

AN EVALUATION OF THE MANHATTAN HIGH SCHOOL
VOCATIONAL TRAINING COURSE IN
INSTITUTIONAL FOOD SERVICE

by

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TABLE OF CONTENTS

	Page
INTRODUCTION.	1
REVIEW OF LITERATURE.	2
THE COURSE.	3
METHOD OF PROCEDURE	6
TABULATIONS	7
FINDINGS.	37
EVALUATION OF THE COURSE.	48
RECOMMENDATIONS	53
ACKNOWLEDGMENT.	55
LITERATURE CITED.	56
APPENDIX.	57

INTRODUCTION

Organized society has for many years recognized the value of assuming some responsibility for the individual in regard to promotion of health, protection from common enemies, and provision for elementary school education. Only in recent years, however, has there been a movement toward assuming some responsibility in preparing individuals to become economically self-supporting.

Congress, in recognition of this responsibility, passed the Smith Hughes Act in 1917. This act provided a means for the promotion of vocational education on the secondary level in the fields of agriculture, home economics, trade and industry, and commerce through the cooperation of the Federal Government and the States. Numerous communities have been benefited through affiliations of their school systems with one or more phases of work offered under the Smith Hughes Act.

A phase of vocational education in the field of trade and industry was introduced into the public schools of Manhattan, Kansas, in the fall of 1930 when a course was established for the training of high school girls in institutional food service. This course became known as the Cafeteria course.

This course was a new venture in public school education in the Middle West. Six years have elapsed since its organization and to those interested in the development of similar courses in other school centers a survey of the course seemed highly desirable. The purpose of this study, therefore, was to ascertain the effectiveness of the course in vocational institutional training as taught in the Manhattan high school.

REVIEW OF LITERATURE

A survey of the literature concerned with follow-up studies of graduates from classes in institutional food service reveals that little has been done in that field.

Chambers(1932) found through a survey that out of 117 trade and high schools questioned, only 15 offered training for wage earning in institutional work. No record of any follow-up studies of these training courses has been found. In the same survey it was found that one fourth of the waitresses in Kansas were between the ages of 15 and 19 years.

Andereon (1932) compiled, for the North Atlantic Regional Conference, data in regard to "what becomes of the trade school graduate". She found that in 1928-29 there were 14 graduates from food trade courses of which 77 per cent entered the food trades. In 1929-30 there were 30 graduates,

and 76 per cent of them entered food trades. In 1930-31 there were 106 graduates, and 77 per cent of them entered food trades.

At the present time the Junior Employment Service of the School District of Philadelphia is making a survey of high school and vocational school graduates of 1935.

THE COURSE

As a result of Chamber's study (1932) the Kansas State Board for Vocational Education cooperating with the Division of Home Economics at Kansas State College established a course in the Manhattan high school for the training of high school girls in institutional food service. The purpose of this project was:

To develop and test a course of study for high school girls in training for direct wage earning in the field of institutional food service; and to test the adequacy and practicability of a high school cafeteria as a laboratory for such a course.

The managerial responsibilities of the Manhattan high school cafeteria were assumed by the instructor of the Cafeteria class. This instructor was employed by the State Board for Vocational Education with the approval of the Division of Home Economics.

The laboratory that was fitted up for the class was the same as is in use at the present time. A study hall equipped with desks provided a dining hall. One of two small adjoining units served as a kitchen, the other as a dishwashing and storage room. Each of these small units opened into the dining room by means of two large sliding windows which were opened during the serving period. To provide a cafeteria counter, a broad shelf was constructed underneath the windows in one of the serving rooms. The pupils returned their trays to a shelf built under the windows opening into the dishwashing room. In addition to these three rooms, the foods laboratory and an adjoining classroom were available during the morning hours and at noon for the use of this class. The foods laboratory provided space for the class girls to perform their various duties during the preparation period. This kitchen space was divided into working units similar to those usually found in an institutional kitchen, and the utensils used by the girls were brought from the cafeteria kitchen. Three desks in the food laboratory were set up as a serving counter for the faculty. The adjoining classroom, furnished with rectangular tables, was used as a faculty dining room. This room was also used as a recitation room for the class during the discussion period.

The class work was organized so that one hour of each

day was spent in discussion lessons. The next two hours were spent in laboratory work. The laboratory duties of the students consisted of preparing salads and sandwiches, dishing desserts, assisting the cook, bookkeeping, serving at the cafeteria counter, and acting as checker and cashier. The class also assumed the responsibility for certain of the school dinners and banquets.

The units included in the course of study were:

- Establishing and maintaining standards in institutional feeding,
- Planning menus for institutions,
- Preparing food in quantities,
- Serving food in institutions,
- Selecting and purchasing foods for quantity serving,
- Operating and caring for institutional equipment,
- Taking care of the finances of a small institutional food unit.

There were no prerequisites for the course. Any high school girl who wished to enroll in the class might do so. There have been instances when girls who were failing in other courses at the end of the first six weeks period have entered the cafeteria course.

METHOD OF PROCEDURE

The following method of procedure was carried out in the present study.

A list of the 87 girls who have been enrolled in the Cafeteria course during the school years of 1930-36 was secured from the office of the principal of the Manhattan high school.

A form was prepared on which was recorded pertinent information obtained from the high school records of these girls.

A checking list was prepared and used to secure information from girls who had been enrolled in the Cafeteria course. Forty of these lists were filled out by the investigator during personal interviews with the girls. Eighteen of the 84 lists mailed to girls now living out of Manhattan were answered and returned.

A checking list was prepared and used to secure the opinions of the employers in regard to the ability of girls trained in the Cafeteria course. Twenty five employers of the girls whose records were being studied were interviewed, and the lists checked by the investigator during the interview.

In addition to these interviews with employers, 5 po-

tential employers who are proprietors of food units in Manhattan were also interviewed. No formal record was made of the information secured in these interviews.

