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A Study of The Food Habits Of 490 Students In A College Diving Hall

Lottie B. Boone Witherspoon
Prairie View State Normal and Industrial College

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WITHERSPOON

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A STUDY OF THE FOOD HABITS OF 490 STUDENTS IN A COLLEGE DINING HALL

By

Lottie B. Boone Witherspoon

A Thesis in Home Economics Submitted in Partial Fulfillment of the Requirements for the Degree of

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BIOGRAPHY

Lottie B. Boone Witherspoon

Native: Bay City, Texas

Education: Public School, Sargent, Texas
High School, Kendleton, Texas
Prairie View State College, B. S. in Home Economics, 1941

Teaching Experience: Served as Negro County Home Demonstration Agent, Milam County, 1942-1943

The writer is now a candidate for a Master's Degree at Prairie View State College, Prairie View, Texas.

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CHAPTER I

INTRODUCTION

It is essential in group feeding, that principles of modern scientific management be applied with intelligence and discrimination to aid in the nation's all out war effort. These principles should assure maximum utilization of available food supplies, improved quality of the products served and, most important, improved nutritional health and greater meal enjoyment for those who are served. Improved nutritional health can be a major factor in attaining optimum output and increased efficiency in everyday undertakings. The nation, as a whole, is emphasizing that healthful eating is an individual's patriotic responsibility and for that reason, people have become nutrition conscious. Everyone may be aroused to his responsibility through education as well as through research.

Nutrition experts are the logical ones to provide the knowledge of nutrition needed to improve national food habits. Long time practice, however, is necessary to break old habits which may have been formed over a period of years. Fortunately, though, there are several approaches to this task, and one of them, if not begun before, may be started at the college level. One of the foremost objectives of college education is learning how to live and learn. Good

food practices should be included as essential in the successful completion of this objective. Nutrition may easily be taught through a program of education to a group of students eating in a college dining hall where the choices of food might easily be observed. Then, as students gain a knowledge of nutrition there should be evidences of changes in their selections of foods.

The classrooms offer many opportunities for correlating other subject matter with nutritional and social experiences in the dining halls. The degree of success in making desirable changes with respect to food habits in college should be evaluated and the maintenance of good health habits should be recognized as a part of education in nutrition. It is generally believed that some students do make desirable changes in their way of living as a result of the knowledge and interest gained in courses in foods and nutrition. At this time, then, such outcomes are especially desirable. A few college students may object to such practices at first but if they are permitted to have a part in the planning, it is believed that wholesome respect for the training may be developed.

Important educational contributions can be made by students who eat in college dining halls. The standards

of food quality, sanitation, pleasant and orderly surroundings should always be kept up to par by the students, supervisors and dietitians. Good order and cleanliness are important to the formation of good eating habits. Student councils or similar committees often can do more along these lines than faculty supervision, and by such cooperation, students are furnished a practical lesson in good citizenship. Some schools conduct cleanliness campaigns with the cooperation of the art department which furnishes posters illustrating the desired goals. Sanitation in the dining hall is more than an attempt to keep the equipment clean, rather it should be an active and continous campaign to make cleanliness a national habit and a part of the training of the students.

Proper methods of food handling should be insisted upon and students should become aware of this characteristic so that they may appreciate the fact that the food served to them is of acceptable quality. The offering of appetizing food that is well prepared, attractive, and tasty is most important in teaching good food habits. Many food likes and dislikes of students are influenced by the way the food is prepared and served. In any eating establishment it is the part of wisdom to change the methods of preparation of some foods if the majority of boarders constantly fail to eat

them. It is not surprising that students express dislikes for some foods, in the meantime, however, it is not practical for dietitians to attempt to cater to every individual preference. If careful attention is paid to the combinations of foods which are definitely repugnant to any group, such as when milk is combined with eggs, or when pork gravy is served without the pork, then the elimination of such combinations may easily solve the problem. In many situations it is entirely possible to include some choices. It may be emphasized too, that choice is an important factor upon which the success or failure of a mass feeding program for college students may hinge.

