

ABSTRACT OF THESIS

- - -

A SUGGESTED UNIT ON MEAL-PLANNING AND
SERVING BASED ON FAMILY CUSTOMS

Submitted by
Helen J. Bean

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

August, 1940

CS S-1-08A-20-02-018 A. & M. A

COLORADO



U18400 9072850

378.789
AO
1940
3a

ABSTRACT OF THESIS

One of the most important objectives of the homemaking class is to help the girl to become a better member of her own family. The school does not attempt to change living conditions of the families in the district except such conditions as promote better living. Neither does the homemaking teacher attempt to regulate the home life of the girls in her classes except as she attempts to fit the homemaking program to the experiences of the girls themselves.

Although the majority of girls may create homes for themselves that closely resemble the homes in which they have lived earlier, this is by no means universal. Besides, in our complex world at the present time, the girl comes in contact with many standards of living which are different from the one to which she is accustomed. Her contact with the homes of friends and acquaintances, and her business contacts may make it imperative that she have training to meet situations other than those found in her own home. At the present time all the girls receive the same training without regard for varying home conditions.

South Side High School has an enrollment of 2,100 students at the present time. There are approximately 450 girls in the home economics department, with four full time home economics teachers in the school. Three years of work in home economics are offered and home economics may be elected as one of the two major subjects required for graduation from Indiana high schools.

Since home economics may be elected for any number of semesters from two to six, first year classes may have girls ranging in age from 13 to 19 and in grade from ninth to twelfth. A course to meet the needs of girls in this particular situation is almost imperative, and one of the major problems of such a course has been selected for research in this study. The meal-planning unit is particularly affected by these variations in home backgrounds and pupil differences.

The Problem

The specific problem of this study is stated as follows: How can the meal-planning unit be adjusted to conform to the family customs of the girls in South Side High School, Fort Wayne, Indiana?

Problem analysis

This general problem may be analyzed into

these specific problems:

- I. What are the family practices in regard to meal-planning and serving?
 - A. What types of meals are served to the family?
 - B. What types of meals are served to guests?
- II. What opportunities do the girls have for home experience in meal-planning and serving?
- III. On the basis of the practices found to be customary, what standards and practices shall be taught in the high school?

Delimitation of the problem

This study was carried on in South Side High School in Fort Wayne, Indiana, during the school year of 1939-1940. There were 2,100 pupils enrolled with approximately 450 girls in the home economics department. Of this group 185 girls were used for the study.

Materials and Methods Used

The purpose of the study was to secure adequate information concerning the family customs of the girls to be used as a basis for a unit in meal-planning and preparation.

One questionnaire and two record sheets were constructed from which these questions were to be

answered:

I. What are the family practices in regard to meal-planning and serving?

A. Family meals

B. Guest meals

II. What opportunities do the girls have for home experience in meal-planning and serving?

All information was placed upon the sheets during the regular class period and no papers were taken from the room. Some preliminary instructions were given, such as, that in one particular section of the record sheet only one answer was to be checked out of four possible answers. The writer tried to avoid an explanation that would give the girl any clue as to the most desirable answer.

Since the home economics classes do not have selective groupings, the classes that were used for the study during the year of 1939-1940 were representative of all home economics classes in the school.

The questionnaire was used to secure general information that would be helpful in the study. Ages and numbers of brothers and sisters in the family, and occupations of members of the family were important in studying the family background. The questionnaire also covered various matters concerning family background.

Record Sheet A was given to secure information regarding practices during family meals. Questions two and four of the first questions asked in this abstract were answered from information in this sheet.

Record Sheet B was used to find out what type of meals was used when there were guests. This was question three of the list at the beginning of the abstract. The girls reported the number of guests that were present and the type of meal service used. The girl also checked the part that she had in planning and serving the meal. The procedure was the same as in Record Sheet A.

Findings of This Study

The data were analyzed and presented in tables, with percentages shown in the majority of the tables. The family practices in meal-planning and serving were analyzed under the major divisions indicated in the problem analysis.

General family background

It was found that more than one-fourth of the fathers were skilled workers, and more than one-half were clerks, proprietors and semi-skilled workers. Less than one-fifth of the mothers were employed, and of the employed 15 per cent were skilled workers, 15 per cent

servants and 12 per cent professional women.

Fifty of the boys in the families were employed, with 40 per cent clerks and 30 per cent semi-skilled workers. Thirty-eight girls in the families were gainfully employed, with nearly one-third semi-skilled workers, one-fourth clerks, and one-fourth servants.

There were 466 children living in the 185 homes studied, or an average of 2.6 children in each home. Forty per cent of the children were in the 11 to 15 year group. Eighty-seven per cent of all the children were between the ages of six and 20 years.

What are the family practices in regard to meal-planning and serving?

In two-thirds of the homes the girls stated that meals were planned well in advance to time needed. The majority of the families, from 81 to 93 per cent, ate their meals at a regular time. Twenty per cent of the families ate breakfast together, 40 per cent ate luncheon or supper together and 90 per cent ate dinner with all members of the family present. One-fifth of all the children ate breakfast only occasionally, and the 11 to 20 age groups made up over three-fourths of this group.

Four-fifths of the families ate their breakfasts in the kitchen. Three-fifths of all the families

ate luncheon or supper in the kitchen. More than half of the families ate dinner in the dining room, while the breakfast room was never used by more than 13 per cent of the families for any meal.

More than half of the families spent from 10 to 15 minutes at breakfast, three-fifths spent from 15 to 20 minutes at luncheon or supper and two-thirds of the dinners were eaten in from 20 to 30 minutes. More than four-fifths of the families ate their heaviest meal in the evening.

One-fourth of the families packed lunches for school, and one-third packed lunches for work. Almost two-fifths of the families had members who bought lunches at school, more than one-fourth bought lunches at work, and one-fourth ate lunch down town. The girls bought the majority of the meals at school, and the fathers lead in numbers buying lunches down town and at work.

The meals served most often to guests were in order of popularity: dinner, 54 per cent; supper, 27 per cent; luncheon, 22 per cent; and after-show refreshments, 20 per cent. Picnics ranked at the top of the list with breakfasts and luncheons, when meals were served occasionally to guests.

Type of meal service and appointments
used for family and guest meals

A simple, family style service was used in the majority of the homes, with serving dishes passed from one person to another in three-fifths of the homes. The father and mother served the food in one-third of the homes.

Table appointments were very simple in most homes. Two-fifths of the meals were served without napkins, and one-fourth with paper napkins. Seventy per cent of the families did not use any form of table decorations, while half of the families used table cloths, and one-third used oil cloth for a table covering.

More than one-half of the meals were part of a day's plan, two-fifths were planned just before the meal and only four per cent planned meals for one week at a time.

The 185 homes reported 74 guest meals served during a period of six weeks. Fifty-nine of the meals were dinners, and six of the meals were served buffet style. The average number of guests was 1.7.

What opportunities do the girls
have for meal-planning and
serving in the home?

The girls set the table more frequently than they planned meals or acted as waitresses for family

meals. More girls worked independently than helped with the activities, and a larger per cent participated in the evening meal duties.

Recommendations

This study of the family practices in these 185 homes resulted in definite implications for the school. The main implication is that the present unit which is offered in the school is, with one exception, adequate as far as subject matter is concerned. The one exception just mentioned will be discussed later.

Certain conditions and practices found in these homes indicate that the unit will more nearly meet the life situation and interest of the girls if there are changes of emphasis within the unit. The changes of emphasis which are definitely suggested by the study, if the unit is to meet the needs of the pupil, are:

1. The unit should be planned for the girls of the average, middle class family of moderate or small income.
2. Consideration should be given to the one-fifth of the homes where mothers are gainfully employed. The girls in these homes have an excellent opportunity for assuming

responsibility for meal-planning through home activities if encouraged to do so.

3. Meal-planning problems should be based on a family of five.
4. Meal time family and social relationships should be centered around adolescent interests in each other and in the adults of the family.
5. Attention to the evening meal in these homes furnishes the best opportunity for encouraging happy family relationships since all members of the family are usually present at this meal.
6. A great deal must be done to bring about a realization of the importance of adequate time for meals.
7. Some approach must be found to persuade the children, mainly adolescents, to eat a regular breakfast.
8. More time is needed for the study of simple, attractive ways of serving meals in the kitchen.
9. Since meals were eaten in the kitchen in so many homes, the girls need to acquire more efficient working habits in order that the surroundings may be clean and orderly.

10. Meal service at school should stress simple, but attractive, table appointments. The majority of the meals served should make use of the linens and silver that come within the price range that the average family can afford. The choice of attractive paper napkins and oil cloth table coverings is indicated as a subject for study since a large percentage of the families used them frequently. The use of napkins of some kind must be encouraged since so many do not use napkins of any kind.
11. The time spent on guest meals should include the study of ways of serving simple, attractive meals and party refreshments. The emphasis should be on simple hospitality, discouraging any attempt at an elaborate display of foods.
12. Further study must be done to find out why the girls have so little responsibility for meal-planning in the home. Whatever the reasons, the school should attempt to meet the situation, so that the girl will be so interested in the meal-planning that she will be allowed to have this experience in her own home.

The meal-planning unit at present does not allow time for the study of home packing of lunches for work and school. Since one-third of the families pack lunches for work, and one-fourth of the families pack lunches for school, this subject should receive attention in the classroom.

In conclusion, the two following recommendations sum up the results of the study:

1. The present meal-planning unit should be continued with such changes in emphasis as have been suggested in this chapter.
2. The study of the packing of lunches for work and for school should be included in this unit.

Limitations

This study included only meal-planning and serving. It would have been more effective if it could have included the nutritional aspects of this same field.

Records of meals actually served would have been more helpful if they could have been collected at several seasons of the year.

Problems for Further Study

A problem in nutrition in the same situation as the present study would be of value to the school.

T H E S I S

- - - -

A SUGGESTED UNIT ON MEAL-PLANNING AND
SERVING BASED ON FAMILY CUSTOMS

LIBRARY
COLORADO STATE COLLEGE OF A. & M. A.
FORT COLLINS, COLORADO

Submitted by
Helen J. Bean

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

August, 1940

378.788
AD
1940
3

COLORADO STATE COLLEGE
OF
AGRICULTURE AND MECHANIC ARTS

August 2 1934

I HEREBY RECOMMEND THAT THE THESIS PREPARED UNDER MY
SUPERVISION BY HELEN J. BEAN

ENTITLED A SUGGESTED UNIT ON MEAL-PLANNING AND
SERVING BASED ON FAMILY CUSTOMS

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

MAJORING IN HOME ECONOMICS EDUCATION

CREDITS 3

David H. Morgan
In Charge of Thesis

APPROVED Wanda Williamson
Head of Department

Recommendation concurred in

Committee on Final Examination

Committee on Graduate Work

Wanda Williamson
Kate W. Kinyon
Juanita Rice
David H. Morgan

Alvin Keizer

This thesis, or any part of it, may not be published without
the consent of the Committee on Graduate Work of the
Colorado State College
of
Agriculture and Mechanic Arts

ACKNOWLEDGMENTS

The writer wishes to make grateful acknowledgment to the following members of the faculty for their assistance in writing this report: to Maude Williamson, Associate Professor of Home Economics Education; and to Dr. David H. Morgan, Director of Research in Home Economics Education, for their guidance in the development and writing of this report; to Dr. Gilbert L. Betts, Supervisor of Graduate Research in Education; to Dr. Sara Vinke, Instructor in English; and to Irene Coons, Reference Librarian.

Appreciation is also due to R. Nelson Snider, principal of South Side High School, for his cooperation in collecting the data; and to the girls of South Side High School who participated in the study.