Informal interviews with the present instructor of the Cafeteria class were an additional source of information.

The data collected on the three forms were tabulated and analyzed.

Findings were listed and summarized.

The present course was evaluated on the basis of accepted standards.

Recommendations for further development and changes in the course were made.

TABULATION 2

Table 1. Enrollment in the Cafeteria Course by Years.

Year Enrolled	White		Colored	Total	White		Colored
	Girls	Girls	Girls		Girls		
	Number	Number	Number		Per cent	Per cent	
1930-31	9	1	10	90	10		
1931-32	16	1	17	94	6		
1932-33	11	1	12	92	8		
1933-34	10	5	15	67	33		
1934-35	15	1	16	94	6		
1935-36	12	5	17	71	29		

Table 2. Distribution of Total Enrollment in Cafeteria Course.

	White Girls	Colored Girls	Total	White Girls	Colored Girls	Total
	Number	Number	Number	Per cent	Per cent	Per cent
Pupils for whom high school records were secured	53	9	67	79.5	64.3	77.0
Pupils who had incomplete high school records	4	-	4	5.5	-	4.6
Pupils who cannot be located	2	2	4	2.7	14.3	4.6
Pupils who are still in high school	3	1	6	6.8	7.1	6.9
Pupils who dropped the course	4	3	6	5.5	14.3	6.9

Table 3. Class Members Graduated from High School.

	White	Colored	Total	White	Colored	Total
Girls	Girls	Girls	Girls	Girls	Girls	Girls
Number	Number	Number	Number	Per cent	Per cent	Per cent
Graduated	44	6	50	75	67	75
Did not graduate	14	3	17	24	33	25

Table 4. Age of Pupils upon Leaving School.

	White	Colored	Total	White	Colored	Total
Girls	Girls	Girls	Girls	Girls	Girls	Girls
Age	Number	Number	Number	Per cent	Per cent	Per cent
21	3	1	4	5.5	16.7	6.7
20	4	-	4	7.4	-	6.7
19	15	1	16	27.7	16.7	26.7
18	25	3	28	46.3	50.0	46.7
17	7	-	7	13.0	-	11.7
16	-	1	1	-	16.7	1.7

Table 5. Classification of Pupils
Enrolled in Cafeteria Course.

Year	White			Colored		
	Girls	Girls	Total	Girls	Girls	Total
Number	Number	Number	Per cent	Per cent	Per cent	Per cent
Senior	34	4	38	58	44	57
Junior	21	4	25	36	44	37
Sophomore	2	1	3	4	11	4
Freshman	1	-	1	2	-	2

Table 6. Occupation of Wage Earning Parent.

Occupation	White : Girls	Colored : Girls	Total	White : Girls	Colored : Girls	Total	Per cent : Per cent	Per cent : Per cent
Accountant	1	-	1	1.9	-	1.9	1.6	1.6
Candy maker	1	-	1	1.9	-	1.9	1.6	1.6
Carpenter	1	-	1	1.9	-	1.9	1.6	1.6
Chiropractor	1	-	1	1.9	-	1.9	1.6	1.6
Clerical worker	1	-	1	1.9	-	1.9	1.6	1.6
College instructor	2	-	2	3.7	-	3.7	3.2	3.2
Contractor	1	-	1	1.9	-	1.9	1.6	1.6
Cook	-	2	2	-	26	26	3.2	3.2
Day laborer	12	3	15	22.2	37.5	37.5	24.2	24.2
Domestic laborer	-	3	3	-	37.5	37.5	4.8	4.8
Farmer	20	-	20	37.0	-	-	32.2	32.2
Gardener	2	-	2	3.7	-	-	3.2	3.2
Gas company employee	1	-	1	1.9	-	-	1.6	1.6
Housewife	3	-	3	5.5	-	-	4.8	4.8
Mechanic	2	-	2	3.7	-	-	3.2	3.2
Painter	1	-	1	1.9	-	-	1.6	1.6
Plumber	1	-	1	1.9	-	-	1.6	1.6
Road worker	2	-	2	3.7	-	-	3.2	3.2
Rail road worker	2	-	2	3.7	-	-	3.2	3.2

Table 7. Semesters of Home Economics Work in Senior High School Including Cafeteria Course.

Semesters:	White Girls	Colored Girls	Total	White Girls	Colored Girls	Total
Number	Number	Number	Per cent	Number	Number	Per cent
8	9	2	11	16.7	28.6	18.0
7	9	4	13	16.7	57.2	21.3
6	18	1	19	33.3	14.2	31.1
5	12	-	12	22.2	-	19.6
4	4	-	4	7.4	-	6.5
3	1	-	1	1.8	-	1.6
2	1	-	1	1.8	-	1.6

Table 8. Number Who Attended College.

Years	White	Colored		White	Colored		
Attended	Girls	Girls	Total	Girls	Girls	Total	
Number	Number	Number	Number	Per cent	Per cent	Per cent	
1	6	1	7	10.3	11	10.5	
2	4	-	4	7.0	-	6.0	
3	2	-	2	3.4	-	3.0	
4	2	-	2	3.4	-	3.0	

Table 9. Number Who Married.

Left School in	White			Colored			Total		
	Number	Number	Number	Number	Number	Number	Per cent	Per cent	Per cent
1931	2	-	2	3.4	-	3.0			
1932	9	-	9	15.5	-	15.4			
1933	3	-	3	5.2	-	4.5			
1934	3	-	3	5.2	-	4.5			
1935	2	1	3	3.4	11	4.5			
1936	3	-	3	5.2	-	4.5			
Total	22	1	23	36.1	11	34.4			

Table 10. Scholastic Record in Cafeteria Course.