People, generally, are very slow to change their food habits. Even after they are able to define an adequate diet, their food habits do not change immediately. Effective methods of teaching must be used along these lines after the present food and eating habits are observed or studied, so that the needed adjustments can be made. This study, then, was made in an attempt to discover the extent to which students who ate in the Prairie View College dining hall practiced good food habits. This meant finding out about the regularity of their attendance at meals, their food favorites and dislikes, habits of eating between meals, and the frequency with which they drank milk. Any definite information received and conclusions reached in this study may aid the institution in more

nearly meeting the nutritional needs of the students, and in influencing certain food habits of the students formed in earlier years, perhaps. Some of these faulty practices may be improved if desirable eating habits are emphasized.

If the supervisors of the college dining hall knew the grievance of the majority of the students, it might be possible for them to make some adjustments where the complaints seem justified.

It was assumed that students may fail to eat meals regularly in the dining hall as a result of eating between meals. Many times they have no appetites and choose not to go to the dining hall. On the other hand, their likes and dislikes of foods served, may influence their attendance at meals. When students have learned the routine of the meal planning and on which days certain foods are served, they sometimes do not attend meals because they already know what is being served. On the other hand, they may attend the meal because their favorite foods are served. There may be some who attend the meals because they are hungry and have no other way of satisfying their appetites.

Good appetities may help students to develop regular and desirable eating habits, and when they eat well-balanced meals daily they have no need or desire to purchase

food outside of the dining hall. When students fail to eat regular adequate meals, even though they may eat between meals, the food is often insufficient in kind and amount to meet their nutritional needs. Milk, if taken regularly, may supply other necessary nutrients, which are not obtained in other foods.

This study was regarded as important because any information received may be useful in influencing certain changes which might be made in the food service at the dining hall as in the food and eating habits of some of the students.

It is hoped that the findings of this study will be of value as well as interest to dietitians and dining hall supervisors in formulating plans for educating the students toward meeting their nutritional needs. If any students are encouraged to practice more acceptabe daily habits of eating and to learn and observe principles of health, cleanliness and sanitation wherever food is concerned, the study will have been worthwhile.

CHAPTER II

REVIEW OF LITERATURE

Shaw (5) made a study of the food habits of eighty college students to determine the dietary faults of the group, so that the unit on nutrition, which was to follow might meet the group's needs. Mimeographed forms were provided so that as accurate reports as possible might be obtained. No comment was made or suggestions given, prior to the time the forms were given to the students, as to what were generally considered good or poor food habits.

The reports were evaluated by an advanced class in nutrition on the basis of a list of foods previously set up by the classes to meet the probable minimum requirements of a college student. Note was also made of the between-meal eating habits of the group studied. Of the eighty records studied, 45 per cent showed one pint of milk consumed each day and 23 per cent drank no milk. Ninety-six per cent ate between meals. Thirty two per cent had no breakfast or breakfasts that were decidedly inadequate; sixteen per cent had inadequate lunches; thirteen per cent had inadequate dinners; while for only six per cent did all three meals appear inadequate.

If these deficiencies in kinds of food consumed are interpreted as indicating a lack of certain nutritional

elements, it appears that some of the minerals and vitamins thought to be necessary for the best state of nutrition are sadly lacking in the diets of a large percentage of this group of students. It seems that the failure to eat the foods might be due to a combination of perverted appetites resulting from the between-meal eating of sweets.

Chaney (4) studied the records of 2,859 women students at Connecticut college over a five year period to determine the relation of diet and certain habits both to general health and to the incidence of colds. One of the most marked and encouraging findings was a decided decrease in the frequency of colds during the four years of college. The results of the study indicated that certain poor habits, fairly common among college students are exaggerated in the below-par student. Colds, headaches, constipation and lack of sleep were believed to promote poor health conditions of college students.

Botto (3) made a study of the home economics training and the food habits of high school girls, from seven vocational schools in Kentucky; for the purpose of determining the extent to which home economics teaching was proving of interest to the pupils in the relation of foods to health and the resulting establishment of desirable good habits. The records of 480 girls were studied to determine the adequacy of the diets, the regularity of good food habits

and to discover what differences there were between the home economics and non-home economics group.

