
DESIRED BY EMPLOYERS (12 establishments)

Trait Desired	Number	Rank
Tell absolute truth-----	12	1.5
Carries fair share of common load--	12	1.5
Is accurate and thorough in carrying out work-----	11	3.5
Is eager to learn-----	11	3.5
Is trustworthy in handling money---	10	7.
Understands the viewpoint of others-----	10	7.
Is kind and courteous to all-----	10	7.
Discovers ways to improve work-----	10	7.
Is willing to ask questions-----	10	7.
Follows directions of others-----	8	11.
Uses mature judgment in making decisions-----	8	11.
Is always on time or early-----	8	11.
Never fails to complete job-----	7	14.
Dependable in fulfilling responsi- bility-----	7	14.
Adopts new suggestions of others---	7	14.
Usually arrives and leaves exactly on time-----	4	16.
Depends upon present knowledge-----	2	17.5
Completes job if not too difficult-----	2	17.5

A feasible training program

Willingness of employers to assist.--When the employers were asked in what ways they would be willing to assist the school to provide vocational training for table and counter service, 37 or 82 percent indicated a willingness to cooperate (Table 27). They (82 percent) were willing to allow students to visit their places of business. Thirty-four (or 75.5 percent) agreed to allow students to observe their work for a stated length of time.

33 (or 73 percent) would employ students who had finished a school course, and 30 (or 67 percent) would allow students to work when not in school. Part-time employment while in school was the least favored method of cooperation, but over 55 percent of the employers were willing to cooperate even to this extent.

Table 27.—EXTENT OF COOPERATION OF FOOD SERVICE EMPLOYERS WITH SCHOOL TRAINING PROGRAM (45)

Employer Willing to:	Yes		No	
	Number	Percent	Number	Percent
Allow students to visit your establishment?	37	82.2	8	17.8
Allow students to observe work in your establishment for a stated length of time?	34	75.5	11	24.5
Employ students, when possible, who have successfully completed an approved school training course?	33	73.3	12	26.7
Allow students to work in your establishment when not in school, as in summer vacation?	30	66.6	15	33.4
Provide "apprentice" training after completion of school training course?	27	60.0	18	40.0
Assist in setting up a correlated course of study for use in school training course?	26	57.7	19	42.3
Allow students to work part-time while attending school part-time?	25	55.5	20	44.5

Duties performed by food service employees.--

A check of the lists of duties customarily performed by counter service and table service employees and worthy of consideration in a training program revealed that there were 51 duties which the majority of employers thought could be taught by the school (Table 28). They appear starred in this table.

Table 28.—DUTIES IN COUNTER AND TABLE SERVICE AND THE NUMBER OF EMPLOYERS WHO THOUGHT EACH COULD BE LEARNED IN SCHOOL AND ON THE JOB (12)

In School	On the Job	Duty
5	1	*Greet guests
4	1	*Seat guests
5	1	*Assist with wraps
10	2	*Offer menu card
4	4	Repeat menu from memory
		Obtain patron's order by:
5	4	*Making a mental note
7	2	*Writing the order
3	1	*Guest writes the order
2	1	*Transmit order
0	3	Fill order:
3	2	*From counter
2	2	From steam table
3	1	*From kitchen
4	1	*Set place at counter
3	2	*Arrange order on counter
		Serve the food:
10	2	*As plate lunch
7	2	*In courses
4	4	A la carte
3	0	*Holding dish for guest
1	3	Serve fountain confections
5	1	*Use tray service
3	0	*Use arm service
3	0	*Use tray stand
1	0	*Use hand service
6	0	*Clear table using tray
3	0	*Clear table using arm
4	0	*Clear and set table alone
4	0	*Clear and set table assisted by bus boy
4	2	*Collect payment
8	3	*Present patron with check
2	2	Make change

* Asterisk indicates that the majority of employers who checked that duty believed it could be taught in school.

Table 28.—DUTIES IN COUNTER AND TABLE SERVICE AND THE NUMBER OF EMPLOYERS WHO THOUGHT EACH COULD BE LEARNED IN SCHOOL AND ON THE JOB (12) —CONTINUED

In School	On the Job	Duty
3	6	Operate cash register
3	2	*Clear counter
		Prepare or assist with preparation of:
0	7	Alcoholic beverages
1	5	Non-alcoholic beverages
2	6	Fountain confections
2	6	Short orders
3	4	Complete meals
6	3	*Salads
5	4	*Sandwiches
		Wash, polish or assist with:
7	0	*China
11	0	*Silver
8	0	*Glassware
2	2	Fountain equipment
4	0	*Cooking equipment
		Get additional supplies by:
2	2	Going for them
2	2	Requesting them to be brought
		Be responsible for counter or steam table:
2	2	Cleaning
2	2	Control of steam
2	2	Control of gas or electricity
3	2	*Setting up foods
2	2	Clearing counter or steam table
2	2	Setting up dishes
		Be responsible for arrangement and cleanliness of:
5	2	*Shelves

*Asterisk indicates that the majority of employers who checked that duty believed it could be taught in school.

Table 28.—DUTIES IN COUNTER AND TABLE SERVICE AND THE NUMBER OF EMPLOYERS WHO THOUGHT EACH COULD BE LEARNED IN SCHOOL AND ON THE JOB (12) —CONTINUED

In School	On the Job	Duty
		Be responsible for arrangement and cleanliness of: —Cont.
6	3	*Food containers
4	2	*Condiment containers
4	1	*Glass containers
4	2	*Serving equipment
5	2	*Windows
7	2	*Counters
7	2	*Mirrors
6	4	*Booths
7	2	*Tables
6	2	*Chairs
8	1	*Type menus
8	0	*Fold linen
9	1	*Dust furniture
7	1	*Sweep floors
5	1	*Wash floors
5	1	*Wax floors
5	0	*Arrange flowers

*Asterisk indicates that the majority of employers who checked that duty believed it could be taught in school.

The home economics teachers of Lanphier High School checked this same list of duties; examination of the results, Table 29, revealed that there were only 11 instances in which there was a difference of opinion as to whether or not these duties could be taught in school. These differences are starred in Table 29. It should be noted that in each of these 11 instances the teachers thought more could be taught in school than did the

employers. These two lists should form part of the subject-matter for any training program devised for food service employees.

Table 29.—DUTIES IN COUNTER AND TABLE SERVICE AND THE NUMBER OF TEACHERS WHO THOUGHT EACH COULD BE LEARNED IN SCHOOL AND ON THE JOB (2)

In School	On the Job	Duty
x		Greet guests
x		Seat guests
x		Assist with wraps
x		Offer menu card
	x	Repeat menu from memory
		Obtain patron's order by:
x		Making a mental note
x		Writing the order
x		Having guest write order
x		Transmit order
x		*Fill order:
x		From counter
	x	From steam table
x		From kitchen
x		Set place at counter
x		Arrange order on counter
		Serve the food:
x		As plate lunch
x		In courses
x		*A la carte
x		Hold dish for guest
	x	Serve fountain confections
x		Use tray service
x		Use arm service
x		Use tray stand
x		Use hand service
x		Clear table using tray
x		Clear table using arm
x		Clear and set table alone
x		Clear and set table assisted by bus boy

*Asterisk indicates duties where teachers and employers' opinions differed.

Table 29.—DUTIES IN COUNTER AND TABLE SERVICE AND THE NUMBER OF TEACHERS WHO THOUGHT EACH COULD BE LEARNED IN SCHOOL AND ON THE JOB (2) —CONTINUED

In School	On the Job	Duty
X		Collect payment
X		Present patron with check
X		*Make change
X		*Operate cash register
X		Clear counter
		Prepare or assist with preparation of:
	X	Alcoholic beverages
X		*Non-alcoholic beverages
	X	Fountain confections
X		*Short orders
	X	Complete meals
X		Salads
X		Sandwiches
		Wash, polish or assist with:
X		China
X		Silver
X		Glassware
	X	Fountain equipment
X		Cooking equipment
		Get additional supplies by:
X		*Going for them
X		*Requesting them to be brought
		Be responsible for counter or steam table:
X		*Cleaning
	X	Control of steam
	X	Control of gas or electricity
X		Setting up foods
X		*Clearing counter or steam table
X		*Setting up dishes

*Asterisk indicates duties where teachers and employers' opinions differed.

Table 29.—DUTIES IN COUNTER AND TABLE SERVICE AND THE NUMBER OF TEACHERS WHO THOUGHT EACH COULD BE LEARNED IN SCHOOL AND ON THE JOB (2)—CONTINUED

In School	On the Job	Duty
		Be responsible for arrangement and cleanliness of:
x		Shelves
x		Food containers
x		Condiment containers
x		Glass containers
x		Serving equipment
x		Windows
x		Counters
x		Booths
x		Tables
x		Chairs
x		Type menus
x		Fold linen
x		Dust furniture
x		Sweep floors
x		Wash floors
x		Wax floors
x		Arrange flowers

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Summary of analysis

Forty-six food service employers in Springfield, Illinois, filled out occupational survey blanks. Of these 12 were selected to fill out the additional job description blanks and lists of desirable characteristics for food service employees.

These 46 establishments employed 285 girls but had an employment turn-over during the preceding year of 147 percent. Fourteen establishments employed both table and counter service girls. Forty-three percent of these establishments employed from one to five girls. The largest age interval of food service employees was from 21 to 25 years of age.

Employment in the occupation of food service was generally regular and there was no distinct trend up nor down. Employers usually secured their employees by personal application.

Of the 46 employers 25 required experience in their applicants and only 29 gave additional training after employment. In neither case was there a definite standard. It was customary to check an applicant's ability by a try-out period. No vocational training outside of actual employment was available in Springfield, Illinois.

Only 16 employers gave vacations with pay and only 13 allowed paid time off for illness.

It was customary to require the lawful maximum of 48 hours per week, 6 days per week, of food service employees. Salaries ranged from \$6.00 to over \$20.00, but the largest interval for maximum salaries fell between \$12.00 and \$15.00.

Opportunities for promotion came through increase in salary, and through advancement to waitress captain, cashier, hostess, and head counter girl.

Employers were very willing to work with the school in establishing a cooperative training program. The least favored form of cooperation was part-time employment, but even this was checked by over 50 percent of the employers.

Employers desired girls who were well-groomed, attractive, used good English, could make change and figure, were willing to tell the truth and willing to carry a fair share of the common load.

There were 51 duties which employers believed could be taught in school before the girl sought placement in actual employment. There were 11 additional duties which, according to the home economics teachers at Lanphier High School, could be taught in the school program.

Chapter V
DISCUSSION

The purpose of this study, as stated in chapter I, was to determine how the home economics department of Lanphier High School, Springfield, Illinois, could help girls to secure employment in the food service occupation. Data gathered on the occupational survey blanks, the job descriptions, and the list of desirable characteristics for food service employees were analyzed.

From these data information bearing directly upon the problem as stated above was divided into four sections in order to answer the following questions:

1. What are the opportunities for food service employment?
2. What general conditions of work prevail in the food service occupation?
3. What qualifications are necessary for success in the food service occupation?
4. What type of training program for food service employees would be feasible in Springfield, Illinois?

What are the opportunities for food service employment?

In the 46 food service establishments of the survey 285 girls were employed at that time, but a total of 418 new girls had been employed during the preceding

year, indicating a large turn-over of employment. No information was obtained as to the cause of such a high rate of turn-over (147 percent), but because of the fact that 90 percent of the counter service employers and 97 percent of the table service employers indicated that well-trained girls were difficult to secure, it can be assumed that lack of training was at least a major contributing factor.

Of the 285 employed girls 47 percent were from 21 to 25 years of age and 38.8 percent were from 16 to 20 years of age. However, 58 percent of the employers when asked what age was required stated that age was unimportant, and only 8.5 percent required girls of 25 years of age or more. In view of this situation girls graduating from high school at 18 and 19 years of age, and trained for food service, should be of an age eligible for employment.

At the time of the survey the employers depended principally upon personal application of girls as their source of employees. Only 31.5 percent of the employers made use of the services of employment agencies, and of this 31.5 percent less than half used the public employment agency which is tax-supported service. It is interesting to note that employers considered home economics courses an unimportant qualification for employment, and that the schools were in last position as a source of

employees. This would indicate that either employers do not know what the school offers, or the school does not offer what they need. It also indicates the possibility of developing school employer cooperation in placing girls. Since the employers may not know what the school can offer them, and this survey has shown the school what the employers desire, it becomes the responsibility of the school to bring to the attention of the employers what it can provide through a training program.

One hundred percent of the employers stated that no vocational training for food service was available outside of actual employment. Approximately half of the employers required experience previous to employment, but 56 percent of these employers had no definite standard requirement. Only 29 gave additional training after employment, and again 90 percent of this group had no definite standard. This would seem to indicate that employers had no feeling of responsibility for the training of employees. In view of the high turn-over of employment mentioned earlier, and the fact that 96 percent of the employers indicated that they made use of a try-out period of indefinite length in order to check an applicant's skill and ability, it might be assumed that employers are accustomed to employ girls upon a personal application with but a brief inquiry as to their experience and training, and to try them out. It, therefore, appears

that at present there has been no agency working in a systematic or organized manner to guide, train, and place girls in food service employment. The matter of employment has been a trial-and-error process wherein employers tried out numerous applicants, retaining the more promising ones.

During the interviews employers expressed dissatisfaction with their present system of employment. A cooperative training program with guidance and follow-up after placement might correct or relieve this unsatisfactory situation.

An over-view of the data on opportunities for employment indicates that there was in food service a large field for employment of girls from 16 to 25 years of age with, at present, no means of vocational training for this occupation. Therefore, there should be opportunity for placement of girls trained in food service. Since employers did not avail themselves of the services of organized employment agencies or of the schools, an advisement, placement, and follow-up service should be an integral part of any program training for food service occupations.

What general conditions of work prevail in food service occupation?

A knowledge of the general working conditions prevailing in an occupation is necessary in order that

prospective employees in the occupation may be prepared to meet these conditions.

One of the desirable features of any type of occupation is regularity of employment. Seventy-one percent of the food service employers stated that employment in their establishments was regular. The food service occupation as a whole gave reasonably regular employment for those who were in active service. The business showed little fluctuation up or down though a few employers stated that their business was seasonal. Therefore, girls trained for food service can expect regular employment after placement.