TABLE OF CONTENTS

Chapter		Page
I	INTRODUCTION	8
	The Problem	11
	Problem analysis	11
	Delimitation of the problem	11
II	REVIEW OF LITERATURE	13
	Trends in Curriculum Building	13
	Cultural and Social Values of the Family Meal	17
	Reasons for the Interest Shown in Meal-planning, Preparation and Service, by the Homemaker and the Girl in the Home	18
	Interests, Activities and Needs of the High-School Girl as Determined by Studies and Surveys	22
III	MATERIALS AND METHODS USED	26
	Questionnaire to 150 Girls and Interview with 35	27
	Record Sheet A - Family Meals	30
	Record Sheet B - Guest Meals	33
IV	ANALYSIS AND DISCUSSION OF DATA	35
	Description of the Sample	35
	Discussion of the Sample	42
	Implications for the school	43
	Employment	43
	Size of family	44
	Age of children	44
	Family Practices in Regard to Meal- Planning and Serving	44
	Discussion of Family Meal Practices	57
	Significant factors in family meal planning practices	58
	Implications for the school	61
	Family Meals	62
	Discussion of meals served to the family	67
	Implications for the school	69

TABLE OF CONTENTS -- Continued

Chapter		Page
IV	ANALYSIS AND DISCUSSION OF DATA	
	Guest Meals	69
	Discussion of guest meals . . .	72
	Implications for the school . .	72
	Opportunities of the Girl for Home-	
	Planning and Serving of Meals	74
	Discussion of Girl's Part in	
	Planning and Serving of Meals . .	74
	Implications for the School	76
V	RECOMMENDATIONS	77
	Limitations	81
	Problems for Further Study	81
VI	SUMMARY	82
	The Problem	83
	Problem analysis	83
	Delimitation of the problem	84
	Materials and Methods Used	84
	Findings of This Study	86
	General family background	86
	What are the family practices in	
	regard to meal-planning and	
	serving?	87
	Type of meal service and appoint-	
	ments used for family and guest	
	meals	88
	What opportunities do the girls	
	have for meal-planning and serving	
	in the home?	89
	Recommendations	89
	Limitations	92
	Problems for Further Study	93
	BIBLIOGRAPHY	94

LIST OF TABLES

Table		Page
1	OCCUPATIONS OF FATHERS	37
2	OCCUPATIONS OF MOTHERS OTHER THAN AS HOUSEWIVES	38
3	OCCUPATIONS OF EMPLOYED BOYS	39
4	OCCUPATIONS OF EMPLOYED GIRLS	40
5	AGES OF CHILDREN IN THE FAMILY	41
6	NUMBER OF CHILDREN IN THE FAMILY	42
7	TIME OF MEAL-PLANNING.	45
8	HOW MEALS WERE PLANNED	46
9	MEALS USUALLY EATEN AT A REGULAR TIME IN THE HOME	47
10	MEALS WHICH THE ENTIRE FAMILY ATE TOGETHER (500 MEALS)	47
11	MEALS WHICH ALL MEMBERS OF THE FAMILY USUALLY ATE AT ONE TIME	48
12	AGES OF MEMBERS OF FAMILY WHO SELDOM ATE BREAKFAST	49
13	APPROXIMATE TIME USUALLY ALLOWED FOR EATING MEALS	50
14	LENGTH OF TIME FAMILY SPENT AT TABLE . . .	51
15	TIME WHEN HEAVIEST MEAL WAS EATEN	52
16	PLACE IN WHICH MEALS WERE USUALLY EATEN	54
17	PLACE WHERE MEAL WAS EATEN	55
18	MEALS BOUGHT REGULARLY OUTSIDE THE HOME .	56

LIST OF TABLES -- Continued

Table		Page
19	LUNCHESES PACKED REGULARLY IN THE HOME . . .	57
20	TYPE OF MEAL SERVICE USED (500 MEALS) . .	63
21	NUMBER OF COURSES IN WHICH MEAL WAS SERVED (500 MEALS)	65
22	COMBINATIONS OF SILVER USED AT THE 500 MEALS	66
23	KIND OF NAPKIN, DECORATIONS AND LINEN USED FOR MEALS	68
24	TYPES OF MEALS OFTEN SERVED WHEN THERE ARE GUESTS	70
25	TYPES OF MEALS SOMETIMES SERVED WHEN THERE ARE GUESTS	71
26	ACTIVITY OF THE GIRL IN PLANNING AND SERVING GUEST MEALS (RECORD FOR SIX WEEK PERIOD, 185 GIRLS)	73
27	ACTIVITY OF THE GIRL IN PLANNING AND SERVING FAMILY MEALS	75

Chapter I

INTRODUCTION

The purpose of the school is to help children to do better the things that they will do anyway (22:137, 162).

One of the most important objectives of the homemaking class is to help the girl to become a better member of her own family. The school does not attempt to change living conditions of the families in the district except such conditions as promote better living. Neither does the homemaking teacher attempt to regulate the home life of the girls in her classes except as she attempts to fit the homemaking program to the experiences of the girls themselves.

Although the majority of girls may create homes for themselves that closely resemble the homes in which they have lived earlier, this is by no means universal. Besides, in our complex world at the present time, the girl comes in contact with many standards of living which are different from the one to which she is accustomed. Her contact with the homes of friends and acquaintances, and her business contacts may make it imperative that she have training to meet situations other than those found in her own home. At the present

time all the girls receive the same training without regard for varying home conditions.

Fort Wayne has grown from a town of 4,200 in 1850 to approximately 123,500 in 1938. The population is 93 per cent native white, five per cent foreign-born white, and two per cent colored. The population is predominately of German descent. The working people are in the most part the reliable, industrious type who build homes, churches and schools, rear families and are good citizens of their community. Sixty-five per cent of the city's families own their own homes.

The city has many educational institutions including one Lutheran college, three public high schools, three Catholic high schools and academies, Indiana University Extension Center, a business college, a technical college and an art school.

There are several large industries that furnish employment to many men and women. Fort Wayne is the home of one of the largest General Electric plants, the International Harvester company, two hosiery mills, two breweries and the home office of the Lincoln National Life Insurance Company.

The town has been nationally recognized for its efficient tax management and its low income housing projects.

South Side High School has an enrollment of

2,100 students at the present time. In 1940 a fifth year of high school is to be added for the benefit of those who have not been able to attend college, and who wish more training than has been available previously. The school administration believes that the fifth year can be added without increasing the total cost to the school district, because of the decrease in numbers throughout the lower grades.

There are approximately 450 girls in the home economics department, with four full time home economics teachers in the school. Three years of work in home economics are offered, and home economics may be elected as one of the two major subjects required for graduation from Indiana high schools.

One of the greatest problems to be found in the department results from the wide range in age and home conditions of the pupils. There is also no grouping according to mental ratings as is done in the English, mathematics and social science departments. Since home economics may be elected for any number of semesters from two to six, first year classes may have girls ranging in age from 13 to 19, and in grades from ninth to twelfth.

A course to meet the needs of girls in this particular situation is almost imperative, and one of the major problems of such a course has been selected

for research in this study. The meal-planning unit is particularly affected by these variations in home backgrounds and pupil differences.

The Problem

The specific problem of this study is stated as follows: How can the meal-planning unit be adjusted to conform to the family customs of the girls in South Side High School, Fort Wayne, Indiana?

Problem analysis

This general problem may be analyzed into these specific problems:

- I. What are the family practices in regard to meal planning and serving?
 - A. What types of meals are served to the family?
 - B. What types of meals are served to the guests?
- II. What opportunities do the girls have for home experience in meal planning and serving?
- III. On the basis of the practices found to be customary, what standards and practices shall be taught in the high school?

Delimitation of the problem

This study was carried on in the South Side High School in Fort Wayne, Indiana, during the school

year of 1939-1940. There were 2,100 pupils enrolled with approximately 450 girls in the home economics department. Of this group 185 girls were used for the study.

Chapter II

REVIEW OF LITERATURE

The interests, problems and home life of the high school girl are becoming increasingly important factors in deciding what shall be offered in home management courses. It is no longer enough to offer her the courses that the teacher or the supervisor think she is going to need, or that the teacher believes will be beneficial for her. As in every democratic undertaking, the girl herself should be given an opportunity to express her desires for the phases of homemaking which best meet her needs.

Trends in Curriculum Building

Willing (24), in 1936, said that merely calling a course home economics or home management does not make or keep it socially functional. There is a danger that even so practical or socially directed a subject as home economics may be formalized or school-mastered as are mathematics and English. He thinks that eternal vigilance is required here as elsewhere that what is taught shall have direct and relatively important bearing on contemporary life. Community

surveys frequently made by home economics teachers themselves demonstrate how easily and how quickly the instruction in even this subject departs from the current activities and needs of home life. Willing suggests that only continued reference to life as it is being lived enables the curriculum maker to select and organize content that is timely and genuinely functional.

He emphasized that flexibility of program and sensitivity to changing social usage should be first principles of home economics teachers. At the present time there is an increasing trend toward individualism, and knowing what the pupil has already learned or is learning about good homemaking in her own home is the obligation of the teacher. Why repeat for these girls the experiences with which they are already familiar, if the experiences have been satisfactory at some other time? Some times we are also guilty of insisting that the girls have learning experiences that they cannot, in any ordinary course of events, ever need.

Willing also stated that home management offers one of the greatest opportunities for integrating the work of the school and the home. Integration is best achieved here by making certain that what is taught does bear directly upon the home, and it is vital that pupils be made aware of this fact.

Brown (4), in 1938, also stressed the importance of integration when she said that family backgrounds and what they mean to the student as connected with "the hearth and the home", have become increasingly important as a basis for selection of certain problems, as well as in curriculum planning in home economics.

Williamson (22), in 1939, quoted Dr. Kilpatrick, who said, "We learn what we live". So the girl learns what she herself experiences. These experiences may be the ones she lives at home, in school, or in the community. The teacher and the parent, then, are responsible for seeing that she lives that which will develop her into the girl and woman who can live a happy and useful life.

Kent (15), in 1938, expressed the same conviction that teaching situations should provide opportunities for the consideration of the problems in situations that are closely related to the life situation. Although the student rarely has full responsibility for the complex duties of homemaking, she participates in a wide range of home activities and experiences.

Finally, as the homemaking teacher attempts to develop her actual units of work, in terms of the objectives which she wishes to accomplish she will do well to consider the standards of objectives as set up

by Williamson and Lyle (23:89-106) in 1934. These standards are as follows:

1. They can be attained.
2. They will meet the needs of the particular group for whom they are being determined.
3. They are tangible.
4. They are stated clearly and definitely.
5. They are stated in terms of pupil accomplishment.
6. Progress toward them can be determined.

Williamson and Lyle pointed out that as she sets up her objectives for a particular group, the teacher needs as a basis for her planning:

1. A study of the responsibilities which these students are carrying at the time of training.
2. An analysis of the job for which they are being trained; namely, that of homemaker or assistant homemaker.
3. A study of the level of ability on which they are at the present time.
4. A determination of the present interests of the group.

After consideration of the general objectives of homemaking it is well to consider the values of the specific unit upon which the writer's problem is based.

Cultural and Social Values of the Family Meal

The standards of the home are definitely reflected in the lives of the children of that home. Bailey (2:1-3) in 1936, stressed this point when she said that the intelligent mother holds herself responsible for the worthwhile cultural influences, and appreciates the importance of the family meal not only as a social center, but also as a subtle force in the cultural life of the family. So the modern homemaker sets up for herself the ideal of well served, though simple meals.

Bailey stated further that it is greatly to be desired that table service, table manners and table conversation be essentially the same whether there is company or whether there is only the family group. Company manners are very difficult to attain, especially with small children, and after all, are not the daily enjoyment of pleasant surroundings and cheerful conversation a much more desirable goal than the occasional display of hospitality to outsiders?

