

AN INVESTIGATION OF INTERGENERATIONAL
DIFFERENCES OF VALUE-ATTITUDES
RELATED TO FOOD AMONG THE
MATRILINEAL MEMBERS
OF SELECTED
FAMILIES

By

AGNES FENSTER RIDLEY

Bachelor of Science
Southern Illinois University
Carbondale, Illinois
1952

Master of Science
Southern Illinois University
1954

Submitted to the Faculty of the Graduate School of
the Oklahoma State University
in partial fulfillment of the requirements
for the degree of
DOCTOR OF EDUCATION
August, 1959

FEB 29 1960

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Thesis Approved:

James W. Richardson

Thesis Adviser

June Cozine

Howard W. Hedding

Nayl L. Ingersoll

Rebecca Pate

Robert Morrison

Dean of the Graduate School

ACKNOWLEDGMENTS

The writer wishes to express her deep gratitude to the numerous individuals who cooperated in various ways to make this study possible.

To Dr. James Walls Richardson who served as major adviser for this study, the writer is grateful for his competent guidance and his enduring encouragement.

To the other members of the advisory committee the writer is indebted for meaningful suggestions and for their utmost sincerity in the execution of the study. The advisory committee consisted of Dr. June Cozine, Dr. Howard Heding, Dr. Hazel Ingersoll, and Dr. Rebecca Pate.

To
My Husband, Bryan
and
My Father, Henry Fenster

Their expressed confidence, love, and
approval made this study possible.

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CHAPTER I

STATEMENT OF THE PROBLEM

Lack of social cohesion within families and among generations is reason for concern both to educators and laymen. Science has developed methods for constructing bigger and better houses, but society has failed, generally speaking, to develop families who can live together successfully in those houses. Divorce statistics are mute evidence of the inability to maintain cohesion in families. There are no built-in devices for control of tensions. Moreover, tensions, one of the chief destroyers of familial cohesion, cannot be studied as tensions per se but must be studied by means of indicators.

Since concern exists in connection with cohesion in families, any factor which might disrupt or destroy that cohesion is worthy of study. It is conceivable that a study concerned with intergenerational differences in value-attitudes related to food might prove valuable since differences can be a source of tension among generations. It is also logical to assume that, since women perform the major task in most families for the selection, preparation, and service of food, the female members of the family might be more sensitive to differences in value-attitudes related to food among generations.

Hence, the problem of this study was: What intergenerational differences exist in the value-attitudes related to food among the female members of selected families?

Need for the Study

One of the functions which each individual strives to reserve for himself is his food habits. Food is a source of emotional satisfaction; and since certain emotional satisfactions are commonly attained in connection with values, food is one means of expressing values. As in all ages, appetite is influenced easily by emotions. Whether the person enjoys his food or not depends greatly upon his mental happiness. One incident or perhaps many incidents of unattractive meals may not upset an individual even though he values beauty in food and environment if he is otherwise happy with his life. On the other hand, if he is unhappy with his life, he may become very vociferous in his reaction to an unattractive meal. Munroe states that "neurosis results from the quantitative distribution of energies, not from the mere existence of a conflict."¹ Unrealistic reaction to one or another aspect of a problem often results when the contributing factors become quantitatively unmanageable by the techniques that the personality has established.

¹ Ruth Learned Munroe, Schools of Psychoanalytic Thought (New York, 1955), p. 281.

In our present society mealtime is one of the few occasions when some families meet as a group. A report given by Erce! Epright in 1947 indicated that approximately 80 per cent of all meals in the United States are still taken at home. From the standpoint of strengthening family life by increasing physical unity, gathering for meals as a group is desirable.

However when the family does meet as a group much may be revealed by the emotional situation. Lowell Selling in discussing the problem child and malnutrition says that a great deal of the emotional situation in the family comes out at mealtimes. Understandably so, since the gathering of family offers opportunity for both contact and conflict. Furthermore, food is a tangible item that may be used as a scapegoat for emotional difficulties.²

Bossard and Boll³ have commented that family rituals often effectively control the family members' behavior and also assist in the development of family cohesion. By participation in family rituals, the members learn to share similar values and ideals. If, on the other hand, differences exist in relation to food value-attitudes, it seems logical to assume that tensions may arise.

Kluckhohn confirms the contention that differences in values result in family tensions. He asks,

What are the forces within and outside the home that create tension in family life in our society? . . . I am going to devote myself to one important and neglected aspect of this question--the problem of values. Much of the conflict between parent and parent, between parent and child, between the family and the outside world, must be

²Gladys M. Cooper, "Nutrition in the Family Setting," Marriage and Family Living, XII (1950), 85-88.

³James Bossard and Eleanor Boll, Ritual in Family Living (Philadelphia, 1950).

traced to confusion in our society over values, their sources, sanctions, and interrelations.⁴

Not only is there concern over cohesion in families, but also there is concern over cohesion among generations. Ruth Albrecht⁵, in her study on intergeneration parent patterns, predicts that contacts will increase in the next few years since with increased longevity generations will add up to five or six in the future. As contacts increase, the chance for conflicts also will increase.

Since cohesion in families and among generations is of concern, it is imperative that research be forthcoming which will shed some light on possible sources or possible indicators of tensions. Furthermore, an investigation which combines three known sources of family tension--food, value-attitudes, and generations--in one study is unique. Moreover, this uniqueness lends added importance to the study.

Purpose of the Study

The purpose of this study was threefold: (a) to identify intergenerational differences that exist in value-attitudes in relation to food of the female members of selected families, (b) to locate feelings associated with certain value-attitudes that may be indicators of internal

⁴Clyde Kluckhohn, "Tension in Family Life," Child Study, XXVII (1950), 68-69.

⁵Ruth Albrecht, "Intergeneration Parent Patterns," Journal of Home Economics, XLVI (1954), 29-32.

tensions overtly expressed; and (c) to draw educational implications from findings of fact.

Hypotheses of the Study

The hypotheses are (a) that value-attitudes in relation to food differ from one generation to another and (b) that certain internal tensions overtly expressed are associated with value-attitudes related to food.

Terminology of the Study

For the purposes of this study, the following terminology was used:

Conflict

Conflict has been defined as a process in the interaction among and/or within generations in which one is openly critical or otherwise opposed to the behavior of the other.

Matrilineal Triad

Matrilineal triad was used in this study to denote the married daughter, her mother, and the maternal grandmother.

Situation

A situation has been considered as any significant combination of circumstances from which the time factor has been eliminated.

Tension

The term tension is of psychological origin and, as such, refers to some degree of disharmony, discrepancy, imbalance, or the like in an organism resulting in restlessness, anxiety, desire, need, and demands. Tension is a condition produced by any sort of stimulation that requires adjustment. Emotionality is a concomitant of tension. Some overt responses to tension considered in this study were avoidance, submission, dependence, or aggression. Two types of tensions were recognized in this study: (a) inner tensions, which refer to the conflict within a person, and (b) interpersonal tensions, which may exist between two individuals.

Value-Attitudes

A value-attitude was regarded as any general pattern, situation, or aspect of human behavior, society, culture, or the physical environment, or their interrelationships, which is treated by one or more human beings as if it were an end in itself; it is something that people try to protect, increase, or attain and apparently gain satisfaction when they succeed. Values are the variations and essential forms of the social patterns themselves which are the objects or stimuli of the reactions called attitudes.

Methods and Procedures

A questionnaire was utilized in order to obtain the data necessary to solve the problem. The questionnaire consisted of two parts. The first part was a set of statements based on the values in aesthetics,

economy, health, convenience, and family relations. . . The statements were presented in pairs so that each statement appeared with every other statement, and the respondents were asked to choose one from each pair. The results were treated statistically.

The second half of the questionnaire was presented in a series of situations. Each one of the five values in relation to food (aesthetics, convenience, economy, health, and family relations) was the theme of one situation. A list of possible overt expressions of feelings followed each situation, and the respondent was asked to choose the one which described the response he might feel like giving in this situation. Each situation contained a space for an open-end response. This part of the questionnaire aimed at locating the area in which there seemed to be expressed feelings of opposition or agreement with a certain value.

Plan of the Study

The subsequent chapters and their titles indicate the plan followed in reporting the study. They are: Chapter II, the Background of the Study; Chapter III, Procedure: General Structure, Selection of Population and Interview; Chapter IV, Procedure: Development of Questionnaire; Chapter V, Analysis of Data: Paired Comparisons ; Chapter VI, Analysis of Data: Situational Approach; Chapter VII, Conclusions and Recommendations.

CHAPTER II

BACKGROUND OF THE STUDY

Concern has been growing in the United States over tensions in all areas of life and especially over interpersonal tensions in the home because the family is a basic social institution in society and because, in some instances, such tensions are closely linked with conflict among family members. That interpersonal tensions may be generated by differences in value systems between the generations is implied in intergenerational studies, (Dinkel¹ and Sussman²), especially those values that are related to social mobility and cultural change. Social mobility refers to the upward movement of an individual or family from one social class structure to another. Social class is a more or less open system which permits mobility up and down the social ladder. At birth a child is ascribed a class status because his family forms a unit in the existing rank hierarchy. In

¹Robert M. Dinkel, "Parent-Child Conflict in Minnesota Families," American Sociological Review, VIII (1943), 412 - 419.

²Marvin Sussman, "Family Continuity: Selective Factors Which Affect Relationships Between Families at Generational Levels," Marriage and Family Living, XVI, No. 2 (1954), 112-20.

the course of time he and his family of procreation may either lose status or achieve a higher status than that of his family of orientation. Certain values are generally accepted in each sub-culture with relation to many aspects of life, including selection, preparation, and service of food. As a family moves up the social ladder, the values usually change to correspond with those generally accepted by the sub-culture. For example, one lower class value³ is that work is respectable but that success is not important; ambition to "get ahead" is scoffed at as being "uppity." If the mother believes that plain service of food is adequate for family meals and if the daughter tries to entertain with more elaborate service, the mother might "make fun" of the "airs" of the daughter, an action which the daughter may resent. In this way, interpersonal tensions could result over values associated with social mobility.

Rollo May states that problems that arise from cultural change may also generate anxiety.

The problem of anxiety and culture may be broken down into two phases. First, the kinds of anxiety experienced by a given individual are culturally conditioned in the respect that values or goals held by an individual to be essential to his existence as a personality are largely cultural products. Second, the quantities of anxiety experienced by a given individual are conditioned by the degree of unity and stability in his culture. If the culture is relatively unified and stable, the individual will be able to orient himself and his experiences of anxiety will be relatively less frequent and less intense. If, as in the case of the contemporaneous period, the culture is in a state of

³Adapted from Sinkin's discussion of research done by Warner, Hollingshead, Hagood, Davis, and others.

disunity and traumatic change, the individual will not only reflect this disunity in his own psychological life, but also his orientation to his changing culture will be proportionately more difficult. Hence his anxiety will be more frequent and more intense.⁴

Not all persons are conditioned to the new cultural period into which the world is now moving. Each living generation, however, is involved in this change even though some members refuse to accept or acknowledge the change. Grandmother, sometimes refuses to admit that there have been cultural changes since she was a young housewife, and she often voices censure of the younger generations. Such changes as are now being experienced in the United States from a stable society to a dynamic one have influenced intergenerational relations. Thus, it seems that both cultural change and social mobility may generate interpersonal tensions over value-attitudes.

Values Defined

For purposes of clarification the author presents the following discussion of what is meant by "values" as used in her study.

No one definition or explanation of values is acceptable to all scholars. During the nineteenth and twentieth centuries, philosophers have developed the contemporary use of the term "value" and the discipline now known as the theory of value or axiology.