	White Girls	Colored Girls	Total	White Girls	Colored Girls	Total
Average of:	Number	Number	Number	Per cent	Per cent	Per cent
I	12	-	12	21	-	18
II	20	4	24	34	45	36
III	18	5	21	31	33	31
IV	8	2	10	14	22	15

Table 11. Scholastic Record in Home Economics.

	White Girls	Colored Girls	Total	White Girls	Colored Girls	Total
Average of:	Number	Number	Number	Per cent	Per cent	Per cent
I	1	-	1	2	-	2
II	19	1	20	32	11	29
III	33	7	40	57	77	60
IV	5	1	6	9	11	9

Table 12. Summary of the High School
Scholastic Record of Group
Studied.

	White Girls	Colored Girls	Total	White Girls	Colored Girls	Total
Average of:	Number	Number	Number	Per cent	Per cent	Per cent
I	1	-	1	2	-	2
II	13	1	14	22	11	21
III	29	4	33	50	44	49
IV	11	2	13	19	22	19
Failed	4	2	6	7	22	9

Table 13 shows a comparison of the grade distribution and per cent of failures in the Manhattan high school for each semester for the last six years. The material is taken from the report prepared by Principal F.V. Bergman in 1936.

Table 13_a. Grade Distribution.

First Semester:	Number					Per Cent				
	I	II	III	IV	F	I	II	III	IV	F
1930-31	360	610	885	480	129	14.5	24.6	35.7	19.4	5.2
1931-32	353	687	917	493	92	13.9	27.1	36.1	19.0	3.6
1932-33	367	631	754	402	113	16.1	27.8	33.2	17.7	4.9
1933-34	356	637	801	408	72	15.6	28.0	35.2	17.9	3.1
1934-35	351	642	726	365	97	15.9	29.1	32.9	17.4	4.4
1935-36	343	659	789	441	97	15.8	28.7	30.5	20.3	4.0
Second Semester:	I	II	III	IV	F	I	II	III	IV	F
1930-31	347	555	873	556	109	14.2	22.7	35.7	22.7	4.3
1931-32	391	615	884	544	87	15.7	24.7	34.0	21.9	3.5
1932-33	419	609	707	422	65	18.8	27.4	31.8	18.9	2.9
1933-34	392	544	741	417	55	17.1	23.6	32.9	18.6	2.4
1934-35	328	518	729	391	44	16.3	25.7	36.2	19.4	2.1
1935-36	343	470	734	502	101	15.9	21.8	34.1	22.8	5.7
Average	362	599	795	418	88	15.8	25.9	34.5	19.7	3.8

Table 13_b. Grade Distribution of Group Studied.

Year	Number					Per Cent				
	I	II	III	IV	F	I	II	III	IV	F
1930-31		2	5				29	71		
1931-32	1	3	4	4	1	8	23	31	31	8
1932-33		1	3	3	2		11	33	33	22
1933-34		6	6	3	1		33	40	20	7
1934-35		1	10	1	1		8	76	8	8
1935-36		2	4	2	2		20	40	20	20
Average	.2	2.3	5.3	2.2	1.2	1.3	20.6	46.5	18.6	11

The term trained girls as used hereafter in this study refers to the girls who have completed the Cafeteria course in the Manhattan High School.

Table 14. Employment of Trained Girls in Food Service.

	White Girls	Colored Girls	Total	White Girls	Colored Girls	Total
Employed	Number	Number	Number	Per cent	Per cent	Per cent
Yes	26	8	34	52	100	59
No	24	-	24	48	-	41

Table 15. Type of Employment.

	White Girls	Colored Girls	Total	White Girls	Colored Girls	Total
	Number	Number	Number	Per cent	Per cent	Per cent
Catering	3	1	4	5	5	5
Cleaning	16	4	20	29	20	26
Cooking	5	6	11	9	30	15
Housework: (general)	19	9	28	34	45	37
Waitress	12	-	12	21	-	16
Salad cook	1		1	2		1

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Table 16. Term of Employment.

	White Girls	Colored Girls	Total	White Girls	Colored Girls	Total
	Number	Number	Number	Per cent	Per cent	Per cent
One week	1	-	1	1.8	-	1.4
Two weeks	2	-	2	3.6	-	2.8
Three "	3	-	3	5.4	-	4.2
Four "	4	1	5	7.1	6.25	7.0
Six "	-	1	1	-	6.25	1.4
Two months	4	1	5	7.1	6.25	7.0
Three "	5	-	5	8.9	-	7.0
Four "	6	2	8	10.7	12.5	11.0
Five "	2	-	2	3.6	-	2.8
Six "	6	2	10	14.3	12.5	14.0
Seven "	1	-	1	1.8	-	1.4
Eight "	3	1	4	5.4	6.25	5.6
Nine "	2	1	3	3.6	6.25	4.2
Eleven "	-	1	1	-	6.25	1.4
Twelve "	8	1	9	14.3	6.25	12.0
Fifteen "	1	-	1	1.8	-	1.4
Eighteen "	-	1	1	-	6.25	1.4
Two years	4	1	5	7.1	6.25	7.0
Three "	1	-	1	1.8	-	1.4
Four "	-	2	2	-	12.5	2.8
Five "	1	1	2	1.8	6.25	2.8

Median term 6 months

Table 17. Remuneration per Week.

	White Girls	Colored Girls	Total	White Girls	Colored Girls	Total
	Number	Number	Number	Per cent	Per cent	Per cent
Cooking						
\$2.50	-	1	1	-	7	2
3.00	1	-	1	2	-	2
3.50	-	1	1	-	7	2
3.75	1	-	1	2	-	2
4.00	1	-	1	2	-	2
5.00	1	-	1	2	-	2
6.25	1	-	1	2	-	2
Housework						
1.25	2	-	2	4	-	3
1.50	1	1	2	2	7	2
2.00	5	1	6	11	7	10
2.50	7	4	11	16	28	19
3.00	12	2	14	27	14	24
3.50	-	2	2	-	14	3
4.00	1	1	2	2	7	3
4.50	-	1	1	-	7	2
Waitress						
3.00	1	-	1	2	-	2
5.00	1	-	1	2	-	2
6.00	2	-	2	4	-	3
7.00	2	-	2	4	-	3
8.00	2	-	2	4	-	3
8.50	1	-	1	2	-	2
10.00	2	-	2	4	-	3
Salad cook						
9.00	1	-	1	2	-	2

Median wage per week for

Cooking \$3.75

Housework 2.50

Waitress 7.00

Salad cook 9.00

17-15
 156

Table 18. Remuneration per Day.