Sait (20:639-704), in 1938, heartily agreed with Bailey that the atmosphere of the family meal has a far reaching influence on the life of the child. Eating together around the family table has hygienic, educational, social and aesthetic values that are extremely important. It also provides the opportunity for the

development in the children of good food habits and intelligent attitudes toward food.

The stress laid on table manners, by this author, makes clear the opportunity which exists for learning not only table manners in a limited sense, but courteous consideration for others and cheerful sharing of each other's experiences. Meals, at which parents and children assemble, should be times for good humor and interesting conversation, peaceful and refreshing interludes in the day's activities. Emotional tension should be banished and disputes and wrangling entirely forgotten. Meals may be the simplest, and table appointments need not be elaborate, yet the whole situation may have aesthetic value to which cleanliness, order, attractive service, a bowl of flowers or fruit, all contribute.

Reasons for the Interest Shown in Meal-
planning, Preparation and Service,
by the Homemaker and the Girl in the
Home

There has always been a great deal of interest shown by the homemakers in the many problems of meal-planning, preparation and service. Let us consider some of the reasons for this interest.

Wilson (25), in 1931, completed a study of the time spent in meal preparation in private households. This was part of a larger investigation of the time

given to homemaking activities which was begun by Oregon Agricultural Experiment Station in 1925, in cooperation with the Bureau of Home Economics, of the United States Department of Agriculture. Wilson gave three reasons for the interest in time spent in meal planning and preparation. These reasons are as follows:

1. It is the major activity in the daily schedule, with the single exception of the time given to the care of very young children. In the households cooperating in this study, one-fourth of all time given to the needs of the home went to meal planning and preparation. The average amount of time given to it was equivalent of one-third of the full time of one person in each household.
2. The great variety, high quality and increasing availability of various forms of commercial food service add to the possible choices, and consequent perplexities of the homemaker in expending the income available for household needs.
3. Another reason for the interest in time spent in meal planning and preparation has to do with the economy of one of the greatest of American resources, that of time. If the economies possible in mass production were utilized to the fullest possible extent, the nation could

be fed at a lower cost, measured in human effort, than under the present system.

Wilson found that there were evidences of poorly balanced distribution of the time available for household operation. In some homes much attention was given to meal-planning and preparation with the result that the quality of the meals score much higher than the family clothing or the state of cleanliness of the house. In other households much more attention is given to appearances, as manifested in cleanliness, and order in the house and the attractiveness of clothing and household furnishings, than is given to the quality of everyday meals.

In other words, some homemakers enjoy meal-planning and preparation and others do not.

Bryden (5), in 1938, went even farther in stressing the amount of time that is spent in activities concerned with feeding the family. She found that 75 per cent of the homemaker's time was spent in connection with meals.

The writer of the present report hesitates to accept this statement from the article by Miss Bryden, as true in the majority of homes. She does agree with both Wilson and Bryden that it is one of the major time-consuming activities in most homes, but with the present day labor-saving devices, the improvements in kitchen

conveniences, and the increase in ready prepared foods, it would be a very poorly managed household that allowed so much emphasis to be placed upon one phase of homemaking.

Bryden did say, however, that food problems must not be allowed to take time and energy that the homemaker needs for other phases of homemaking. The homemaker must also be responsible for family morale, celebration of family birthdays, picnics, supervision of play, friendships, and the education of her family, as well as her own development as an individual and as a member of her community.

The 1930 census showed that only 1.8 per cent of the 27,500,000 American families employed full time maids. Since the preponderant number of families, then, are without maids, it becomes the duty of homemaking instruction to meet the needs of this larger group.

From the keen interest of women everywhere as shown in requests for club speakers, in questions which are asked in almost daily letters, in attendance at table-setting demonstrations, and in the manufacture of gadgets for table use, it is evident that women are much concerned with the development of a practical plan which will mean time saving and simplicity as well as beauty and order in everyday meals.

Even more important from the school's viewpoint is the study of the home interests and home

activities of the girls themselves. We are concerned in this study with the needs and desires of our future homemakers.

Interests, Activities and Needs of the
High-School Girl as Determined by
Studies and Surveys

Analysis of the needs of secondary school students reveals a wide range which lies within the area of home and family life. These needs differ with the stage of growth and development of the individual; they differ from student to student; needs of students from one part of a community will differ from those in another part of the same community; the needs of pupils in one community will differ from those in another community; needs of students in any one community will differ from year to year.

Drusilla Kent (15), in 1938, emphasized the fact that too much attention has been given to food preparation rather than to food selection in high-school classes. She also said that teaching situations for home economics in the secondary schools have been developed upon the basis of the projection of adult needs rather than upon the basis of the needs of the secondary school student. In the past too much emphasis has been placed upon "cold storage" training. Too much consideration has been given to future needs rather than upon the situations that the girl faces at the

present time. If this is true we should place our emphasis upon the meal problems that will make the girl a more understanding and capable daughter in her present home, at the same time that we are attempting to build a foundation for future development in later years when she becomes a parent and home manager.

Laura McArthur (19:11), in 1932, reported from the study of the home activities and customs of 731 high school girls in the ninth grade, these outstanding findings and conclusions:

1. Activities enjoyed by families jointly including entertaining friends for the evening -- 70 per cent.
2. Going on picnics, doing house work, working outside the home -- 36 per cent.
3. Families eating their meals in the kitchen -- 66 per cent.
4. Girls having full responsibility for running the home -- 7 per cent.
5. Occasional responsibility for running the home -- 75 per cent.

Retha Sanders (21), in 1935, made a study of the home activities, which included the preparation and serving of meals. She also secured the opinion of mothers in regard to benefits derived from the work done at home. She found that the girls showed an increased interest in home activities and that the interest was appreciated by the mothers. Since her study included other factors, not related to the writer's report, no

comparison can be drawn from this study.

Vada Crawley (6), in 1935, outlined a very complete list of girls' activities in a study, done in connection with the mothers' council of the school. She also studied the girls' reasons for electing home economics during the fall semesters of 1932 and 1933. Results showed that the highest percentage of reasons for taking this subject were personal ones that related directly to the girls themselves.

Beeman (3), 1929, made a brief study of the interests of high-school girls. She found that meal-planning and serving were among the primary home activities enjoyed by the girls.

In brief, then, any unit of meal planning and service that is to come out of this study should be worked out with certain fundamentals in mind:

1. The girl should be allowed to express her desires for the phases of homemaking that best meet her needs.
2. Any program should be planned with all possible integration of home and school activities.
3. There should be very little, if any, "cold-storage" lessons in homemaking in general and in this unit in particular.
4. The cultural and social values of the meal

should be one of the important considerations.

5. Organization and planning of time should be stressed so that meals do not require time that could be used more profitably for other phases of homemaking.

Chapter III

MATERIALS AND METHODS USED

This study was made in Fort Wayne, Indiana, where the writer teaches. The purpose of the study was to secure adequate information concerning the family customs of the girls to be used as a basis for a unit in meal-planning and serving.

One questionnaire and two record sheets were constructed from which these four questions were to be answered:

- I. What are the family practices in regard to meal-planning and serving?
 - A. What types of meals are served to the family?
 - B. What types of meals are served to guests?
- II. What opportunities do the girls have for home experience in meal-planning and serving?

The questionnaires and check sheets were sent to the Teacher Trainer of Home Economics Education, Colorado State College of Agriculture and Mechanic Arts, for approval. They were then given to a small group, and revised after the writer learned that the wording of some of the questions was not clearly understood by the

girls. The sheets were then submitted to the principal of the school, for his approval, and copies of the sheets were filed in the school office. This was done so that the writer would have the cooperation of the principal in case any parent objected to the questions asked. In order to forestall any such objections, it was suggested that no names be placed on any of the papers and that the girls be allowed to print their answers so that no papers could be identified.

QUESTIONNAIRE TO 150 GIRLS AND INTERVIEW WITH 35
Factors Affecting Menu Planning

I. Give ages of brothers and sisters in your family:

II. Give occupations of members of your family:

Father _____ Brother _____

Mother _____ Sister _____

Brother _____ Sister _____

III. Underline the statement which is true in your family:

a. Meals are usually planned well in advance to time needed.

b. Meals are planned just before time to eat.

IV. Are meals usually eaten at a regular time in your home?

Yes No

Breakfast _____

Luncheon or Supper _____

Dinner _____

- V. Do all members of your family usually eat at one time?

Yes No

Breakfast _____

Luncheon or supper _____

Dinner _____

- VI. List any members of your family who seldom eat breakfast:

Initials of Age
Names

- VII. Indicate where meals are usually eaten:

Kitchen Breakfast Dining
Room Room

Breakfast _____

Luncheon or Supper _____

Dinner _____

- VIII. Give approximate time allowed for eating meals usually:

Breakfast _____

Luncheon or Supper _____

Dinner _____

- IX. Underline the word telling when your heaviest meal is usually eaten:

Noon Evening

- X. Are any lunches packed in your home regularly?

Yes No

For School _____

For Work _____

XI. Are any meals bought regularly outside the home?

	Yes	No	By Whom
At School	_____	_____	_____
Down Town	_____	_____	_____
At Work	_____	_____	_____

XII. Types of meals served when there are guests:

Often Sometimes Never

Breakfast _____

Brunch (combination
breakfast and luncheon) _____

Luncheon _____

Dinner _____

Supper _____

Tea _____

Picnics _____

Dance refreshments _____

Bridge refreshments _____

After-show refreshments _____

All information was placed upon the sheets during the regular class period and no papers were taken from the department at any time. Some preliminary instructions were given, such as that in one particular section of the record sheet only one answer was to be checked out of four possible answers. The writer tried to avoid any explanation that would give the girl any clue as to the most desirable answer.

Since the home economics classes do not have selective groupings, the classes that were used for the study during the year of 1939-1940 were representative of all home economics classes in the school.

The questionnaire was used to secure general information that would be helpful in the study. Ages and numbers of brothers and sisters in the family, and occupations of members of the family, were important in studying the family background. The questionnaire also covered various matters concerning family practices.

Record Sheet A was given to secure information regarding practices during family meals. A record of the menu for the family meal was given with each record sheet. This was not for the purpose of judging the adequacy of the diet, since that was not a part of this problem. The menu was simply a check on the accuracy of the pupil's answers when she gave information regarding the setting of the table and the serving of the meal. Questions two and four of the first questions asked in this chapter were answered from information in this sheet.

RECORD SHEET A -- FAMILY MEALS

Date _____

I. Name of meal eaten by family only _____

II. Menu for meal:

III. Girl's part in planning and serving the meal:

Did the work	If you helped
alone	tell what you did

Planned the meal _____

Set the table _____

Acted as waitress _____

IV. What type of meal was used:

A. Were all the foods placed upon the individual plates in the kitchen?

Yes _____ No _____

Was the food passed to each person in the large serving dish by the waiters?

Yes _____ No _____

B. Were the meat and vegetables served by the father and mother at the table?

Yes _____ No _____

Were the soups, salads, and dessert placed on the individual plates and brought in from the kitchen?

Yes _____ No _____

Were the tea, coffee, and milk poured at the table?

Yes _____ No _____

Were all the foods served by the father and mother at the table?

Yes _____ No _____

C. Did you pass the serving dishes from one person to another at the table and each help yourself?

Yes _____ No _____

D. In how many courses was the meal served?

1. All foods on the table at the beginning of the meal.

Yes _____ No _____

2. Two courses, the main course and dessert.

Yes _____ No _____

3. Three courses, the main course, salad and dessert; or cocktail, main course, and dessert.

Yes _____ No _____

4. More than three courses.

Yes _____ No _____

V. What silver was placed on the table for this meal?

VI. What kind of napkins were used?

Cloth _____ Paper _____ None _____

VII. What centerpiece or decorations were used?

Flowers _____ Fruit _____ Vase or Ornament _____

None _____

VIII. What kind of linen was used?

Table cloth _____ Luncheon Square _____

Doilies _____ Oil Cloth _____

Bare Table _____

IX. Where was the meal eaten?

Dining room _____ Living and dining room
combination _____

Dinette _____ Porch or yard _____

Kitchen _____ Other places _____

X. Did all the family eat together?

Yes _____ No _____

XI. How was the meal planned?

A. As part of a week plan _____

B. As part of a day plan _____

C. Just before the preparation of the meal _____

XII. About how long were the family at the table?

Record Sheet B was used to find out what type of meals was used when there were guests. This was question three of the list at the beginning of the chapter. Here again the menu was given but only as a check on the table service used. The girl reported the number of guests that were present and the type of meal service used. She also checked the part that she had in planning and serving the meal, using the same procedure as in Record Sheet A.