Ethical judgments fall roughly into two classes, (a) judgments of

⁴Rollo May, The Meaning of Anxiety (New York, 1950), p. 215.

value, i. e. judgments as to the goodness or badness, desirability or undesirability of certain objects, ends, experiences, dispositions or states of affairs, e. g. "Knowledge is good," (b) judgments of obligation, i. e. judgments as to the obligatoriness, rightness or wrongness, wisdom or foolishness of various courses of action and kinds of conduct, judgments enjoining, recommending or condemning certain lines of conduct. Thus there are two parts of ethics, (1) the theory of values or axiology, which is concerned with judgments of value, extrinsic or intrinsic, moral or nonmoral, (2) the theory of obligation or deontology, which is concerned with judgments of obligation. In either of these parts of ethics one may take either of the above approaches -- in the theory of values one may be interested either in analyzing and explaining (psychologically or sociologically) our various judgments of value or in establishing or recommending certain things as good or as ends, and in the theory of obligation one may be interested either in analyzing and explaining our various judgments of obligation or in setting forth certain courses of action as right, wise, etc.⁵

"Value" is used both as a noun and as a verb. As a noun it is sometimes abstract, sometimes concrete. As an abstract noun it designates the property of value or of being valuable. . . . as a concrete noun, singular ("a value") or plural ("values"), our term refers either to things which have this property of value or to things which are valued. . . . when used as a verb ("to value") our term denotes a certain mental act or attitude of valuing or valuation. . . . A distinction is often drawn between two kinds of value, namely: intrinsic value and extrinsic or instrumental value. By extrinsic value is meant the character of being good or having value as a means of something. By intrinsic value is meant the character of being good or valuable in itself or as an end or for its own sake.⁶

Superego is the basis, according to the Freudians, of individual standards and values. A man is what he is, not because he has carefully reasoned out the merits of political beliefs, religious affiliations, taste in art and housing but because his father before him believed

⁵Dagobert D. Runes, ed., The Dictionary of Philosophy (New York, 1942), p. 99.

⁶Ibid., p. 330

that one preference was "right" and the other was "wrong." These values have a deep emotional basis, coming out of experiences in early childhood. Early in life a child begins to form a vague concept of society and what society approves and disapproves. The threat which binds an individual to a cultural pattern is the threat of expulsion and ostracism deriving from the original fear of losing the mother's love. The value, growing out of a cultural pattern, becomes a part of the superego. The value becomes internalized and, as a dictum of the superego, becomes a motivating force in the personality structure.

A value is something which people not only wish, but which they wish to wish. The Freudian would say that a value is something which people wish with the superego and not merely with the id or ego. Stating this sociologically, a value implies a culturally approved wish. Not all values, however, are cultural values. It is possible for an individual to have true values which seem more or less unique to him, or at least, are not shared generally by persons surrounding him. In such a case, the individual who has the value has developed something in his own personality structure which plays the role of culture. His "higher self" (superego) must approve the wish even though it is opposed by his fellow men; otherwise it would not be a value.⁷

Whether one accepts the Freudian or judgmental concept of value, one must accept the fact that value is emotionally involved and acts as a motivating force. The author has accepted the definition of judgmental concept of value for this study.

⁷Joseph K. Folsum, "Changing Values in Sex and Family Relations," American Sociological Review, II (1937), 717-726.

Etiology of Values Relative to the Family Meal

A human being is not born a civilized human being. He goes through a process known as socialization, which is the conscious effort of home and surrounding society to instill in him values, material and non-material, that they regard as "best" for him and others. This socialization of the child includes the inculcation of the sub-culture's norms regarding eating, food selection, food preparation, and food service as a part of the whole process. Since each society condones certain accepted practices and rituals in relation to family meals and rewards the child when he conforms to them, the child comes to recognize these practices and rituals as "right" or "good." The valued object or practice is never a single experience or a single concrete situation. It is a common pattern or aspect of several concrete situations and experiences. Since the family meal is a daily repetition of concrete situations and experiences, it serves as a fertile field for growth of value-attitudes regarding the entire eating situation.

The child is often blocked or frustrated in his search for food to satisfy one of his biological urges. One method of obtaining food may be met with disapproval; another method may be met by approval from parents and others. After certain behaviors continue to result in success, the child will practice the approved response over and over again until he has learned the "good" behavior patterns. In this fashion, he learns to satisfy his parents and to satisfy one of his

basic biological needs at the same time. He learns to value certain actions and certain characteristic environments which are associated with the eating situation by internalizing the accepted patterns into his superego, or as some psychologists would explain, in terms of negative and positive conditioning. After learning to value food as a means for satisfying his basic needs, the child turns his attention to higher needs he has learned in the socialization process.

The higher need is a later phyletic or evolutionary development. We share the need for food with all living things, the need for love with (perhaps) the higher apes, the need for self-actualization (at least through creativeness) with nobody. The higher the need the more specifically human it is.⁸

Animals simply eat, but humans develop value-attitudes in relation to food. So, after the child has become accustomed to expect food and to realize that it will appear, he is free to learn higher needs related to food. Thus, the family meal may become a more valuable subjective experience than a full stomach. The higher the need-level, the wider is the circle of love identification. As the child incorporates the values of the family concerning meals, the greater is the number of love-identified persons, and the greater is the average degree of love identification. In this sense, also, family meals do take on value connotation.

The basic need is highly egocentric; the only way to satisfy the

⁸A. H. Maslow, Motivation and Personality (New York, 1954), p. 147.

hunger need is to partake of food. The basic hunger drive is biological, and, although another individual may conclude from overt expression that the need has been satisfied, only the individual is really involved in the satisfaction. In other words, "my" eating will satisfy only "my" hunger. But the higher need involves other people and other objects, and, as it involves other people, it may become value-laden, as explained in the previous paragraph. Thus it is evident that the value comes to function more or less as a derived motive in that it becomes important to the individual to respond to the motivation generated by the value-attitude in the direction of fulfillment of that value. This explanation of similarity in functioning may be clarified by a discussion of the term need.

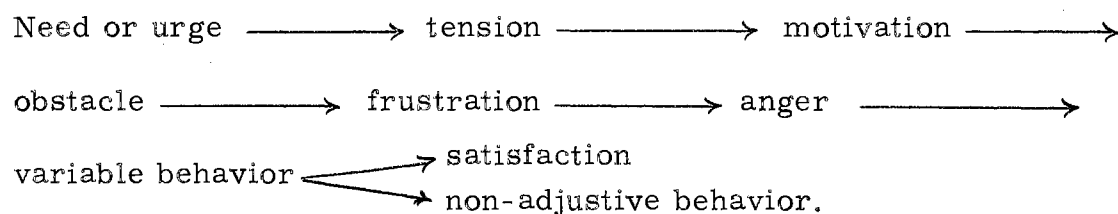
The term need refers to any lack or deficit that impairs the health or the well-being of an individual. To demonstrate or to infer a physiological need, we must only demonstrate that any of the organism's physiological functions are impaired because something is lacking. The usual way of doing this is to show that some one thing -- mineral, vitamin, dietary component, or even environmental conditions--makes a difference in the growth, or comfort of the individual. Used in a social sense, the term need can mean the same thing except that the "thing" that is lacking in this case is something that other individuals, rather than physical environment, can supply and something that clearly makes a difference to the social and personal adjustment of the individual.⁹

The following diagram¹⁰ portrays the possible series of reactions

⁹Clifford T. Morgan, "Physiological Mechanisms of Motivation," Nebraska Symposium on Motivation, ed. Marshall R. Jones (Lincoln, 1957), p. 2.

¹⁰Adaptation from McKinney, p. 18, and Travis and Baruch, p. 101.

when needs or urges are blocked:



The tensions generated by the unmet need may act as a motivational force which drives the organism to seek release through action. If an environmental or mental condition thwarts or conflicts with the motive and prevents the individual from satisfying the urge, the resulting anger may be directed against the thwarting obstacle in the form of aggressive behavior. Satisfaction involves action which results in the removal of the frustration, but non-adjustive behavior tends to produce either inner conflicts or inter-personal conflicts or both. "When basic motives are thwarted (frustration) or oppose one another (conflict), symptoms of maladjustment occur. One becomes depressed, hostile, anxious, or withdrawn...."¹¹

Symptoms of Intergenerational Tensions Deriving from Conflict in Value-Attitudes

The section which follows consists of an explanation of how value-attitudes function as derived motives when they are blocked, an experience that produces interpersonal tensions similar to those generated by a

¹¹Fred McKinney, Psychology of Personal Adjustment (2d. ed., New York, 1949), p. 152.

need that has been frustrated. Similarly, satisfaction is derived when value-attitudes are respected and maintained by persons with whom one interacts.

During the process or processes of acculturation of the child certain rituals and functions are repeated again and again so that the child often accepts these rituals as "good" and "right." The situation may become love-identified to such an extent that the function becomes a secondary or derived need. In this sense, the derived need takes on value connotation and becomes a motivating force in the life of the person. A violation of the cherished value then becomes a threat to the person who defends it out of tension and possible anxiety because of his feeling of the "wrongness" of such a violation. Frustration of a cherished value likewise arouses apprehension and inner tension, which may generate conflict with the person who is blocking the fulfillment of the value.

We are dynamic creatures. We are constantly adjusting to our motives. These motives are any persistent conditions which direct behavior. They begin with physiological urges. . . . Our motives are not all of the primitive type. We are continually developing new needs, wishes, and purposes that must be satisfied. Interest in food and play objects, attachment to mother and home are derived motives. These symbolic or derived motives become just as strong as bodily urges. . . . Motives have physiological and symbolic aspects An individual's motivation. . . . is the result of all the factors that have been influential in building habits, attitudes, and traits.¹²

The need for food is a basic urge, but a value-attitude regarding food is a derived motive. Since values may be formed in connection

¹²Ibid, p. 152.

with basic needs, values in relation to food seem plausible. Further, since food is the source of an emotional satisfaction and since values have emotive power, inner tensions may be generated in connection with value-attitudes related to food.

Inner tensions are physiological and as such are difficult to investigate in their psychological manifestations. They, however, usually generate a psychological effect that reveals itself in symptoms that are discernible. Therefore an investigation of symptoms which may throw some light on sources or associations of inner tension seems to the investigator to be worthwhile.

Inner tensions are often associated with frustrations of basic values and needs. Since value-attitudes exist in relation to the basic need for food, it is hypothesized that intergenerational differences in food value-attitudes may be associated with inner tensions.

In summary, if values in relation to food function as derived motives and if their realization is obstructed, tension may be generated in the organism. In this sense, realization of value operates as a motivational force for the organism, and, if the value is not attained, a state of frustration may prevail which again may produce a state of anger. Open defense of the value, or resentment openly expressed, may affect interpersonal relations.

Intergenerational Tensions Relative to the Eating Situation

As previously explained, the consistent violation of a cherished value, at least in the thinking of the individual, could conceivably affect relationships, specifically among family members from different generations. Gladys Cooper lends support to the latter part of this statement in the quotation which follows:

In our present society mealtime is one of the few occasions when some families meet as a group. A report given by Ercel Epright in 1947 indicated that approximately 80 per cent of all meals in the United States are still taken at home. From the standpoint of strengthening family life by increasing physical unity, gathering for meals as a group is desirable.

However when the family does meet as a group much may be revealed of the emotional situation. Lowell Selling in discussing the problem child and malnutrition says that a great deal of the emotional situation comes out at mealtimes. Understandably so, since the gathering of the family offers opportunity for both contact and conflict. Furthermore, food is a tangible item that may be used as a scapegoat for emotional difficulties.¹³

Not only is mealtime an occasion for the entire family to gather as a group, but mealtime, especially for holidays and special celebrations, is the focal point of intergenerational gatherings. Here again, contacts are increased among generations, and so are the possibilities of intergenerational conflicts.