	White Girls	Colored Girls	Total	White Girls	Colored Girls	Total
	Number	Number	Number	Per cent	Per cent	Per cent
Cleaning						
\$1.00	1	-	1	25	-	17
Housework						
.50	1	1	2	25	50	33
1.00	1	-	1	25	-	17
2.00	-	1	1	-	50	17
Waitress						
2.00	1	-	1	25	-	17

Table 19. Remuneration per Hour.

	White Girls	Colored Girls	Total	White Girls	Colored Girls	Total
	Number	Number	Number	Per cent	Per cent	Per cent
Catering						
\$0.25	2	2	4	29	40	33
.35	1	-	1	14	-	8
Cleaning						
.25	-	2	2	-	40	17
Housework						
.15	1	-	1	14	-	8
.25	-	1	1	-	20	8
Waitress						
.21	1	-	1	14	-	8
.28	1	-	1	14	-	8
.50	1	-	1	14	-	8

Table 20. Reasons for Present Unemployment.

	White Girls	Colored Girls	Total	White Girls	Colored Girls	Total
Number	Number	Number	Number	Per cent	Per cent	Per cent
Married	11	1	12	39	100	41
Employer had to reduce force	3	-	3	11	-	10
Not sufficient wage	1	-	1	4	-	4
Dissatisfied with job	2	-	2	7	-	7
Illness	5	-	5	19	-	17
Other reasons	6	-	6	21	-	21

Table 21. Reasons for Taking Training.

	White Girls	Colored Girls	Total	White Girls	Colored Girls	Total	Per cent	Per cent	Per cent
	Number	Number	Number	Number	Number	Number	Per cent	Per cent	Per cent
Wanted to work with food	35	5	40	70	63	69			
Wanted training in order to get a job	18	4	22	36	50	38			
To complete Home Economics major	26	5	31	52	63	52			
Other reasons	11	3	14	22	36	24			

Table 22. Enjoyment of Course.

	Number of Girls	Percent of Girls
Enjoyed the cafeteria course	58	100
Did not enjoy the cafeteria course	-	-

Table 23. How Training Helped in Getting a Job.

	White Girls	Colored Girls	Total	White Girls	Colored Girls	Total
	Number	Number	Number	Per cent	Per cent	Per cent
Helped	18	4	22	69	50	65
Did not help	8	4	12	31	50	35

Table 24. How Training Fitted Girl for Job.

	White Girls	Colored Girls	Total	White Girls	Colored Girls	Total	Per cent White Girls	Per cent Colored Girls	Per cent Total
Fitted into job better	26	7	33	100	88	97			
Did not fit in better	-	1	1	-	12	3			

Table 25. Enjoyment of Units.

Units Studied	White		Colored		Total		White		Colored		Total	
	Girls	Number	Girls	Number	Girls	Number	Girls	Number	Girls	Number	Girls	Number
Establishing and maintaining standards in institutional feeding	4	2			6		10		25		13	
Planning menus for institutions	7	1			8		18		12		17	
Preparing food in quantities	14	1			15		35		13		31	
Serving food in institutions	7	1			8		18		12		17	
Selecting and purchasing foods for quantity serving	4	3			7		10		39		14	
Operating and caring for institutional equipment	1	-			1		8		-		2	
Taking care of the finances of a small institution	3	-			3		7		-		6	

In preparing Table 26 those units ranking first received 7 points, those ranking second received 6 points, those ranking third received 5 points, those ranking fourth received 4 points, those ranking fifth received 3 points, those ranking sixth received 2 points, and those ranking seventh received 1 point.

Table 26. Value of Units.

Units Studied	White		Colored		White		Colored		Total
	Girls	Points	Girls	Points	Girls	Points	Girls	Points	
Establishing and maintaining standards in institutional feeding	115	11	126	16	13	15			
Planning menus for institutions	97	12	109	13	14	13			
Preparing food in quantities	131	21	152	18	25	19			
Serving food in institutions	116	17	133	16	20	16			
Selecting and purchasing foods for quantity serving	113	16	129	15	19	16			
Operating and caring for institutional equipment	94	6	100	12	7	12			
Taking care of the finances of a small institution	72	2	74	10	2	9			

Table 27. Should Units Be Omitted.

	White Girls	Colored Girls	Total Number	White Girls	Colored Girls	Total Number
	Number	Number	Number	Per cent	Per cent	Per cent
Yes	3	1	4	6	12	7
No	45	6	51	90	75	88
Did not answer	2	1	3	4	13	5

Table 28. Units to Omit.

Units	Number of Girls	Per cent of Girls
Taking care of the finances of a small institution	2	3.4
Serving food in institutions	1	1.7
Selecting and purchasing foods for quantity serving	1	1.7

Table 29. Should Material Be Added To Course.

	White Girls	Colored Girls	Total	White Girls	Colored Girls	Total
	Number	Number	Number	Per cent	Per cent	Per cent
Yes	15	3	18	30	38	31
No	8	4	12	16	50	21
Did not answer	27	1	28	54	12	48

Table 30. Material That Might Be Added.