When the findings from the two groups were compared regarding the general adequacy of the diets, no very striking differences were observed. These findings, being considered typical, indicate that the home economics training in these seven schools had not markedly improved the food habits of the students.

Ross (6) in 1942, made a brief study of the food and health habits of eighty-nine home economics freshman students in an effort to discover the results of such habits on these students. She believed that because of certain nutritional disturbances, more practical information was needed relative to food and eating habits. She also found that 85 per cent of the students studied ate 2 or 3 meals regularly each day and that 63 per cent of them also ate between meals.

CHAPTER III

PROCEDURE

There were 838 students regularly enrolled at Prairie View State College during the second semester of the 1943-44 session. Of that number 96 per cent or 808 students took their meals in the dining hall according to the information received from the dining hall supervisor. This study included the food and eating habits of those students as observed over a period of two weeks during the second semester. Questionnaires concerning their food habits were handed to the 808 students who were asked to fill out completely and return them unsigned. Only 529 students complied with the request. Thirty nine of these, however, were only partially filled out and therefore, were discarded.

Because of lack of time, interest, understanding or perhaps for other reasons, 279 students failed to return the questionnaires.

Students were asked to answer independently the questions on the sheets as accurately and as truthfully as they could, so that the information received would be factual and as scientific as possible.

Sixty five per cent of the questionnaires were returned but a small number, 39 or 7 percent, was discarded because the majority of the questions on them were unanswered or the blanks were unfilled. It was on the basis of the 490 com-

pletely filled questionnaires that this study was made.

The questionnaires called for answers or statements concerning the students' likes or dislikes of certain foods, size of servings placed on their plates, number of times they failed to eat certain meals, whether or not their appetites were usually good, their habits of eating between meals, how often they drank milk, and a list of foods that they included in their diets almost daily. Terms such as daily, average, every other day, never and occasionally were to be checked for some items and blanks were to be filled in for others. Before the questionnaires were given to the students, the purpose of the study was explained and their cooperation was asked in putting down truthful and accurate answers.

In constructing the questions, an attempt was made to simplify them so that they could be easily understood and also, that the writer would get the information needed for the study. The information was tabulated, findings discussed and a summary made.

CHAPTER IV

FINDINGS

There were 808 students who ate their meals in the college dining hall during the regular session 1943-44, 490 of whom filled out questionnaires regarding their food and eating habits. Several questions were asked of these students and various replies were made.

As a result of the question relative to the number of times students failed to eat certain meals, it was found that they failed to eat breakfast more times than any other meal. Breakfast was missed almost daily by 259 students and three times a week by 43 students, 20 students failed to attend breakfast one day out of a week, 35 failed to eat breakfast twice a week and breakfast was missed five times per week by 35 students. Table I shows the number of meals missed daily by the students.

Table 1. Number of Students Failing to Attend Meals and Number of Times Per Week

Breakfast		Dinner		Supper	
Days	N	Days	N	Days	N
1	20	1	63	1	38
2	35	2	54	2	64
3	43	3	36	3	49
4	35	4	11	4	25
5	35	5	13	5	13
6	45	6	7	6	8
7	214	7	11	7	18

This may be due to the fact that breakfast was served at 6:30 and the students preferred to sleep. Many perhaps had not established the habit of eating breakfast at home. In addition, many students stated that they did not like the type of breakfast foods served. If the necessity for eating the early morning meal had been emphasized, or if breakfast had been served at a latter hour, perhaps at 7:30, it seems most likely to presume that more students would have attended this meal.

The dinner meal was attended by the majority of the students. Only 11 students missed seven dinners per week, seven missed dinner six times a week and 13 students missed the noon meal five times per week; while 11 failed to eat dinner four times per week; 36 failed to eat dinner three times a week, and 117 attended dinner almost daily. Many of the students attended classes during the morning hours which lessened their chances for eating between meals and consequently they were more anxious to eat dinner. It is highly probable that many of these same students failed to eat breakfast, too.

The evening meal or supper was missed almost daily by 26 students; five meals weekly were missed by 13 students; 25 failed to eat supper four times weekly; 49 did not attend three times a week while 102 students ate supper almost daily.