Furthermore, Albrecht¹⁴ predicted from her study of

¹³Gladys M. Cooper, "Nutrition in the Family Setting," Marriage and Family Living, XII (1953), 94-103.

¹⁴Ruth Albrecht, "Intergeneration Parent Patterns," Journal of Home Economics, XLVI (1954), 29-32.

intergenerational parent patterns that with increased longevity the family of the near future will consist of five or six generations. The findings indicated also that approximately half of the college students studied had an average of seven antecedents now living. This prediction means that, if a girl who has two parents, three grandparents, and two great-grandparents marries a boy with two parents and four grandparents, the young couple will have to maintain social and affectional ties with thirteen parent figures. With this prediction in mind and with the recognition that more contacts offer more opportunities for conflicts, one realizes that it is even more imperative to keep intergenerational tensions at a minimum.

Sussman¹⁵ found that the most important factor which affects relationships between families at generational levels is similarity or dissimilarity of background. If the backgrounds of families are dissimilar in value-attitudes in relation to food and if generations share holidays and special celebration meals, the conditions are favorable for conflict in interpersonal relationships.

The selection, preparation, and service of food are integral parts of everyday life in all societies. Bennett reports . . .

in the literature covering the sociology of diet there is a growing tendency to consider food as an indicator of cultural values and social processes. In all societies, whether folk or urban, attitudes toward

¹⁵ Marvin Sussman, "Family Continuity: Selective Factors Which Affect Relationships Between Families at Generational Levels," Marriage and Family Living, XVI (1954), 112-20.

food tend to become implicated in the social structure--food is both object and subject of the social structure. In smaller societies, therefore, the greater the chance that food can be used as an indicator of basic social values.¹⁶

Margaret Mead¹⁷ found that the psychological forces which operate in the acceptance or rejection of food are approximately the same as the value-attitudes involved in this study: price, arrangement, taste value, color appeal, and influences within the personality.

The investigator has attempted to inform the reader of the association among the need for food, value-attitudes related to food, and intergenerational tensions. When the urge or need for food is tied up with a value and when the satisfaction of that value is blocked, anger is generated in the individual holding the value. If this anger is directed toward the thwarting person, interpersonal conflicts may result. If for some reason values differ from generation to generation, ridicule of the cherished value may cause tensions among the members of the generations. It is assumed that lack of conflict among value-attitudes held by family members will manifest itself in agreement on practices related to food and the eating situation and therefore in an absence of interpersonal tension over food.

¹⁶ John W. Bennett, "Food and Social Status in a Rural Society," American Sociological Review, VIII (1943), 561-69.

¹⁷ Margaret Mead, "Dietary Patterns and the Food Habits," Journal of American Dietetics Association, XIX (1943), 1-5.

Hence this study was concerned with the problem: What inter-generational differences exist in the value-attitudes related to food among the matrilineal members of selected families?

CHAPTER III

PROCEDURE: GENERAL STRUCTURE, SELECTION OF POPULATION AND INTERVIEW

The purpose of the study was threefold: (1) to identify inter-generational differences in value-attitudes related to food of matrilineal triads of selected families, (2) to locate feelings which may be indicators of internal tensions overtly expressed that are associated with certain food value-attitudes, and (3) to draw educational implications from findings of fact. It was hypothesized that value-attitudes in relation to food differ from one generation to another and that certain internal tensions overtly expressed are associated with value-attitudes related to food. Since the study of intergenerational differences in food value-attitudes was to be made by the use of matrilineal triads, the writer decided that the practicable approach in this case was to identify the matrilineal triads through the married female students, graduate and undergraduate, at Southern Illinois University, Carbondale, with whom the writer was associated. A questionnaire (first part) was developed for use in the construction of a psychological scale for comparison of differences in food value-attitudes of the matrilineal triads. The second part was developed for the purpose of ascertaining the areas involving certain food value-

attitudes where underlying tensions seem to exist and to offer the respondents the opportunity to give expression to feelings in connection with each value-attitude through an open-end response.

The part of the procedure concerned with the detailed discussion of the selection of the matrilineal triads and the interview will be presented in Chapter III. Chapter IV will consist of the development of the questionnaire. The analysis of the data derived from the first part of the questionnaire will be presented in Chapter V. Chapter VI will contain the analysis of data derived from the second part of the questionnaire. The last Chapter, VII, will consist of the conclusions, recommendations, weaknesses, and educational implications.

Factors in Selection of the Population

One of the general rules applicable to the identification of subjects is to select the population according to the purposes of the study. Since this study concerned value-attitudes related to food and since women generally are more closely associated with the selection, preparation, and service of food, it was reasoned that married females would be more sensitive than males to a questionnaire on the subject of values related to food. For the same reason, since the study was concerned with the intergenerational differences in value-attitudes related to food, the matrilineal members of the three generations were selected.

The second factor to be considered was the availability of

subjects without an unreasonable expenditure of time and energy. Since the investigator, of necessity, had to be concerned both with expense and the time element, the married female students at Southern Illinois University were selected as the practical point of departure for the identification of the matrilineal triads to be utilized in the study. Since the writer was an instructor at Southern Illinois University, the students were readily accessible, and familiarity with staff and faculty facilitated the operations necessary to the identification of the population.

A third problem was the elimination of bias. Various techniques are available for obtaining a sample which will be representative of the population. Deming states that the bias of selection is practically eliminated

(a) when employees, households, firms, areas, or any other sampling units are drawn by the use of random numbers or some equivalent device.....;

(b) if no discretion is left to the interviewer as to who is in or out of the sample;

(c) if the response from the elements selected for the sample is near 100 percent, or if adequate procedures are carried out to break up and elicit answers from a sample of the hard core of resistance.¹⁸

Each of these above-mentioned steps (a, b, and c) has been dealt with in the procedure of the selection of the population. Each step will be discussed in the pages that follow.

¹⁸William E. Deming, Some Theory of Sampling (New York, 1955), p. 86.

A fourth problem in the identification of a representative population was the problem of selection for future duplication or approximation by other investigators. It will be possible for future investigators to obtain similar samples from the detailed description of the population and exact detailed procedures listed in this chapter.

Thus because of the limitations of one person and one purse it seemed practical to identify the matrilineal triads to be used in this study through the daughters who were enrolled at Southern Illinois University during the Winter Term, 1959. A discussion of the procedure employed in the actual selection of the matrilineal triads from the University follows.

Selection of Matrilineal Triads

The procedure utilized in the execution of the study included the identification of those married female students enrolled in the Winter Term, 1959, at Southern Illinois University who had a living mother and a living maternal grandmother and who were citizens of the continental United States. The group was further separated as to their willingness or unwillingness to cooperate in the study.

All married female students, both graduate and undergraduate, whose names appeared on the registrar's list for the specified term were considered as possible participants in the study regardless of whether the student was enrolled for one class or for a full academic load. No distinction was made between commuting and resident

students. Furthermore, the students were included who were enrolled in extension classes which gave college credit for the course. Those not included were the students in the residence centers of East St. Louis and Alton because of the almost distinct separation of the main campus and the residence centers and because of limited time and expense, since a line had to be drawn at some point.

Therefore the following groups of married female students were included in the study: (1) graduate and undergraduate residents, (2) graduate and undergraduate commuters, and (3) graduate and undergraduate extension students. The only exception to the above three groups was the students from foreign countries for the obvious reason that they represented many ethnic groups with possible language difficulties in the entire matrilineal triad.

The registrar's list for the Winter Term, 1959, at Southern Illinois University was checked for the names of all graduate and undergraduate married females, and a card was used to record the name, address, and telephone number of each. A second list was checked for those who had registered late and those who had withdrawn from the University. The two lists contained approximately 10,000 names, of which 377 were classified as meeting the initial requirements of female, married, resident, commuter, and/or extension student, citizen of the United States.

During a three-week period all students whose names were selected from the registrar's lists and who had listed a local telephone

were called. So that each student would receive the same information in the same sequence, the trend of the conversation was written out and used for each call. (See Appendix A, page 101.) If the student replied that she had both living mother and living maternal grandmother, she was asked to select a convenient time for filling out the questionnaire. She was asked to make a selection of day, time, and place to fit in with her plans. The registrar's list of students was then examined for commuters and for those in the locality who did not list a telephone. A double postal card (see Appendix B, page 103) was mailed to each student asking her to list an appointment date if she had a living mother and a living maternal grandmother and if she would cooperate in the study.

The names of the students who had answered by mail or telephone were separated from the card file, and the remaining cards were classified as to home town. The investigator then traveled to all the towns within a hundred-mile radius and called the students from a local telephone. A few long distance calls were made, and many letters were written to those who had not been located by other methods. A graduate student pulled the class schedules of the remaining students and endeavored to locate them before or after a certain class period. Two off-campus classes were contacted also for students who had not been interviewed previously. Table I furnishes information on the number of students reached by various methods.

TABLE I

TABULAR SUMMARY OF PROCESSES OF IDENTIFICATION
OF DAUGHTERS OF MATRILINEAL TRIADS

	Number Qualifying	Number not Qualifying	Number Reached
By Telephone (local)	46	107	153
By Telephone (area)	5	68	73
By Cards	7	21	28
By Letter	9	0	9
By Teacher of Off-Campus Classes	2	63	65
	69	259	328

Table I requires some explanation in that some persons were reached by more than one method before a response was elicited. Of the 49 who were not reached, a later check of the "drop slips" revealed that 23 of the 49 were among those who withdrew from the University for various reasons. As, however, is always the case in each term, some students do not go through the correct withdrawal procedure, and the names do not appear as having officially withdrawn from the University. This fact probably accounted for a few of the ones who were not reached. For example, the investigator was able to locate one married female who had moved to another state without having notified the registrar. Some students who commuted had

listed only an R.F.D. address, and as a result the investigator was unable to locate them. Inquiry in the town where official mail was received did not always aid in the search because local residents were not familiar with the student's married name. But 328 out of a possible 377 were reached. There was an 87 percent total contact.

Of the 69 who qualified as the specified population a "representative" sample was selected. The random selection of 55 of the 69 cards assured every individual in the population the same chance of being drawn as any other individual. The individual whose name appeared on the randomly drawn card was reached again for the purpose of setting up a definite appointment. The ones whose names had not been drawn were reached later with an explanation of the procedure.

The Interview

Through the courtesy of the Manager of the University Cafeteria a separate dining room was set up with facilities for interviewing the students. Each student was asked again whether she had a living mother and a living maternal grandmother in order to be certain that no mistake had been made in giving or receiving information. Only one student had misunderstood, and she had included her husband's mother as one part of the triad. When the student reaffirmed the fact that she had a living mother and a living maternal grandmother, a brief description of the study was given, and she was asked for her cooperation. The next step was to ascertain the capability of both mother and

grandmother in responding to the questionnaire and their possible willingness to fill out and return the questionnaire. The student was then asked to fill out the questionnaire and to give the name, address, and telephone number of both the mother and the grandmother. After the student had completed the questionnaire, she was told about a form letter which the investigator had addressed to the mother and one to the grandmother. The form letter was composed as if written by the granddaughter to the grandmother, or daughter to mother, explaining the study and soliciting cooperation. These form letters were the writer's efforts to establish ties of loyalty and some degree of identification with both mother and grandmother through the student. (See Appendix C, page 104.) In some cases the student added to the form letter, and in some cases she wrote her own personal letter to her mother or grandmother or both.