Suggestions given for additional work to be included in the course were:

Caloric values of food
 Caring for children in homes and in food units
 Caring for a house
 Caring for uniforms and clothing
 Cleaning materials
 Planning color schemes and table decorations
 Planning, preparing and serving meals
 Pleasing the public
 Presenting a more attractive personal appearance
 Responsibilities of girls in private homes
 Scheduling and managing time
 Selecting and knowing meats
 Waiting tables

Table 31. Reasons for Not Being Employed in Food Service Work.

	White Girls	Colored Girls	Total	White Girls	Colored Girls	Total
Number	Number	Number	Number	Per cent	Per cent	Per cent
Ill health	1	-	1	4	-	4
Didn't need to work for wage	6	-	6	25	-	25
Married	6	-	6	25	-	25
Couldn't find a job	4	-	4	17	-	17
Lack of experience	2	-	2	8	-	8
Took up other types of work	5	-	5	21	-	21

Table 22. How Training Has Been Helpful in Own Home.

	White Girls	Colored Girls	Total	White Girls	Colored Girls	Total	Per cent White Girls	Per cent Colored Girls	Per cent Total
Can plan better meals	42	6	48	84	75	83			
Can plan economical meals	39	5	44	78	63	76			
Can plan work to advantage	20	-	20	56	-	48			
Can work faster	25	4	29	50	50	50			
Can cooperate with others	23	7	30	46	37	52			
Other reasons	7	7	14	14	97	24			

Table 33. Suggested Improvements for the Course.

Suggested improvements for the course included:	:
More work on pastries and breads	:
Small quantity cookery	:
More food preparation	:
Better equipment	:
More responsibility for student	:
Opportunity for more girls to enroll in the course	:
Spend six weeks on job of own choice	:

Table 34. Employment of Trained Girls.

	Number	Per cent
Employers who have employed only one girl trained in Cafeteria course	21	84
Employers who have employed two girls trained in Cafeteria course	4	16

Table 35. Term of Employment of Trained Girls.

	White Girls	Colored Girls	Total	White Girls	Colored Girls	Total
Term	Number	Number	Number	Per cent	Per cent	Per cent
Months:						
One	2	1	3	13	10	12
Two	1	-	1	7	-	4
Three	2	3	5	13	30	20
Four	2	-	2	13	-	8
Six	1	2	3	7	20	12
Eight	2	-	2	13	-	8
Nine	1	-	1	7	-	4
Years:						
One	1	-	1	7	-	4
Two	3	1	4	20	10	16
Three	-	2	2	-	20	8
Four	-	1	1	-	10	4
Median term of employment - six months.						

Table 36. Term of Employment of Untrained Girls.

Term of Employment	Number	Per cent
Two weeks	1	6.7
One month	1	6.7
Two months	1	6.7
Three months	6	40.0
Nine months	1	6.7
One year	1	6.7
Two years	3	20.0
Three years	1	6.7
Median term of employment - 3 months		

Table 37. Expressed Preference for Trained Girls.

	Number	Per cent
Yes	10	40
No	1	4
No preference	4	16
No basis for comparison but thought they would prefer trained girls	10	40

Table 38. Characteristics in Which Trained Girls Excel Untrained Girls.

Ten did not check this because they had no basis for comparison.

Characteristics	Number	Per cent
Ability to adjust herself to her job	15	100
Consideration of customer's desires	15	100
Consideration of other employees	13	87
High standards of food service	13	87
Ability to organize work	14	93
Personal appearance	14	93
Preparation of food	15	100
Adaptability to emergencies	11	73

Table 39. Suggested Improvements For Course.

Improvements suggested by employers	Number	Per cent
How to form correct employee-employer relationships	8	32
How to care for a house	6	24
How to apply basic principles	5	20
How to dress appropriately and maintain cleanliness	5	20
To have apprenticeship training	1	4
How to effect economy of materials	1	4
How to organize work	1	4
How to answer the phone	1	4
How to cooperate in the home	1	4

FINDINGS

The largest group of pupils enrolled in the Cafeteria course at any one time was 17. There have been two groups of this size, one in 1931-32 and the other in 1935-36.

During the year of 1933-34 colored girls comprised 33 per cent of the class enrollment, and in 1935-36 they made up 29 per cent of the total enrollment of the class.

Records for 77 per cent of the total number enrolled for the Cafeteria course during the 6 year period were available for the present study. There are now enrolled in the Manhattan high school 6.9 per cent of the total number of pupils who have been enrolled in the course over the 6 year period. The per cent of girls who dropped the course before completion was 6.9. The present address of 4.6 per cent of the group could not be found. High school records for 4.6 per cent of the group were incomplete.

Seventy-six per cent of the white girls and 67 per cent of the colored girls or a total of 75 per cent of all the girls enrolled in the course were graduated from high school.

Forty-six per cent of the white girls, 50 per cent of the colored girls, or 46 per cent of the total group, were 18 years of age when they left school. Forty per cent of

all the girls were over 18 years of age when they left school.

Fifty-eight per cent of the white girls and 44 per cent of the colored girls were enrolled in the Cafeteria course during their senior year. Thirty-six per cent of the white girls and 44 per cent of the colored girls were enrolled during their junior year. Of the total group, 57 per cent enrolled during their senior year and 37 per cent enrolled during their junior year.

Thirty-seven per cent of the white girls gave farming as the occupation of their parents. Twenty-two per cent of the white girls and 37.5 per cent of the colored girls gave day labor as the occupation of their parents. Thirty-seven and a half per cent of the colored girls gave domestic labor as the occupation of their parents.

All of the colored girls and 67 per cent of the white girls completed six semesters or more of home economics work in high school.

Ten per cent of the white girls and 11 per cent of the colored girls have attended college for one year. Three per cent of the group have completed college.

Thirty-eight per cent of the white girls, 11 per cent of the colored girls or 34 per cent of the whole group have

married since they left school.