Although the establishment of amicable relations with organized labor is a problem in some occupations, 70 percent of these employers indicated that membership in labor organizations was optional and only two employers stated that membership was required of their employees. This is an important consideration in an occupation where the income is relatively low. This would seem to indicate that the occupation was not strongly organized, and therefore, girls who select this occupation need not expect to be required to affiliate with labor groups.

The state and city have regulations regarding the health of food service employees. They cover typhoid immunity, smallpox vaccination, freedom from

venereal and contagious diseases. However, there is no enabling act under which they can be enforced and many (43 percent) of the food service establishments made no effort whatever to require health examination of employees. Therefore, girls who expect to prepare for this occupation may not be required to submit to general health examinations later. However, high health standards should without doubt be an attribute of all persons working with food, and any training program should consider this fact, and select its trainees only after a health examination. This would provide these girls with a qualification for employment above the average person in the field.

Vacations with pay were allowed by 34.7 percent of the employers studied. Generally this was for a period of one week. Paid time off for illness - usually for a period of two to seven days - was the custom of only 28 percent of the employers. Employees in the food service occupation are protected in 82.6 percent of these establishments by workman's compensation insurance. Therefore, girls prepared for food service occupations could generally expect employment insurance protection against accident and death, and, in some instances, vacations with pay.

The maximum set by state law, eight hours per day, six days per week, or a total of 48 hours per week, was

generally the required number of hours of work for table and counter service employees. Girls entering this occupation should, therefore, expect to work for this maximum of hours per day and per week.

Employees in food service usually entered the occupation at a wage of \$6.00 to \$8.00 per week, and the largest wage interval for experienced workers was \$12.00 to \$15.00 per week. However, two of the employers paid a maximum wage of over \$20.00 per week. Therefore, a girl who prepares for this occupation can expect to enter employment at a salary of \$6.00 to \$8.00 per week, but could hope to reach a wage of \$15.00 or even \$20.00 as she acquired experience and proficiency.

In addition to wages, food service employees received other forms of remuneration which are not available to workers in many other fields. Forty-eight percent of the employers gave their employees three meals per day, and 54 percent furnished uniforms, although only 21 percent furnished laundry of uniforms. Tipping was allowed in 96 percent of the establishments and generally this was not considered a part of the wage. In hotels and taverns this often amounts to more than the paid wage, according to statements of employers during the interviews.

These additional remunerations raise the actual income of food service employees considerably above the

wage income. Therefore, girls who consider preparing for this occupation may expect ultimately an income of \$12.00 to \$15.00 per week, three meals per day, uniforms furnished, and tips - which in some types of establishments amount to more than the paid wage - but should expect to care for their own laundry expense. In a course preparing for this occupation girls should learn something about how to live within such an income.

Opportunities for promotion were in the acquisition of more responsibility and were principally: waitress captain, cashier, hostess or head counter girl. However, 21 employers also offered an increase in wages as a promotion. Girls, therefore, may find advancement in the food service occupation if they are proficient.

Summarizing, girls who select a training program in food service should realize that certain conditions of work will prevail in this occupation and must be accepted by them. There are many openings due to the high turn-over in employment; employment for successful workers is regular; and employment is secured through personal application and a try-out period. Demands for experience must be met and but little training on the job can be anticipated. They should expect to work for 48 hours per week at wages ranging from \$6.00 to \$20.00 per week depending upon their experience, the type of establishment in which they are employed, and the amount

of responsibility they carry. Meals and sometimes uniforms will be furnished in addition to wages, and tips may increase this income in some cases by 100 percent. Those employees who are able to accept greater responsibility and are proficient in their work may expect promotion and increases in wages. They will be protected by workman's compensation provisions, but will not, in most cases, have vacation with pay, nor receive wages during illness. Good health will be expected, but physical examinations will not be required. They will not be required to join a union.

What qualifications are necessary for success in the food service occupation?

One means of stabilizing employment in the food service occupation would be the selection and training of prospective employees according to the qualifications desired by employers in the field.

The data revealed that at least 75 percent of the employers required the following personal characteristics: good grooming, attractive appearance, good English, ability to make change, and the ability to figure. Ten or more of the 12 selected employers desired employees who were willing to tell the truth, willing to carry a fair share of the load, eager to learn, understanding of the viewpoint of others, kind and courteous to others, able to discover new ways to do work, and

willing to ask questions. Any training program would, therefore, need to select for its group of trainees those who could meet these requirements or who gave promise of developing these qualities. Some information regarding these qualifications should be made available to employers when placement of trainees was desired. Such trainees with knowledge and experience acquired during training should find many opportunities for placement.

Employers were unanimously agreed that religion and nationality were unimportant in the employment of girls for food service. Certain of the employers, however, pointed out during the interviews that the religion of the trainees should be known by the placement agency, for some employers wished to maintain a balance between various religious affiliations of their employees as a feature of business good will. Trainees, therefore, need not be selected according to race or religion.

The employers checked "skill in food preparation" and "a home economics course in high school" as the least important of their considerations when employing girls for food service. It may be that home economics courses in the schools in the past have been of but little value in preparing girls for this type of employment, or it may be that the employers are not familiar

with what the schools have been doing. In either case, the school should adjust its program to fit the needs of the girls who will be seeking employment in this field of and should take the lead in bringing to the employers its service as a training agency. If, therefore, employers do not expect food service girls to be skilled in food preparation, this should be taken into consideration in planning a training program, and food preparation should not be of major importance in the course of study.

Since employers did desire girls who were attractive, well-groomed, used good English and were able to make change and to figure, development of such traits should be included in the training program. Furthermore, the trainees should be stimulated and encouraged to develop high standards of personal honesty, eagerness to learn accuracy, trustworthiness, understanding, courtesy, initiative in discovering new ways to do their work, and a willingness to ask questions when necessary.

Only such trainees should be admitted to a food service training program as give promise of possessing or acquiring the above qualifications and characteristics. It would be inefficient and discouraging to attempt to train girls for this occupation who were patently unable to qualify for placement after completion of a training program.

What type of training program for food service employees would be feasible in Springfield, Illinois?

Cooperation of employers.--Employers expressed themselves as very willing to work with the school in establishing a cooperative training program. of the 45 who answered the question "To what extent would you be willing to cooperate with the school in providing cooperative training for food service employees?", 82 percent were willing to allow students to visit their establishments, and 75 percent of the employers were willing to allow them to remain and to observe the work for a stated length of time. Seventy-three percent of the employers indicated that, when possible, they would employ students who had successfully completed an approved school training course. Summer and vacation employment were favored by 66 percent of the employers, and 55 percent were willing to employ students part-time while the students were taking the training course in school. It would certainly seem that employers, realizing the unsatisfactory nature of their present method of securing employees, were very willing to work with the school to develop a training program for workers in the occupation of food service.

Duties performed by food service employees.---

In order to plan an occupational training program it is necessary to know what duties are performed by workers

in that occupation. The food service employers studied in this survey indicated that the following duties, performed by food service employees in their establishments, could be taught in school: greet and seat guests, assist with wraps; offer menu card, take guests' order, fill order; set table, serve order using several types of service; clear table; collect payment; prepare salads and sandwiches; wash and polish china silver, glassware and cooking equipment; be responsible for cleanliness and arrangement of shelves, food containers, condiment containers, glass containers, serving equipment, windows, counters, mirrors, booths, tables, and chairs; type menus; fold linen; dust furniture and care for floors; and arrange flowers.

The home economics teachers of Lanphier High School believed that the same duties could be taught in school, and, in addition, girls could learn to make change, operate a cash register; prepare non-alcoholic beverages and short orders; and clean and be responsible for a steam table.

Therefore, girls preparing for food service should be instructed in these duties at school, and other duties in connection with food service should be learned on the job.

Outline of plan.--The following outlined plan, which was an outgrowth of this study, would be feasible

for adoption in Lanphier High School. It has been examined by a committee of food service employers of Springfield, and by the Executive Secretary of the Illinois State Restaurant Association, and this committee has stated that it will recommend the plan to the Board of Education. Details of the plan, in accordance with modern principles of education, would be worked out through cooperative planning of an advisory committee of food service employers, the instructor of the course, and the school officials.

Such a program would need to be comprised of three major divisions:

- A. Selection of trainees
- B. Actual training of prospective employees
- C. Placement and follow-up

The data of this study reveal that certain qualifications are necessary for success in food service, and, therefore, selective training is necessary. Girls have no opportunity for vocational training in food service, and, since this is a large field for employment of girls from 18 to 25 years of age, a training program would prepare them to better market their abilities. Employment has been secured on a personal application and try-out basis, and employers have not availed themselves of the services of organized employment agencies. Therefore, if a training is to improve employment

conditions in food service, placement and follow-up must be an integral part of the program.

A cooperative program for occupational education in food service

PART A. Selection of Trainees.--Selection of trainees for this program should be made on a general basis of the following items. It is not necessary to select trainees scientifically and rigidly because the requirements for employment are neither scientific nor rigid. Since it is desired that trainees for this program shall, upon completion of their training, have acquired as many of the qualifications desired by employers as is possible, a check should be made upon the applicant before she is admitted for training, and another check should be made near the time for completion of the course. Intermediate evaluations should be made as a part of guidance and instruction.

1. All trainees in this program must be at least 16 years of age, and have finished at least two years of high school work satisfactorily.
2. Each trainee must submit to a physical examination before acceptance as a trainee. This examination should cover general condition of health, freedom from contractual or contagious diseases, typhoid immunity, eye-sight and hearing. These are not all essential to a food service employee, but should be made as a prognostic safeguard of the trainees' physical well-being.

- 3. Each trainee must be checked upon the following check-sheet for desirable personal characteristics. Those who lack in some of these qualities but yet give promise of being desirable employees should make a definite plan for acquiring these characteristics. An acceptable trainee should check "fair" or "good" in all items, and "good" in at least one-half of the items.

INDIVIDUAL CHECK SHEET
 QUALIFICATIONS FOR EMPLOYMENT IN
 FOOD SERVICE

General Information:

Name _____ Age _____
 Address _____ Phone _____
 Weight _____ Height _____ Race _____
 Your nationality _____
 Parents' nationality _____
 Church affiliation _____

Preparation and Training:

Years in high school--1 2 3 4. Did you graduate? _____
 What home economics courses did you have? _____

 What special food service training have you had? _____

 What experience have you had in food service? _____

Special Abilities:

Good 'Fair' 'Poor'

Skill in food preparation	!	!	!
Ability to write legibly	!	!	!
Ability to speak good English	!	!	!
Ability to use figures	!	!	!
Ability to make change	!	!	!
Ability to use cash register	!	!	!

Personal Characteristics

Check phrase most accurately describing trainee

Good grooming:

Well-groomed at all times	_____
Usually well-groomed	_____
Careless about details of grooming	_____
Slovenly	_____
Freedom from body odors	_____
Freedom from halitosis	_____
Clear complexion	_____

Make-up:

Uses cosmetics	_____
Uses perfume	_____
Uses nail polish	_____

Personality:

Interested in others	_____
Well-liked by others	_____
Seldom has conflicts with others	_____
Is not liked by others	_____

Dexterity:

Good muscular coordination	_____
Swift and skillful in use of hands	_____
Fairly well-coordinated muscular action	_____
Clumsy	_____

Strength and endurance:

Very strong physically	_____
Does not tire easily	_____
Fairly strong physically	_____
Usually does not tire easily	_____
Weak physically	_____
Tires easily	_____

Attendance:

Seldom absent	_____
Frequently absent	_____
Seldom present	_____

Honesty:

Willing to tell absolute truth _____
 Evades the truth if unpleasant _____
 Untruthful in order to avoid just
 criticism _____
 Trustworthy in handling money _____
 Careless in handling money _____
 Dishonest in handling money _____

Tactfulness:

Understands the viewpoint of others _____
 Criticizes those who do not agree _____
 Defers to customers and enjoys serving
 them _____
 Antagonizes customers _____
 Is kind and courteous to all _____
 Is courteous to superiors but not to
 co-workers _____
 Is discourteous to others _____

Punctuality:

Always on time or early _____
 Usually arrives and leaves exactly
 on time _____
 Often late in arrival _____
 Leaves early if possible _____

Cooperativeness:

Willing to carry fair share of common
 load _____
 Does only the work required _____
 Tries to avoid as much work as possible _____

Reliability:

Is accurate and thorough in carrying
 out work _____
 Considers details unimportant _____
 Often makes mistakes _____
 Never fails to complete a job _____
 Completes a job if there is time _____
 Completes a job if it is not too
 difficult _____
 Is dependable in fulfilling
 responsibility _____
 Sometimes forgets responsibility _____
 Will not assume responsibility _____
 Uses mature judgment in making
 decisions _____
 Depends upon the judgment of others _____
 Distrusts the judgment of others _____

Alertness:

- Is eager to learn _____
- Discovers ways to improve work _____
- Follows directions of others _____
- Does not follow directions _____
- Is willing to ask questions _____
- Adopts new suggestions of others _____
- Depends upon present knowledge _____
- Refuses to try new ideas and methods _____

PART B. Training.**1. At School:**

- a. A minimum of 90 hours in classwork. (This is equivalent to five hours per week, for eighteen weeks which is the regular semester).
- b. Division of the 90 hours of classwork into 16 weeks of classwork and 2 weeks of observation in a food service establishment.
- c. Subject matter of classwork:
 - (1) the duties required by the job
 - (2) personality development
 - (3) good grooming
 - (4) health
 - (5) food preparation (salads, sandwiches, short orders, and beverages).
 - (6) personal budgeting
 - (7) personal and social relations
 - (8) interviews and personal applications for employment
 - (9) habit formation
 - (10) opportunities and requirements for promotion.
- d. Classroom organization to promote independence, initiative, self-reliance, reliability, consideration, and cooperation.
- e. Weekly conference on Training Progress
- f. Letter grader (required by school) to be assigned on basis of amount and quality of work done with the Employer.

2. With Employer:

- a. Two weeks' observation required above. (1b)

- b. Four weeks' participation and apprentice training period in the training center. Progressive stages of participation from observation, minor participation, major participation, to apprentice training and full participation. This to be done outside of school hours, or as part-time training.
- c. Training given under the supervision of the designated person in charge of the training center.
- d. Training centers (cooperative food service establishments) selected by food service employers' advisory committee and approved by instructor of the course and school officials.
- e. Employer to report to school on Training Progress Report, but no grades to be given.