One procedure for breaking the hard core of resistance was, of course, the letter. If the student expressed doubt that either or both of the other persons of the matrilineal triad would respond, the writer would ask the student for suggestions, and then follow the suggestion. Although each member of the matrilineal triad was informed that she did not need to sign her name, the questionnaire forms were coded so that the investigator could follow up any unreturned forms. The follow-up consisted of telephone calls, personal visits, and letters.

The fact that the investigator was familiar with many families

in Southern Illinois, plus the personal interviews and the tie of loyalty through the daughter, resulted in a very high percentage of returns on the questionnaire.

CHAPTER IV

PROCEDURE: DEVELOPMENT OF THE QUESTIONNAIRE

A questionnaire was designed to obtain raw data with which to identify intergenerational differences in value-attitudes related to food and to locate feelings associated with certain value-attitudes among the matrilineal triads. More specifically, the identification of intergenerational differences was achieved by developing a psychological scale, and the location of feelings associated with certain value-attitudes was determined by the use of the situational approach to the problem of this study.

Procedure for Development of Questionnaire

In order to ascertain intergenerational differences among the matrilineal triads, it was necessary to obtain the value-attitudes related to food and then to assess the difference, if any. However, one cannot measure attitudes as one measures a yard or a pound by physical methods, but attitudes are measured by psychological methods.

Several possible procedures were investigated since the obtaining of the desired information presented difficulties. As stated above, attitudes cannot be assessed directly but must be ascertained

through indicators which are assumed to represent the attitude. Obviously, one method of obtaining information concerning attitudes is direct questioning. Direct questioning, however, was deemed unsatisfactory since only when the social atmosphere is free from felt or actual pressures toward conformity might the investigator expect to obtain evidence about a person's attitudes. Another approach to the problem of investigating attitudes is to observe the behavior of the subject with respect to some psychological object. One objection to this form of investigation is that of time and finances since most research involves many subjects. Then, too, attitudes, as factors influencing or determining behavior, are often too complex for simple deductions from limited observations. Another problem of use of direct questioning or direct observation of behavior is the subject's identity. Often the respondent wishes to remain anonymous if he is to express his attitudes freely on any subject. A questionnaire, therefore, was selected for use in obtaining the raw data for this study since the questionnaire offered the opportunity for anonymity, interpretation, and a minimum of time and expense.

The attitude questionnaire usually consists of a number of items selected in accordance with certain criteria. The items making up the questionnaire are called statements. Edward's Informal Criteria for Attitude Statements was used as a guide for the construction of the

statements. Not only has Edwards¹ suggested these criteria, but also Thurstone and Chave² (1929), Likert³ (1932), Wang⁴ (1932), and Edwards and Kilpatrick⁵ (1948) have suggested various informal criteria for editing statements to use in the construction of attitude scales in questionnaire form. Following is a part of the list suggested by Edwards in his summary of the above-mentioned lists:

1. Avoid statements that refer to the past rather than to the present.
2. Avoid statements that are factual or capable of being interpreted as factual.
3. Avoid statements that may be interpreted in more than one way.
4. Avoid statements that are irrelevant to the psychological object under consideration.
5. Avoid statements that are likely to be endorsed by almost everyone or by almost no one.
6. Select statements that are believed to cover the entire range of the affective scale of interest.

¹Allen L. Edwards, Techniques of Attitude Scale Construction (New York, 1957), pp. 13, 14.

²L. L. Thurstone and E. J. Chave, The Measurement of Attitudes (Chicago, 1929).

³R. Likert, "A Technique for the Measurement of Attitudes," Archives of Psychology, 1932, No. 140.

⁴K. A. Wang, "Suggested Criteria for Writing Attitude Statements," Journal of Social Psychology, III (August, 1932), 367-373.

⁵A. L. Edwards and F. P. Kilpatrick, "A Technique for the Construction of Attitude Scales," Journal of Applied Psychology, XXXII (August, 1948), 374-384.

7. Keep the language of the statements simple, clear, and direct.
8. Statements should be short, rarely exceeding 20 words.
9. Avoid the use of words that may not be understood by those who are to be given the completed scale.
10. Avoid the use of double negatives.⁶

The next step in the development of a questionnaire was to select the method by which the statements were to be presented.

Thurstone was largely responsible for the development of the fundamental basis of psychological scaling methods. In 1920 Thurstone presented his law of comparative judgment, which made possible the ordering of stimuli along a psychological continuum even in cases where there is no known physical continuum to which the values of the stimuli on the psychological continuum might be related. Thus the law of comparative judgment made possible the quantitative investigation of values and attitudes.

The law of comparative judgment assumes that for any given Stimulus X there is a most frequently noticed or modal discriminational process on a psychological continuum. The assumption is also made that all the responses to any one stimulus will present a normal distribution about the modal discriminational process. Since the mean, median, and mode have the same value when the distribution is normal, the mean of the stimulus is taken as the scale value. The scale

⁶Edwards, pp. 13, 14

separations are the same as the standard deviations in a distribution. Therefore it is possible to scale psychological objects such as value-attitudes.

For further and more precise explanation of the law of comparative judgment Thurstone describes the law as follows:

This law of comparative judgment is basic. . . for all educational and all psychological scales in which comparative judgments are involved. . . .

A law of comparative judgment has been formulated which is expressed in its complete form as an equation. This law defines the psychological scale or continuum. It allocates the compared stimuli on the continuum. It expresses the experimentally observed proportion, $P_{1>2}$ of judgments "1 is stronger (better, lighter) than 2" as a function of the scale values of the stimuli, their respective discriminial dispersions, and the correlation between the paired discriminial deviations.

Since the psychological continua represented by attitude, preference, and judgment scales cannot be directly measured, the validation of the psychophysical methods used in constructing the scales has depended upon a measure of the internal consistency in the method employed. With the method of Paired Comparison, for example, the discrepancies between experimentally observed proportions and those calculated through the use of the scale values is such a measure of internal consistency.⁷

Based on the law of comparative judgment, three methods have been devised for gathering raw data: Method of Paired Comparisons, Order of Merit Method, and Method of Successive Intervals. All three of these methods were derived from the traditional psychophysical methods which make it possible to construct scales for the

⁷L. L. Thurstone, "A Law of Comparative Judgment," Psychological Review, XXXIV (1927), 273-286.

quantitative study of psychological objects that cannot be measured by physical methods. In 1937 Saffir did a comparative study of the three methods mentioned above and came to the following conclusion:

Since the three different methods of gathering data . . . produce comparable scales, we may use any one with considerable confidence. In setting up a problem involving scaling, the choice of methods can be governed by matters of convenience rather than by questions of relative validity.⁸

Therefore, since the investigator was familiar with the Method of Paired Comparisons, this method was selected for this study.

Validity is, to a great extent, a social achievement. As studies continue to be made of the use of a particular method, as individuals gain confidence in the data collected through a certain method, the method achieves validity. Gulliksen states:

It is important to consider paired comparisons and the law of comparative judgment carefully, when considering methods of psychological measurement, since this method has great flexibility and generality, has a good theoretical foundation, and a complete system of internal checks on itself. The law of comparative judgment, stated by Thurstone, provides a basic method, which is free from many of the objections that can be raised against other methods. . . .

This method satisfies all the requirements for, and properties of, ordinal scales . . . These methods have been tried out sufficiently in numerous experiments to indicate that the methods are feasible ones.⁹

The paired comparison technique which was employed in the

⁸Milton A. Saffir, "A Comparative Study of Scales Constructed by Three Psychophysical Methods," Psychometrika II (No. 3, 1937), 179-198.

⁹H. Gulliksen, "Paired Comparison and the Logic of Measurements," Psychological Review, LIII (1946), 199-213.

study involves the scaling of comparative judgments and is described in general terms by Guilford as follows:

In the method of paired comparison, all stimuli to be evaluated on a psychological scale are typically presented to the observer O in all possible pairs. O judges whether one of the pair is of greater quantity than the other in some respect. His judgments are in two categories, and guessing is required. The stimuli are of similar nature, such as colors to be judged for pleasantness, samples of handwriting to be judged for excellence, or names of actors to be judged for acting ability. The response of O is ostensibly a comparative judgment. The same O may judge all pairs a large number of times on different occasions, giving an occasion matrix, or many similar O's may judge all pairs only once, giving an individual matrix. In either case, we have as the numerical result, the number and proportion of times each stimulus is judged higher on the scale than every other stimulus. This gives us a proportion matrix. . . . From this information we seek to give each stimulus a single value on a linear scale which we hope will have the properties of an interval scale.¹⁰

Thurstone¹¹ has been instrumental in developing the mathematical basis underlying the paired comparison technique of scaling. The procedure of obtaining scale values is described in detail in Chapter V along with the findings of the study.

The Method of Paired Comparison involves the judgments of statements concerning the psychological object under investigation. Since the psychological object under investigation in this study was value-attitudes related to food, it was necessary to ascertain some basic values which people hold and to select those related to food.

¹⁰J. P. Guilford, Psychometric Methods (New York, 1954), p. 154.

¹¹L. L. Thurstone, "The Method of Paired Comparisons for Social Values," Journal of Abnormal and Social Psychology, XXI 1927, 384-400.

Cutler¹² and Allport¹³ listed values which people in general hold in relation to any tangible and/or intangible matter. Cutler¹², who did research on home values at Cornell, listed beauty, comfort, convenience, location, health, personal interests, privacy, safety, social relations, and cost as those which people value most in a home. Allport, Vernon, and Lindzey¹³, who are among the foremost researchers on values, selected these values as being common to western civilization: theoretical, economic, aesthetic, social, political, and religious. No list of value-attitudes related to food was available for use in this study. Several qualified individuals who were consulted, together with the writer, from a priori reasoning, compiled a list of five value-attitudes related to food. The five value-attitudes selected were aesthetics, economy, convenience, health, and family relations. Although a number of these value attitudes could have been divided (social relations into family relations and outside friends), the selected five seemed to cover the field adequately.

Five stimuli were selected because Ross¹⁴ suggests that, when one is working with the Method of Paired Comparisons, the number of

¹²Cornell Extension Bulletin 718 - Supplement - March, 1947.

¹³Gordon W. Allport, Philip E. Vernon, and Gardner Lindzey, Study of Values (Boston, 1951).

¹⁴R. T. Ross, "Optimum Orders for the Presentation of Pairs in the Method of Paired Comparisons," Journal of Educational Psychology, XXV (1934), 375-382.

comparisons be five, seven, or fifteen. Of these three choices, five was chosen because the resulting questionnaire made necessary ten choices. If seven had been chosen, the number of comparisons would have been twenty-one, and the procedure would have been lengthy and tiresome to many of the oldest generation as well as some of the younger ones. The choice of five stimuli permitted the subjects to complete the questionnaire in fifteen to thirty minutes. Of course, the time depended upon the number of open-end responses and other factors, such as the speed and comprehension of the respondent.

Not only were the stimuli presented in pairs to the respondent, but the optimal order of presentation was followed as recommended by Ross.¹⁵ The order of this arrangement is 1 - - 2, 5 - - 3, 4 - - 1, 3 - - 2, 4 - - 5, 1 - - 3, 2 - - 4, 5 - - 1, 3 - - 4, 2 - - 5. This arrangement is necessary so that every statement appears equally often on the right and on the left, or as first of the pair and as second of the pair in order to control the space error. The space error, according to Warren, "is positive when it operates to make the left of two equal stimuli appear greater than the right one and negative when the left one appears less than the right."¹⁶

Furthermore, Guilford¹⁷ explicitly states that the position of the

¹⁵Ross, p. 375.