Eighteen per cent of the group received an average grade of I in their Cafeteria course, 36 per cent received an average of II, 31 per cent received an average of III, and 15 per cent received an average grade of IV. No pupil who completed the course failed.

Two per cent of the group received an average grade of I in all of their Home Economics subjects. Twenty-nine per cent received an average of II, 60 per cent received an average of III, and 9 per cent received an average grade of IV.

One student, or 2 per cent of the group, had received an average of I in her high school scholastic record, 31 per cent received an average of II, 49 per cent an average of III, 19 per cent an average of IV, and 9 per cent failed.

During the years covered by this study the grade distribution for the entire high school shows that 15.8 per cent of all high school pupils received an average grade of I, 25.9 per cent had an average of II, 34.5 per cent had an average of III, 19.7 had an average of IV, and 3.8 per cent of the group failed.

During the years covered by this study the grade distribution for the group studied shows that 1.3 per cent of the pupils had received an average grade of I, 20.6 per cent an average of II, 48.5 per cent an average of III, 18.6 per

cent an average grade of IV, and 11 per cent of the group failed.

Fifty-two per cent of the white girls and all of the colored girls enrolled for the Cafeteria course over the six year period have been employed at some time in some type of work where food was prepared and served. A total of 59 per cent of all these pupils have been employed in food service work since enrolling in the Cafeteria course.

Five per cent of the white girls, 5 per cent of the colored girls, or 5 per cent of the total group have been employed in catering. Twenty-nine per cent of the white girls, 20 per cent of the colored girls, or 25 per cent of the whole group have been employed in cleaning. Nine per cent of the white girls, 30 per cent of the colored girls, or 15 per cent of the group, have been employed in food preparation. Thirty-four per cent of the white girls, 45 per cent of the colored girls, or 37 per cent of the total group, have been employed in general housework. Twenty-one per cent of the white girls, or 16 per cent of the group, have been employed as waitresses. One white girl, or 1 per cent of the group, has been employed as a salad cook in a commercial cafeteria.

The median term of employment for white girls was 6 months; for colored girls, 9 months; and for the entire

group, 6 months.

The median weekly wage paid for cooking was \$3.75; for housework, \$2.50; for waitresses, \$7.00; and for salad cook, \$9.00. Board was furnished in addition to these wages.

The usual daily wage paid for cleaning and housework was \$1.00. Waitresses who worked by the day were paid \$2.00.

The usual hourly wage paid for catering, cleaning, housework, and waitress trade was \$0.25.

Forty-one per cent of the girls are not employed at the present time because of marriage, 17 per cent because of illness, 10 per cent because the employer had to reduce his force, 4 per cent were not receiving sufficient wage, and 7 per cent were dissatisfied with their jobs. Miscellaneous reasons were given by 21 per cent of the unemployed group.

The reasons given for enrolling in the Cafeteria course were: 69 per cent wanted to work with food, 36 per cent wanted training in order to get a job, 52 per cent wanted to complete a home economics major, and 24 per cent gave other reasons.

All of the girls stated that they enjoyed the Cafeteria course.

Sixty-five per cent of the group said that the training helped them to get a job. The 35 per cent, who stated that it did not help them, had already secured part time work

before enrolling in the Cafeteria course.

All of the girls, with the exception of one colored girl, thought that they fitted into their jobs better because of their training in the Cafeteria course.

Thirty-five per cent of the white girls and 31 per cent of the entire group enjoyed most, the unit on preparing food in quantities. Thirty-eight per cent of the colored girls enjoyed most the unit on selecting and purchasing foods for quantity serving.

Eighteen per cent of the white girls, 25 per cent of the colored girls, or 19 per cent of the group, believed that the unit on preparing food in quantities was the most valuable unit studied.

Six per cent of the white girls and 12 per cent of the colored girls, or a total of 7 per cent of the group, suggested that certain units be omitted.

Two girls suggested that the unit on taking care of the finances be omitted. One girl suggested that the unit on serving food in institutions be omitted. Another suggested that selecting and purchasing food be omitted.

Thirty per cent of the white girls, 36 per cent of the colored girls, or a total of 31 per cent of all girls, suggested that other material be added to the course.

Suggestions given that are already included in the

course are:

- Caloric values of food
- Planning color schemes and table decorations
- Planning, preparing, and serving meals
- Pleasing the public
- Presenting a more attractive personal appearance
- Selecting and knowing meats
- Waiting tables.

Suggestions given that are not already included in the course are:

- Caring for children in homes and food units
- Caring for a house
- Caring for uniforms and clothing
- Cleaning materials
- Responsibilities of girls in private homes
- Scheduling and managing time.

The reasons given for unemployment in food service were: 25 per cent of the girls are married, 25 per cent had not found employment necessary, 21 per cent of those who had not entered food service work had gone into other lines of employment.

As a result of the training in the Cafeteria course 83 per cent of the group stated that they can plan better meals, 76 per cent stated that they can plan more economical

meals, 48 per cent stated that they can work to better advantage, 50 per cent stated they can work faster, and 52 per cent stated they can cooperate with others better.

Improvements for the course were suggested by the girls:

More work on pastries and breads

Small quantity cookery

More food preparation

Better equipment

More responsibility for student

Opportunity for more girls to enroll in the course

Spend six weeks on job of own choice.

Eighty-four per cent of the 25 employers interviewed stated that they each had employed one girl from this vocational training class. The remaining 16 per cent had each employed 2 girls from the class.

Forty-seven per cent of the trained white girls were employed 8 months or longer, and 40 per cent of the trained colored girls were employed 2 years or longer. Forty-four per cent of all girls were employed 8 months or longer.

Forty per cent of the girls who were not trained in the Cafeteria course remained in the employ of these people 9 months or longer.

Forty per cent of the employers stated that they preferred to employ girls trained in the Cafeteria course, 16

per cent had no preference, 40 per cent had no basis for comparison but thought they would prefer trained girls, and 4 per cent preferred not to employ a trained girl.