TRAINING PROGRESS REPORT

For Trainee in Food Service

Name of Trainee _____ Week of _____

No. of days present _____

No. of hours present _____

Regularity of attendance:

No time lost _____

Occasional absences _____

Irregular _____

Were absences excusable? _____

Status of Trainee:

Observation period _____

Minor participation _____

Major participation _____

Full participation _____

Ready for employment _____

Discontinued _____

Progress this week:

Accelerated _____

Average _____

Slow _____

No progress _____

Quality of work:

Excellent _____

Good _____

Fair _____

Poor _____

Cooperation in training:

Cooperative _____

Fairly cooperative _____

Indifferent _____

Non-cooperative _____

Difficulties:

Learning routine activities _____
 Following instructions _____
 Handling equipment and supplies _____
 Speed _____
 Accuracy _____
 General health _____
 Personality _____

In your judgment does trainee have the talent, personality, educational and other qualifications necessary to succeed in this kind of work? If not, explain. _____

Recommendations for improving performance:

Training Center _____

Address _____

Signed _____

Date _____

Report of teacher's conference _____

Date _____

SOURCE UNIT - FOOD SERVICE

1. Greeting the guest:
 - form of greeting
 - method of seating guests
 - assisting with wraps
2. Offering menu card:
 - serving water
 - presenting card
 - making suggestions
 - quoting menu from memory
3. Taking order:
 - asking for order
 - taking mental notes
 - writing order
 - transmitting order to be filled
4. Assembling order:
 - from kitchen
 - from counters
 - from steam table
 - from refrigerators
5. Checking order
6. Serving order:
 - setting table
 - order of service
 - types of service
 - placement of service
 - check completeness of service
 - re-service
7. Clearing table and counter:
 - how to clear
 - when to clear
 - ways of clearing
 - re-setting
8. Collecting payment:
 - presenting check
 - collecting money
 - returning change
 - using cash register
 - receiving tips

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9. Preparing food:
 - salads
 - sandwiches
 - short orders
 - non-alcoholic beverages
 - cutting cakes, pies, etc.
10. Washing and polishing:
 - china
 - silverware
 - glassware
 - cooking equipment
11. Cleaning:
 - shelves
 - tables and refrigerator
 - booths
 - mirrors
 - windows
 - chairs
 - floors
12. Typing menus.
13. Folding linen.
14. Arranging flowers.

PART C. Placement and Follow-up

1. Trainee file to contain:

- a. Check sheets on selection of trainee filled in by instructor after conference with home room teacher and other home economics teacher, and in conference with trainee.
- b. Check sheets on trainee filled in by training center.
- c. Training Progress Reports filled in by training center.
- d. Reports of conferences with teacher and trainee.
- e. School records.
- f. Work history record.

2. Post-trainee file to retain above information plus record of employment and reports from employers as to status of progress and promotion. When inefficient, causes stated for future guidance.

3. Card file of information on possible employers and training centers.

4. Plans for placement:

- a. Arrange with training center to give trainee job upon satisfactory completion of training. If work of trainee is unsatisfactory, withdraw trainee.
- b. Preparation of trainee to be able to make personal application and have interview.
- c. Cooperation with trainee in making contacts for application and interview.
- d. Records and recommendations available for use of employers.
- e. Cooperation with the Illinois State Employment Service in filling vacancies reported to them.

5. Plans for follow-up:

- a. Maintenance of the post-trainee file cited above.
- b. Sending by trainee each month for six months after leaving training course, a report to the school telling where she is working, salary, general conditions of work, and her satisfaction with the position.
- c. Availability for conferences with post-trainers.
- d. Keeping contacts for promotion opportunities.

Recommendations

The findings of this study justify the organization of a training program to prepare girls for the food service occupation in Springfield, Illinois. The home economics department of Lanphier High School, and the food service employers of Springfield should cooperate in presenting this training if it is to be really functional and meet the requirements of those who elect it. Such a program has been outlined in this chapter.

A committee of food service employers of Springfield, Illinois, and the Executive Secretary of the Illinois State Restaurant Association have stated that they will recommend to the Board of Education that such a course be added to the curriculum offered at Lanphier High School. They have guaranteed that they will accept as many as 35 apprentice-trainees as soon as the program is put into effect.

The above committee has also requested that a similar training program for food service employees at present employed be offered in the Springfield Community School for Adults beginning in the fall of 1940.

Limitations

While this study purposed to determine how the home economics department of Lanphier High School could help girls secure employment in food service, there were certain features of employment which could not be covered in one such study. This study was made by interviewing only the employers. A similar survey made of the employees would present the conditions in the food service occupation from another angle. No specific information was obtained during this study as to the kind and amount of training provided to employees after employment. It was found that there were opportunities for promotion in the food service occupation, but the number of promotion possibilities as compared with the number of employees was not determined. This study did not attempt to secure information on employer-employee relations which doubtlessly is an important consideration in any occupation.

Suggestions for further study

It appears that there are at least three further studies which arise from the implications and recommendations presented in this study:

1. An investigation of the causes of the high turn-over in employment in food service.
2. A comparison of employed girls trained in this program with those not so trained.
3. A check on the adequacy of the school training during actual employment of the trainee.

Chapter VI

SUMMARY

High school can no longer be regarded as only a preparation for college, for only a small percentage of our high school graduates attend college. Girls who do not attend college usually look forward to spending several years in wage-earning pursuits before entering marriage. Economic changes have delayed the time of marriage and homemaking, and if homemaking is to meet its challenge it must make these intervening years profitable.

By far the most valuable test of one's interest in any vocation is getting the feel of it through actually trying it out. Participation in the actual working world is an indispensable part of education both for developing in the individual a psychological feeling of belonging to his society, and for the building of a sound economic order.

In some of the more progressive high schools, the instructors or vocational counselors secure the cooperation of local business men in making opportunities for students to try themselves out in various occupations. The responsibility of the school may not always be a

responsibility to provide such training, but a responsibility to see that such education is made available.

The purpose of this study is to answer the following question: How can the home economics department of Lanphier High School aid girls to secure employment in food service occupations in Springfield, Illinois? In order to do this data were collected during 1939-40 to determine:

1. What are the opportunities for food service employment?
2. What general conditions of work prevail in the food service occupation?
3. What qualifications are necessary for success in the food service occupation?
4. What type of training program for food service employees would be feasible in Springfield, Illinois?

Materials and methods

The materials used for this study consisted of an occupational survey sheet, lists of desirable qualifications for an employee in food service, job descriptions of the table and counter service occupations, and the development of a possible cooperative plan for occupational training in food service.

These forms were developed by evaluating the features of various other studies and evolving original forms particularly fitted to the food service occupations. These were examined by those in charge of graduate

research at Colorado State College, by three food service employers in Fort Collins, Colorado, and by the Executive Secretary of the Illinois State Restaurant Association. Their criticisms and suggestions were incorporated in the final form to insure its completeness and accuracy.

Names of food service establishments in Springfield, Illinois, were secured from the Illinois State Restaurant Association, the United States Employment Bureau, and the city telephone directory. Those establishments which had an undesirable reputation, which did not serve meals, and which were outside the city limits were eliminated from this list. There remained 61 establishments, and 46 of these were willing to cooperate by allowing these survey blanks to be filled in.

Twelve of these 46 establishments were selected to be interviewed to fill in the job description blanks and the lists of desirable characteristics for a food service employee. The home economics teachers of Lanphier High School also checked the job description lists to determine which of these duties could be taught in school.

The data gathered by these means were tabulated and reveal the findings summarized herewith.

Opportunities for employment
in food service

There was in food service a large field for employment of girls from 16 to 25 years of age with, at present, no means of vocational training for this occupation. Those 46 establishments employed 285 girls but had a turn-over during the preceding year of 147 percent. Therefore, there should be opportunity for placement for girls prepared in food service.

General conditions of work
in the food service occupation

Girls who select this occupation should realize that certain conditions of work will prevail in this occupation and must be accepted by them. There are many openings due to the high turn-over in employment, but employment for successful workers is regular and is secured through personal application and a try-out period. Demands for experience must be met, and but little training on the job can be anticipated. Girls in this occupation should expect to work for 48 hours per week at wages ranging from \$6.00 to \$20.00 per week depending upon their experience, the type of establishment in which they are employed, and the amount of responsibility they carry. Meals and sometimes uniforms will be furnished in addition to wages, and tips may increase this income. They will be protected to workman's compensation pro-

visions, but will not, in most cases, have vacation with pay nor receive wages during illness. Good health will be expected, but physical examinations will not be required. They will not be required to join a union.

Qualifications necessary for success in food service

Employers desired girls who were attractive, well-groomed, used good English and were able to make change and to figure. They also desired high standards of personal honesty, eagerness to learn, accuracy, trustworthiness, understanding, courtesy, initiative, and a willingness to ask questions when necessary.

A feasible training program

Employers expressed themselves as very willing to work with the school in establishing a cooperative training program. Of the 45 who answered the question "To what extent would you be willing to cooperate with the school in providing a cooperative training for food service employees?", 82 percent were willing to allow students to visit their establishments. Part-time employment was the least favored type of cooperation, but even this was checked by over 50 percent of the employers.

There were 51 duties in connection with food service which employers checked as being possible to teach in school. The home economics teachers of Lanphier High School also checked this list of duties and it was

found that they differed with the employers in only 11 instances. These duties should be included in the training program.

The type of cooperative program planned was the result of the duties which employers believed could be taught in school, the duties which the home economics teachers thought could be taught in school, the amount of cooperation which the employers offered, and the time available.

In accord with the findings it included selection of trainees, school training and practice in theoretical knowledge and skills, actual participation in employment, placement and follow-up after employment. Girls admitted to the course of training should be selected according to the qualifications desired by employers discussed in this study.

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APPENDIX

A. OCCUPATIONAL SURVEY DATA

Employer	A					B								
	1	2	3			1			2			3		
			a	b	c	a	b	c	a	b	c	a	b	c
1	5		x	4	1	x						x		
2	6		4	2				x						x
3	7		4	3		x						x		
4	4		2	2				x				x		
5	5						x					x		
6	4		2	2				x				x		
7	2	1		3				x			x	x		
8		14	3	9	2						x	x		
9	15	4		20				x			x	x		
10	7		5		2			x				x		
11	3	3		6				x					x	
12	19	10	21	4	4	x			x			x		x
13	2	2	2	2		x			x			x		
14	6	2		7	1		x			x		x		
15	12	2		12		x			x			x		
16	12							x				x		
17	10		10					x						x
18	2			2				x						x
19	6			6		x						x		
20	1	1		2			x			x			x	
21	2		2					x						x
22	5		3		2			x				x		
23	4		2	2				x				x		

APPENDIX

A. OCCUPATIONAL SURVEY DATA

Cont'd.

Employer	A						B							
	1	2	3			1			2			3		
			a	b	c	a	b	c	a	b	c	a	b	c
24	3		3				x						x	
25	1	2						x				x		
26	2		2					x				x		
27	4		4					x				x		
28	2		2					x						x
29	2	2	2	2				x				x		
30		3		3						x				x
31		2	1		1						x	x		
32	5		3		2			x				x		
33	1	1	1		1		x			x		x		
34	5	1	6					x			x	x		
35	6				6			x				x		
36	5		1	4				x				x		
37	4			4				x				x		
38	9	2	3	7	1		x			x		x		
39	8			2	6			x				x		
40	3	9	3	6	4			x			x	x		
41		7		3	4						x	x		
42	3			3				x						x
43	2	2	4					x			x	x		
44	2				2			x						x
45	5		3	1	1			x			x			x
46	4	1	2	2	1			x			x	x		

APPENDIX

A. OCCUPATIONAL SURVEY DATA

Cont'd.

Employer	B.				C.							
	4		5		6	1		2	3	4	5	6
	a	b	a	b		a	b					
1		x			12	x						x
2		x			5						x	
3		x			3		x			x	x	
4		x			4		x					
5		x			87	x				x		
6		x			1					x		
7		x		x	5			x	x		x	x
8				x	20	x		x	x		x	
9		x		x	25						x	
10		x			15	x					x	
11		x		x	12	x						
12		x		x	30						x	
13		x		x	8		x	x	x		x	
14		x		x	2	x					x	
15		x		x	6	x					x	
16		x			0		x	x	x		x	
17		x			7						x	
18		x			0		x				x	
19		x			6			x	x		x	x
20		x		x	5	x	x					
21		x			2		x				x	
22		x			2						x	
23		x			0						x	

APPENDIX

A. OCCUPATIONAL SURVEY DATA

Cont'd.

Employer	B.					C.							
	4		5		6	1		2	3	4	5	6	
	a	b	a	b		a	b						
24		x			5							x	
25		x		x	1		x						
26		x			2	x						x	
27		x			2		x					x	
28		x			1		x					x	
29		x		x	2		x		x			x	
30				x	5			x	x				
31			x		5							x	
32		x			75		x						
33		x		x	4							x	
34	x		x		5	x		x	x			x	
35		x			0							x	
36		x			3	x						x	
37		x			0							x	
38		x		x	22	x						x	
39		x			2							x	
40		x		x	6	x		x	x			x	x
41				x	1				x				
42		x			3							x	
43		x		x	1							x	
44		x			0	x		x	x			x	
45		x			8							x	
46		x		x	8		x		x			x	

APPENDIX

A. OCCUPATIONAL SURVEY DATA

Cont'd.

Employer	D.										
	1			2			3			4	
	a	b	c	a	b	c	a	b	c	a	b
1		x	x		x		x		x		x
2		x	3mo		x		x				x
3	x						x				x
4	x				x		x	x			x
5		x			x		x				x
6		x	6mo		x		x				x
7		x					x	x	x		x
8		x			x		x				x
9	x				x		x				x
10	x				x		x				x
11		x		x			x				x
12	x				x		x				x
13	x			x			x				x
14	x				x		x		x		x
15	x				x		x				x
16		x		x			x				x
17	x				x		x				x
18		x	1yr		x	1mo	x				x
19	x			x			x				x
20	x				x		x				x
21	x			x			x				x
22		x	6mo				x				x
23	x				x		x				x

APPENDIX

A. OCCUPATIONAL SURVEY DATA

Cont'd.