¹⁶H. C. Warren, Dictionary of Psychology (New York, 1934), p. 256.

¹⁷Guilford, p. 154.

stimulus on the right and on the left, or first and second, should be alternated, that no stimuli should be given in two successive pairs, and that spacing should be as far apart as conditions permit. Hence these objectives are achieved more easily when N is an odd number.

General rules for construction of any questionnaire were observed in addition to those rules which apply specifically to attitude scales. Clear, simple word usage was checked in two ways: (1) by consulting Thorndike's wordlist for the 20,000 words which were found to occur most frequently in printed form for school children and by using no word which was listed above the first nine thousand and (2) by asking a number of sixth grade pupils to read the questionnaire and to note any word which was unfamiliar. A pilot study (to be discussed later) was conducted, among other reasons, for the purpose of ascertaining the clarity of instructions and comprehension of the language. When content of a questionnaire is aimed at the past, a problem of exact recall is created. The statements of the questionnaire of this study were aimed at the present.*

Although two individuals may value aesthetics, each may vary greatly in the actual interpretation of what is beautiful and desirable, but only the presence or absence of the value-attitude is of interest in this study and not an individual's interpretation. The statements of this questionnaire allowed each respondent the privilege of creating in his own frame of reference each value-attitude. An example of how this technique was applied will be apparent in the questionnaire

which will follow. The instructions were presented on the first page of the questionnaire along with a specimen sample for greater clarity of the instructions. A complete list of the statements is found in Appendix D, page 107.

Below are five meals described. They are arranged in pairs, ten pairs in all, so that you can compare each one with the other four. From each pair of meals, choose the one you prefer.

Be sure that you think carefully about the meals in each pair before making your choice. There may be other things about the meals you would like, or not like, but when you are choosing you know for sure only what I have told you about them. It is possible that you might want both meals in a pair, but for this test choose only one from each pair.

Show your choices in the test as the choice is shown in the following example: Let's suppose a choice must be made between a pair of desserts, and the choice is number "1". A circle is drawn around "1" like this

- ① This dessert is rich and sweet.
2. This dessert is something new.

Remember that you will make ten choices in all since each meal is paired for comparing it with each of the other four. Choose one, and only one from each pair.

NOW MAKE YOUR CHOICES

-
1. Think about a meal which is pretty. It has pleasing colors, nice shapes, and nice arrangement.
 2. Think about a meal that does not cost very much. The food can be bought in large quantities for a small amount of money.
-

Construction of "Make-Believe" Situations

The second part of the questionnaire was developed as a means of gathering raw data for analysis in order to meet the requirement of the second purpose; to locate feelings associated with certain value-attitudes which may be indicators of internal tensions overtly expressed. Feelings are both conscious and unconscious, and since feelings overtly expressed often reveal an individual's values and beliefs which compose a portion of one's personality structure, a person tends to keep his feelings concealed. Since an individual hesitates frequently to say "I believe," "I feel," or "I value," the situations concerning each of the five value-attitudes of this study were labeled as "make-believe." The feelings were further objectified by offering the respondent the opportunity to identify with a certain person who was reacting in a specified way to a "make-believe" situation. Moreover, the instructions preceding each situation specifically repeated, "... what you might feel like doing... you might feel like doing it."

Since feelings are not aroused in a vacuum but are reactions to the environment, situations were developed with special reference to each of the five value-attitudes of this study, namely; aesthetics, health, convenience, economy, and family relations. Commenting on

this situational approach, Jahoda, Deutsch, and Cook¹⁸ state, "An investigation of emotional reactions, if it is to provide a full picture, must uncover not only the individual's feelings but also the circumstances in which the feelings are likely to be aroused."

One study was located which reported findings concerning classifications of reactions to frustration. John W. M. Whiting and S. W. Reed¹⁹ gathered raw data for analysis in New Guinea in 1936-37. The general conclusions included the proposition that the culturally relevant overt reactions to frustration may be divided into four classes of social behavior: aggression, submission, dependence, and avoidance. These four classes were found to be adequate to describe overt frustration-reactions in Kwoma culture, and "it is proposed that they may be useful in the analysis of other cultures."

The reactions of seven "persons" were described, but four depicted either submission, aggression, dependence, or avoidance. In addition to the four "persons" who manifested overt frustration reactions, a respondent might choose to identify herself with the "person" expressing a negative reaction to the situation or with the "person" expressing agreement with the particular situation. Five "persons" out of the seven depicted a negative reaction to the "make-believe"

¹⁸Marie Jahoda, Morton Duetsch, and Stuart W. Cook, Research Methods in Social Relations (New York, 1952), p. 165.

¹⁹John W. M. Whiting, "The Frustration Complex in Kwoma Society," Readings in Child Development, pp. 194-198.

situations since a purpose of the study was to locate internal tensions overtly expressed. The reactions were weighted on the frustration side in order to accomplish this purpose.

Each "make-believe" situation was followed by an open-end response which offered the respondent the opportunity to qualify her identification or to express her feelings freely. Blank lines at the bottom of the page were preceded by the question: "What personal comment would you like to add about this situation?"

The distinguishing characteristic of the questions used in open-end interviews and questionnaires is that they merely raise an issue but do not provide or suggest any structure for the respondent's reply; thus the respondent is given the opportunity to answer in his own terms and in his own frame of reference.²⁰

Indirect methods were also employed in the wording of the situations, and the "persons" manifesting certain reactions by being certain that the names of the specific value-attitudes did not appear in the questionnaire.

Following is an example of the "make-believe" situations used in the questionnaire. In Situation 1, "persons" 1, 2, 5, 6, and 7 show frustration, but "person" 3 shows neutrality, and "person" 4 shows a positive reaction. A complete list of the five situations appears in Appendix D, page 107.

²⁰Jahoda, Duetsch, and Cook, pp. 172, 173.

Here is Situation Number 1

Directions: Here is a make-believe situation. Read it carefully.

The family is sitting down to the big meal of the day. The table is beautifully set with the nice things the family owns. The food is pretty and there are decorations on the table. Everything looks very pleasing.

Below is a list of what some persons have done in this situation. Which person is doing what you might feel like doing? This does not mean that you would do it necessarily, but that you might feel like doing it. Put a circle around the number of the person who is doing what you might feel like doing in this situation.

1. This person shows that she is cross because of so much attention to beauty by slumping in her chair.
2. This person looks at the table, says that she isn't hungry and leaves the room.
3. This person sits down without saying anything and does not seem to notice the table.
4. This person exclaims that the table is beautiful and sits down with a pleased look.
5. This person says that she doesn't care whether the table is pretty or not; she wants good food and wants it now.
6. This person picks at her food and leaves part of it on her plate.
7. This person sighs and says that pretty things are wasted on the family.

What personal comment would you like to add about this situation?

Pilot Study

After the questionnaire was developed, a pilot study was made to test the clarity of the instrument of inquiry. Ten matrilineal triads (ten daughters, ten mothers, and ten grandmothers) were asked to fill out the questionnaire and to return it to the investigator. The ten matrilineal triads returned the questionnaires, and the answers were checked to notice any lack of understanding of the respondents. The clarity of one statement was improved in Situation 5 by adding "not to talk" to response number 3. (See Appendix D, page

The questionnaire was also given to a group of sixth-grade pupils, and they were asked to mark any word that was unfamiliar. No word was marked. The directions on the questionnaire were followed correctly by both groups. Therefore the questionnaire was accepted as being easily and clearly understood by those with less formal education.

Reliability and Validity of the Questionnaire

The validity of a test or any measuring instrument depends upon the fidelity with which it measures whatever it purports to measure. A test is valid when the capacity which it gauges corresponds to the same capacity as otherwise objectively measured and defined. Since attitudes and values cannot be measured precisely, the validity cannot be one hundred percent precise.²¹

²¹Henry E. Garrett, Statistics in Psychology and Education (New York, 1954), p. 344.

Although the validity of the questionnaire will fall short of precision, certain steps were taken to insure a reasonable degree of validity. As for the paired-comparison part of the questionnaire, the method included an internal consistency check. Garrett states, "in an internally consistent test, items hang together in the sense that they work in the same direction and measure the same common trait."²²

Selection of an item, which applied to both parts of the questionnaire, is another test of reliability. The initial choice of the items in the questionnaire depended upon the judgment of competent persons as to the suitability of the material included. The person who directed the construction of the questionnaire is an exceptionally well-qualified person with wide experience in the field of social science questionnaires.

Since the investigator of attitudes frequently finds no available criterion for testing the questionnaire, he usually selects a criterion which seems most adequate and keeps in mind the limitations of the selected criterion. The criterion selected for the questionnaire in this study was a pilot questionnaire, which was discussed above in this chapter.

Since reliability is established by repetition of the test, the future use of the questionnaire will establish its reliability or unreliability.

²² Ibid.

CHAPTER V

ANALYSIS OF DATA: PAIRED COMPARISONS

Raw data obtained from the paired-comparison statements presented in the first part of the questionnaire to the matrilineal triads furnished the material for analysis reported in this chapter. The analysis consisted of testing the five sub-hypotheses (null form) and the major hypothesis. The following sub-hypotheses were tested statistically: (1) there is no difference in the value-attitude concerning aesthetics related to food among daughters, mothers, and grandmothers of selected families; (2) there is no difference in the value-attitude concerning health related to food among daughters, mothers, and grandmothers of selected families; (3) there is no difference in the value-attitude concerning convenience related to food among daughters, mothers, and grandmothers of selected families; (4) there is no difference in the value-attitude concerning economy related to food among daughters, mothers, and grandmothers of selected families; and (5) there is no difference in the value-attitude concerning family relations related to food among daughters, mothers, and grandmothers of selected families. The major hypothesis, which was tested statistically, follows: There is no difference in the value-attitudes related

to food among daughters, mothers, and grandmothers of selected families.

For purposes of statistical inference, the null hypotheses, i. e., no population differences, were postulated. Evidence was then assembled by means of the statements presented by the Method of Paired Comparisons to ascertain whether such a postulation was untenable. The hypotheses were evaluated by an appropriate test of significance. From the results of the test a psychological scale was developed which provided the basis for comparison of the preferences of the value-attitudes.

Return of Questionnaires

Of the questionnaires presented to the fifty-five matrilineal triads (one hundred and sixty-five questionnaires in all), fifty-one complete questionnaires were returned; of this number fifty were usable. One hundred per cent of the daughters returned the questionnaires which had been filled out at the time of the interview. In two matrilineal triads the grandmothers failed to return the questionnaires; in another matrilineal triad the grandmother returned the questionnaire, but it was necessary to discard it since she had failed to comply with instructions and had circled conflicting responses; the grandmother in one matrilineal triad became very ill, and since she lived with her daughter (the mother in the matrilineal triad), the granddaughter called to report that neither would return the questionnaire;

in two matrilineal triads neither mother nor grandmother replied. Finally, the replies from fifty matrilineal triads comprised the raw data from which the psychological scale was developed. Table II contains the summary of the replies.

TABLE II
TABULAR SUMMARY OF THE PERCENTAGE OF
REPLIES FROM EACH GENERATION

	Number to Whom Questionnaires Were Sent	Number of Replies	Percentage of Replies
Daughters	55	55	100%
Mothers	55	52	95%
Grandmothers	55	51	93%

Since the law of comparative judgment makes possible the investigation of values and subjective experiences, it was postulated that food experiences are related in some varying but unknown degree to aesthetics, health, convenience, economy, and family relations. It was also assumed that for each of these five value-attitudes there is associated a most frequently aroused or modal discriminial process on a psychological continuum. It was further assumed that the distribution of all the discriminial processes aroused by each stimulus or stimuli was normal about the modal discriminial process. The modal

discriminal process was taken as the scale value of the stimulus. Therefore it was assumed that the discriminial dispersions for the value-attitudes related to food were normally distributed about the mode for each generation of the matrilineal triads.