RECORD SHEET B -- GUEST MEALS

Date _____

I. Type of meal for guests. _____

II. Menu for meal:

III. Number of guests _____

IV. Girl's part in planning and serving the meal:

Did the work	If you helped
alone	tell what you
	did

Planned the meal _____

Set the table _____

Acted as waitress _____

V. Was the meal served buffet style?

Yes _____ No _____

VI. If the meal was a picnic or tea, describe it in the space below:

Since the type of service used for meals, and the meal-planning habits probably did not vary to any great extent for the regular family meals it was not considered necessary to secure a record of as many meals as if the information had been for the study of the dietary habits of the family. The writer was not concerned with proper nutrition in this particular study.

Chapter IV

ANALYSIS AND DISCUSSION OF DATA

The organization of a unit on meal-planning and serving necessitates the analysis of family practices in the homes of that particular district. For the purpose of analysis, this report will be divided into two parts in addition to the part describing the sample as suggested in the plan of procedure. The family practices in meal-planning and serving will be analyzed under the following major phases:

- I. Family practices in regard to meal-planning and serving.
 - A. Family meals
 - B. Guest meals
- II. Opportunities of the girl for home-planning and serving of meals.

DESCRIPTION OF THE SAMPLE

In order to have an adequate foundation for studying home practices, some knowledge of family backgrounds and some general information were necessary. The occupations of members of these families furnish some insight into reasons for certain practices prevalent

in those homes.

The gainful occupations of the fathers of the 185 girls were grouped according to the classification (Table 1) used by the United States Bureau of Census. The classification of fathers according to occupation is as follows:

1. Professional persons
2. Farmers (owners and tenants)
3. Proprietors, managers, and officials (except farmers)
4. Clerks and kindred workers
5. Skilled workers and foremen
6. Semi-skilled workers
7. Farm laborers
8. Other laborers
9. Servant class
10. Indefinite

In the tenth group, the writer has included any fathers from which there was no report.

Between the questionnaires and the personal interviews the percentage of variation within each occupation was very small (from .6 to 9.0 per cent). This would indicate that the interview group was representative of the entire group.

The largest group of fathers were skilled workers and foremen (28 per cent), which was to be

Table 1.--OCCUPATIONS OF FATHERS

CLASSIFICATION	QUESTION- NAIRE		INTER- VIEW		TOTAL	
	150 cases		35 cases		185 cases	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
Professional persons	12	8.0	1	2.9	13	7.0
Farmers (owners, tenants)	2	1.3	0	0.0	2	1.1
Proprietors, managers	22	14.6	5	14.3	27	14.6
Clerks, kindred workers	35	23.3	7	20.0	42	22.7
Skilled workers, foremen	43	28.6	9	25.7	52	28.1
Semi-skilled workers	24	16.0	4	11.4	28	15.1
Farm laborers	0	0.0	2	5.7	2	1.1
Other laborers	3	2.0	2	5.7	5	2.7
Servants	1	0.6	0	0.0	1	0.5
Indefinite or no report	8	5.3	5	14.3	13	7.0

expected since Fort Wayne is an industrial town (Table 1). There was only one per cent of farmers and farm laborers, for the enrollment is limited to the pupils who live in the town. Only four per cent of all of the fathers definitely classified came within the category of laborers and servants. The occupations that come between

the two extremes were mainly the professional persons, and proprietors and managers of various kinds.

Less than one-fifth of the mothers were gainfully employed (Table 2). Twelve per cent of the employed mothers were professional women; fifteen per cent were skilled workers; and 15 per cent servants. None came under the classification of farmers or laborers.

Table 2.--OCCUPATIONS OF MOTHERS OTHER THAN AS HOUSEWIVES

CLASSIFICATION	QUESTION-NAIRE		INTER-VIEW		TOTAL	
	29 cases		3 cases		32 cases	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
Professional persons	2	6.9	2	66.6	4	12.5
Farmers (owners, tenants)	0	0.0	0	0.0	0	0.0
Proprietors, managers	2	6.9	0	0.0	2	6.3
Clerks, kindred workers	3	10.4	0	0.0	3	9.4
Skilled workers, foremen	4	13.8	1	33.3	5	15.6
Semi-skilled workers	2	6.9	0	0.0	2	6.3
Farm laborers	0	0.0	0	0.0	0	0.0
Other laborers	0	0.0	0	0.0	0	0.0
Servants	5	17.3	0	0.0	5	15.6
Indefinite or no report	11	37.9	0	0.0	11	34.4

Fifty of the boys in the families studied were gainfully employed (Table 3). Forty per cent of these boys were clerks and kindred workers, and 30 per cent were semi-skilled workers. Ten per cent of these boys were laborers, six per cent skilled workers, and four per cent professional persons.

Table 3.--OCCUPATIONS OF EMPLOYED BOYS

CLASSIFICATION	QUESTION- NAIRE		INTER- VIEW		TOTAL	
	43 cases		7 cases		50 cases	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
Professional persons	2	4.7	0	0.0	2	4.0
Farmers (owners, tenants)	0	0.0	0	0.0	0	0.0
Proprietors, managers	1	2.3	0	0.0	1	2.0
Clerks, kindred workers	16	36.2	4	57.1	20	40.0
Skilled workers, foremen	2	4.7	1	14.3	3	6.0
Semi-skilled workers	15	34.9	0	0.0	15	30.0
Farm laborers	0	0.0	0	0.0	0	0.0
Other laborers	3	7.0	2	28.6	5	10.0
Servants	0	0.0	0	0.0	0	0.0
Indefinite or no report	4	9.3	0	0.0	4	8.0

Thirty-eight of the 466 children in these families were girls who were gainfully employed (Table 4). Nearly one-third of these girls were semi-skilled workers. Twenty-six per cent were clerks and 26 per cent were servants.

Table 4.--OCCUPATIONS OF EMPLOYED GIRLS

CLASSIFICATION	QUESTION- NAIRE		INTER- VIEW		TOTAL	
	32 cases		6 cases		38 cases	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
Professional persons	2	6.3	2	33.3	4	10.5
Farmers, (owners, tenants)	0	0.0	0	0.0	0	0.0
Proprietors, managers	1	3.1	0	0.0	1	2.6
Clerks, kindred workers	9	28.1	1	16.6	10	26.3
Skilled workers, foremen	0	0.0	1	16.6	1	2.6
Semi-skilled workers	9	28.1	2	33.3	11	28.9
Farm laborers	0	0.0	0	0.0	0	0.0
Other laborers	0	0.0	0	0.0	0	0.0
Servants	10	31.2	0	0.0	10	26.3
Indefinite or no report	1	3.1	0	0.0	1	2.6

There were 466 children living in the homes included in this study (Table 5). The largest group was the 11 to 15 year group, comprising 40 per cent of all the children. The next group in size was the 16 to 20 age group, comprising 33 per cent of the children. Eighty-seven per cent of all children in the families studied were between the ages of six and 20 years.

Table 5.--AGES OF CHILDREN IN THE FAMILY

AGE GROUP	QUESTION- NAIRE		INTER- VIEW		TOTAL	
	372 cases		94 cases		466 cases	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
1 - 5	10	2.7	5	5.3	15	3.1
6 - 10	51	13.7	10	10.6	61	13.1
11 - 15	149	40.0	37	39.2	186	40.0
16 - 20	119	32.0	36	38.2	155	33.3
21 - 25	25	6.7	4	4.2	29	6.2
26 - 30	14	3.8	2	2.1	16	3.3
31 - 35	3	0.8	0	0.0	3	0.6
36 - 40	1	0.3	0	0.0	1	0.2

There were relatively few large families (Table 6). The largest number of families, 31 per cent, had two children in each family. The next largest group, 22 per cent, had only one child in the family. Only 16 of the 185 families had five or more children. The average number of children in the families was 2.6

Table 6.--NUMBER OF CHILDREN IN THE FAMILY

NUMBER OF CHILDREN IN FAMILY	QUESTIONNAIRE		INTERVIEW		TOTAL	
	150 cases		35 cases		185 cases	
	Number Families	Per Cent	Number Families	Per Cent	Number Families	Per Cent
1	37	24.9	5	14.3	42	22.7
2	44	29.3	14	40.0	58	31.4
3	32	21.3	6	17.2	38	20.6
4	23	15.3	8	22.9	31	16.8
5	9	6.0	1	2.9	10	5.4
6	4	2.7	1	2.9	5	2.7
7	1	.6	0	0.0	1	.5

Discussion of the Sample

The study of the occupations of the members of the families brought out the fact that in times when unemployment is a vital problem, only seven per cent of the fathers of the group studied were in the indefinite classification of employment (a group which included not

only those actually unemployed, but also the ones whose occupations could not be classified). In other words, 93 per cent of the fathers had regular employment.

The majority of the fathers were in the middle groups of occupations as clerks, skilled and semi-skilled workers. Only a small percentage of the fathers were in the two extremes of classification, those of professional men and laborers. Only four per cent of the fathers, whose occupations could be definitely classified, came in the laborer and servant class. This would indicate that the standard of occupations for the entire group was above the average for the country in general.

The number of mothers gainfully employed was less than one-fifth of the entire group of mothers. The fact that there were so few unemployed fathers may have had a direct bearing on the comparatively low percentage of mothers gainfully employed. It is reasonable to expect that if the fathers can support the families adequately, the mothers will not be so likely to work outside their own homes.

Less than one-sixth of all the children in the study were gainfully employed, since the majority of the children were of school age.

Implications for the school

Employment.--Classroom instruction should be fitted to the average, middle class family of moderate or

small income. Any meal-planning unit should consider the moderate economic level and also the one-fifth of the homes where mothers are employed outside the home.

Girls in these homes have an excellent opportunity for assuming responsibility for meal-planning, if encouraged to do so, through home activities.

Size of family.--Meal-planning problems should be based on a family of five.

Age of children.--Since the majority of the children were adolescents, the meal time family relationships should be centered about the interest of adolescents in each other and in the adults.

FAMILY PRACTICES IN REGARD TO MEAL- PLANNING AND SERVING

In two-thirds of the homes meals were usually planned well in advance of the time needed, according to the general judgment of the girls at the time the interviews and questionnaires were given (Table 7). The question of the reliability of their judgment in this matter will be referred to again in the study of Table 8. The girls also reported that in the other third of the homes, meals were planned just before time to eat.

In the report of actual meals served, more than half of the meals were planned a day in advance

Table 7.--TIME OF MEAL-PLANNING

Time When Meals Were Planned	QUESTION- NAIRE		INTER- VIEW		TOTAL	
	150 cases		35 cases		185 cases	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
Meals usually planned well in advance to time needed	96	64.0	25	71.5	121	65.3
Meals planned just before time to eat	53	35.3	10	28.6	63	34.0
No response	1	.7	0	0.0	1	.5

(Table 8). Two-fifths of the meals were planned just before the preparation of the meal. Only four per cent of the meals were part of a week's plan.

The majority of the 185 families ate their meals at a regular time according to the interviews and questionnaires (Table 9). Ninety-three per cent of these families ate dinner at a regular time. Ninety per cent of these families ate luncheon or supper at a regular time, and 81 per cent ate breakfast at a regular time.