Employer	D.										
	1			2			3			4	
	a	b	c	a	b	c	a	b	c	a	b
24		x			x		x				x
25		x		x			x				x
26		x	6mo		x				x		x
27	x			x			x				x
28	x			x			x				x
29		x			x		x				x
30	x				x		x				x
31		x		x			x				x
32	x				x		x				x
33		x			x		x		x		x
34		x			x		x	x	x		x
35		x			x		x				x
36	x				x		x				x
37		x			x				x		x
38		x			x		x				x
39		x		x					x		x
40	x				x		x	x	x		x
41	x				x		x				x
42	x				x	2wk	x				x
43	x			x			x				x
44		x		x			x	x			x
45		x	lyr		x		x				x
46	x				x	2wk	x				x

APPENDIX

A. OCCUPATIONAL SURVEY DATA

Cont'd.

Employer	E.										
	1			2				3			
	a	b	c	a	b	c	d	a	b	(3)	
1		x		x		x		x	x	lwk	
2			x					x	x	lwk	
3		x		x	x	x		x			x
4		x		x				x			x
5		x						x			x
6			x					x			x
7		x		x	x	x		x	x	lwk	
8		x		x				x	x	2wk	
9		x		x				x			x
10		x						x			x
11		x		x				x	x	lwk	
12		x						x	x	lwk	
13		x						x	x	lwk	
14		x						x	x	lwk	
15			x	x				x	x	lwk	
16		x		x	x	x		x	x	lwk	
17		x		x	x	x		x			x
18		x									x
19		x									x
20		x		x				x			x
21		x						x			x
22		x						x			x
23		x		x	x	x		x			x

APPENDIX

A. OCCUPATIONAL SURVEY DATA

Cont'd.

Employer	E.											
	1			2				3				
	a	b	c	a	b	c	d	a	(1)	b	(2)	(3)
22												
24			x					x				x
25		x						x				x
26		x		x								x
27		x		x	x	x						x
28		x										x
29		x		x	x	x		x				x
30			x					x				x
31		x						x				x
32			x					x	x		1wk	
33			x					x	x		1wk	
34		x		x	x	x		x				x
35		x					x	x				x
36		x						x				x
37			x					x	x		1wk	
38	x			x				x				x
39			x	x	x	x		x				x
40	x			x	x	x	x	x				x
41		x		x	x	x	x	x	x		2wk	
42		x						x				x
43			x					x				x
44		x										x
45			x	x	x			x				x
46			x	x				x	x		1wk	

APPENDIX

A. OCCUPATIONAL SURVEY DATA

Cont'd.

Employer	E.						
	3			d	4		
	c				a	b	c
	(1)	(2)	(3)				
1	x	lwk		x	8	48	6
2			x	x	8	48	6
3			x		8	48	6
4			x	x	8	48	6
5			x	x	7		3-6
6			x	x	7 3/4	46 1/2	6
7	x	few days		x	8	48	6
8	x	2wk		x	7 1/2	45	6
9			x	x	8	48	6
10	x	few days		x	8	48	6
11			x		8	48	6
12			x	x	8	48	6
13	x	lwk		x	8	48	6
14			x	x	8	48	6
15	x	lwk		x	8	48	6
16	x	few days		x	8	48	6
17			x	x	8	48	6
18			x		8	48	6
19			x	x	8	48	6
20			x	x	8	48	6
21			x		8	48	6
22			x		8	48	6
23			x	x	8	48	6

APPENDIX

A. OCCUPATIONAL SURVEY DATA

Cont'd.

Employer	E.						
	3			d	4		
	(1)	c (2)	(3)		a	b	c
	24			x	x	8	48
25			x	x	8	48	6
26			x	x	8	48	6
27	x	1 day		x	8	48	6
28			x		8	48	6
29			x	x	8	48	6
30			x	x	8	48	6
31			x	x	8	48	6
32			x	x	8	48	6
33			x	x	8	48	6
34	x	1 week		x	8	48	6
35	x	few days		x	8	48	6
36	x	1 week		x	8	48	6
37			x	x	8	48	6
38	x	1 day		x	8	48	6
39			x	x	8	48	6
40			x	x	8	48	6
41			x	x	8	40	5
42	x	few days		x	8	48	6
43			x		8	48	6
44			x		8	48	6
45			x	x	8	48	6
46	x	3 days		x	8	48	6

APPENDIX

A. OCCUPATIONAL SURVEY DATA

Con'td.

Employer	E.-7								
	a	b	c			d		e	
			(1)	(2)	(3)	(1)	(2)	(1)	(2)
1	\$10	\$	3	x		x			x
2	7	12		x		x			x
3	7	20	2	x		x			x
4	10	10	3			x			x
5			3	x		x			x
6	7-8	7-8	2			x			x
7	8	11	3	x	x	x			x
8	13	25	1	x	x		x		x
9			2			x			x
10	9	14	2	x		x			x
11	8	8	3			x			x
12	9	11	2	x		x			x
13	9	20	0	x	x	x			x
14	10	13	2	x		x			x
15	12	12	0	x	x	x			x
16	7.50	10.50	3			x			x
17	9.60	12.	0			x			x
18	6	9.	3			x			x
19	8	12	3	x		x			x
20			3	x		x			x
21	6	6	1			x			x
22	6	6	3	x	x	x			x
23	8	10	2			x			x

APPENDIX

A. OCCUPATIONAL SURVEY DATA

Cont'd.

Employer	E. -7								
	a	b	c			d		e	
			(1)	(2)	(3)	(1)	(2)	(1)	(2)
24	\$ 8	\$ 8	3	x		x			x
25	10	10	3			x			x
26	6	6	3	x	x	x			x
27	7	7	3			x			x
28	9.60	9.60	1			x			x
29	7.00	8.50	3			x			x
30	11.	11.	3			x			x
31	7	10	3			x			x
32	6	6	2			x			x
33	8.75	13	1			x			x
34	7.	12	3	x		x			x
35	9	9	2	x		x			x
36	7.50	12				x			x
37	6		3	x		x			x
38	6	6	3	x	x	x			x
39	6	6	0	x	x	x		x	.
40	9	15	3	x	x		x		x
41 (noon, hr. only)	2.05	3.00	1	x	x		x		
42	11.	15	2			x			x
43			1			x			x
44	8	14	3			x			x
45	7	12	2			x			x
46	8	10.	1			x			x

APPENDIX

A. OCCUPATIONAL SURVEY DATA 1/

Cont'd.

Employer	F.						
	1	2	3	4	5	6	7
1	<u>Y</u>	Y	Y	N	Y	Y	Y
2	-	-	-	-	-	-	-
3	Y	Y	Y	Y	Y	Y	Y
4	-	--	-	-	-	-	-
5	Y	Y	Y	N	N	N	N
6	Y	Y	Y	Y	Y	Y	Y
7	Y	N	N	N	N	N	N
8	Y	Y	Y	Y	Y	Y	Y
9	Y	Y	Y	Y	Y	Y	Y
10	Y	Y	N	N	Y	N	Y
11	Y	Y	Y	Y	Y	Y	Y
12	Y	Y	Y	Y	Y	Y	Y
13	N	N	Y	Y	Y	Y	N
14	Y	Y	Y	N	N	Y	Y
15	Y	Y	Y	Y	N	Y	Y
16	Y	Y	N	N	Y	Y	Y
17	Y	Y	Y	Y	Y	Y	N
18	Y	Y	Y	Y	Y	Y	Y
19	Y	Y	Y	Y	Y	Y	N
20	Y	Y	N	N	Y	Y	N
21	Y	Y	Y	Y	N	Y	Y
22	Y	Y	N	N	Y	Y	Y
23	Y	Y	Y	Y	Y	Y	Y

1/ Y equals "Yes", N equals "No".

APPENDIX

A. OCCUPATIONAL SURVEY DATA₁/

Cont'd.

Employer	F.						
	1	2	3	4	5	6	7
24	Y	Y	N	N	N	N	N
25	-	-	-	-	-	-	-
26	Y	Y	Y	Y	Y	Y	Y
27	Y	Y	Y	Y	Y	Y	Y
28	Y	Y	Y	Y	Y	Y	Y
29	Y	Y	N	N	N	Y	Y
30	Y	Y	Y	N	Y	Y	N
31	Y	Y	N	N	N	N	N
32	Y	Y	N	Y	Y	Y	Y
33	Y	N	N	N	N	N	N
34	N	N	N	N	N	Y	Y
35	Y	Y	N	N	N	Y	N
36	Y	N	Y	Y	N	Y	Y
37	N	Y	Y	N	N	N	N
38	Y	Y	Y	Y	Y	Y	N
39	Y	N	N	N	N	N	N
40	Y	Y	Y	Y	Y	Y	Y
41	-	-	-	-	-	-	-
42	Y	Y	Y	Y	Y	Y	Y
43	-	-	-	-	-	-	-
44	Y	Y	Y	Y	Y	Y	Y
45	Y	Y	Y	Y	Y	Y	Y
46	N	N	Y	Y	N	Y	Y

1/Y equals "Yes", N equals "No".

NAME OF EMPLOYER _____

ADDRESS OF EMPLOYER _____

SIZE OF BUSINESS (How many served daily) _____

NAME OF EMPLOYMENT MANAGER OR PERSON INTERVIEWED _____

INTERVIEW MADE BY _____ DATE _____

A. How many girls are employed in counter and table service?

1. How many table service girls do you employ at this time? _____

2. How many counter service girls do you employ at this time? _____

3. Designate ages of these employees at time of employment:

	<u>Table Service</u>	<u>Counter Service</u>
a. Number from 16-20 years of age?	_____	_____
b. Number from 21-25 years of age?	_____	_____
c. Number over 25 years of age?	_____	_____

B. What are the trends in employment in food service?

1. Compared with last year at this time, is the number of your table service employees:

a. Larger _____? b. Smaller _____? c. Same _____?

2. Compared with last year at this time, is the number of your counter service employees:

a. Larger _____? b. Smaller _____? c. Same _____?

3. Is employment in your establishment:

a. Regular _____? b. Irregular _____? c. Seasonal _____?

4. Are well-trained table service girls:

a. Easy to secure _____? b. Difficult to secure _____?

5. Are well-trained counter service girls:

a. Easy to secure _____? b. Difficult to secure _____?

6. How many new persons have you employed in the past year? _____

C. How do you secure your employees?

1. Through employment agencies? a. Public _____? b. Private _____?
2. Through recommendations of former employers? _____
3. Through recommendations of former employees? _____
4. Through schools? _____
5. Through personal application? _____
6. ~~Other-ways?~~ Newspaper advertisement? _____

D. How do you determine an applicant's vocational preparation?

1. Do you require experience?
- a. No _____ b. Yes _____ c. How much _____?
2. Do you provide additional training for employees?
- a. No _____ b. Yes _____ c. How much _____?
3. How do you check an applicant's skill and ability?
- a. By a try-out period? _____
- b. From recommendations? _____
- c. From information secured through interview? _____
- ~~Other-ways -- list here:-~~ _____

4. Do you know of any present local opportunities to secure vocational training in this field of work? a. Yes _____ b. No _____

E. What are the conditions of work in your establishment?

1. What is your policy regarding employee-organizations?
- a. Required? _____ b. Optional? _____ c. Discourged? _____
2. What health certificates do you require of employees?
- a. Freedom from venereal diseases? _____
- b. Typhoid immunity? _____
- c. Smallpox vaccination? _____
- d. ~~Other tests -- name here;~~ Doctor's examination? _____

3. Do you provide for your employees:

- a. Rest rooms? _____
- b. Vacations: With pay? (1) _____ How long? (2) _____ Without pay? (3) _____
- c. Time off for illness: With pay? (1) _____ How long? (2) _____
Without pay? (3) _____
- d. Insurance? _____ ~~What kinds?~~ Compensation _____

4. What are the hours of work for female employees?

	<u>Table Service</u>	<u>Counter Service</u>
a. How many hours per day?	_____	_____
b. How many hours per week?	_____	_____
c. How many days per week?	_____	_____

5. What opportunities are there for promotion for table service employees in your establishment? (Women only)

- a. Floor girls _____ g. Food checker _____
- b. Waitress _____ h. Cashier _____
- c. Waitress captain _____ i. Chef _____
- d. Hostess _____ j. Stewardess _____
- e. Room service _____ k. Social director _____
- f. Counter girl _____ l. ~~Others:~~ Manager _____
(kitchen)

6. What opportunities are there for promotion for counter service employees in your establishment? (Women only)

- a. Floor girl _____ f. Cashier _____
- b. Counter girl _____ g. Hostess _____
- c. Specialized counter girl _____ h. Chef _____
- d. Head counter girl _____ i. Stewardess _____
- e. Food tabulator _____ j. ~~Others:~~ Manager _____

7. What remuneration is made for these occupations?

	<u>Table Service</u>	<u>Counter Service</u>
a. What is your beginning wage?	_____	_____
b. What is your maximum wage?	_____	_____
c. What do you furnish in addition to wages?		
(1) Meals: How many?	_____	_____
(2) Uniforms	_____	_____
(3) Laundry of uniforms	_____	_____
xOther:	_____	_____
d. Do you allow tipping by customers? Yes? <u>(1)</u> No? <u>(2)</u>		
e. Is this considered part of the wages? Yes? <u>(1)</u> No? <u>(2)</u>		

F. Do you favor school training for these vocations?

To what extent are you willing to cooperate with the home economics department of Lanphier High School to provide a cooperative training program for this type of employment?

1. Allow students to visit your establishment? _____
2. Allow students to observe work in your establishment for a stated length of time? _____
3. Allow students to work in your establishment when not in school, such as summer vacation? _____
4. Allow students to work part-time while attending school part-time? _____
5. Assist in setting up a correlated course of study for use in school training course? _____
6. When possible, employing students who have successfully completed an approved school training course? _____
7. "Apprentice" training after completion of school training course? _____

~~xxx Other ways: x~~

~~xxx Other suggestions: x~~

APPENDIX

B. DATA ON DESCRIPTION OF COUNTER SERVICE OCCUPATION

	1	2	3	4	5
Offer menu card	1	1	1	1	2
Repeat menu from memory	1	1	2	1	2
Obtain patron's order by:					
Making mental note	1	1	1	1	2
Writing the order		1	2	1	x
Having guest write order		1	2	1	x
Assemble food:					
From counter	1	1	2	1	2
From steam table	1	2	2	1	x
From kitchen	1	1	2	1	x
Set place at counter	1	1	1	1	2
Arrange order on counter	1	1	1	2	2
Serve food:					
A plate lunch	1	1	1	1	1
In courses	1	1	1	1	x
A la carte	1	2	1	x	x
Serve fountain confections	1	2	2	2	x
Collect payment	1	2	1	2	x
Present check to patron	1	1	2	2	1
Make change	1	1	2	2	x
Use cash register	1	2	2	2	x
Clear counter	2	1	1	2	1
Prepare or assist with:					
Alcoholic beverages	2	2	2	2	x
Non-alcoholic beverages	2	1	2	2	x
Fountain confections	2	2	2	2	x
Short orders	2	1	2	2	x
Complete meals	2	1	2	1	x
Salads	2	1	2	1	x
Sandwiches	2	1	2	1	x

APPENDIX

Cont'd.