All of the employers who thought that they had a basis for comparison of the characteristics of trained and untrained girls believed that the trained girls were better in their ability to adjust themselves to their jobs; in consideration of customer's desires; and in preparation of food. Ninety-three per cent of those checking the list thought that the trained girl was more considerate of other employees and had higher standards of food service. Seventy-three per cent believed that the trained girl could adapt herself to emergencies more readily.

Thirty-two per cent of the persons interviewed thought that the girls needed a better understanding of employee-employer relationships. They believed that girls should not have an attitude of servility but rather that they should feel a dignity that is connected with remunerative work. No employer of a colored girl complained of her attitude in this regard.

Twenty-four per cent of the employers recommended that the girls acquire a knowledge of housekeeping principles.

In the opinion of 20 per cent of those interviewed the basic principles that are presented in the course need to be

stressed more.

Twenty per cent of the answers indicated that girls need a better knowledge of appropriate dress for work and higher standards of personal cleanliness.

Miscellaneous suggestions included: a six week's apprenticeship training in actual work situations, economy of materials, organization of work, how to answer the phone, and how to cooperate in the home.

Five operators of established food service units in Manhattan were interviewed in regard to the type of girl they preferred to hire. They were also asked their opinion of the value of a high school training course in institutional food service. Each operator gave suggestions as to the content of such a course.

Each person interviewed stated that he preferred to hire girls with a high school education who were at least 18 years of age.

Each person interviewed stated that he preferred to train his own girls rather than hire girls trained by another establishment. However they all believed that girls trained in the principles of waitress training by a school would be the most satisfactory type to employ.

All of the operators stated that they found that girls who came from smaller communities to Manhattan were more

dependable in their work.

All of the operators thought that a high school course should include training in:

- Acceptable personal habits and cleanliness
- Table service
- Relationship to establishment
- Relationship to customers
- High food standards
- Knowledge of types of dishes
- Kinds and cuts of meat
- Preparation of salads, sandwiches, and relishes.

Three of the group interviewed did not remember having any knowledge of such a course at the high school. One had a vague remembrance of having heard of it. One proprietor stated very definitely that the training should be very valuable to employers as a source of obtaining good help. He indicated, however, that the trained girl must also be of high type to be eligible for a position in establishments such as his.

Another proprietor, who is a newcomer in this town but connected with a firmly established business which employs regularly from 7 to 9 girls in the food service unit, was much interested to learn that training was offered to girls in the Manhattan high school. He has found it difficult to

secure the right type of employee.

EVALUATION OF THE COURSE

Standards for evaluating trade vocational courses have been set up by C. V. Williams of Kansas State College and approved by Laurence Parker, Assistant State Supervisor of Trade and Industrial Education for the Kansas State Board for Vocational Education.

These standards are:

1. The course should provide activities and experiences typical of the real job for which training is given.
2. The course should provide training in habits, skills, and attitudes characteristic of the trade itself.
3. Content of the course as well as methods of presentation should be based on actual local survey findings approximating the natural setting as far as possible.
4. The course should make provision for some pre-apprentice and apprentice training and the line should be drawn sharply between the two.
5. The equipment should approximate the equipment used on the real job for which training is given.

6. Superior as well as mediocre pupils should be encouraged to take the course wholly on the basis of employment opportunity and promotional possibilities.
7. Provision should be made in the course for the differentiation of pupils according to proved ability, personality, actual IQ and other aptitude tests.
8. A majority of those completing the course should secure employment in the line for which trained and be able to hold the job for a period.
9. There should be a coordinator functioning between industry and school in planning the course and in keeping in touch with placement opportunities and in actual placement.
10. A follow up study of pupils employed in regular positions should be made at regular intervals.
11. The instructor should be occupationally competent.

These standards have been used in evaluating the effectiveness of the Cafeteria course as taught in the Manhattan high school.

The rating on standard No. 1 is good, if based on the principle that the training given is to prepare the girls to work in commercial cafeterias. However those who have completed the course have not secured employment in cafeteria-

ing. No doubt this is due to the fact there are no cafeterias in Manhattan in which they might be employed. It would seem that the training given has not been specifically for the jobs later secured. On this basis then, the rating is low.

The rating on standard No. 2 is good. The girls have acquired very good habits, skills, and attitudes necessary for satisfactory service in any type of food service.

The rating on standard No. 3 is fair. The course is not based on actual local survey of the needs of Manhattan. The content of the course was based on replies of 9 managers of commercial feeding units in Wichita, 8 in Topeka, and 3 in Manhattan.

The rating on standard No. 4 is zero. The course makes no provision for pre-apprentice or apprentice training.

The rating on standard No. 5 is low. The equipment used in the laboratory does not approximate in most respects that used on the real job. The allotted space is entirely too small and not even the minimum equipment generally considered necessary for the efficient operation of a commercial food unit is provided. However in so far as possible under present conditions the working areas have been divided into units similar to those found in commercial food preparation units.

The rating on standard No. 6 is low. There is no indication that superior pupils are encouraged to take the course. However, there are indications that the poor pupil is encouraged to enroll in the course.

The rating on standard No. 7 is good. A differentiation has been made of pupils according to proved ability and personality. Those pupils who are especially able have been given opportunity to do extra work which would aid them in securing employment after graduation from high school. The extra work has consisted of catering and banquet service.

The rating on standard No. 8 is fair, if general food service is considered. Twenty two per cent of the girls have secured employment in commercial food service work of various types and an additional 15 per cent have been employed in homes where they did some cooking and serving. However, cafeteria food service has been emphasized principally in the course. On this basis, the rating is low.

The rating on Standard No. 9 is zero. There has been no provision for follow up work of those who have been regularly employed.

The rating on standard No. 10 is zero. There has been no coordinator functioning between industry and school.