Table 8.--HOW MEALS WERE PLANNED

	BREAKFAST		LUNCHEON		DINNER		SUPPER		TOTAL	
	150 meals		75 meals		150 meals		125 meals		500 meals	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
Part of day's plan	62	41.4	32	42.6	97	64.7	92	56.6	263	52.6
Just before the meal	84	56.0	36	47.9	43	28.7	49	39.2	212	42.4
Part of week's plan	4	2.7	4	5.3	10	6.7	3	2.4	21	4.2
No response	0	0.0	3	4.0	0	0.0	1	.8	4	.8

Table 9.--MEALS USUALLY EATEN AT A REGULAR TIME IN THE HOME

MEAL	QUESTION- NAIRE		INTER- VIEW		TOTAL	
	150 cases		35 cases		185 cases	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
Breakfast	118	78.7	32	91.5	150	81.0
Luncheon or Supper	134	89.4	32	91.5	166	89.6
Dinner	137	91.3	35	100.0	172	92.9

Approximately three-fifths of all the meals recorded, according to the report of actual meals served, were eaten with all members of the family present (Table 10). More than three-fourths of the dinners and suppers were eaten with all members of the family present. All members of these families were present at slightly more than two-fifths of the luncheons, and slightly more than one-fourth of the breakfasts -- a very low percentage of attendance at these meals.

Table 10.--MEALS WHICH THE ENTIRE FAMILY ATE TOGETHER (500 MEALS)

Meals	Number	Per Cent
Dinner (150)	119	79.4
Supper (125)	98	78.4
Luncheon (75)	32	42.6
Breakfast (150)	41	27.3
Total (500)	290	58.0

Both interviews and questionnaires indicated a wide variation in the attendance of families at meals (Table 11). Almost 90 per cent of the families ate dinner together. Forty per cent of the families ate luncheon or supper together; and only 20 per cent ate breakfast together.

Table 11.--MEALS WHICH ALL MEMBERS OF THE FAMILY USUALLY ATE AT ONE TIME

MEAL	QUESTION- NAIRE		INTER- VIEW		TOTAL	
	150 cases		35 cases		185 cases	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
Dinner	131	87.4	33	94.4	164	88.6
Luncheon or Supper	57	38.0	23	65.8	80	43.2
Breakfast	25	16.7	13	37.2	38	20.5

There were 95 children, or approximately one-fifth of the entire group of 466 children, who did not eat breakfast regularly (Table 12). Seventy-six per cent of the children who seldom ate breakfast came within the 11 to 20 age interval. Twenty-one children over 20 years of age failed to eat breakfast regularly, while only one child under 10 years failed to do so.

Table 12.--AGES OF MEMBERS OF FAMILY WHO SELDOM ATE BREAKFAST

AGE GROUP	QUESTION-NAIRE		INTERVIEW		TOTAL	
	76 cases		19 cases		95 cases	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
1 - 5	0	0.0	0	0.0	0	0.0
6 - 10	1	1.3	0	0.0	1	1.1
11 - 15	31	40.9	8	42.1	39	41.0
16 - 20	25	32.9	9	47.3	34	35.7
21 - 25	2	2.6	0	0.0	2	2.1
26 - 30	1	1.3	1	5.3	2	2.1
30 and over	16	21.1	1	5.3	17	17.9

More than one-half of the families spent from 10 to 15 minutes at breakfast according to the interviews and questionnaires (Table 13). Eight per cent spent five minutes at the table, and all of the others spent from 15 to 30 minutes. Almost three-fifths of all the families allowed from 15 to 20 minutes for luncheon. Four per cent of the families spent less than 15 minutes and all the others spent from 20 to 60 minutes. More than two-thirds of the dinners were eaten in 20 to 30 minutes. Two per cent of these meals required only 15 minutes and all the others were eaten in 35 to 50 minutes.

Table 13.--APPROXIMATE TIME USUALLY ALLOWED FOR EATING MEALS

Time in Minutes	MEAL	QUESTION- NAIRE		INTER- VIEW		TOTAL	
		150 cases		35 cases		185 cases	
		No.	Per Cent	No.	Per Cent	No.	Per Cent
5	Breakfast	12	8.0	3	8.6	15	8.1
10		43	28.7	15	42.8	58	31.3
15		56	37.4	13	37.1	69	37.3
20		29	19.3	3	8.6	32	17.3
25		5	3.3	0	0.0	5	2.7
30		5	3.3	1	2.9	6	3.2
	Luncheon						
10		8	5.3	0	0.0	8	4.3
15		41	27.4	11	31.4	52	28.1
20		44	29.4	13	37.1	57	30.8
25		15	10.0	4	11.4	19	10.3
30		35	23.3	6	17.2	41	22.1
35		2	1.3	0	0.0	2	1.1
40		2	1.3	0	0.0	2	1.1
45		2	1.3	1	2.9	3	1.6
60		1	.7	0	0.0	1	.5
	Dinner						
15		5	3.3	0	0.0	5	2.7
20		30	20.0	3	8.6	33	17.8
25		18	12.0	7	19.9	25	13.5
30		56	37.4	14	39.9	70	37.8
35		5	3.3	6	17.2	11	5.9
40		7	4.7	3	8.6	10	5.4
45		22	14.7	1	2.9	23	12.4
50		0	0.0	1	2.9	1	.5
60		7	4.7	0	0.0	7	3.8

Table 14.--LENGTH OF TIME FAMILY SPENT AT TABLE

TIME IN MINUTES	BREAKFAST		LUNCHEON		DINNER		SUPPER		TOTAL	
	150 meals		75 meals		150 meals		125 meals		500 meals	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
5	8	5.3	1	1.3	1	.7	0	0.0	10	2.0
10	25	16.7	7	9.3	0	0.0	2	1.6	34	6.8
15	43	28.7	18	24.0	9	6.0	7	5.6	77	15.4
20	29	19.3	15	20.0	30	20.0	33	26.4	107	21.4
25	8	5.3	9	12.0	15	10.0	29	23.2	61	12.2
30	40	26.7	14	18.7	37	24.7	25	20.0	116	23.2
35	1	.7	1	1.3	10	6.7	5	4.0	17	3.4
40	0	0.0	0	0.0	7	4.7	3	2.4	10	2.0
45	1	.7	6	8.0	28	18.7	13	10.4	48	9.6
50	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
55	0	0.0	0	0.0	1	.7	0	0.0	1	.2
60	0	0.0	1	1.3	5	3.3	8	6.4	14	2.8
No Response	0	0.0	3	3.9	7	4.7	0	0.0	10	2.0

Slightly less than one-fourth of all the meals actually reported were eaten in 30 minutes (Table 14). One-fifth of the meals were eaten in 15 minutes. Forty-four of the 500 meals were eaten in 10 minutes, or less time. The remainder of the meals required from 35 to 60 minutes.

The greatest number of breakfasts, 28 per cent, and luncheons, 24 per cent, were served in 15 minutes. Twenty-six per cent of the suppers were served in 20 minutes. Twenty-four per cent, the largest number, of the dinners, were served in 30 minutes.

Eighty-four per cent of the 185 families ate their heaviest meal in the evening (Table 15).

Table 15.--TIME WHEN HEAVIEST MEAL WAS EATEN

TIME	QUESTION- NAIRE		INTER- VIEW		TOTAL	
	150 cases		35 cases		185 cases	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
Noon	20	13.3	3	8.6	23	12.4
Evening	124	82.7	32	91.5	156	84.2
No Report	6	4.0	0	0.0	6	3.2

Four-fifths of all breakfasts were eaten in the kitchen (according to the interviews and questionnaires), Table 16. Three-fifths of the luncheons and suppers, and two-fifths of the dinners were eaten in the kitchen. The breakfast room was used for six to 13 per cent of all the different meals. One-fourth of all luncheons and one-half of the dinners were eaten in the dining room.

More than half of the meals were eaten in the kitchen according to the actual record of meals (Table 17). One-fourth of the meals were eaten in the dining room, one-tenth in the dinette or breakfast room, and the remainder of the meals in other places.

More than three-fourths of the breakfasts were eaten in the kitchen. The highest percentage of dinners, 45 per cent, were eaten in the dining room, with almost as many, 44 per cent eaten in the kitchen. The dinette was used in only a small percentage of cases for any of the meals, with more using the dinette for supper, 13 per cent, than for any other meal.

Seventy-one of the 466 children in the families of this study bought meals regularly at school. Fifty-two members of the 185 families bought meals regularly at work. Forty-five members of these families ate meals regularly down town (Table 18).

Table 16.--PLACE IN WHICH MEALS WERE USUALLY EATEN

MEAL AND PLACE	QUESTION- NAIRE		INTER- VIEW		TOTAL	
	150 cases		35 cases		185 cases	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
Breakfast						
Kitchen	119	79.4	30	85.8	149	80.5
Breakfast room	20	13.3	4	11.4	24	13.0
Dining room	11	7.3	1	2.9	12	6.5
Luncheon or Supper						
Kitchen	92	61.4	24	68.6	116	62.6
Dining room	38	25.3	8	22.9	46	24.8
Breakfast room	19	12.7	3	8.6	22	11.9
No Report	1	.7	0	0.0	1	.5
Dinner						
Dining room	75	50.0	17	48.6	92	49.7
Kitchen	64	42.7	17	48.6	81	43.7
Breakfast room	11	7.3	1	2.9	12	6.5

Table 17.--PLACE WHERE MEAL WAS EATEN

PLACE	BREAKFAST		LUNCHEON		DINNER		SUPPER		TOTAL	
	150 meals		75 meals		150 meals		125 meals		500 meals	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
Kitchen	118	78.7	43	57.2	66	44.0	72	57.6	299	59.8
Dining Room	10	6.7	18	23.9	68	45.4	33	26.4	129	25.9
Dinette	17	11.3	4	5.3	13	8.7	17	13.6	51	10.2
Other places	5	3.3	7	9.3	3	2.0	1	.8	16	3.2
Living-dining Room	0	0.0	0	0.0	0	0.0	2	1.6	2	.4
Porch or yard	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
No response	0	0.0	3	4.0	0	0.0	0	0.0	3	.6

Table 18.--MEALS BOUGHT REGULARLY OUTSIDE THE HOME

Place	Person	QUESTIONNAIRE Number	INTERVIEW Number	TOTAL Number
School				
	Girls in class	46	11	57
	Sisters	10	2	12
	Brothers	<u>2</u>	<u>0</u>	<u>2</u>
		58	13	71
At Work				
	Fathers	27	5	32
	Brothers	5	4	9
	Sisters	7	1	8
	Mothers	<u>2</u>	<u>1</u>	<u>3</u>
		41	11	52
Down Town				
	Fathers	22	5	27
	Sisters	5	1	6
	Mothers	5	0	5
	Brothers	5	0	5
	Entire family	<u>2</u>	<u>0</u>	<u>2</u>
		39	6	45

One-fourth of the total number of families packed lunches regularly for school (Table 19). One-third of the total number of families packed lunches regularly for work. In the interview group twice as many packed lunches for work as packed them for school.

Table 19.--LUNCHES PACKED REGULARLY IN THE HOME

	QUESTION- NAIRE		INTER- VIEW		TOTAL	
	150 cases		35 cases		185 cases	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
For School	42	29.3	7	20.0	49	26.5
For Work	53	35.4	14	40.0	67	36.2

Discussion of Family Meal Practices

In most instances the answers given by the girls in the actual record sheets for meals, confirmed the answers they had given in the interviews and questionnaires.

There were a number of significant factors in family meal practices which conform to accepted standards, namely:

1. In the majority of the homes meals were planned well in advance of time served.
2. In the majority of the homes meals were eaten at a regular time. A greater number reported

regularity at the evening meal than they did for morning or noon meals. Certain conditions in regard to school and working hours often conflict with regular meals earlier in the day and cannot be avoided. In many cases part of the school lunch period is used for orchestra or band practice on certain days.