No questions were asked as to why students failed to eat certain meals in the dining hall, but in their expressions of food likes and dislikes it seems probable that students who have learned the routine of procedure for the planning of menus and remembered on what days certain foods were to be served in the dining hall, decided that they would not attend certain meals.

It seemed that students had dislikes for the methods of preparation of certain foods rather than dislikes of the foods, themselves. It is believed that education along these lines could have played an astounding part in correcting this faulty habit. Students should have been made to realize that the foods are usually prepared and served in as delectable a form as was possible. They should have been assured that the dietitian was attempting to meet their nutritional needs in well balanced meals, even when substitutes were used, and that both students and dietitians would need to make some adjustments because of conditions beyond all control. People have been known to cultivate their tastes and appetites for the foods new to them in kind and preparation.

Sometimes students' habits of eating between meals may cause their failure to attend all of the meals served in the dining hall. In addition, students sometimes purchase food

from other places to satisfy their appetites. A sandwich shop was situated on the College campus, which provided sandwiches, cookies, malts, ice cream candy and fruit most of the time. The college exchange also kept for sale the same foods with the addition of soda water. Then occasionally students bought food from a nearby village and prepared lunches in their rooms.

Table 2, shows that each of the 490 students had formed certain habits of eating between meals.

Table 2. Habits of Eating Between Meals

Eating Between Meals	N	%
Daily	286	58.0
Every other day	94	19.0
Once a week	31	6.3
Occasionally	35	7.1
When available	22	4.4
Never	22	4.4
Total	490	100.0

The habit of eating between meals daily was practiced by 58 per cent of the students. Several students stated that they did not get enough to eat in the dining hall and ate

between meals because they were actually hungry. Others stated that they did not like the way the food was prepared and because of these dislikes, did not eat there regularly. Ninety-four students said that they ate between meals every other day. The habit of eating between meals once a week was practiced by 31 students, which indicates that they must have attended their meals almost regularly. In addition, 35 students said they ate between meals whenever food was available and when they had the money to pay for it. In other words, it is seen that most of these college students tended to eat away from the college dining hall whenever the opportunity presented itself, all too often with the excuse of unpalatable meals or poor service. Sometimes, however, even when they did attend meals regularly many had the desire for light bedtime lunches. This desire was met by eating cookies or sandwiches purchased in the dormitories after study hours.

When the questions were asked as to the size of servings they usually put on their plates, the students gave various answers. Three hundred ninety-three students or 80 per cent checked "average". This may mean that the students who consumed average size helpings of food did not practice habits of eating between meals as

often as some others. No note was taken, however, as to whether or not the students who ate average servings purchased food outside the dining hall. Twenty-six students stated that they ate larger than average servings of food at each meal. Several students remarked on their questionnaires that they were usually hungry at meal time and that they ate a variety of food and as much as could be obtained. Students who did not attend breakfast may have been among those who ate heartily when they did attend meals, however, the tabulations do not bring out this point. Seventy-one students stated that they usually ate servings which were smaller than average. One reason, as given by a small number of students, was that they were too hungry at meal time to actually eat as much as they desired. Sometimes, when certain meals are missed and there has been no opportunity to eat between meals, the digestive system is so upset that hunger seems to be satisfied with very little food. Then on the other hand, some persons simply eat less than others. Table 3 shows the number of students and the sizes of servings they put on their plates.

Table 3. Size of Servings for 490 College Students

Size of serving	N	%
Average	393	80.2
Larger than average	26	5.3
Smaller than average	71	14.5
Total	490	100.0

When students were asked whether or not they usually had good appetites, 401 said yes. It was assumed in the beginning of this study that students who had good appetites would have regular and desirable eating habits. Since the majority of the students stated that they had good appetites, they probably had a fair knowledge of nutritional adequacy so that good nutritional habits were formed. Seventy one students stated that they did not have good appetites. It is possible that the between-meal eating of sweets or other foods may have dulled their appetites before the regular mealtime. No replies were given by eighteen students on this These data are shown in Table 4.