B. DATA ON DESCRIPTION OF COUNTER SERVICE OCCUPATION

	1	2	3	4	5
Wash, polish or assist:					
China	1	1	1	1	x
Silver	1	1	1	1	1
Glassware	1	1	1	1	x
Fountain equipment	1	2	1	2	x
Cooking equipment	1	1	1	1	x
Get additional supplies by:					
Going for them	2	2	1	1	x
Requesting them to be brought	2	2	1	1	x
Be responsible for counter or steam table:					
Cleaning	2	2	1	1	x
Control of steam	2	2	1	1	x
Control of gas or electricity	2	2	1	1	x
Setting up foods	2	2	1	1	1
Clearing counter or steam table	2	2	1	1	x
Setting up dishes	2	2	1	1	x
Be responsible for arrangement and cleanliness of:					
Shelves	2	1	1	1	1
Food containers	2	1	1	1	x
Condiment containers	2	1	1	1	x
Glass containers	2	1	1	1	1
Serving equipment	2	1	1	1	x
Windows	2	1	1	1	x
Counters	2	1	1	1	1
Mirrors	2	1	1	1	1
Booths	2	2	1	1	x
Tables	2	1	1	1	x
Chairs	2	1	1	1	x
Type menus	1	1	2	1	x
Fold linen	1	1	1	1	1
Dust furniture	2	1	1	1	1
Sweep floors	2	1	1	1	1
Wash floors	2	1	1	1	x
Wax floors	2	1	1	1	x

APPENDIX

C. DATA ON DESCRIPTION OF TABLE SERVICE OCCUPATION

	1	2	3	4	5	6	7
Greet guests	1	1	1	1	2	x	1
Seat guests	1	x	1	1	2	x	1
Assist with wraps	1	1	1	1	2	x	1
Offer menu card	1	1	1	1	2	1	1
Repeat menu from memory	2	x	1	x	x	x	2
Make mental note of order	2	1	2	x	x	x	2
Write order	1	x	1	1	2	1	1
Have guest write order	x	x	1	x	x	x	x
Transmit order to another	x	1	2	x	x	x	1
Fill order	2	x	2	x	x	x	2
Serve meal as:							
Plate lunch	2	1	1	1	2	1	1
Courses	2	x	1	1	2	x	1
A la carte	2	x	2	1	2	x	1
Holding dish	1	x	1	x	x	x	x
Use tray service	1	x	1	1	1	1	1
Use arm service	1	x	1	x	x	x	1
Use tray stand	1	x	1	1	x	x	x
Collect payment	1	x	1	x	x	x	x
Present check	1	1	1	x	1	2	1
Use cash register	1	2	2	1	x	2	x
Clear table using tray	1	x	1	1	1	1	1
Clear table using arm	1	1	1	x	x	x	x
Clear and set table alone	1	1	1	x	x	x	1
Clear and set table assisted	1	x	1	1	1	x	x
Prepare or assist:							
Alcoholic beverages	2	x	2	x	2	x	x
Non-alcoholic beverages	2	x	2	x	x	x	x
Fountain confections	1	2	2	x	x	x	1
Short orders	2	2	2	x	1	x	x
Meals	2	x	2	x	1	x	x
Salads	1	1	2	x	1	x	1
Sandwiches	2	1	2	x	1	x	1

APPENDIX

Cont'd.

C. DATA ON DESCRIPTION OF TABLE SERVICE OCCUPATION

	1	2	3	4	5	6	7
Clean, wash or polish or assist:							
China	1	1	1	x	x	1	x
Silver	1	1	1	x	x	x	1
Glassware	1	1	1	x	x	x	1
Condiment containers	1	1	1	x	x	x	1
Be responsible for arrangement and cleanliness of:							
Shelves	1	x	2	x	x	x	x
Food containers	1	1	2	x	x	2	x
Serving equipment	1	1	2	x	x	x	x
Windows	1	1	2	x	x	x	x
Counters	1	1	2	x	x	x	1
Tables or booths	1	1	2	1	x	2	1
Mirrors	1	1	2	x	x	x	1
Chairs	1	1	2	1	x	x	x
Type menus	1	1	1	1	x	1	1
Fold linen	1	1	1	1	x	1	x
Dust furniture	1	1	1	x	x	1	1
Sweep floors	1	1	1	x	x	x	x
Wash floors	1	x	1	x	x	x	x
Wax floors	1	x	1	x	x	x	x
Arrange flowers	1	x	1	1	1	x	1

APPENDIX

D. COOPERATING EMPLOYERS

These firms cooperated to make this study possible by providing information for the occupational survey. The numbers correspond to the "Employer Numbers" in column 1.

1. Henry's
2. Grey's Confectionery
3. The Avenue Confectionery
4. Boys' Candy Shop
5. Morton's Restaurant
6. Mingle's Restaurant
7. Ideal Cafe
8. F. W. Woolworth Co.
9. Norman's Coffee Shop
10. James' Confectionery
11. Union Bus Station Restaurant
12. Producer's Dairy Co.
13. Steak N' Shake
14. The Ford Hopkins Co.
15. Walgreen Drug Co.
16. Diana Sweets Shop
17. Sangamon Dairy Co.
18. Roma Cafe
19. Slocum's Restaurant
20. Hi-Way Cafe
21. Tucker's Grill
22. Meighan's Cafe.
23. Budde's Restaurant

APPENDIX

D. COOPERATING EMPLOYERS

Cont'd.

24. Mo Coffee Shop
25. Drach's Restaurant
26. The Country Kitchen
27. The Silver Leaf
28. Moore's Confectionery
29. Rose's Eat Shop
30. The Hut
31. Coney Island Lunch Room
32. The Alamo
33. The So-Ho
34. Monarch Tavern
35. The Spot
36. Par-A-Dice
37. The Sazarac
38. St. Nicholas Hotel Coffee Shop
39. Leland Hotel Coffee Shop
40. Strong's Cafeteria
41. Sangamo Electric Co-Cafeteria
42. White's Confectionery
43. Herndon's
44. G. E. Benson
45. The Southtown
46. The Avalon

APPENDIX

E. COOPERATING EMPLOYERS

These firms cooperated to make this study possible by providing information regarding the duties of food service employees. The numbers correspond to the "Employer Numbers" in Column 1.

TABLE SERVICE

1. St. Nicholas Hotel Coffee Shop
2. The Alamo
3. The Avalon
4. Leland Hotel Coffee Shop
5. The Spot
6. James' Confectionery
7. Mingle's Restaurant

COUNTER SERVICE

1. F. W. Woolworth Co.
2. Diana Sweets Shop
3. Norman's Coffee Shop
4. Strong's Cafeteria
5. The Hut

NAME OF EMPLOYER: *Diana Sweets Shop*

DESIRABLE QUALIFICATIONS FOR

FOOD SERVICE EMPLOYEES

Qualification	Required	Desired	Unimportant
<u>PREPARATION AND TRAINING:</u>			
High school graduation	_____	_____	<u>X</u>
Home economics course	_____	_____	<u>X</u>
Trade training	_____	_____	<u>X</u>
Experience in any job	_____	_____	<u>✓</u>
Experience in similar job	_____	_____	<u>X</u>
Skill in food preparation	_____	<u>✓</u>	_____
Ability to write legibly	_____	<u>X</u>	_____
Ability to speak good English	<u>X</u>	_____	_____
Ability to use figures	<u>X</u>	_____	_____
Ability to make change	_____	_____	<u>X</u>
Ability to use cash register	_____	_____	<u>X</u>
<u>PERSONAL CHARACTERISTICS:</u>			
Age	<u>18</u>	_____	_____
Attractive appearance	<u>X</u>	_____	_____
Good grooming:			
Absence of halitosis	<u>X</u>	_____	_____
Absence of body odors	<u>X</u>	_____	_____
Personal cleanliness	<u>X</u>	_____	_____
Clear complexion	<u>X</u>	_____	_____
Make-up:			
Cosmetics	_____	<u>X</u>	_____
Perfume	_____	_____	<u>X</u>
Nail polish	_____	_____	<u>X</u>
Physical characteristics:			
Weight	_____	_____	<u>X</u>
Height	_____	_____	<u>X</u>
Coloring	<u>white</u>	_____	<u>X</u>
Religion	_____	_____	<u>X</u>
Nationality	_____	_____	<u>X</u>

The list of character trait actions on the following page are arranged in a series ranging from the possession of a high degree of the characteristic to the point where a negative reaction is present. Check only the character trait actions which you consider essential to a satisfactory food service employee.

CHARACTER TRAIT ACTIONS:

Honest:

- Willing to tell absolute truth
- Evades the truth if unpleasant
- Untruthful in order to avoid just criticism
- Trustworthy in handling money
- Careless in handling money
- Dishonest in handling money

Tactful:

- Understands the viewpoint of others
- Criticizes those who do not agree
- Defers to customers and enjoys serving them
- Antagonizes customers
- Kind and courteous to all
- Courteous to superiors but not to co-workers
- Discourteous to others

Punctual:

- Always on time or early
- Usually arrives and leaves exactly on time
- Often late in arrival
- Leaves early if possible

Cooperative:

- Willing to carry fair share of common load
- Does only the work required
- Trys to avoid as much work as possible

Reliable:

- Accurate and thorough in carrying out work
- Considers details unimportant
- Often makes mistakes
- Never fails to complete a job
- Completes a job if there is time
- Completes a job if it is not too difficult
- Dependable in fulfilling responsibility
- Sometimes forgets responsibility
- Will not assume responsibility
- Uses mature judgment in making decisions
- Depends upon the judgment of others
- Distrusts the judgment of others

Alert:

- Eager to learn
- Discovers ways to improve work
- Follows directions of others
- Does not follow directions
- Willing to ask questions
- Adopts new suggestions of others
- Depends upon present knowledge
- Refuses to try new ideas and methods

NAME OF EMPLOYER: *Norman's Coffee Shop*

DESIRABLE QUALIFICATIONS FOR
FOOD SERVICE EMPLOYEES

Qualification	Required	Desired	Unimportant
<u>PREPARATION AND TRAINING:</u>			
High school graduation	<input checked="" type="checkbox"/>		
Home economics course		<input checked="" type="checkbox"/>	
Trade training		<input checked="" type="checkbox"/>	
Experience in any job		<input checked="" type="checkbox"/>	
Experience in similar job		<input checked="" type="checkbox"/>	
Skill in food preparation		<input checked="" type="checkbox"/>	
Ability to write legibly		<input checked="" type="checkbox"/>	
Ability to speak good English	<input checked="" type="checkbox"/>		
Ability to use figures	<input checked="" type="checkbox"/>		
Ability to make change	<input checked="" type="checkbox"/>		
Ability to use cash register		<input checked="" type="checkbox"/>	
<u>PERSONAL CHARACTERISTICS:</u>			
Age		<i>24</i>	
Attractive appearance	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Good grooming:			
Absence of halitosis	<input checked="" type="checkbox"/>		
Absence of body odors	<input checked="" type="checkbox"/>		
Personal cleanliness	<input checked="" type="checkbox"/>		
Clear complexion	<input checked="" type="checkbox"/>		
Make-up:			
Cosmetics		<input checked="" type="checkbox"/>	
Perfume		<input checked="" type="checkbox"/>	
Nail polish		<input checked="" type="checkbox"/>	
Physical characteristics:			
Weight		<i>Average</i>	
Height			
Coloring	<i>White</i>		
Religion			<input checked="" type="checkbox"/>
Nationality			<input checked="" type="checkbox"/>

The list of character trait actions on the following page are arranged in a series ranging from the possession of a high degree of the characteristic to the point where a negative reaction is present. Check only the character trait actions which you consider essential to a satisfactory food service employee.

Check the essential characteristics here.

CHARACTER TRAIT ACTIONS:

Honest:

- Willing to tell absolute truth
- Evades the truth if unpleasant
- Untruthful in order to avoid just criticism
- Trustworthy in handling money
- Careless in handling money
- Dishonest in handling money

_____ ✓

Tactful:

- Understands the viewpoint of others
- Criticizes those who do not agree
- Defers to customers and enjoys serving them
- Antagonizes customers
- Kind and courteous to all
- Courteous to superiors but not to co-workers
- Discourteous to others

_____ ✓

Punctual:

- Always on time or early
- Usually arrives and leaves exactly on time
- Often late in arrival
- Leaves early if possible

_____ ✓

Cooperative:

- Willing to carry fair share of common load
- Does only the work required
- Trys to avoid as much work as possible

_____ ✓

Reliable:

- Accurate and thorough in carrying out work
- Considers details unimportant
- Often makes mistakes
- Never fails to complete a job
- Completes a job if there is time
- Completes a job if it is not too difficult
- Dependable in fulfilling responsibility
- Sometimes forgets responsibility
- Will not assume responsibility
- Uses mature judgment in making decisions
- Depends upon the judgment of others
- Distrusts the judgment of others

_____ ✓

Alert:

- Eager to learn
- Discovers ways to improve work
- Follows directions of others
- Does not follow directions
- Willing to ask questions
- Adopts new suggestions of others
- Depends upon present knowledge
- Refuses to try new ideas and methods

_____ ✓

NAME OF EMPLOYER: *Strong's Cafeteria*

DESIRABLE QUALIFICATIONS FOR
FOOD SERVICE EMPLOYEES

Qualification	Required	Desired	Unimportant
<u>PREPARATION AND TRAINING:</u>			
High school graduation	_____	_____	<u>X</u>
Home economics course	_____	_____	<u>X</u>
Trade training	_____	_____	<u>X</u>
Experience in any job	_____	_____	<u>X</u>
Experience in similar job	_____	<u>X</u>	_____
Skill in food preparation	_____	_____	<u>X</u>
Ability to write legibly	_____	_____	<u>X</u>
Ability to speak good English	_____	<u>X</u>	_____
Ability to use figures	<u>X</u>	_____	_____
Ability to make change	<u>X</u>	_____	_____
Ability to use cash register	<u>X</u>	_____	_____
<u>PERSONAL CHARACTERISTICS:</u>			
Age	_____	_____	<u>X</u>
Attractive appearance	<u>X</u>	_____	_____
Good grooming:			
Absence of halitosis	<u>X</u>	_____	_____
Absence of body odors	<u>X</u>	_____	_____
Personal cleanliness	<u>X</u>	_____	_____
Clear complexion	<u>X</u>	_____	_____
Make-up:			
Cosmetics	_____	<u>X</u>	_____
Perfume	_____	_____	<u>X</u>
Nail polish	_____	<u>X</u>	_____
Physical characteristics:			
Weight	_____	_____	<u>X</u>
Height	_____	_____	<u>X</u>
Coloring	<u>white</u>	_____	<u>X</u>
Religion	_____	_____	<u>X</u>
Nationality	_____	_____	<u>X</u>

The list of character trait actions on the following page are arranged in a series ranging from the possession of a high degree of the characteristic to the point where a negative reaction is present. Check only the character trait actions which you consider essential to a satisfactory food service employee.