3. Most of the families ate their evening meals together. The same conditions that prevented regular breakfast and noon meals often prevented families from being together for these meals.

Significant factors in family meal practices which indicate need of some attention on the part of the school.

These practices are as follows:

1. One-fifth of all the children in this study did not eat breakfast regularly. More than three-fourths of these children who did not eat breakfast were adolescents. This is particularly significant since adolescence is an age of rapid growth and development. It is also the age at which young people are most susceptible to tuberculosis for which improper meal habits are too often responsible.
2. Meals were eaten rapidly in the majority of the cases. Leading authorities on adolescent

psychology are concerned with the importance of rest, and freedom from tension, if health is to be maintained during this period. The constant pressure of school and social activities influences the mental as well as the physical health of the adolescent. There is need, then, to stress the importance of giving sufficient time to meals. If the family meal time is to become a vital force in the cultural and social life of the family more time will be needed for meals. Meal time should be a restful time with interesting conversation -- a time free from emotional tension, disputes, and wrangling.

Other significant factors in the study of family meal practices were:

1. The majority of the families ate their heaviest meal in the evening. This situation makes possible a more leisurely meal, if the families can be made to realize that it is desirable to have meals so arranged.
2. In the actual record of meals eaten it was found that more than half of the meals were eaten in the kitchen. In the school meal-planning activities the emphasis has been placed upon meals in the dining room. Perhaps more attention should be given to meal service

which will be adequate for simple meals in the kitchen. The studies by Bryden (5) and Wilson (25) brought out the conclusions that too much time could be taken up by the planning and serving of meals. If the meal time is to be a social time, certainly it can be so only if the mother is not too tired to contribute to this part of the meal. If meals are to be served in the kitchen then it will be even more important for girls to learn efficient working habits. If the kitchen is not clean and attractive when the meal is served, then the gain in time saved will be offset by the lack of aesthetic surroundings.

3. Almost two-fifths of the children bought lunches at school. Here, again, is an opportunity to learn the value of good manners, consideration for others and cooperation in creating a friendly atmosphere.
4. No time has been given at school to the study of the packing of lunches for school or work. The fact that one-fourth of all these families pack lunches for school and one-third of these families pack lunches for work, suggests that attention should be given to preparation of lunches. There has been some embarrassment

among students, who, from necessity, must carry lunches to school. What can be done in the homemaking classes to change this feeling on the part of these students?

Implications for the school

1. The part of the meal-planning unit which deals with the importance of careful planning of meals, and of eating meals at regular times, seems to be sufficiently well emphasized.
2. Since most of the families are eating their evening meals with all members present, there is an opportunity to encourage happy family relationships, social times and general good manners at this time. More time should be given to the importance of leisurely meals when ever they can be so arranged.
3. Some approach to the problem of not eating breakfast should be found.
4. More time is needed for the study of simple but attractive ways of serving meals in the kitchen.
5. The girls need more training in efficient use of time and energy. If they are going to eat in the kitchen, they need to learn to organize their work so that the kitchen will be clean and attractive at meal time.

6. Time would be well spent in helping to create a pleasant, cheerful atmosphere, with good manners in the school cafeteria.
7. The meal-planning unit should include the packing of lunches. Some change in the attitude of bringing of lunches to school is desirable and possible.

Family Meals

The majority of the 500 meals were served in simple, family style (Table 20). Sixty per cent of the meals were served by passing the serving dishes from one person to another at the table. In 13 per cent of the meals, the meat and vegetables were served by the father or mother at the table. In six per cent of the meals, all the foods were served by the father and mother at the table. Only in three per cent of the cases were the meals served by waiters or waitresses.

Table 21 confirms the information given in Table 20. Again the girls reported that in almost two-thirds of the 500 meals, the service was very simple. The use of family style service, with all the foods on the table at the beginning of the meal, was the popular choice in these meals. In one-third of the meals the dessert was served as a separate course. In only 15 of the 500 meals were there more than two courses served.

Table 20.--TYPE OF MEAL SERVICE USED (500 MEALS)

	BREAKFAST		LUNCHEON		DINNER		SUPPER		TOTAL	
	150 meals		75 meals		150 meals		125 meals		500 meals	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
Serving dishes passed from one person to another at table	82	54.7	45	59.9	76	50.7	100	80.0	303	60.6
Tea, coffee and milk passed at the table	86	57.4	37	49.2	90	60.0	57	45.6	270	54.0
Soups, salads and deserts passed on individual dishes in kitchen	0	0.0	40	53.2	74	49.4	67	53.6	181	36.2
All foods placed upon individual dishes in kitchen	61	40.7	23	30.6	8	5.3	16	12.0	108	21.6
Meats and vegetables served by father and mother at the table	0	0.0	16	21.3	30	20.0	19	14.4	65	13.0
All foods served by father and mother at table	12	8.0	2	2.7	6	4.0	12	9.6	32	6.4

Table 20.--TYPE OF MEAL SERVICE USED (500 MEALS) -- Continued

	BREAKFAST		LUNCHEON		DINNER		SUPPER		TOTAL	
	150 meals		75 meals		150 meals		125 meals		500 meals	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
Food passed to each person in large serving dish by waiters	4	2.7	4	5.3	4	2.7	4	3.2	16	3.2

Table 21.--NUMBER OF COURSES IN WHICH MEAL WAS SERVED (500 MEALS)

	BREAKFAST		LUNCHEON		DINNER		SUPPER		TOTAL	
	150 meals		75 meals		150 meals		125 meals		500 meals	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
All foods on table at beginning of meal	131	87.4	45	59.9	71	47.7	65	52.0	312	62.4
Two courses, main course and dessert	16	10.7	26	34.6	73	48.7	54	43.2	169	33.8
Three courses, main course, salad and dessert or cocktail, main course and dessert	1	.7	2	2.7	6	4.0	4	3.2	13	2.6
More than three courses	0	0.0	2	2.7	0	0.0	0	0.0	2	.4
No report	2	1.3	0	0.0	0	0.0	2	1.6	4	.8

In the majority of the homes, the silver used was very simple (Table 22). Luncheon or dinner knives and forks, and teaspoons were the only pieces of silver used in 355 of the family meals; in 26 of the meals a salad fork was used. In 17 of the meals not already mentioned, butter knives, steak knives, or soup spoons were used.

Table 22.--COMBINATIONS OF SILVER USED AT THE 500 MEALS

Combination of Silver	Break-fast	Lunch-eon	Dinner	Supper	Total
One knife, one fork, one tea-spoon	48	35	81	62	226
One knife, one fork, two teaspoons	13	3	11	14	41
One knife, one teaspoon	30	0	1	4	35
One knife, one fork, one salad fork, one teaspoon	0	1	19	6	26
One knife, two teaspoons	20	1	0	0	21
One teaspoon	14	1	0	2	17
One knife, two forks, one teaspoon	0	4	3	8	15
All other combina-tions					119

The majority of homes used very simple table accessories, or in some cases none at all (Table 23). In 211 of the 500 meals no napkins were used; in only 159 meals (32 per cent) were cloth napkins supplied; while in the remaining 128 meals paper napkins were used.

Seventy per cent of the families did not use any table decorations. Thirteen per cent used fruit for decoration, 10 per cent used flowers, and six per cent used vases or ornaments of various kinds.

Almost half of the tables were covered with a table cloth, one-third with oil cloth; the remainder used luncheon squares, or doilies, or only the bare table.

Discussion of meals served to the family

The meal service used in most of the homes was very simple. The silver service was limited chiefly to luncheon or dinner knives and forks, and to teaspoons, for most of the meals.

In almost two-thirds of the homes all of the food was on the table at the beginning of the meal, and serving dishes were passed from one person to another in many of the meals.

Paper napkins and oil cloth were used in setting many tables, and in two-fifths of the homes no

Table 23.--KIND OF NAPKIN, DECORATIONS AND LINEN USED FOR MEALS

Accessories	Kind	BREAKFAST		LUNCHEON		DINNER		SUPPER		TOTAL	
		150 meals		75 meals		150 meals		125 meals		500 meals	
		No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
Napkin											
	None	81	54.0	31	41.2	56	37.3	43	34.4	211	42.2
	Cloth	39	26.0	20	26.6	59	39.4	41	32.8	159	31.8
	Paper	29	19.3	24	31.9	35	23.4	40	32.0	128	25.6
	No Response	1	.7	0	0.0	0	0.0	1	.8	2	.4
Decorations											
	None	112	74.7	55	73.1	101	67.4	81	64.8	349	69.8
	Fruit	23	15.3	9	12.0	17	11.3	17	13.6	66	13.2
	Flowers	5	3.3	6	8.0	19	12.7	21	16.8	51	10.2
	Vase and others	10	6.7	2	2.7	13	8.7	6	4.8	31	6.2
	No Response	0	0.0	3	4.0	0	0.0	0	0.0	3	.6
Linens											
	Table cloth	51	34.0	26	34.6	98	65.4	62	49.6	237	47.4
	Oil cloth	60	40.0	25	33.2	34	22.7	32	25.6	151	30.2
	Luncheon square	26	17.3	10	13.3	14	9.3	23	18.4	73	14.6
	Bare table	10	6.7	11	14.6	4	2.7	4	3.2	29	5.8
	Doilies	3	2.0	3	4.0	0	0.0	4	3.2	10	2.0

napkins were used.

Implications for the school

1. Most of the meal service at school should stress simple, but attractive efficient table service. Family meals planned by the girls and served at school should make use of silver and linens that come within the price range that the average of these families can afford. However, all the girls should have opportunities to become acquainted with the types of table service that they may meet in other situations. Some time should be given to the choice of attractive and useful paper napkins and oil cloth table covers; and attention should be directed to the use of napkins as a necessary part of every meal.

Guest Meals

More than half of the homes often served dinners to guests according to the general judgment of the girls when the interviews and questionnaires were given (Table 24). Supper was next in popularity as a means for extending hospitality (27 per cent). Luncheons and after-show refreshments were frequently prepared in approximately one-fifth of the homes; picnics in 17 per cent; and bridge refreshments in 14 per cent of the

homes. Less than one-tenth of the families served breakfasts, teas, dance refreshments, or brunch (combination breakfast and luncheon) frequently as a means of entertainment.

Table 24.--TYPES OF MEALS OFTEN SERVED WHEN THERE ARE GUESTS

Type of Meal	QUESTION- NAIRE		INTER- VIEW		TOTAL	
	150 cases		35 cases		185 cases	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
Dinner	78	52.0	22	62.9	100	54.0
Supper	37	24.7	13	37.2	50	27.0
Luncheon	35	23.3	7	20.0	42	22.7
After-show refresh- ments	35	23.3	3	8.6	38	20.5
Bridge refresh- ments	25	16.7	2	5.7	27	14.6
Picnics	22	14.7	10	28.6	32	17.3
Breakfast	15	10.0	2	5.7	17	9.2
Dance refresh- ments	8	5.3	5	14.3	13	7.0
Tea	5	3.3	2	5.7	7	3.8
Brunch (Breakfast and lunch)	5	3.3	1	2.9	6	3.2

When asked to give the same information as that furnished in Table 24, except for the indication of the types of meals served sometimes to guests, the

percentages increased in every instance (Table 25). Approximately two-thirds of the girls reported that luncheons, picnics and breakfasts were some times served. One-half of the girls reported occasional guest suppers and almost one-half gave some dinners and served some dance refreshments. Slightly less than one-fourth of the family groups served brunch, dance and bridge refreshments and teas occasionally.