Table 4. Replies as to Condition of Appetites

Answer	N	%
Yes	401	81.8
No	71	14.2
No answer	18	4.0
Total	490	100,0

There are many people who do not drink milk for any number of reasons. They may have developed a dislike for the taste of milk at sometime in their lives or they may have thought of the source of the milk as unclean or unsanitary. Some of the students who checked their habits of drinking milk stated that the milk in the dining hall was not clean, others thought that it was diluted with water and still others just did not like the taste of milk. It

may be understandable for students to have definite ideas about the milk served in the dining hall, because the milk was not distributed in bottles with the usual drade labels, but was delivered in bulk form and served from pitchers. The students knew that the milk was probably handled many times before it reached them, and this fact may have influenced their drinking or not drinking it. There complaints sometimes arose in the groups where there were those who remarked about foods. One hundred and sixty three students stated that they never drank milk. Some of them said that they drank milk at home but not in the dining hall. Only seven students replied that they drank milk three times a day. Ninety six students reported that they drank milk twice a day. There were 141 students who said that they drank milk occasionally, which was interpreted to mean every other day or once a week. Twenty three students failed to answer that question and the writer had no way of knowing how often they did drink milk or if they drank milk at all. Table 5 shows the students' replies to the question concerning their habits of drinking milk.

Table 5. Habits of Drinking Milk as given by 490 Students

Milk	N	%
Three times daaily	7	1.2
Twice daily	96	20.0
Once daily	60	12.0
Every other day	99	20.5
Once a week	42	8.5
Never	163	33.5
No answer	23	4.3
Total	490	100.0

In addition to the question concerning the appetites, the students were also asked to check from a list, those foods which they included in their diets almost daily. This was to gain an idea of how well they were adjusting themselves to the foods as they were prepared in the college dining hall, and to see if they were attempting to meet their nutritional needs each day.

The writer wanted to find out what foods the students actually ate and if these foods made up balanced dites. It is difficult to teach correct nutritional habits to persons of college age, but adequately planned menus and attractively served meals should give the students some idea of dietary adequacy. Some food may have been unfamiliar to the students but correct combinations, served with the aim in view of helping to educate the appetites for new and previously untried combinations should have helped.

Three hundred and sixty six students replied that they ate green vegetables almost daily. Fruits were included in the diets of 372 students. Nearly all of the students (93%) included some kind of bread in the diets each day. Meat was eaten by 318 students almost daily. Potatoes were eaten daily by 57 per cent of the group. One hundred and sixty three replied that they drank milk in some form daily and some indicated that they were served iced cocoa at some meals and were able to get milk in the diet that way.

It is believed that when students refuse to eat different food over a period of time, they have developed some permanent attitudes in their minds regarding these foods and no matter how the methods of preparation may vary, they do not try to cultivate a taste for them. Data regarding the foods that students ate almost daily are shown in Table 6.

Table 6. Foods Included in Diets Almost Daily (490 Students)

Foods	N	%
Green vegetables	366	74
Fruits (cooked or raw)	372	76
Yellow vegetables	100	20
Bread	458	93
Meat	318	62
Potatoes	281	57
Milk	301	63
Sweets	277	56
Cereals	229	46

Most people choose certain foods in preference to others. The students were asked to check the answer "yes" or "no" if they had food favorites or food dislikes. Four hundred thirty students stated that they did have food favorites; thirty seven said that they had no favorite foods and sixteen did not answer. Among those foods named by students as favorites, chicken was listed by 155 students, most of whom specified their choice of preparation as "fried chicken." Corn was named by 92 students. Table 7 shows the ten foods listed more times by students than any others.

Table 7. Favorite Foods of Students

Name of Food	N
Chicken	155
Corn	92
Cake	79
Lemon pie	79
Green peas	78
Greens	71
Sweet Potatoes	74
Ice Cream	64
Ribs	59
Pork	55

Table 8 shows that 101 students listed dried beans as one of their dislikes; 67 of these students specified soybeans as a dislike. Soybeans, to them was a new food and it seemed from their added comments that they did not care to cultivate a taste or appetite for them..