CHARACTER TRAIT ACTIONS:

Honest:

Willing to tell absolute truth	<u> X </u>
Evades the truth if unpleasant	<u> </u>
Untruthful in order to avoid just criticism	<u> </u>
Trustworthy in handling money	<u> X </u>
Careless in handling money	<u> </u>
Dishonest in handling money	<u> </u>

Tactful:

Understands the viewpoint of others	<u> X </u>
Criticizes those who do not agree	<u> </u>
Defers to customers and enjoys serving them	<u> X </u>
Antagonizes customers	<u> </u>
Kind and courteous to all	<u> X </u>
Courteous to superiors but not to co-workers	<u> </u>
Discourteous to others	<u> </u>

Punctual:

Always on time or early	<u> </u>
Usually arrives and leaves exactly on time	<u> X </u>
Often late in arrival	<u> </u>
Leaves early if possible	<u> </u>

Cooperative:

Willing to carry fair share of common load	<u> X </u>
Does only the work required	<u> </u>
Trys to avoid as much work as possible	<u> </u>

Reliable:

Accurate and thorough in carrying out work	<u> X </u>
Considers details unimportant	<u> </u>
Often makes mistakes	<u> </u>
Never fails to complete a job	<u> X </u>
Completes a job if there is time	<u> X </u>
Completes a job if it is not too difficult	<u> </u>
Dependable in fulfilling responsibility	<u> X </u>
Sometimes forgets responsibility	<u> </u>
Will not assume responsibility	<u> </u>
Uses mature judgment in making decisions	<u> X </u>
Depends upon the judgment of others	<u> </u>
Distrusts the judgment of others	<u> </u>

Alert:

Eager to learn	<u> X </u>
Discovers ways to improve work	<u> X </u>
Follows directions of others	<u> X </u>
Does not follow directions	<u> </u>
Willing to ask questions	<u> X </u>
Adopts new suggestions of others	<u> X </u>
Depends upon present knowledge	<u> X </u>
Refuses to try new ideas and methods	<u> </u>

NAME OF EMPLOYER: *F. W. Woolworth*

DESIRABLE QUALIFICATIONS FOR
FOOD SERVICE EMPLOYEES

Qualification Required Desired Unimportant

PREPARATION AND TRAINING:

High school graduation	_____	<u>X</u>	_____
Home economics course	_____	_____	<u>X</u>
Trade training	_____	_____	<u>X</u>
Experience in any job	<u>X</u>	_____	_____
Experience in similar job	<u>X</u>	_____	_____
Skill in food preparation	_____	_____	<u>X</u>
Ability to write legibly	_____	<u>X</u>	_____
Ability to speak good English	<u>X</u>	_____	_____
Ability to use figures	_____	<u>X</u>	_____
Ability to make change	<u>X</u>	_____	_____
Ability to use cash register	<u>X</u>	_____	_____

PERSONAL CHARACTERISTICS:

Age	_____	<u>X 15</u>	_____
Attractive appearance	<u>✓</u>	_____	_____
Good grooming:			
Absence of halitosis	<u>X</u>	_____	_____
Absence of body odors	<u>X</u>	_____	_____
Personal cleanliness	<u>X</u>	_____	_____
Clear complexion	_____	<u>X</u>	_____
Make-up:			
Cosmetics	_____	<u>X</u>	_____
Perfume	_____	<u>X</u>	_____
Nail polish	_____	<u>X</u>	_____
Physical characteristics:			
Weight	_____	<u>X Avg</u>	_____
Height	_____	<u>X Avg</u>	_____
Coloring	<u>X white</u>	_____	_____
Religion	_____	_____	<u>X</u>
Nationality	_____	_____	<u>X</u>

The list of character trait actions on the following page are arranged in a series ranging from the possession of a high degree of the characteristic to the point where a negative reaction is present. Check only the character trait actions which you consider essential to a satisfactory food service employee.

CHARACTER TRAIT ACTIONS:

Honest:

- Willing to tell absolute truth
- Evades the truth if unpleasant
- Untruthful in order to avoid just criticism
- Trustworthy in handling money
- Careless in handling money
- Dishonest in handling money

Tactful:

- Understands the viewpoint of others
- Criticizes those who do not agree
- Defers to customers and enjoys serving them
- Antagonizes customers
- Kind and courteous to all
- Courteous to superiors but not to co-workers
- Discourteous to others

Punctual:

- Always on time or early
- Usually arrives and leaves exactly on time
- Often late in arrival
- Leaves early if possible

Cooperative:

- Willing to carry fair share of common load
- Does only the work required
- Tries to avoid as much work as possible

Reliable:

- Accurate and thorough in carrying out work
- Considers details unimportant
- Often makes mistakes
- Never fails to complete a job
- Completes a job if there is time
- Completes a job if it is not too difficult
- Dependable in fulfilling responsibility
- Sometimes forgets responsibility
- Will not assume responsibility
- Uses mature judgment in making decisions
- Depends upon the judgment of others
- Distrusts the judgment of others

Alert:

- Eager to learn
- Discovers ways to improve work
- Follows directions of others
- Does not follow directions
- Willing to ask questions
- Adopts new suggestions of others
- Depends upon present knowledge
- Refuses to try new ideas and methods

NAME OF EMPLOYER: *James' Confectionery*

DESIRABLE QUALIFICATIONS FOR

FOOD SERVICE EMPLOYEES

Qualification	Required	Desired	Unimportant
---------------	----------	---------	-------------

PREPARATION AND TRAINING:

High school graduation	_____	_____	<input checked="" type="checkbox"/>
Home economics course	_____	_____	<input checked="" type="checkbox"/>
Trade training	_____	_____	<input checked="" type="checkbox"/>
Experience in any job	_____	_____	<input checked="" type="checkbox"/>
Experience in similar job	_____	_____	<input checked="" type="checkbox"/>
Skill in food preparation	_____	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Ability to write legibly	_____	<input checked="" type="checkbox"/>	_____
Ability to speak good English	<input checked="" type="checkbox"/>	_____	_____
Ability to use figures	_____	<input checked="" type="checkbox"/>	_____
Ability to make change	_____	<input checked="" type="checkbox"/>	_____
Ability to use cash register	_____	<input checked="" type="checkbox"/>	_____

PERSONAL CHARACTERISTICS:

Age	<u>16</u>	_____	_____
Attractive appearance	_____	<input checked="" type="checkbox"/>	_____
Good grooming:			
Absence of halitosis	<input checked="" type="checkbox"/>	_____	_____
Absence of body odors	<input checked="" type="checkbox"/>	_____	_____
Personal cleanliness	<input checked="" type="checkbox"/>	_____	_____
Clear complexion	_____	<input checked="" type="checkbox"/>	_____
Make-up:			
Cosmetics	_____	_____	<input checked="" type="checkbox"/>
Perfume	_____	_____	<input checked="" type="checkbox"/>
Nail polish	_____	_____	<input checked="" type="checkbox"/>
Physical characteristics:			
Weight	_____	_____	<input checked="" type="checkbox"/>
Height	_____	_____	<input checked="" type="checkbox"/>
Coloring	<u>White</u>	_____	<input checked="" type="checkbox"/>
Religion	_____	_____	<input checked="" type="checkbox"/>
Nationality	_____	_____	<input checked="" type="checkbox"/>

The list of character trait actions on the following page are arranged in a series ranging from the possession of a high degree of the characteristic to the point where a negative reaction is present. Check only the character trait actions which you consider essential to a satisfactory food service employee.

CHARACTER TRAIT ACTIONS:

Honest:

- Willing to tell absolute truth
- Evades the truth if unpleasant
- Untruthful in order to avoid just criticism
- Trustworthy in handling money
- Careless in handling money
- Dishonest in handling money

_____ ✓

 _____ ✓

Tactful:

- Understands the viewpoint of others
- Criticizes those who do not agree
- Defers to customers and enjoys serving them
- Antagonizes customers
- Kind and courteous to all
- Courteous to superiors but not to co-workers
- Discourteous to others

_____ ✓

 _____ ✓

Punctual:

- Always on time or early
- Usually arrives and leaves exactly on time
- Often late in arrival
- Leaves early if possible

_____ ✓
 _____ ✓

Cooperative:

- Willing to carry fair share of common load
- Does only the work required
- Trys to avoid as much work as possible

_____ ✓

Reliable:

- Accurate and thorough in carrying out work
- Considers details unimportant
- Often makes mistakes
- Never fails to complete a job
- Completes a job if there is time
- Completes a job if it is not too difficult
- Dependable in fulfilling responsibility
- Sometimes forgets responsibility
- Will not assume responsibility
- Uses mature judgment in making decisions
- Depends upon the judgment of others
- Distrusts the judgment of others

_____ ✓

 _____ ✓

Alert:

- Eager to learn
- Discovers ways to improve work
- Follows directions of others
- Does not follow directions
- Willing to ask questions
- Adopts new suggestions of others
- Depends upon present knowledge
- Refuses to try new ideas and methods

_____ ✓
 _____ ✓
 _____ ✓

 _____ ✓
 _____ ✓

DESIRABLE QUALIFICATIONS FOR
FOOD SERVICE EMPLOYEES

Qualification	Required	Desired	Unimportant
<u>PREPARATION AND TRAINING:</u>			
High school graduation	_____	_____	<u>X</u>
Home economics course	_____	_____	<u>X</u>
Trade training	_____	_____	<u>X</u>
Experience in any job	_____	_____	<u>X</u>
Experience in similar job	_____	_____	<u>X</u>
Skill in food preparation	_____	_____	<u>X</u>
Ability to write legibly	_____	_____	<u>X</u>
Ability to speak good English	_____	_____	<u>X</u>
Ability to use figures	_____	_____	<u>X</u>
Ability to make change	_____	_____	<u>X</u>
Ability to use cash register	_____	_____	<u>X</u>
<u>PERSONAL CHARACTERISTICS:</u>			
Age	_____	_____	<u>X</u>
Attractive appearance	<u>X</u>	_____	_____
Good grooming:			
Absence of halitosis	<u>X</u>	_____	_____
Absence of body odors	<u>X</u>	_____	_____
Personal cleanliness	<u>X</u>	_____	_____
Clear complexion	<u>X</u>	_____	_____
Make-up:			
Cosmetics	_____	<u>X</u>	_____
Perfume	_____	_____	<u>X</u>
Nail polish	_____	_____	<u>X</u>
Physical characteristics:			
Weight	_____	_____	<u>X</u>
Height	_____	_____	<u>X</u>
Coloring	<u>White</u>	_____	<u>X</u>
Religion	_____	_____	<u>X</u>
Nationality	_____	_____	<u>X</u>

The list of character trait actions on the following page are arranged in a series ranging from the possession of a high degree of the characteristic to the point where a negative reaction is present. Check only the character trait actions which you consider essential to a satisfactory food service employee.

CHARACTER TRAIT ACTIONS:

Honest:

- Willing to tell absolute truth
- Evades the truth if unpleasant
- Untruthful in order to avoid just criticism
- Trustworthy in handling money
- Careless in handling money
- Dishonest in handling money

Tactful:

- Understands the viewpoint of others
- Criticizes those who do not agree
- Defers to customers and enjoys serving them
- Antagonizes customers
- Kind and courteous to all
- Courteous to superiors but not to co-workers
- Discourteous to others

Punctual:

- Always on time or early
- Usually arrives and leaves exactly on time
- Often late in arrival
- Leaves early if possible

Cooperative:

- Willing to carry fair share of common load
- Does only the work required
- Trys to avoid as much work as possible

Reliable:

- Accurate and thorough in carrying out work
- Considers details unimportant
- Often makes mistakes
- Never fails to complete a job
- Completes a job if there is time
- Completes a job if it is not too difficult
- Dependable in fulfilling responsibility
- Sometimes forgets responsibility
- Will not assume responsibility
- Uses mature judgment in making decisions
- Depends upon the judgment of others
- Distrusts the judgment of others

Alert:

- Eager to learn
- Discovers ways to improve work
- Follows directions of others
- Does not follow directions
- Willing to ask questions
- Adopts new suggestions of others
- Depends upon present knowledge
- Refuses to try new ideas and methods

DESIRABLE QUALIFICATIONS FOR
FOOD SERVICE EMPLOYEES

Qualification	Required	Desired	Unimportant
<u>PREPARATION AND TRAINING:</u>			
High school graduation	_____	_____	<u>X</u>
Home economics course	_____	_____	<u>X</u>
Trade training	_____	_____	<u>X</u>
Experience in any job	_____	<u>X</u>	_____
Experience in similar job	_____	<u>X</u>	_____
Skill in food preparation	_____	_____	<u>X</u>
Ability to write legibly	_____	<u>X</u>	_____
Ability to speak good English	_____	<u>X</u>	_____
Ability to use figures	_____	<u>X</u>	_____
Ability to make change	_____	_____	_____
Ability to use cash register	_____	_____	_____
<u>PERSONAL CHARACTERISTICS:</u>			
Age	_____	_____	<u>X</u>
Attractive appearance	_____	<u>X</u>	_____
Good grooming:			
Absence of halitosis	<u>X</u>	_____	_____
Absence of body odors	<u>X</u>	_____	_____
Personal cleanliness	<u>X</u>	_____	_____
Clear complexion	_____	<u>X</u>	_____
Make-up:			
Cosmetics	_____	<u>X</u>	_____
Perfume	_____	_____	<u>X</u>
Nail polish	_____	_____	<u>X</u>
Physical characteristics:			
Weight	_____	_____	<u>X</u>
Height	_____	_____	<u>X</u>
Coloring	<u>White</u>	_____	_____
Religion	_____	_____	<u>X</u>
Nationality	_____	_____	<u>X</u>

The list of character trait actions on the following page are arranged in a series ranging from the possession of a high degree of the characteristic to the point where a negative reaction is present. Check only the character trait actions which you consider essential to a satisfactory food service employee.