Table 25.--TYPES OF MEALS SOMETIMES SERVED WHEN THERE ARE GUESTS

Type of Meal	QUESTION- NAIRE		INTER- VIEW		TOTAL	
	150 cases		35 cases		185 cases	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
Luncheon	97	64.7	28	80.1	125	67.5
Picnic	102	68.0	21	60.1	123	66.4
Breakfast	99	66.0	24	68.6	123	66.4
Supper	89	59.4	16	45.8	105	56.7
After-show refresh- ments	64	42.7	22	62.9	86	46.4
Dinner	69	46.0	13	37.2	82	44.3
Brunch (Breakfast- Luncheon)	45	30.0	7	20.0	52	28.1
Bridge refreshments	37	24.7	8	22.9	45	24.3
Tea	37	24.7	6	17.2	43	23.2
Dance refreshments	38	25.3	1	2.9	39	21.1

The 185 girls in 185 families reported 74 meals, or 0.4 per cent meals per family served with guests present during a period of six weeks (Table 26). This report included 59 dinners, six suppers, four breakfasts, two luncheons and three cases where refreshments were served.

For the 74 guest meals reported, the girls set the table for 47 of the meals, acted as waitresses for only ten meals, and planned the meal in only nine cases.

Another question asked on the check sheet on guest meals concerned the type of meal service used. The girls reported that six of the 74 guest meals were served buffet style. The girls also reported that the number of guests at the meals ranged from one to 30, or an average of 1.7.

Discussion of guest meals

Although many of the girls reported that they often entertained in their homes, the actual number of guest meals reported over the six-week period was comparatively small. This may have been due to the fact that the record of meals was kept during the pre-holiday season.

Implications for the school

The girls in the homemaking classes might benefit by more time spent in the study of ways of

Table 26.--ACTIVITY OF THE GIRL IN PLANNING AND
SERVING GUEST MEALS (RECORD FOR SIX WEEK PERIOD,
185 GIRLS)

Meal	Duty	Did Work Alone		Helped Do Work		Total	
		No.	Per Cent	No.	Per Cent	No.	Per Cent
Dinner (59 cases)							
	Set table	40	67.8	7	6.8	47	79.7
	Acted as waitress	8	13.6	18	30.5	26	44.0
	Planned meal	6	10.2	6	10.2	12	20.3
Supper (6 cases)							
	Set table	4	66.7	1	16.7	5	83.3
	Acted as waitress	1	16.7	2	33.3	3	50.0
	Planned meal	1	16.7	0	0.0	1	16.7
Breakfast (4 cases)							
	Set table	0	0.0	0	0.0	0	0.0
	Acted as waitress	0	0.0	0	0.0	0	0.0
	Planned meal	0	0.0	0	0.0	0	0.0
Refreshments (3 cases)							
	Planned refresh- ments	2	66.7	0	0.0	2	66.7
	Acted as waitress	1	33.3	1	33.3	2	66.7
	Set table	2	66.7	0	0.0	2	66.7
Luncheon (2 cases)							
	Set table	1	50.0	1	50.0	2	100.0
	Acted as waitress	0	0.0	0	0.0	0	0.0
	Planned meal	0	0.0	0	0.0	0	0.0

Total (74)							
	Set table	47	63.5	9	12.2	56	75.6
	Acted as waitress	10	13.5	21	28.4	31	41.9
	Planned meal	9	12.2	6	8.1	15	20.3

serving simple, attractive guest meals. Emphasis should be placed upon simple home meals and service to which one would be glad to invite a guest at any time.

OPPORTUNITIES OF THE GIRL FOR HOME-PLANNING AND SERVING OF MEALS

The information regarding the girl's activities in planning and serving family meals was obtained from Record Sheet A.

At every meal, a greater number of girls set the table, than planned or served the meal (Table 27). In most cases a greater number assumed the entire responsibility than helped with the particular activity. This was true of all three activities listed in the table.

The percentage of girls who set the table, or assisted, ranged from 18 to 74 per cent. The total report on participation in planning the meal ranged from six to 24 per cent. From 16 to 44 per cent of the girls participated in the serving of the various meals.

Discussion of Girl's Part in Planning and Serving of Meals

The report that the chief activity of the girl was setting the table may indicate that the mothers are still reluctant to give the girl responsibilities where money is involved. It may also be true that the

Table 27.--ACTIVITY OF THE GIRL IN PLANNING AND SERVING FAMILY MEALS

Meal	Girl's Activity	Did Work Alone		Helped Do Work		Total	
		No.	Per Cent	No.	Per Cent	No.	Per Cent
Breakfast (150 meals)							
	Set table	44	29.3	8	5.3	52	34.7
	Planned meal	22	14.7	2	1.3	24	16.0
	Acted as waiters	10	6.7	6	4.0	16	10.7
Luncheon (75 meals)							
	Set table	33	43.9	7	9.3	40	53.2
	Planned meal	10	13.3	2	2.7	12	16.0
	Acted as waiters	9	12.0	12	16.0	21	27.9
Dinner (150 meals)							
	Set table	96	64.0	15	10.0	111	74.0
	Acted as waiters	20	13.3	24	16.0	44	29.3
	Planned meal	9	6.0	6	4.0	15	10.0
Supper (125 meals)							
	Set table	22	17.6	1	.8	23	18.4
	Acted as waiters	5	4.0	14	11.2	19	15.2
	Planned meal	1	.8	6	4.8	6	4.8

present school program has not aroused sufficient interest for the girl so that she wishes to help with planning meals. Not only would she become more efficient through this activity, but she would also gain an added insight into the mother's problems in feeding the family. The girl might learn to appreciate the difficulty that the mother may have in pleasing the entire family, at the same time that she attempts to feed them what she considers best for them.

Implications for the School

The first problem is to find out why the girls do not participate in the home-planning of meals. The second step will be to meet the situation in such a manner that the girl may be so interested in the planning of meals that she will be allowed to have this valuable experience in her own home.

Chapter V

RECOMMENDATIONS

In the preceding chapter two major questions have been analyzed and discussed. These questions were:

1. What are the family practices in regard to meal-planning and serving?
2. What opportunities do the girls have for home planning and preparation of meals?

The third major question is the final problem of this study, namely:

On the basis of the practices found to be customary, in the homes of these girls, what standards and practices should be taught in South Side High School, Fort Wayne, Indiana?

The logical starting point for setting up standards and practices will be to begin with the unit as it has been taught in recent years. The unit on meal-planning and serving has included the following subject matter:

- I. Social and family relationships as they pertain to family meals and the entertaining of guests.
- II. Management problems in connection with meals
 - A. Time
 - B. Energy

C. Money

III. Family meals

A. Menu-planning

B. Table service

IV. Meals with guests

A. Menu-planning

B. Table service

This study of the family practices in these 185 homes resulted in definite implications for the school. The main implication is that the present unit which is offered in the school is, with one exception, adequate as far as subject matter is concerned. The one exception just mentioned will be discussed later.

Certain conditions and practices found in these homes indicate that the unit will more nearly meet the life situation and interest of the girls if there are changes of emphasis within the unit. The changes of emphasis which are definitely suggested by the study, if the unit is to meet the needs of the pupil, are:

1. The unit should be planned for the girls of the average, middle class family of moderate or small income.
2. Consideration should be given to the one-fifth of the homes where mothers are gainfully employed. The girls in these homes have an

excellent opportunity for assuming responsibility for meal-planning through home activities if encouraged to do so.

3. Meal-planning problems should be based on a family of five.
4. Meal time family and social relationships should be centered around adolescent interests in each other and in the adults of the family.
5. Attention to the evening meal in these homes furnishes the best opportunity for encouraging happy family relationships since all members of the family are usually present at this meal.
6. A great deal must be done to bring about a realization of the importance of adequate time for meals.
7. Some approach must be found to persuade the children, mainly adolescents, to eat a regular breakfast.
8. More time is needed for the study of simple, attractive ways of serving meals in the kitchen.
9. Since meals were eaten in the kitchen in so many homes, the girls need to acquire more efficient working habits in order that the surroundings may be clean and orderly.

10. Meal service at school should stress simple, but attractive, table appointments. The majority of the meals served should make use of the linens and silver that come within the price range that the average family can afford. The choice of attractive paper napkins and oil cloth table coverings is indicated as a subject for study since a large percentage of the families used them frequently. The use of napkins of some kind must be encouraged since so many do not use napkins of any kind.
11. The time spent on guest meals should include the study of ways of serving simple, attractive meals and party refreshments. The emphasis should be on simple hospitality, discouraging any attempt at an elaborate display of foods.
12. Further study must be done to find out why the girls have so little responsibility for meal-planning in the home. Whatever the reasons, the school should attempt to meet the situation, so that the girl will be so interested in the meal-planning that she will be allowed to have this experience in her own home.

The meal-planning unit at present does not allow time for the study of home packing of lunches for work and school. Since one-third of the families pack lunches for work, and one-fourth of the families pack lunches for school, this subject should receive attention in the classroom.

In conclusion, the two following recommendations sum up the results of the study:

1. The present meal-planning unit should be continued with such changes in emphasis as have been suggested in this chapter.
2. The study of the packing of lunches for work and for school should be included in this unit.

Limitations

This study included only meal-planning and serving. It would have been more effective if it could have included the nutritional aspects of this same field.

Records of meals actually served would have been more helpful if they could have been collected at several seasons of the year.

Problems For Further Study

A problem in nutrition in the same situation as the present study would be of value to the school.

Chapter VI

SUMMARY

One of the most important objectives of the homemaking class is to help the girl to become a better member of her own family. The school does not attempt to change living conditions of the families in the district except such conditions as promote better living. Neither does the homemaking teacher attempt to regulate the home life of the girls in her classes except as she attempts to fit the homemaking program to the experiences of the girls themselves.

Although the majority of girls may create homes for themselves that closely resemble the homes in which they have lived earlier, this is by no means universal. Besides, in our complex world at the present time, the girl comes in contact with many standards of living which are different from the one to which she is accustomed. Her contact with the homes of friends and acquaintances, and her business contacts may make it imperative that she have training to meet situations other than those found in her own home. At the present time all the girls receive the same training without regard for varying home conditions.

Since home economics may be elected for any number of semesters from two to six, first year classes may have girls ranging in age from 13 to 19 and in grade from ninth to twelfth. A course to meet the needs of girls in this particular situation is almost imperative, and one of the major problems of such a course has been selected for research in this study. The meal-planning unit is particularly affected by these variations in home backgrounds and pupil differences.

The Problem

The specific problem of this study is stated as follows: How can the meal-planning unit be adjusted to conform to the family customs of the girls in South Side High School, Fort Wayne, Indiana?

Problem analysis

This general problem may be analyzed into these specific problems:

- I. What are the family practices in regard to meal-planning and serving?
 - A. What types of meals are served to the family?
 - B. What types of meals are served to guests?
- II. What opportunities do the girls have for home experience in meal-planning and serving?

- III. On the basis of the practices found to be customary, what standards and practices shall be taught in the high school?

Delimitation of the problem

This study was carried on in South Side High School in Fort Wayne, Indiana, during the school year of 1939-1940. There were 2,100 pupils enrolled with approximately 450 girls in the home economics department. Of this group 185 girls were used for the study.

Materials and Methods Used

The purpose of the study was to secure adequate information concerning the family customs of the girls to be used as a basis for a unit in meal-planning and preparation.

One questionnaire and two record sheets were constructed from which these questions were to be answered:

- I. What are the family practices in regard to meal-planning and serving?
 - A. Family meals
 - B. Guest meals
- II. What opportunities do the girls have for home experience in meal-planning and serving?

All information was placed upon the sheets during the regular class period and no papers were taken

from the room. Some preliminary instructions were given, such as that in one particular section of the record sheet only one answer was to be checked out of four possible answers. The writer tried to avoid an explanation that would give the girl any clue as to the most desirable answer.

Since the home economics classes do not have selective groupings, the classes that were used for the study during the year of 1939-1940 were representative of all home economics classes in the school.