Table 8. Foods Disliked by Students

Name of Food	N
Dried beans	108
Spinach	99
Eggs	98
Greens	82
Hash	78
Stew	76
Okra	69
Beets	61
Carrots	58

Soybeans, in past years have been mainly used in the production or manufacture of soybean oil and the fibers or solid portions were used as feed for animals. At that time, their nutritional value to humans was not stressed and the students seemingly had difficulty adjusting themselves to the idea of its consumption for humans. Ninety eight students named eggs as prepared in the dining hall; and 82 named greens among their dislikes. The method of preparation in the college dining hall was not favored by the majority of these students. As in the case of spinach, they stated that they did not like it the plain way it was prepared. Some of them remarked personally, that they would have eaten it if boiled eggs or bacon strips had been added to make it more appetizing or tasty. It was realized by the writer that some students were finicky about certain foods and did not consider the fact in preparing food for

service to more than eight hundred students each of their personal wishes could not possibly be gratified. Education along the lines of nutrition is very much needed and could be taught students who eat in a college dining hall. It is believed that as knowledge of nutrition is increased, greater changes in food habits as to selection and regularity will be shown and as interest in nutrition will be aroused, the knowledge gained will be translated into changed habits.

SUMMARY AND CONCLUSIONS

A study was made of the food habits of students who ate in the college dining hall, to learn of the regularity of their attending meals, their habits of eating between meals, the foods they preferred or disliked, conditions of their appetites and the foods they included in their diets almost daily. It was found that the majority of them failed to attend breakfast daily. Further observations and comments point toward a need for stressing the importance of attending all meals even if adjustments must be made on the part of the institution. Many students listed certain foods as dislikes, most of them, having to do with method of preparation. It seems probable from the data received that certain adjustments in the preparation of some foods and a change of hour for attending breakfast would encourage more students to attend their meals more regularly.

An appreciable number of students indicated that they ate between meals. Their failure to attend some meals and the dislike for certain foods served at mealtime seems to have encouraged their habits of eating between meals. Meanwhile, if students could see the quality of the food purchased, the judgement and experience needed by the dietitian and the business-like manner in which the transactions are made, new respect would probably be gained for the institutional management. The assistance of the Foods classes in quantity cookery may help to gain

the confidence of students along these lines. Home economics students may assist in the kitchen, make up menus or otherwise cooperate with the dietary department so that student attention is focused on their aid. The outcome of this might help students to gain an understanding of the situation. From all evidence, a program of nutritional education is needed for all students and until this is done, the improvement of the food habits of college students may be slow.

RECOMMENDATIONS

A study comparing the food habits of college students and their nutritional status or condition might prove valuable in determining the extent to which students are affected by irregular food and eating habits. It is evident that the college dining hall cannot hope to eliminate entirely poor nutritional habits formed in earlier years, but the assumption of the responsibility for education along the lines of nutrition by emphasizing the necessity of the early morning meal, as well as the other two meals, perhaps by serving at a later hour or increasing the time during which it is served, seems quite preferable to the empty tables at mealtime and the poor food habits practiced by the majority of the students.

The writer would also like to suggest that in a future study, a comparison be made between the home economics and non-home economics students at this college to discover the relationship between the study of nutrition and its every day application at mealtime.

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Exhibit A

Check List for Discovering Some Food Habits of Students in Relation to the College Dining Hall

DIRECTIONS: Please answer the following questions but do not sign your name:

1. How many times each week do you fail to eat the following meals in the dining hall?

   Circle the correct number-

   Breakfast 1-2-3-4-5-6-7

   Dinner 1-2-3-4-5-6-7

   Supper 1-2-3-4-5-6-7

11. The size of serving which I usually put on my plate may be described as: (check)

   Average _____

   Larger than average _____

   Smaller than average _____

111. Do you have favorite foods? Yes _____ No _____

   If you have checked yes, list not more than five of them in the blanks provided below:

   1. _____

   2. _____

   3. _____

   4. _____

   5. _____

1V. Do you have any food dislikes? Yes _____ No _____

   If so, list not more than five of them in the blanks below:

   1. _____

2. _____

3. _____

4. _____

5. _____

V. Check the appropriate number for your answer regarding your habit of eating between meals:

1. Daily
2. Every other day
3. Once a week
4. Never
5. Write in your own answer if none of the above apply

_____

_____

_____

Vl. Is your appetite usually good? Yes _____ No _____

Vll. Which foods from this list do you include in your diet almost daily? Check ( )

1. Green Vegetables _____
2. Fruits (cooked or raw) _____
3. Yellow Vegetables _____
4. Bread _____
5. Meat _____
6. Potatoes _____
7. Cereals _____
8. Milk _____
9. Sweets _____

VIII. How often do you drink milk?

1. Three times a day _____
2. Twice a day _____
3. Once daily _____
4. Every other day _____
5. Once a week _____
6. Never _____

MASTER TABULATIONS

Exhibit B

Table 1. Number of Meals per Week Students Failed to Eat in the Dining Hall

Name of Meal	N
Breakfast	2193
Dinner	406
Supper	517
Total	3116

Table 2. Students Reply Regarding their Habits of Eating Between Meals

Eating Between Meals	N	%
Daily	286	58.0
Every other day	94	19.0
Once a week	31	6.3
Occasingly	35	7.1
When available	22	4.4
Never	22	4.4
Total	490	100.0

Table 3. Size of Servings as Indicated by 490 Students

Size of Servings	N	%
Average	393	80.2
Larger than average	26	5.3
Smaller than average	71	14.5
Total	490	100.0

Table 4. Students Reply Regarding the Conditions of Their Appetites

Answer	N.	%
Yes	401	81.8
No	71	14.2
No answer	18	4.0
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Table 5. Habits of Drinking Milk as Given by 490 Students

Milk	N	%
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Table 6. Foods Included in the Students Diets Almost Daily

Foods	N	%
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Yellow vegetables	100	20
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Meat	318	62
Potatoes	281	57
Milk	301	63
Sweets	277	56
Cereals	229	46

Favorite Foods As Listed By Students
And The Number Listing Each

Favorite Foods	N	Favorite Foods	N
Corn	92	Fish	78
Greens	71	Cookies	9
Cake	79	Vegetable Salad	42
Chicken	155	Cold Plate	5
Ice Cream	64	Dried beans	43
Steak	35	Rice	12
Carrots	25	Banana Pudding	40
Potatoes	37	Ham	51
Tomatoes	16	Pineapple Pie	67
Sweet Potatoes	74	Fish Salad	25
Pork	55	Potato Salad	24
Lemon Pie	79	Spinach	49
Peach Pie	36	Fruits	33
Rice Pudding	3	Ribs	59
Green Peas	78	Dressing	29
Stew	24	Roast Beef	27
Cabbage	49	Pork Sausage	27
Okra	2	Cocanut Pie	9
Meat balls	48	Macaroni	13
Mashed Potatoes	37	Cheese	15
Rolls	15	Beets	19
Pineapple Salad	5	Meats	31
Chile	27	Desserts	13
Chocolate Cake	28	Vegetables	5
Fruit Salad	34	Liver	10
Green Vegetable	4	Meat Loaf	13

Foods Disliked By Students
And Number Listing Each

Food Dislikes	N	Food Dislikes	N
Greens	82	Peas	50
Rice Pudding	12	Milk	24
Okra	69	Raisins	11
Dried Prunes	4	Noodles	17
Spinach	99	Rutabaga	19
Beets	61	Wholebran cereals	21
Carrots	58	Turnips	52
Macaroni & Cheese	41	Mutton	13
Eggs & tomato sauce	8	White Macaroni	16
Weiners	27	Green beans	24
Plain Jello	2	Spaghetti	16
Rice	21	Rhubarb	11
Hash	78	Cauliflower	25
Soybeans	67	Sweet Potatoes	8
Squash	39	Meat	19
Eggs	98	Onions	9
Chili	33	Grits	34
Oatmeal	27	Egg plant	8
Bologna	63	Potato Salad	6
Cabbage	50	Lettuce	14
Asparagus	40	Steak	8
Figs	13	Kraut	4
Cold Cuts	19	Raw tomatoes	7
Stew	76	White Potatoes	7
Dried beans	108	Spanish rice	9