CHARACTER TRAIT ACTIONS:

Honest:

- Willing to tell absolute truth
- Evades the truth if unpleasant
- Untruthful in order to avoid just criticism
- Trustworthy in handling money
- Careless in handling money
- Dishonest in handling money

X

Tactful:

- Understands the viewpoint of others
- Criticizes those who do not agree
- Defers to customers and enjoys serving them
- Antagonizes customers
- Kind and courteous to all
- Courteous to superiors but not to co-workers
- Discourteous to others

X

 X

Punctual:

- Always on time or early
- Usually arrives and leaves exactly on time
- Often late in arrival
- Leaves early if possible

X

Cooperative:

- Willing to carry fair share of common load
- Does only the work required
- Trys to avoid as much work as possible

X

Reliable:

- Accurate and thorough in carrying out work
- Considers details unimportant
- Often makes mistakes
- Never fails to complete a job
- Completes a job if there is time
- Completes a job if it is not too difficult
- Dependable in fulfilling responsibility
- Sometimes forgets responsibility
- Will not assume responsibility
- Uses mature judgment in making decisions
- Depends upon the judgment of others
- Distrusts the judgment of others

X

 X

Alert:

- Eager to learn
- Discovers ways to improve work
- Follows directions of others
- Does not follow directions
- Willing to ask questions
- Adopts new suggestions of others
- Depends upon present knowledge
- Refuses to try new ideas and methods

X

 X

 X

 X

NAME OF EMPLOYER: *The Avalon*

DESIRABLE QUALIFICATIONS FOR
FOOD SERVICE EMPLOYEES

Qualification	Required	Desired	Unimportant
<u>PREPARATION AND TRAINING:</u>			
High school graduation	_____	<input checked="" type="checkbox"/>	_____
Home economics course	_____	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Trade training	_____	<input checked="" type="checkbox"/>	_____
Experience in any job	_____	<input checked="" type="checkbox"/>	_____
Experience in similar job	_____	<input checked="" type="checkbox"/>	_____
Skill in food preparation	_____	<input checked="" type="checkbox"/>	_____
Ability to write legibly	<input checked="" type="checkbox"/>	_____	<input checked="" type="checkbox"/>
Ability to speak good English	<input checked="" type="checkbox"/>	_____	_____
Ability to use figures	<input checked="" type="checkbox"/>	_____	_____
Ability to make change	<input checked="" type="checkbox"/>	_____	_____
Ability to use cash register	_____	_____	<input checked="" type="checkbox"/>
<u>PERSONAL CHARACTERISTICS:</u>			
Age	_____	_____	<input checked="" type="checkbox"/>
Attractive appearance	<input checked="" type="checkbox"/>	_____	_____
Good grooming:			
Absence of halitosis	<input checked="" type="checkbox"/>	_____	_____
Absence of body odors	<input checked="" type="checkbox"/>	_____	_____
Personal cleanliness	<input checked="" type="checkbox"/>	_____	_____
Clear complexion	<input checked="" type="checkbox"/>	_____	_____
Make-up:			
Cosmetics	_____	_____	<input checked="" type="checkbox"/>
Perfume	_____	_____	<input checked="" type="checkbox"/>
Nail polish	_____	_____	<input checked="" type="checkbox"/>
Physical characteristics:			
Weight	_____	_____	<input checked="" type="checkbox"/>
Height	_____	_____	<input checked="" type="checkbox"/>
Coloring	<i>white</i>	_____	<input checked="" type="checkbox"/>
Religion	_____	_____	<input checked="" type="checkbox"/>
Nationality	_____	_____	<input checked="" type="checkbox"/>

The list of character trait actions on the following page are arranged in a series ranging from the possession of a high degree of the characteristic to the point where a negative reaction is present. Check only the character trait actions which you consider essential to a satisfactory food service employee.

CHARACTER TRAIT ACTIONS:Honest:

Willing to tell absolute truth
 Evades the truth if unpleasant
 Untruthful in order to avoid just criticism
 Trustworthy in handling money
 Careless in handling money
 Dishonest in handling money

Tactful:

Understands the viewpoint of others
 Criticizes those who do not agree
 Defers to customers and enjoys serving them
 Antagonizes customers
 Kind and courteous to all
 Courteous to superiors but not to co-workers
 Discourteous to others

Punctual:

Always on time or early
 Usually arrives and leaves exactly on time
 Often late in arrival
 Leaves early if possible

Cooperative:

Willing to carry fair share of common load
 Does only the work required
 Tries to avoid as much work as possible

Reliable:

Accurate and thorough in carrying out work
 Considers details unimportant
 Often makes mistakes
 Never fails to complete a job
 Completes a job if there is time
 Completes a job if it is not too difficult
 Dependable in fulfilling responsibility
 Sometimes forgets responsibility
 Will not assume responsibility
 Uses mature judgment in making decisions
 Depends upon the judgment of others
 Distrusts the judgment of others

Alert:

Eager to learn
 Discovers ways to improve work
 Follows directions of others
 Does not follow directions
 Willing to ask questions
 Adopts new suggestions of others
 Depends upon present knowledge
 Refuses to try new ideas and methods

DESIRABLE QUALIFICATIONS FOR

FOOD SERVICE EMPLOYEES

Qualification	Required	Desired	Unimportant
---------------	----------	---------	-------------

PREPARATION AND TRAINING:

High school graduation	_____	<u>X</u>	_____
Home economics course	_____	<u>X</u>	_____
Trade training	_____	<u>X</u>	_____
Experience in any job	_____	_____	<u>✓</u>
Experience in similar job	_____	_____	<u>✓</u>
Skill in food preparation	_____	_____	<u>✓</u>
Ability to write legibly	_____	_____	<u>✓</u>
Ability to speak good English	_____	_____	<u>✓</u>
Ability to use figures	_____	<u>X</u>	_____
Ability to make change	_____	<u>X</u>	_____
Ability to use cash register	_____	<u>X</u>	_____

PERSONAL CHARACTERISTICS:

Age	_____	_____	<u>X</u>
Attractive appearance	_____	<u>X</u>	_____
Good grooming:			
Absence of halitosis	<u>X</u>	<u>X</u>	_____
Absence of body odors	<u>X</u>	<u>X</u>	_____
Personal cleanliness	<u>X</u>	_____	_____
Clear complexion	<u>X</u>	_____	_____
Make-up:			
Cosmetics	_____	<u>X</u>	_____
Perfume	_____	_____	<u>X</u>
Nail polish	_____	_____	<u>X</u>
Physical characteristics:			
Weight	<u>too heavy</u>	<u>heavy</u>	_____
Height	_____	_____	<u>X</u>
Coloring	<u>white</u>	<u>white</u>	_____
Religion	_____	_____	<u>X</u>
Nationality	_____	_____	<u>X</u>

The list of character trait actions on the following page are arranged in a series ranging from the possession of a high degree of the characteristic to the point where a negative reaction is present. Check only the character trait actions which you consider essential to a satisfactory food service employee.

Check the essential characteristics here.

CHARACTER TRAIT ACTIONS:

Honest:

- Willing to tell absolute truth
- Evades the truth if unpleasant
- Untruthful in order to avoid just criticism
- Trustworthy in handling money
- Careless in handling money
- Dishonest in handling money

Tactful:

- Understands the viewpoint of others
- Criticizes those who do not agree
- Defers to customers and enjoys serving them
- Antagonizes customers
- Kind and courteous to all
- Courteous to superiors but not to co-workers
- Discourteous to others

Punctual:

- Always on time or early
- Usually arrives and leaves exactly on time
- Often late in arrival
- Leaves early if possible

Cooperative:

- Willing to carry fair share of common load
- Does only the work required
- Trys to avoid as much work as possible

Reliable:

- Accurate and thorough in carrying out work
- Considers details unimportant
- Often makes mistakes
- Never fails to complete a job
- Completes a job if there is time
- Completes a job if it is not too difficult
- Dependable in fulfilling responsibility
- Sometimes forgets responsibility
- Will not assume responsibility
- Uses mature judgment in making decisions
- Depends upon the judgment of others
- Distrusts the judgment of others

Alert:

- Eager to learn
- Discovers ways to improve work
- Follows directions of others
- Does not follow directions
- Willing to ask questions
- Adopts new suggestions of others
- Depends upon present knowledge
- Refuses to try new ideas and methods

NAME OF EMPLOYER: *The Alamo*

DESIRABLE QUALIFICATIONS FOR
FOOD SERVICE EMPLOYEES

Qualification	Required	Desired	Unimportant
<u>PREPARATION AND TRAINING:</u>			
High school graduation	_____	<input checked="" type="checkbox"/>	_____
Home economics course	_____	_____	<input checked="" type="checkbox"/>
Trade training	_____	<input checked="" type="checkbox"/>	_____
Experience in any job	_____	_____	<input checked="" type="checkbox"/>
Experience in similar job	_____	<input checked="" type="checkbox"/>	_____
Skill in food preparation	_____	_____	<input checked="" type="checkbox"/>
Ability to write legibly	_____	_____	<input checked="" type="checkbox"/>
Ability to speak good English	<input checked="" type="checkbox"/>	_____	_____
Ability to use figures	_____	_____	<input checked="" type="checkbox"/>
Ability to make change	<input checked="" type="checkbox"/>	_____	_____
Ability to use cash register	<input checked="" type="checkbox"/>	_____	_____
<u>PERSONAL CHARACTERISTICS:</u>			
Age	_____	_____	<input checked="" type="checkbox"/>
Attractive appearance	<input checked="" type="checkbox"/>	_____	_____
Good grooming:			
Absence of halitosis	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	_____
Absence of body odors	_____	<input checked="" type="checkbox"/>	_____
Personal cleanliness	_____	<input checked="" type="checkbox"/>	_____
Clear complexion	_____	<input checked="" type="checkbox"/>	_____
Make-up:			
Cosmetics	_____	<input checked="" type="checkbox"/>	_____
Perfume	_____	_____	<input checked="" type="checkbox"/>
Nail polish	_____	_____	<input checked="" type="checkbox"/>
Physical characteristics:			
Weight	_____	_____	<input checked="" type="checkbox"/>
Height	_____	_____	<input checked="" type="checkbox"/>
Coloring	<i>white</i>	_____	_____
Religion	_____	_____	<input checked="" type="checkbox"/>
Nationality	_____	_____	<input checked="" type="checkbox"/>

The list of character trait actions on the following page are arranged in a series ranging from the possession of a high degree of the characteristic to the point where a negative reaction is present. Check only the character trait actions which you consider essential to a satisfactory food service employee.

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Honest:

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- Untruthful in order to avoid just criticism
- Trustworthy in handling money
- Careless in handling money
- Dishonest in handling money

Tactful:

- Understands the viewpoint of others
- Criticizes those who do not agree
- Defers to customers and enjoys serving them
- Antagonizes customers
- Kind and courteous to all
- Courteous to superiors but not to co-workers
- Discourteous to others

Punctual:

- Always on time or early
- Usually arrives and leaves exactly on time
- Often late in arrival
- Leaves early if possible

Cooperative:

- Willing to carry fair share of common load
- Does only the work required
- Trys to avoid as much work as possible

Reliable:

- Accurate and thorough in carrying out work
- Considers details unimportant
- Often makes mistakes
- Never fails to complete a job
- Completes a job if there is time
- Completes a job if it is not too difficult
- Dependable in fulfilling responsibility
- Sometimes forgets responsibility
- Will not assume responsibility
- Uses mature judgment in making decisions
- Depends upon the judgment of others
- Distrusts the judgment of others

Alert:

- Eager to learn
- Discovers ways to improve work
- Follows directions of others
- Does not follow directions
- Willing to ask questions
- Adopts new suggestions of others
- Depends upon present knowledge
- Refuses to try new ideas and methods

DESIRABLE QUALIFICATIONS FOR

FOOD SERVICE EMPLOYEES

Qualification	Required	Desired	Unimportant
<u>PREPARATION AND TRAINING:</u>			
High school graduation	_____	✓	_____
Home economics course	_____	✓	_____
Trade training	_____	_____	✓
Experience in any job	_____	✓	_____
Experience in similar job	✓	_____	_____
Skill in food preparation	_____	✓	_____
Ability to write legibly	✓	_____	_____
Ability to speak good English	✓	_____	_____
Ability to use figures	✓	_____	_____
Ability to make change	✓	_____	_____
Ability to use cash register	✓	_____	_____
<u>PERSONAL CHARACTERISTICS:</u>			
Age	_____	_____	✓
Attractive appearance	✓	_____	_____
Good grooming:			
Absence of halitosis	✓	_____	_____
Absence of body odors	✓	_____	_____
Personal cleanliness	✓	_____	_____
Clear complexion	_____	✓	_____
Make-up:			
Cosmetics	_____	✓	_____
Perfume	_____	_____	✓
Nail polish	_____	_____	✓
Physical characteristics:			
Weight	_____	_____	✓
Height	_____	_____	✓
Coloring	<i>white</i>	_____	✓
Religion	_____	_____	✓
Nationality	_____	_____	✓

The list of character trait actions on the following page are arranged in a series ranging from the possession of a high degree of the characteristic to the point where a negative reaction is present. Check only the character trait actions which you consider essential to a satisfactory food service employee.