The questionnaire was used to secure general information that would be helpful in the study. Ages and numbers of brothers and sisters in the family, and occupations of members of the family were important in studying the family background. The questionnaire also covered various matters concerning family background.

Record Sheet A was given to secure information regarding practices during family meals. Questions two and four of the first questions asked in this chapter were answered from information in this sheet.

Record Sheet B was used to find out what type of meals was used when there were guests. This was question three of the list at the beginning of the chapter. The girls reported the number of guests that were present and the type of meal service used. The

girl also checked the part that she had in planning and serving the meal. The procedure was the same as in Record Sheet A.

Findings of This Study

The data were analyzed and presented in tables, with percentages shown in the majority of the tables. The family practices in meal-planning and serving were analyzed under the major divisions indicated in the problem analysis.

General family background

It was found that more than one-fourth of the fathers were skilled workers, and more than one-half were clerks, proprietors and semi-skilled workers. Less than one-fifth of the mothers were employed, and of the employed 15 per cent were skilled workers, 15 per cent servants and 12 per cent professional women.

Fifty of the boys in the families were employed, with 40 per cent clerks and 30 per cent semi-skilled workers. Thirty-eight girls in the families were gainfully employed, with nearly one-third semi-skilled workers, one-fourth clerks, and one-fourth servants.

There were 466 children living in the 185 homes studied, or an average of 2.6 children in each home. Forty per cent of the children were in the 11 to

15 year group. Eighty-seven per cent of all the children were between the ages of six and 20 years.

What are the family practices in regard to meal-planning and serving?

In two-thirds of the homes the girls stated that meals were planned well in advance to time needed. The majority of the families, from 81 to 93 per cent, ate their meals at a regular time. Twenty per cent of the families ate breakfast together, 40 per cent ate luncheon or supper together and 90 per cent ate dinner with all members of the family present. One-fifth of all the children ate breakfast only occasionally, and the 11 to 20 age group made up over three-fourths of this group.

Four-fifths of the families ate their breakfasts in the kitchen. Three-fifths of all the families ate luncheon or supper in the kitchen. More than half of the families ate dinner in the dining room, while the breakfast room was never used by more than 13 per cent of the families for any meal.

More than half of the families spent from 10 to 15 minutes at breakfast, three-fifths spent from 15 to 20 minutes at luncheon or supper and two-thirds of the dinners were eaten in from 20 to 30 minutes. More than four-fifths of the families ate their heaviest meal in the evening.

One-fourth of the families packed lunches for school, and one-third packed lunches for work. Almost two-fifths of the families had members who bought lunches at school, more than one-fourth bought lunches at work, and one-fourth ate lunch down town. The girls bought the majority of the meals at school, and the fathers lead in numbers buying lunches down town and at work.

The meals served most often to guests were in order of popularity: dinner, 54 per cent; supper, 27 per cent; luncheon, 22 per cent; and after-show refreshments, 20 per cent. Picnics ranked at the top of the list with breakfasts and luncheons, when meals were served occasionally to guests.

Type of meal service and appointments
used for family and guest meals

A simple, family style service was used in the majority of the homes, with serving dishes passed from one person to another in three-fifths of the homes. The father and mother served the food in one-third of the homes.

Table appointments were very simple in most homes. Two-fifths of the meals were served without napkins, and one-fourth with paper napkins. Seventy per cent of the families did not use any form of table decorations, while half of the families used table cloths, and one-third used oil cloth for a table covering.

More than one-half of the meals were part of a day's plan, two-fifths were planned just before the meal and only four per cent planned meals for one week at a time.

The 185 homes reported 74 guest meals served during a period of six weeks. Fifty-nine of the meals were dinners, and six of the meals were served buffet style. The average number of guests was 1.7.

What opportunities do the girls have for meal-planning and serving in the home?

The girls set the table more frequently than they planned meals or acted as waitresses for family meals. More girls worked independently than helped with the activities, and a larger per cent participated in the evening meal duties.

Recommendations

This study of the family practices in these 185 homes resulted in definite implications for the school. The main implication is that the present unit which is offered in the school is, with one exception, adequate as far as subject matter is concerned. The one exception just mentioned will be discussed later.

Certain conditions and practices found in these homes indicate that the unit will more nearly meet the life situation and interest of the girls if

there are changes of emphasis within the unit. The changes of emphasis which are definitely suggested by the study, if the unit is to meet the needs of the pupil, are:

1. The unit should be planned for the girls of the average, middle class family of moderate or small income.
2. Consideration should be given to the one-fifth of the homes where mothers are gainfully employed. The girls in these homes have an excellent opportunity for assuming responsibility for meal-planning through home activities if encouraged to do so.
3. Meal-planning problems should be based on a family of five.
4. Meal time family and social relationships should be centered around adolescent interests in each other and in the adults of the family.
5. Attention to the evening meal in these homes furnishes the best opportunity for encouraging happy family relationships since all members of the family are usually present at this meal.
6. A great deal must be done to bring about a realization of the importance of adequate time for meals.

7. Some approach must be found to persuade the children, mainly adolescents, to eat a regular breakfast.
8. More time is needed for the study of simple, attractive ways of serving meals in the kitchen.
9. Since meals were eaten in the kitchen in so many homes, the girls need to acquire more efficient working habits in order that the surroundings may be clean and orderly.
10. Meal service at school should stress simple, but attractive, table appointments. The majority of the meals served should make use of the linens and silver that come within the price range that the average family can afford. The choice of attractive paper napkins and oil cloth table coverings is indicated as a subject for study since a large percentage of the families used them frequently. The use of napkins of some kind must be encouraged since so many do not use napkins of any kind.
11. The time spent on guest meals should include the study of ways of serving simple, attractive meals and party refreshments. The emphasis should be on simple hospitality, discouraging any attempt at an elaborate display of foods.

12. Further study must be done to find out why the girls have so little responsibility for meal-planning in the home. Whatever the reasons, the school should attempt to meet the situation, so that the girl will be so interested in the meal-planning that she will be allowed to have this experience in her own home.

The meal-planning unit at present does not allow time for the study of home packing of lunches for work and school. Since one-third of the families pack lunches for work, and one-fourth of the families pack lunches for school, this subject should receive attention in the classroom.

In conclusion, the two following recommendations sum up the results of the study:

1. The present meal-planning unit should be continued with such changes in emphasis as have been suggested in this chapter.
2. The study of the packing of lunches for work and for school should be included in this unit.

Limitations

This study included only meal-planning and serving. It would have been more effective if it could

have included the nutritional aspects of this same field.

Records of meals actually served would have been more helpful if they could have been collected at several seasons of the year.

Problems for Further Study

A problem in nutrition in the same situation as the present study would be of value to the school.

BIBLIOGRAPHY

1. Albright, Norma A. Study of values carried over in home economics. Journal of home economics, 31:296-9, May 1939.

A summary of the opinions of parents as to evidence of some carry-over of home economics work in school, in the girl's home life. Most parents recognized progress in skills and understandings. Many parents also recognized the carry-over in broader values.

2. Bailey, N. Beth. Meal planning and preparation. Peoria, Illinois, Manual arts press, 1936. 149 p.

A valuable book for the study of foods, meal planning, preparation and serving. It is for high school use.

3. Beeman, Mary. A brief study of the interests of high school girls in home activities. Journal of home economics, 21:900, December 1929.
4. Brown, Agnes C. Utilization of students' past experiences in food economics class. Practical home economics, 16:240, June 1938.
5. Bryden, Catherine T. Setting standards for the community. Practical home economics, 16:336-337, 380, September 1938.
6. Crawley, Vada. Study of effect of mother participation in home economics work of the high school. Master's thesis, 1935. Colorado State College of Agriculture and Mechanic Arts. 63 p. ms.
7. Dabney, Ellen P. Surveys and other devices have helped popularize home economics in the Seattle public schools. Practical home economics, 14:174-176, June 1936.

8. Fallgater, Florence. Opportunity for progressive home economics education in secondary schools. Practical home economics, 15:197-198, 230, June 1937.

Stresses the need of home economics education to meet the many opportunities it has to bring about desirable changes in the way the individual lives, the way the family lives, and the way the community lives.

9. Fawcett, Laura C. Problems in modern living for high school girls. Practical home economics, 16:187, 214-215, May 1938.

A description of a course called "Modern Living" which stresses the importance of encouraging the girl to look upon herself as a potential home maker, intelligent in the selection of food for the family.

10. Friegard, Ruth A. A progressive program for home economics in secondary schools. Journal of home economics, 29:244-246, April 1937.

Discussion of the five directions of progress around which the new home economics program should be built: 1. A revision of our philosophy. 2. Our adjustment in the school curriculum. 3. Practical procedures. 4. Improvement in methods. 5. Definite plan of public relations.

11. Harris, Jessie W. and Lacey, Elizabeth V. Everyday foods. rev. ed. New York, Houghton-Mifflin co., 1937. 550 p.

An excellent high school text. It is unusually well arranged for the study of meals and meal service.

12. Imhoff, Donna Mae. Study of available and utilized foods in the homes of high school girls at Rocky Ford, Colorado. Master's thesis, 1935. Colorado State College of Agriculture and Mechanic Arts. 76 p. ms.

13. Kansas. State college of agriculture and applied science. Extension service. Meals for the family when company comes. Manhattan, Kansas, 1938. 12 p. (Extension circular, no. 134.)

Suggestions for special meals, with or without maid service and very complete directions for meal service.

14. Kansas. State college of agriculture and applied science. Extension service. Meals for the family--good foods and health builders. Manhattan, Kansas, 1936. 10 p. (Extension circular, no. 130.)

15. Kent, Drusilla. Plant and equipment for homemaking education. Practical home economics, 16:385, 411-412, October 1938.

16. Lyle, Mary Stewart. Planning for tomorrow in home economics. Practical home economics, 12:317, 338-339, November 1934.

Stresses the need for more emphasis upon the selection and buying of food and the social significance of family meals, and less attention to skills in the preparation of food.

17. Maine. University. College of agriculture. Meal planning and table service. Orono, Maine, University of Maine, 1938. 31 p. (Bulletin no. 245.)

Practical suggestions for menu making in the home, with very concise directions for table service.

18. Martin, Eliza H. Educational programs for adolescents. Journal of home economics, 29:437-441, September 1937.

Has a very good summary of the principles of special significance in dealing with adolescent girls. These principles are of value in setting up a new course of study or in evaluating courses for adolescents, which are now in use.

19. McArthur, Laura J. and Brown, Clara M. A study of the home and family situation. Master's thesis, 1932. University of Minnesota. p. ms. (Abstract in: U. S. office of education. Abstract of theses in Home economics education, 1931-1934. Misc. 1680. p. 11).
20. Sait, Una Bernard. New horizons for the family. New York, Macmillan co., 1938. 772 p.
21. Sanders, Retha. Study to determine home activities of girls enrolled in an extended program in vocational homemaking. Master's thesis, 1936. Colorado State College of Agriculture and Mechanic Arts. 69 p. ms.
22. Williamson, Maude. Home experience--The evolution from home projects to home experiences. Practical home economics, 17:137, 162, May 1939.
23. Williamson, Maude and Lyle, Mary Stewart. Home-making education in the high school. New York, D. Appleton-Century co., 1934. 500 p.
24. Willing, Mathew H. Home economics in relation to the major trends in secondary education. Journal of home economics, 28:219-227, April 1936.
25. Wilson, Maude. Time spent in meal preparation in private households. Journal of home economics, 24:10-16, January 1932. (Master's thesis, 1931. University of Chicago. ms.)
26. Wood, Mrs. Mildred (Weigley) [and others]. Managing the home. Boston, Houghton-Mifflin co., 1932. 347 p.

OK I.M.C. 7/9/40

LIBRARY
 COLORADO STATE COLLEGE OF A. & M. A
 FORT COLLINS COLORADO