Paired Comparisons

In the Method of Paired Comparisons the subjects compare each stimulus with every other one. For n stimuli there will be $\frac{n(n-1)}{2}$ comparisons for each respondent to make. In the present study there were ten pairs of value-attitudes on the paired-comparisons schedule. In order that the data might be treated by Thurstone's Law of Comparative Judgment (explained in Chapter IV), it was necessary that the subjects make a choice in each pair of statements, indicating that one was preferred to the other.

When all the questionnaires had been returned (fifty matrilineal triads), the data were tabulated by making a frequency count of the number of times that each value-attitude was circled when compared to each of the other four. Thus for the value-attitude concerning aesthetics the daughters preferred economy twelve times over aesthetics, health forty times over aesthetics, convenience thirty-three times over aesthetics, and family relations thirty-nine times over aesthetics. The highest possible times when aesthetics could have been preferred over any one value-attitude was fifty. Table III records the tabular summary of the frequency preferences by the daughters of the

value-attitude at the top of the column over each of those at the left. The frequency count was made also for the mothers and the grandmothers, and the tabular summaries were recorded in Table X and Table XI, respectively. (See Appendix F.) Only the tables reporting the computations for the preferences of the daughters appear in the text to illustrate the procedure for treating the data. The comparable tables for the preferences of the mothers and the grandmothers appear in the appendix.

TABLE III
THE F MATRIX DENOTING THE FREQUENCY
THE VALUE-ATTITUDE AT THE TOP OF
THE COLUMN WAS PREFERRED OVER
THOSE AT THE LEFT BY
THE DAUGHTERS*

	N = 50				
	Aesthetics	Economy	Health	Con- venience	Family Relations
Aesthetics	25	12	40	33	39
Economy	38	25	46	36	49
Health	10	4	25	11	34
Convenience	17	14	39	25	38
Family Relations	11	1	16	12	25

* For Tables X and XI see Appendix F, page 148.

From the frequency tabulations in Table III the proportion of times that each value-attitude was preferred over each of the other four was determined by computing the reciprocal of N, which in this

study was $1/50 = .02$. It was necessary to obtain the proportions of times each value-attitude was preferred over the others in order to convert the frequencies to percentages to be used in further computations. The decimals were obtained by multiplying each cell entry in the frequency table by $.02$, the derived reciprocal. These proportions make up the table called the P Matrix. Table IV, the P Matrix, denotes the proportion of the times expressed in percentages when the value-attitude at the top of the column was preferred to those at the left by the daughters. For example, the daughters preferred aesthetics over economy $.760$ of the time, convenience $.720$ of the time over economy, and family relations $.980$ of the time over economy. Table IV, P Matrix for the daughters, follows, but Table XII and Table XIII containing the equivalent information for the mothers and the grandmothers appear in the appendix. (See Appendix F, page 149.)

The next step in the computations of the paired-comparisons technique was to obtain the scale values of the preferences of the value-attitudes of the matrilineal triads. From the proportions recorded in the P matrices the sigmas or standard deviations of the preferences were obtained by consulting the table of normal deviates Z corresponding to proportions P of a dichotomized unit normal distribution.¹

¹Edwards, p. 246.

TABLE IV

THE P MATRIX DENOTING THE PROPORTION OF THE
TIMES THAT THE VALUE-ATTITUDE AT THE
TOP OF THE COLUMN WAS PREFERRED
TO THOSE AT THE LEFT BY THE
DAUGHTERS*

	Economy	Aesthetics	Con- venience	Health	Family Relations
Economy	.500	.760	.720	.920	.980
Aesthetics	.240	.500	.660	.800	.780
Convenience	.280	.340	.500	.780	.760
Health	.080	.200	.220	.500	.680
Family Relations	.020	.220	.240	.320	.500
Sums	1.120	2.020	2.340	3.320	3.700

* For Tables XII and XIII, see Appendix F, page 149.

Table V, the Z Matrix, represents the scale-value preferences of the value-attitudes by the daughters.² Thus Table V reveals the fact that the mean of the Z values in column 1 (economy) expresses the scale value of the preference of economy in terms of its deviation from the mean of all the scale values. Similarly, when the entries under aesthetics were added and then divided by n (5) to find the mean, the scale value of preference of aesthetics was obtained in terms of its deviation from the mean of all the scale values.

² Table XIV, Z Matrix for Mothers, and Table XV, Z Matrix for Grandmothers, appear in Appendix F, page 150.

TABLE V
 THE Z MATRIX WHICH REPRESENTS THE
 SCALE VALUES OF THE PREFERENCES
 OF THE VALUE-ATTITUDES OF
 THE DAUGHTERS *

	Economy	Aesthetics	Con- venience	Health	Family Relations
Economy	.000	.706	.583	1.405	2.054
Aesthetics	-.706	.000	.412	.842	.772
Convenience	-.583	-.412	.000	.772	.706
Health	-1.405	-.842	-.772	.000	.468
Family Relations	-2.054	-.772	-.706	-.468	.000
(1) Sums	-4.748	-1.320	-.483	2.551	4.000
(2) Means	-.950	-.264	-.097	.510	.800
(3) Means + .950	.000	.686	.853	1.460	1.750

* For Tables XIV and XV see Appendix F, page 150.

Value-attitudes with negative scale values were judged to be less favorable than the average of the scale values of all the value-attitudes, and those with positive scale values were judged to be more favorable than the average. For example, economy was judged less favorable than any of the other value-attitudes when compared to each of the others. Since the origin, taken as the mean of the scale values of preference of the value-attitudes on the psychological continuum was arbitrary, a constant was added to the mean deviation scale values to make them all positive. This constant did not change the distance

between any of the scale values nor the relative location of any on the psychological continuum. A convenient constant to add was the mean scale value of judgments concerning economy, $-.950$, since it was the value-attitude with the largest negative deviation. Thus the scale value for preference of economy was zero, and all the others were positive in sign as shown in Table V.

In terms of the frequency of preferences, the scale values for the value-attitudes related to food as judged by the daughters revealed that family relations was the most important. Economy was judged the least important in relation to the other four value-attitudes. The distance of the scale value, however, was not great between aesthetics and convenience, which were judged according to frequency of preference to be fourth and third, respectively, in importance. Health in terms of frequency of preference was judged second in importance by the daughters. The above was an interpretation of the contents of Table V. Tables XIV and XV contain the computations for the mothers and the grandmothers in terms of frequency of preference. The summary of the tables will be discussed later in the chapter.

The Internal Consistency Check

One of the reasons for the choice of the Method of Paired Comparisons was the fact that it includes an internal consistency check. This check answers two important questions: (1) What proportion of judgments should be expected for each value-attitude as judged by each

generation? (2) Do these proportions agree sufficiently well with those experimentally obtained?

After the scale values were obtained (Tables V, XIV, and XV), an internal consistency check was applied to the data of this study to determine how the observed proportions of judgments agreed with those to be expected in terms of the derived scale values. This was accomplished by getting the differences between all scale values, i. e., 1-2, 1-3, 1-4, 1-5, 2-3, 2-4, 2-5, 3-4, 3-5, 4-5, and then converting the differences (proportions) back into the theoretical normal deviate values Z , using the table of the normal probability curve.

Only the theoretical normal deviates, however, were obtained for the $\frac{n(n-1)}{2}$ entries below the diagonal since the two halves are identical. These are the theoretical values of preferences corresponding to the obtained values in Table XVI. For example, the first column is

$$\bar{S}_1 - \bar{S}_2 = .000 - .686 = -.686$$

$$\bar{S}_1 - \bar{S}_3 = .000 - .853 = -.853$$

and so on. Likewise, the entries at the left of the table were subtracted from the scale value for Stimulus 2 at the top of column (2), and the theoretical normal deviates below the diagonal were obtained for column (2). For example,

$$\bar{S}_2 - \bar{S}_3 = .686 - .853 = -.167$$

$$\bar{S}_2 - \bar{S}_4 = .686 - 1.460 = -.774$$

and so on. The other entries were obtained in the same manner.

Tables XVI, XVII, and XVIII were the results of these computations. (See Appendix F, pages 151 and 152.)

From the information recorded in Tables XVI, XVII, and XVIII, the theoretical proportions corresponding to the theoretical normal deviates, Tables XIX, XX, and XXI were derived. (See Appendix F, page 152 and 153.)

The differences between the observed proportions and the theoretical proportions result in the discrepancies recorded in Tables VI, XXII, and XXIII. Table VI, given below, records the discrepancies between the proportion of the daughters' judgments of the value-attitudes and the theoretical proportions, or what might be expected if the universe of the population had been observed.

The absolute average discrepancy was obtained by dividing the sum of the absolute values for each generation of the matrilineal triad by the number of discrepancies. The formula and computations for the daughters were used below to illustrate the computations:

$$\begin{aligned} AD &= \frac{\sum (P_{ij} - P_{ij}')}{\frac{n(n-1)}{2}} \\ &= \frac{.511}{10} \\ &= .051. \end{aligned}$$

The absolute average discrepancy for the daughters was .051, the mothers .043, and the grandmothers .048. These absolute average discrepancies were slightly higher than those usually reported when

stimuli are scaled by the Method of Paired Comparisons. For example, in 1930 Hevner³ reported an average error of .024 for twenty stimuli, and Saffir⁴ in 1937 reported a value of .031 for twenty-five stimuli, scaled by the Method of Paired Comparisons.

TABLE VI
DISCREPANCIES BETWEEN THE THEORETICAL
PROPORTIONS OF TABLE XIX AND THE
OBSERVED PROPORTIONS OF
TABLE IV FOR
DAUGHTERS *

	Economy	Aesthetics	Con- venience	Health	Family Relations
Economy	-				
Aesthetics	-.006	-			
Convenience	.083	-.094	-		
Health	.008	-.020	-.052	-	
Family Relations	-.020	.076	.055	-.097	-
Σ	.117	.190	.107	.097	.511

* For Tables XXII and XXIII see Appendix F, page 154.

The results of the observed scale values of the preferences of value-attitudes related to food by the matrilineal triads are reported

³Kate Hevner, "An Empirical Study of Three Psychological Methods," Journal of General Psychology, IV (1930), 191-212.

⁴M. A. Saffir, "A Comparative Study of Scales Constructed by Three Psycho-Physical Methods," Psychometrika, II (1937), 179-198.

below in Table VII. The scale values of each value-attitude were recorded in terms of its mean deviation from the mean deviation of all the other value-attitudes. Of course, value-attitudes were not assessed per se, but the judgments expressed by preferences of the paired-comparisons statements were accepted as indicators of value-attitudes.

TABLE VII
THE TABULAR SUMMARY OF THE SCALE VALUES OF
THE PREFERENCES OF THE VALUE-ATTITUDES
RELATED TO FOOD OF EACH GENERATION
OF THE MATRILINEAL TRIAD

	Economy	Aesthetics	Con- venience	Health	Family Relations
Daughters	.000	.686	.853	1.460	1.750
Mothers	.000	.768	.739	1.538	2.000
Grandmothers	.096	.000	.300	.866	.979

Cursory examination of Table VII revealed that all three generations preferred family relations over the other value-attitudes (aesthetics, economy, health, and convenience) in terms of derived scale values. All three generations gave second preference to health and third place to convenience. But the three generations differed in the importance they placed on aesthetics and economy according to the scale values. The grandmothers preferred economy over aesthetics, but the preference was reversed for both daughters and mothers.