CHARACTER TRAIT ACTIONS:

Honest:

- Willing to tell absolute truth
- Evades the truth if unpleasant
- Untruthful in order to avoid just criticism
- Trustworthy in handling money
- Careless in handling money
- Dishonest in handling money

_____ ✓

 _____ ✓

Tactful:

- Understands the viewpoint of others
- Criticizes those who do not agree
- Defers to customers and enjoys serving them
- Antagonizes customers
- Kind and courteous to all
- Courteous to superiors but not to co-workers
- Discourteous to others

_____ ✓

 _____ ✓
 _____ ✓

Punctual:

- Always on time or early
- Usually arrives and leaves exactly on time
- Often late in arrival
- Leaves early if possible

_____ ✓

Cooperative:

- Willing to carry fair share of common load
- Does only the work required
- Trys to avoid as much work as possible

_____ ✓

Reliable:

- Accurate and thorough in carrying out work
- Considers details unimportant
- Often makes mistakes
- Never fails to complete a job
- Completes a job if there is time
- Completes a job if it is not too difficult
- Dependable in fulfilling responsibility
- Sometimes forgets responsibility
- Will not assume responsibility
- Uses mature judgment in making decisions
- Depends upon the judgment of others
- Distrusts the judgment of others

_____ ✓

 _____ ✓

 _____ ✓

Alert:

- Eager to learn
- Discovers ways to improve work
- Follows directions of others
- Does not follow directions
- Willing to ask questions
- Adopts new suggestions of others
- Depends upon present knowledge
- Refuses to try new ideas and methods

_____ ✓
 _____ ✓

DESIRABLE QUALIFICATIONS FOR

FOOD SERVICE EMPLOYEES

Qualification Required Desired Unimportant

PREPARATION AND TRAINING:

High school graduation	✓	_____	_____
Home economics course	_____	_____	_____✓
Trade training	_____	_____	_____✓
Experience in any job	_____	_____	_____
Experience in similar job	✓	_____	_____
Skill in food preparation	✓	_____	_____✓
Ability to write legibly	✓	_____	_____
Ability to speak good English	✓	_____	_____
Ability to use figures	✓	_____	_____
Ability to make change	_____	_____✓	_____
Ability to use cash register	_____	_____✓	_____

PERSONAL CHARACTERISTICS:

Age	<u>18</u>	<u>21-30</u>	_____
Attractive appearance	✓	_____	_____
Good grooming:			
Absence of halitosis	✓	_____	_____
Absence of body odors	✓	_____	_____
Personal cleanliness	✓	_____	_____
Clear complexion	✓	_____	_____
Make-up:			
Cosmetics	<u>light</u>	_____	_____
Perfume	_____	_____	_____
Nail polish	_____	_____	<u>none</u> <u>none</u>
Physical characteristics:			
Weight	<u>average</u>	_____	_____
Height	<u>average</u>	_____	_____
Coloring	<u>white</u>	_____	_____✓
Religion	_____	_____	_____✓
Nationality	_____	_____	_____✓

The list of character trait actions on the following page are arranged in a series ranging from the possession of a high degree of the characteristic to the point where a negative reaction is present. Check only the character trait actions which you consider essential to a satisfactory food service employee.

Check the essential characteristics here.

CHARACTER TRAIT ACTIONS:

Honest:

- Willing to tell absolute truth
- Evades the truth if unpleasant
- Untruthful in order to avoid just criticism
- Trustworthy in handling money
- Careless in handling money
- Dishonest in handling money

✓

✓

Tactful:

- Understands the viewpoint of others
- Criticizes those who do not agree
- Defers to customers and enjoys serving them
- Antagonizes customers
- Kind and courteous to all
- Courteous to superiors but not to co-workers
- Discourteous to others

✓

✓

✓

Punctual:

- Always on time or early
- Usually arrives and leaves exactly on time
- Often late in arrival
- Leaves early if possible

✓

Cooperative:

- Willing to carry fair share of common load
- Does only the work required
- Trys to avoid as much work as possible

✓

Reliable:

- Accurate and thorough in carrying out work
- Considers details unimportant
- Often makes mistakes
- Never fails to complete a job
- Completes a job if there is time
- Completes a job if it is not too difficult
- Dependable in fulfilling responsibility
- Sometimes forgets responsibility
- Will not assume responsibility
- Uses mature judgment in making decisions
- Depends upon the judgment of others
- Distrusts the judgment of others

✓

✓

✓

Alert:

- Eager to learn
- Discovers ways to improve work
- Follows directions of others
- Does not follow directions
- Willing to ask questions
- Adopts new suggestions of others
- Depends upon present knowledge
- Refuses to try new ideas and methods

✓

✓

✓

✓

✓

NAME OF EMPLOYER _____
 ADDRESS OF EMPLOYER _____
 SIZE OF BUSINESS (How many served daily) _____
 NAME OF EMPLOYMENT MANAGER OR PERSON INTERVIEWED _____
 INTERVIEW MADE BY _____ DATE _____

A. How many girls are employed in counter and table service?

1. How many table service girls do you employ at this time? _____
2. How many counter service girls do you employ at this time? _____
3. Designate ages of these employees at time of employment:

	Table Service	Counter Service
Number from 16-20 years of age?	_____	_____
Number from 21-25 years of age?	_____	_____
Number over 25 years of age?	_____	_____

B. What are the trends in employment in food service?

1. Compared with last year at this time, is the number of your table service employees:
 Larger _____? Smaller _____? Same _____?
2. Compared with last year at this time, is the number of your counter service employees:
 Larger _____? Smaller _____? Same _____?
3. Is employment in your establishment:
 Regular _____? Irregular _____? Seasonal _____?
4. Are well-trained table service girls:
 Easy to secure _____? Difficult to secure _____?
5. Are well-trained counter service girls:
 Easy to secure _____? Difficult to secure _____?
6. How many new persons have you employed in the past year? _____

C. How do you secure your employees?

1. Through employment agencies? Public _____? Private _____?
2. Through recommendations of former employers? _____
3. Through recommendations of former employees? _____
4. Through schools? _____
5. Through personal application? _____
6. Other ways? _____

D. How do you determine an applicant's vocational preparation?

1. Do you require experience?
No _____ Yes _____ How much _____?
2. Do you provide additional training for employees?
No _____ Yes _____ How much _____?
3. How do you check an applicant's skill and ability?
By a try-out period? _____
From recommendations? _____
From information secured through interview? _____
Other ways - list here: _____
4. Do you know of any present local opportunities to secure vocational training in this field of work? _____

E. What are the conditions of work in your establishment?

1. What is your policy regarding employee-organizations?
Required? _____ Optional? _____ Discourged? _____
2. What health certificates do you require of employees?
Freedom from venereal diseases? _____
Typhoid immunity? _____
Smallpox vaccination? _____
Other tests - name here: _____

3. Do you provide for your employees:

Rest rooms? _____

Vacations: With pay? _____ How long? _____ Without pay? _____

Time off for illness: With pay? _____ How long? _____

Without pay? _____

Insurance? _____ What kinds? _____

4. What are the hours of work for female employees?

	<u>Table</u> <u>Service</u>	<u>Counter</u> <u>Service</u>
--	--------------------------------	----------------------------------

How many hours per day? _____

How many hours per week? _____

How many days per week? _____

5. What opportunities are there for promotion for table service employees in your establishment? (Women only)

Floor girls _____ Food checker _____

Waitress _____ Cashier _____

Waitress captain _____ Chef _____

Hostess _____ Stewardess _____

Room service _____ Social director _____

Counter girl _____ Others: _____
(kitchen)

6. What opportunities are there for promotion for counter service employees in your establishment? (Women only)

Floor girl _____ Cashier _____

Counter girl _____ Hostess _____

Specialized counter girl _____ Chef _____

Head counter girl _____ Stewardess _____

Food tabulator _____ Others: _____

7. What remuneration is made for these occupations?

	<u>Table Service</u>	<u>Counter Service</u>
What is your beginning wage?	_____	_____
What is your maximum wage?	_____	_____
What do you furnish in addition to wages?		
Meals: How many?	_____	_____
Uniforms	_____	_____
Laundry of uniforms	_____	_____
Other:	_____	_____
Do you allow tipping by customers? Yes? _____ No? _____		
Is this considered part of the wages? Yes? _____ No? _____		

F. Do you favor school training for these vocations?

To what extent are you willing to cooperate with the home economics department of Lanphier High School to provide a cooperative training program for this type of employment?

1. Allow students to visit your establishment? _____
2. Allow students to observe work in your establishment for a stated length of time? _____
3. Allow students to work in your establishment when not in school, such as summer vacation? _____
4. Allow students to work part-time while attending school part-time? _____
5. Assist in setting up a correlated course of study for use in school training course? _____
6. When possible, employing students who have successfully completed an approved school training course? _____
7. "Apprentice" training after completion of school training course? _____
8. Other ways: _____

G. Other suggestions.

NAME OF FIRM OR EMPLOYER :

DESCRIPTION OF THE OCCUPATION
COUNTER SERVICE

Check Here: Note:- The following list of duties is customarily performed by counter service employees. Please check in the column to the left which of these duties you believe could be learned in a school training course with a "1". If you believe this skill could be learned only on the job mark it with a "2".

____ Offer menu card
 ____ Repeat menu from memory

____ Obtain patron's order by:
 ____ Making a mental note
 ____ Writing the order
 ____ Guest writes the order

____ Assemble food:
 ____ From counter
 ____ From steam table
 ____ From kitchen

____ Set place at counter
 ____ Arrange order on counter

____ Serve the food:
 ____ As plate lunch
 ____ In courses
 ____ A la carte
 ____ Serve fountain confections

____ Collect payment
 ____ Present patron with check
 ____ Make change
 ____ Operate cash register

____ Clear counter

____ Prepare or assist with preparation of:
 ____ Alcoholic beverages
 ____ Non-alcoholic beverages
 ____ Fountain confections
 ____ Short orders
 ____ Complete meals
 ____ Salads
 ____ Sandwiches

____ Wash, polish or assist with:
 ____ China
 ____ Silver
 ____ Glassware
 ____ Fountain equipment
 ____ Cooking equipment

Get additional supplies by:

Going for them

Requesting them to be brought

Responsible for counter or steam table:

Cleaning

Control of steam

Control of gas or electricity

Setting up foods

Clearing counter or steam table

Setting up dishes

Responsible for arrangement and cleanliness of:

Shelves

Food containers

Condiment containers

Glass containers

Serving equipment

Windows

Counters

Mirrors

Booths

Tables

Chairs

Other equipment:

Type menus

Fold linen

Dust furniture

Sweep floors

Wash floors

Wax floors

Other Duties: (list)

NAME OF FIRM OR EMPLOYER:

DESCRIPTION OF THE OCCUPATION
TABLE SERVICE

Check Here: Note:- The following list of duties is customarily performed by table service employees. Please check in the column to the left which of these duties you believe could be learned in a school training course with a "1". If you believe this skill could be learned only on the job mark it with a "2".

Greet guests
Seat guests
Assist with wraps
Offer menu card
Repeat menu from memory

Obtain patron's order by:
Making a mental note
Writing the order
Guest writes the order
Transmit order to someone else
Fill order

Serve the meal as:
A plate lunch
Courses
A la carte
Holding dish for guest to serve self
Use tray service
Use arm service
Use tray stand

Collect payment at table
Present check to patron
Use cash register

Clear table using tray
Clear table using arm
Clear and set table alone
Clear and set table assisted by bus boy

Prepare or assist with preparation of:
Alcoholic beverages
Non-alcoholic beverages
Fountain confections
Short orders
Complete meals
Salads
Sandwiches

DESIRABLE QUALIFICATIONS FOR
FOOD SERVICE EMPLOYEES

Qualification	Required	Desired	Unimportant
<u>PREPARATION AND TRAINING:</u>			
High school graduation	_____	_____	_____
Home economics course	_____	_____	_____
Trade training	_____	_____	_____
Experience in any job	_____	_____	_____
Experience in similar job	_____	_____	_____
Skill in food preparation	_____	_____	_____
Ability to write legibly	_____	_____	_____
Ability to speak good English	_____	_____	_____
Ability to use figures	_____	_____	_____
Ability to make change	_____	_____	_____
Ability to use cash register	_____	_____	_____
<u>PERSONAL CHARACTERISTICS:</u>			
Age	_____	_____	_____
Attractive appearance	_____	_____	_____
Good grooming:			
Absence of halitosis	_____	_____	_____
Absence of body odors	_____	_____	_____
Personal cleanliness	_____	_____	_____
Clear complexion	_____	_____	_____
Make-up:			
Cosmetics	_____	_____	_____
Perfume	_____	_____	_____
Nail polish	_____	_____	_____
Physical characteristics:			
Weight	_____	_____	_____
Height	_____	_____	_____
Coloring	_____	_____	_____
Religion	_____	_____	_____
Nationality	_____	_____	_____

The list of character trait actions on the following page are arranged in a series ranging from the possession of a high degree of the characteristic to the point where a negative reaction is present. Check only the character trait actions which you consider essential to a satisfactory food service employee.

Check the essential characteristics here.

CHARACTER TRAIT ACTIONS:

Honest:

- Willing to tell absolute truth
- Evades the truth if unpleasant
- Untruthful in order to avoid just criticism
- Trustworthy in handling money
- Careless in handling money
- Dishonest in handling money

Tactful:

- Understands the viewpoint of others
- Criticizes those who do not agree
- Defers to customers and enjoys serving them
- Antagonizes customers
- Kind and courteous to all
- Courteous to superiors but not to co-workers
- Discourteous to others

Punctual:

- Always on time or early
- Usually arrives and leaves exactly on time
- Often late in arrival
- Leaves early if possible

Cooperative:

- Willing to carry fair share of common load
- Does only the work required
- Trys to avoid as much work as possible

Reliable:

- Accurate and thorough in carrying out work
- Considers details unimportant
- Often makes mistakes
- Never fails to complete a job
- Completes a job if there is time
- Completes a job if it is not too difficult
- Dependable in fulfilling responsibility
- Sometimes forgets responsibility
- Will not assume responsibility
- Uses mature judgment in making decisions
- Depends upon the judgment of others
- Distrusts the judgment of others

Alert:

- Eager to learn
- Discovers ways to improve work
- Follows directions of others
- Does not follow directions
- Willing to ask questions
- Adopts new suggestions of others
- Depends upon present knowledge
- Refuses to try new ideas and methods

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