The rating on standard No. 11 is good. The instructor is occupationally competent. She has had both commercial

and college experience in institutional food service.

There have been other desirable outcomes of the course than those indicated in the above evaluation. Among these desirable outcomes are:

The pupils enrolled for the course have established desirable food standards.

The pupils have developed many manipulative and managerial skills in food preparation and service.

The pupils have acquired high standards of personal cleanliness.

The pupils have learned to consider the rights of others and to cooperate with others.

The pupils have learned to organize work to good advantage and to adapt themselves to emergencies.

The pupils have developed confidence in their own ability.

The pupils have acquired training that can be carried over into their own homes.

The class has provided nutritious, low cost lunches to pupils and teachers in the Manhattan high school.

The class has provided a school lunch laboratory for the Institutional Management Department at Kansas State College. As a result many other school lunchrooms have been benefited.

Graduate students and school administrators have been made aware of the possibilities of vocational training in institutional management for the girls who must enter a wage earning field immediately after leaving high school.

RECOMMENDATIONS

The following recommendations are made:

The vocational training course known as the Cafeteria course has valuable possibilities and should be continued with certain changes and modifications.

The content of the course should be changed so that girls will be trained for employment that may be found in Manhattan. A survey should be made to determine the employment possibilities in Manhattan and surrounding towns.

The suggestions for improvement of the course received from the girls, present employers, and potential employers should be given important consideration in the revision of the course.

The name of the course should be changed and one selected that will indicate more nearly the content of the course.

Only those junior and senior girls who are interested in entering the wage earning field should be encouraged to enroll in the course.

The enrollment should be limited to those girls who

have the ability and personal qualifications necessary for workers in the field in which training is being given.

The equipment and the physical plant used as a laboratory should be made to compare with that in a high class commercial food service unit.

Some provision should be made for a placement department which would aid girls in securing employment in desirable places in and about Manhattan. Follow up work should also be a phase of this placement department.

Provision should be made with potential employers for pre-apprentice training.

Training for both institutional food service and household employment service might be considered. From the study it would seem that training in these two fields would fit the needs of many Manhattan high school girls. This could be accomplished through two separate courses, each training for a specific job. Such a plan would provide 4 continuous hours of class work which would include both discussion and laboratory activities. The group could be divided into 2 classes: Food Service which would meet from 9 to 1 o'clock, Household Employment Service which would meet from 11 to 3 o'clock. There ought to be a minimum enrollment of 8 pupils in each group. The needs of the girls could be met by

another plan whereby a general vocational course in institutional foods and household employment service would be offered. For all pupils enrolled this plan would provide training in principles basic and common to both types of service. Differentiation would be made through pre-apprentice training and special class problems and projects.

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APPENDIX

Checking list for girls who have completed the Vocational Institutional Course in the Manhattan High School:

Name _____

1. Have you been employed in food service work for pay since completing your cafeteria course in the Manhattan High School? _____

2. Fill in the blanks:

Employer	Length of time employed	Type of work	Minimum wage	Maximum wage
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

3. If no longer employed why did you stop working? Check the correct reason.

_____ married

_____ business closed

_____ employer had to reduce force

_____ not sufficient wage

_____ dissatisfied with job

_____ (other reasons)

4. Why did you take the cafeteria course? Check the correct reason.

_____ wanted to work with food

_____ easiest course to take

_____ wanted training in order to get a job

_____ to complete a major in Home Economics

_____ (other reasons)

5. Did you enjoy the cafeteria course? _____

6. Do you think your training helped you to get a job? _____

7. Do you think you fitted into your job better because of your training? _____

8. These are the units you studied in your cafeteria class. Place a check in front of the unit you most enjoyed. Also number them in the order in which you think they were most valuable to you in your job.

Valuable Enjoyable

_____ _____ Establishing and maintaining standards in institutional feeding

_____ _____ Planning menus for institutions

_____ _____ Preparing food in quantities

_____ _____ Serving food in institutions

_____ _____ Selecting and purchasing foods for quantity serving

_____ _____ Operating and caring for institutional equipment

Valuable Enjoyable

_____ _____ Taking care of the finances of a
small institution

9. Would you leave any of the units out of the course? _____

10. Which units would you leave out? _____

11. Would you add any other material to the course? _____

12. If so, what? _____

13. If you have never been employed in food service for pay
was it because

_____ of ill health

_____ didn't need to work

_____ of marriage

_____ couldn't find a job

_____ of lack of experience

_____ (other reasons)

14. In what ways have you found the training received in the
cafeteria course helpful in your home:

_____ I can plan better balanced meals.

_____ I can plan more economical meals.

_____ I can plan work to good advantage.

_____ I can work faster.

_____ I can cooperate with others better.

_____ (other reasons)

15. List any improvements that you might suggest for the course.

Checking list for employers of girls who have completed the Vocational Institutional course in the Manhattan High School.

1. How many girls trained in the Institutional Vocational course at the Manhattan High School, have you employed? _____
2. What is the average term of employment of these girls in your business? _____
3. What is the average term of employment in your business of girls who did not take the course? _____
4. Do you prefer to employ girls from this vocational class? _____
5. Check the items in which you believe the girl from the vocational class is better than the girl who has not had the course:

- _____ ability to adjust herself to her job
- _____ consideration of customer's desires
- _____ consideration of other employees
- _____ high standards of food service
- _____ ability to organize work
- _____ personal appearance
- _____ preparation of food
- _____ adaptability to emergencies

6. What improvements would you suggest for the course?

Form used to record information obtained from the office of
Manhattan high school principal:

Name

Date enrolled in vocational training

Date of graduation from high school

Age when graduated

Address when in high school

Present address

Parent's name

Parent's address

Parent's occupation

Race

Home Economics work in high school

Grade in vocational course

Average grade in Home Economics

Average of scholastic record in high school

Participation in school activities

Enrolled in college