Test of Significance

From the observation of Table VII it appeared that intergenerational differences did exist in the value-attitudes related to food among the matrilineal members of the triad. Without statistical treatment of the data, however, one would find it difficult to establish a significant difference; hence the chi square test of significance was applied to the data.

The chi square technique is a method for determining whether significant discrepancies occur between the observed and the theoretical values obtained with the Method of Paired Comparisons. In essence, the test of significance is a means of determining whether the assumptions involved in the Case V model are tenable for a given set of data. (Case V is the simplest of the five models of paired comparisons.) In particular, it is a test in which the null hypothesis is incorrect.

Computations of the chi squares are found in the appendix. (See Appendix F, page 155.) Based upon the calculations of the chi square test of significance, X^2 (27.449) was significant at the .01 level of confidence since P lies beyond 20.090. The major null hypothesis--that there is no difference in the value-attitudes related to food among daughters, mothers, and grandmothers of selected families--was rejected, and chance cannot be accepted as a reasonable explanation. Since according to the data of this study there are significant differences in the value-attitudes related to food among daughters, mothers, and grandmothers, the sub-hypotheses were also tested statistically by the

chi square test of significance in order to locate the value-attitudes where significant differences occurred.

Based on the calculations of the chi squares for each value-attitude, any chi square that exceeded 2.51 showed a significant difference at the .01 of confidence. Results of the statistical testing of the five null sub-hypotheses as stated at the beginning of Chapter V are listed below. Sub-hypothesis (1), which stated that there is no difference in the value-attitude concerning aesthetics related to food among daughters, mothers, and grandmothers, cannot be rejected at the .01 level; however, the X^2 for the grandmothers approaches the .01 level. Sub-hypothesis (2), which stated that there is no difference in the value-attitude concerning health related to food among daughters, mothers, and grandmothers, cannot be rejected at the .01 level of confidence. Sub-hypothesis (3), which stated that there is no difference in the value-attitude concerning convenience related to food among daughters, mothers, and grandmothers, cannot be rejected at the .01 level of confidence. Sub-hypothesis (4), which stated that there is no difference in the value-attitude concerning economy related to food among daughters, mothers, and grandmothers, is rejected at the .01 level of confidence. Sub-hypothesis (5), which stated that there is no difference in the value-attitude concerning family relations related to food among daughters, mothers, and grandmothers, cannot be rejected at the .01 level of confidence.

Thus, with reference to the statistical treatment of the raw data obtained by the Method of Paired Comparisons, there are two findings of fact: (1) There is a true difference between generations concerning economy related to food, with grandmothers showing a significant preference for economy over aesthetics; (2) The other value-attitudes (health, aesthetics, convenience, and family relations) do not exhibit significant differences. The major hypothesis, however, which stated that there is no difference in the value-attitudes related to food among daughters, mothers, and grandmothers of selected families, was rejected at the .01 level of confidence, and chance cannot be accepted as a reasonable explanation. In other words, if one secured an infinite number of samples of the universe as described in this study, the investigator would not expect to have the findings of this study reversed more than once in one hundred times.

Summary

Since one of the objectives of this study was the development of a psychological scale for the purpose of comparison of the value-attitudes of the matrilineal triads, the scale which was presented in table form (Table VII) is presented below in Figure 1.

Although the distances between the scale values, as shown in Figure 1, were not indisputable evidence, it is possible to conjecture

concerning these distances. Bird⁵ states that, whenever scale values are just noticeably separated, slight inversions can be anticipated upon repetition of the experiment. The scale distances for all the value-attitudes except economy in terms of frequency of preference by the grandmothers showed slight separations. This slight separation could signify instability; however, it is conceivable that the separation in the scale values merely shows more neutrality toward the value-attitudes except economy. The economy of the entire country has been changing from one of saving to one of spending. Economy was considered a virtue in grandmother's day, but the country now "spends itself" into prosperity. According to the frequency count, a majority of grandmothers has not accepted this cultural change; consequently family cohesion could be disrupted over matters which concern economy. Grandmother could be critical of daughter's and granddaughter's lack of respect for economy.

The daughters preferred convenience over aesthetics, but by only a slight margin the mothers preferred aesthetics over convenience. This slight reversion may be due to the vagaries of chance or may be due in part to the fact that the daughters were all college students, but the mothers had more time to devote to table decorations and foods with fancy touches. Then too the stress by the young "moderns" seems

⁵C. Bird, Social Psychology (New York, 1940), p. 193.

to be on casual, convenient entertaining rather than on the dinner party where the hostess exhibits her creativeness.

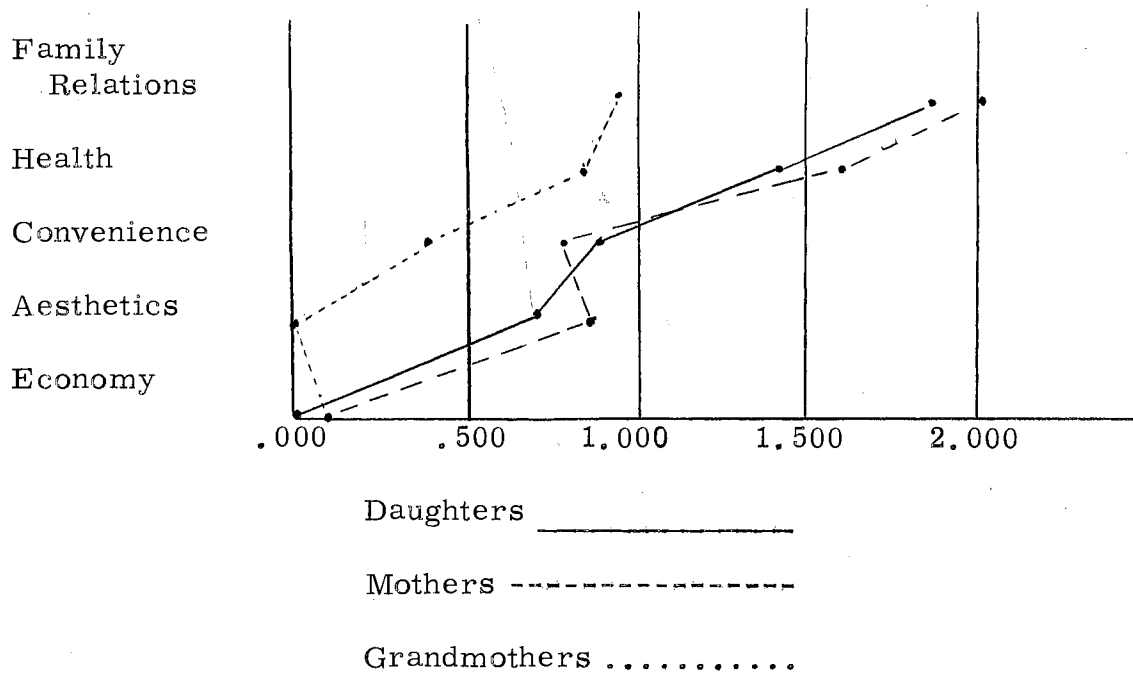


Fig. 1. Scale Values of Value-Attitudes Related to Food Among Three Generations

CHAPTER VI

ANALYSIS OF DATA: SITUATIONAL APPROACH

Components of the study reported thus far have consisted of the introduction, the background of the study, a description of the methods and procedures, and the analysis of data which fulfilled the first part of the threefold purpose. The fulfillment of the second part of the purpose of this study will be reported by the discussion of the analysis of the data obtained by means of five "make-believe" situations which comprised the second part of the questionnaire. Each "make-believe" situation also included an opportunity for an open-end response. A discussion of the collating and categorizing of the open-end responses will also be included in Chapter VI. The hypothesis which was tested statistically with reference to the situational approach was that certain internal tensions overtly expressed are associated with value-attitudes related to food.

Treatment of Data

The data concerning the second part of the study were secured through the utilization of the five "make-believe" situations which offered the respondents an opportunity to express their feelings by

identification with a person who was responding in a certain way to the "make-believe" situation. Each one of the five situations was focused on one of the value-attitudes under investigation, i. e., aesthetics, health, economy, convenience, and family relations. Further, the respondents were given the opportunity to give expression to an open-end question: i. e., what personal comment would you like to add about this situation? (See Appendix E, page 116.)

The response patterns were developed so that identification with a certain person indicated positive reactions to a certain value-attitude related to food; identification with a certain person indicated neutral reactions to a certain value-attitude related to food; and identification with any one of several persons indicated negative reactions to a certain value-attitude related to food. The responses to the situations were coded plus (+) to denote a positive reaction to a particular situation, zero (0) to denote a neutral reaction, and minus (-) to denote a negative reaction. Regardless of the feelings expressed, positive, neutral, or negative, it was assumed that a difference in feelings concerning situations such as the ones described in this study could conceivably precipitate conflicts among generations as well as among family members. These conflicts, if generated, could in turn affect family cohesion.

Cursory examination of Table VIII revealed an evident modal frequency of positive responses with reference to aesthetics and family relations by all three generations. The responses to

convenience evidenced a bimodal frequency of positive and neutral identifications. Health showed no definite modal frequency but revealed much scatter of responses for all three generations. The frequency count with reference to economy revealed that positive responses were the mode. There was, however, scatter of responses to economy by all three generations. Although the tabular summary of responses to the situations by each generation showed a similarity of frequency with respect to aesthetics and family relations, health and economy showed much scatter. The possibility of inner tensions and interpersonal tensions or both are greater in reference to these value-attitudes. Since the responses to convenience were bimodal with respect to positive and neutral responses, conflict in situations involving convenience are unlikely. The tabular summary of responses to each situation by each generation is found in Table VIII .

Although an examination of the frequency count on the reactions of the matrilineal triads to the situations regarding value-attitudes related to food was interesting and enlightening to some extent, the data needed to be treated statistically to locate significant differences, if any. The chi square test of significance was applied to the frequency of responses to test statistically the following major hypothesis (null form): There is no difference in the positive, neutral, or the negative responses to the "make-believe" situations among daughters, mothers, and grandmothers. The following sub-hypotheses were tested statistically: (1) There is no difference in the positive, neutral, or

negative responses to the "make-believe" situation concerning aesthetics among daughters, mothers, and grandmothers. (2)

There is no difference in the positive, neutral, or negative responses to the "make-believe" situation concerning health among daughters, mothers, and grandmothers. (3) There is no difference in the positive, neutral, or negative responses to the "make-believe" situation concerning convenience among daughters, mothers, and grandmothers. (4) There is no difference in the positive, neutral, or negative responses to the "make-believe" situation concerning economy among daughters, mothers, and grandmothers. (5) There is no difference in the positive, neutral, or negative responses to the "make-believe" situation concerning family relations among daughters, mothers, and grandmothers.

The major hypothesis was rejected at the .01 level of confidence since the chi square of 38.499 exceeded the probability of 37.566, which lies beyond .01. The rejection of the null hypothesis meant that the differences in the positive, neutral, or negative responses to the "make-believe" situations among daughters, mothers, and grandmothers was a true one and that, if it were possible to investigate infinite samples, one could expect to have the findings reversed no more than one time in one hundred.

Since the chi square test revealed that there were significant differences in the responses, it was deemed important to pinpoint the difference with reference to a particular situation or situations, as

the case may be. If differences exist in positive, neutral, or negative responses with reference to a particular situation, one might expect to find tensions with regard to that situation since feelings are concomitants of responses. Thus, as stated previously in detail in Chapter II, the transgression, ridicule, or failure to notice a value can generate inner tensions in the person holding that value. Likewise, when the attainment of a value is blocked, anger is directed at the thwarting object or person. In this way, interpersonal tensions can result from differences in responses to situations concerning value-attitudes, be they positive, neutral, or negative. Hence it was important to pinpoint differences in responses to each situation.

The null hypothesis with reference to aesthetics was not rejected since the chi square did not exceed the probability at the .05 or .01 level of confidence. Therefore there were no significant differences among the generations with regard to the three types of responses, but the chi square for the grandmothers' negative responses was significantly different from the daughters and the mothers who did not differ from each other concerning aesthetics. Hence tensions could arise between daughters and grandmothers or between mothers and grandmothers over the value-attitude of aesthetics. The cursory examination of the frequency count discussed above did not reveal this difference in reference to aesthetics.

TABLE VIII

TABULAR SUMMARY OF RESPONSES TO
SITUATIONS BY EACH GENERATION

Re- sponses	Aesthetics			Health			Convenience			Economy			Family Relations		
	D	M	GM	D	M	GM	D	M	GM	D	M	GM	D	M	GM
1			-1	-1		-1			-1	017	08	011	010	09	08
2				+9	+13	+24	-2	-4	-7		-4	-2		-2	-1
3	01	02	02	-2	-3	-1				-1	-1	-2		-4	-4
4	+47	+47	+40			-1	-5	-1	-3				+40	+35	+37
5			-5	-7	-11	-6	+18	+24	+18						
6	-1		-2			-1	-4	-5	-3	+32	+37	+34			
7	-1	-1		031	023	016	021	016	018	-0		-1			
Totals	+47	+47	+40	+9	+13	+24	+18	+24	+18	+32	+37	+34	+40	+35	+37
	01	02	02	031	023	016	021	016	018	017	08	011	010	09	08
	-2	-1	-8	-10	-14	-10	-11	-10	-14	-1	-5	-5	-0	-6	-5

Code: + represents positive reaction N = 50
0 represents neutral reaction
- represents negative reaction

The null hypothesis with reference to health was rejected at the .01 level of confidence. Once again the grandmothers were the deviators with significant positive responses toward health. The daughters approached the .01 level of confidence with both positive and neutral responses to health. Tensions could arise here between the grandmothers and the other two generations because of the

neutral attitude of the daughters and the mothers.

Convenience showed no significant difference among any generation for any type of response. In this case the null hypothesis concerning convenience was not rejected. In fact, the chi squares for positive, neutral, and negative responses with relation to the "make-believe" situation concerning convenience were similar among the generations.

The null hypothesis with reference to responses to the "make-believe" situation concerning economy was not rejected. Likewise, the null hypothesis with reference to family relations was not rejected. There were no significant differences among the generations with respect to the responses to the "make-believe" situations involving economy and family relations. Where there were no significant differences among the generations with respect to a particular situation, one would expect to find no conflict. The following tables which relate to the foregoing discussion on the chi square tests of significance, together with the calculations, appear in Appendix F, pages 156, 157, 158, 159, 160, Tables XXV, XXVI, XXVII, XXVIII, and XXIX.

There appeared to be a difference in the results of the analysis of the data between the first and the second parts of the questionnaire. The first part of the questionnaire, however, revealed the preference for one value-attitude over another, but the second part revealed feelings concerning situations involving each value-attitude. It does not necessarily follow that the results demonstrate a discrepancy in

the data, for it is possible to prefer one value-attitude over another and at the same time to have positive, neutral, or negative feelings toward either or both of the value-attitudes in question. Preference of one over another, however, usually indicates more favorable reactions to the one preferred, and so one might expect to find similar results from both parts of the questionnaire.

Bird has been previously referred to regarding his evidence that when scale values are just noticeably separated a slight reversal of the findings may be anticipated when an experiment is repeated. This slight reversal may account in part for the difference in the frequency of preference of the grandmothers for economy in the first part of the questionnaire and the lack of differences in responses with respect to economy among the generations in the second part of the questionnaire. Both parts of the questionnaires revealed possible tensions associated with aesthetics, with the grandmothers giving least importance to aesthetics in relation to the other value-attitudes.

With reference to the lack of significant differences among the generations in the responses to the situation involving economy, it is conceivable that in this particular "make-believe" situation the illustration was not so adequate as the investigator had believed from the results of the pilot study. One can only conjecture that results might have shown significant differences of reaction to another example. The investigator, however, has reason to believe that the data obtained from the first part of the questionnaire was more

precise because of the inherent consistency check.

Open-end Responses

Each of the above-mentioned "make-believe" situations was followed by an opportunity for the respondents to express feelings in an open-end response. Of the seven hundred and fifty possible comments to the five situations by fifty matrilineal triads, three hundred and sixty-seven responses were recorded with the highest number of responses, one hundred and fifty-two, made by the daughters; the next highest, one hundred and twenty, by the mothers; and the least, ninety-five, by the grandmothers. The situation involving the value-attitude aesthetics received the greatest number of comments, with convenience ranking second in number, family relations third, health fourth, and economy last. The spread of only eighteen, however, showed a tendency to respond to all situations or none by the respondents. Table IX gives the frequency of open-end responses to each situation by each generation.

Examination of Table IX revealed that all three generations made more comments, in terms of frequency of count, concerning the situation involving aesthetics than any other situation. Since feelings accompany responses, it was assumed that feelings were involved in the situation concerning aesthetics. Hence one might expect to find inner tensions and interpersonal tensions or both in situations involving aesthetics. The comments indicated that aesthetics was

an important value but that it was important only in relation to its contribution to the other more important value-attitudes. The comments also indicated that conflicts could result when undue emphasis was placed on aesthetics especially when the other value-attitudes were slighted because of aesthetics.

The general trend of the comments seemed to be that value-attitudes were dependent on the situation involved. For instance, economy was important but only in terms of its contribution to family relations and not important in and of itself. The shift seems to be from intrinsic to extrinsic from grandmothers' generation to granddaughters' generation. The grandmothers were the only ones who commented on economy as preferred to family relations.

Another trend which was noted in the comments was the general acceptance of frozen and prepared foods when other values were involved. The frequency of the open-end comments to each situation is presented in Table IX.

After the frequency count was summarized for each situation for each generation, the open-end responses were collated and categorized. The comments were coded with the matrilineal triad number, a letter to denote daughter (D), mother (M), and grandmother (G), the number of the situation, the number of the person in the questionnaire with whom she has identified, and a plus (+), zero (0), or minus (-) to denote the feelings of the "person" with whom she identified. For example,

19-D-1-4 (+)

A beautifully set table means a great deal to me. It means whether or not I will enjoy my meal. And, of course, with all the members of the family present, it makes it quite enjoyable to me also.

These symbols mean that the comment was made by matrilineal triad number 19, daughter of the matrilineal triad, to Situation 1 (aesthetics), identified with a person with positive feelings toward the situation. The comments were categorized under the headings of each of the situations and then subdivided according to positive, neutral, or negative identification. When these comments were collated and categorized according to the above-mentioned plan, the comments were checked to ascertain whether they agreed with the general idea of the circled response to the situation. For example, the following was circled, and the comment was made about Situation 1, which concerned aesthetics:

- ④ This person exclaims that the table is beautiful and sits down with a pleased look.

Comment: A pleasant looking table and pleasant surroundings are the most important at mealtime.

Comparison between the choice of response and the open-end response was one crude check of the validity of the test. The check showed that in the majority of cases the comment agreed with the response checked. Thus the questionnaire tested what it purported to test.

A complete list of the responses to each situation by each generation appears in Appendix E, page 116. For illustrative purposes, however, several comments have been included in the text to point out

differences in viewpoints.

TABLE IX
 FREQUENCY OF OPEN-END RESPONSES TO EACH
 SITUATION BY EACH GENERATION

Generations	Daughters	Mothers	Grandmothers	Totals
Situation 1 (Aesthetics)	35	28	22	85
Situation 2 (Health)	30	21	18	69
Situation 3 (Convenience)	32	25	18	75
Situation 4 (Economy)	27	23	18	68
Situation 5 (Family Relations)	28	23	19	70
Totals	152	120	95	367

A mother commented, "Too many homemakers save the nice things they own for company only. The family should be permitted the use of them too from time to time." But a grandmother stated, "It [table] is always set correctly and especially when we have company; then I use the best."

The situation involving health resulted in a comment from a mother, "Plain food is much better for growing children. In fact, I

think it is better for all." A daughter says, "A desire for good health should make food seem more attractive to taste." But a grandmother states, "I like fancy food. When I see just plain food that is good for me, I feel like walking away." Another grandmother comments, "I can't imagine people being so disagreeable unless they have been reared in the modern fashion -- act as they please and say what they please regardless of the feelings of others."

With reference to economy one daughter says, "Frozen foods are generally as good to eat as cooked foods prepared in the home." Another daughter does not agree with the one quoted, for she states, "I do not care for frozen foods; they are not as tasty as freshly prepared foods -- regardless of the time element involved." One mother says "Circumstances alter all things. The 'quickie' meals are wonderful to have on hand." A daughter, however, states, "The cook is lazy and doesn't care about the appearance of the food or the health of her family."

Concerning the situation involving economy one daughter comments, "I probably would not say anything although my disapproval would no doubt become evident as the meal progressed." A mother, on the other hand, says, "I think some of the inexpensive foods are as good as the high priced and some are more healthful for you." A grandmother says "Everyone at the table should be glad and happy for a big meal - inexpensive and well prepared."

Many of the matrilineal triads comment on the value of family

relations, but many of them also say, as one daughter does, "I believe strongly in the family's eating together, but an active family may have trouble doing this consistently; so one should make the best of it." Another daughter seemed to place her emphasis elsewhere, for she states, "I think it is convenient more than nice to have the whole family eat at once. I wouldn't be bothered by not having everyone there, although I do not particularly care to eat alone." One grandmother says, "When you no longer have your family around the table, you know that having them is the most important of all."

Summary

In summary, the situational approach was developed to fulfill one purpose of the study: to locate feelings that may be indicators of internal tensions overtly expressed that are associated with certain food values. Since responses are assumed to be indicative of feelings, differences in responses to certain situations involving certain value-attitudes may conceivably be differences in feelings. Where differences of feelings are present, tensions can also be present.

From the findings of this study it appears that significant differences in responses were associated with the situation involving aesthetics. The differences were between the negative responses by the grandmothers and the negative responses by the mothers and daughters. The study also indicates a significant difference among all three generations with reference to the situation concerned with

health. The grandmothers showed significant positive reactions toward health, and the other two generations revealed neutral reactions according to the frequency count. Therefore conflicts may be generated by the mothers' and the daughters' seeming indifference to health and the grandmothers' concern. According to the findings of this study there are no significant differences in responses to situations involving economy, convenience, and family relations. Thus, based on evidence as found in this study, conflicts may be associated with situations involving health and aesthetics.

CHAPTER VII

CONCLUSIONS AND RECOMMENDATIONS

This study has been concerned with the intergenerational differences that exist in the value-attitudes related to food among the matrilineal members of selected families. The purpose of this study was threefold: (1) to identify intergenerational differences that exist in value-attitudes in relation to food of the female member of selected families, (2) to locate feelings associated with certain value-attitudes that may be indicators of internal tensions overtly expressed, and (3) to draw educational implications from the findings of fact. It was hypothesized that (1) value-attitudes in relation to food differ from one generation to another and (2) that internal tensions overtly expressed are associated with value-attitudes related to food. In order to obtain raw data for testing these hypotheses, the investigation developed a two-part questionnaire: (1) a set of five statements involving the Method of Paired Comparisons and (2) a group of five "make-believe" situations with alternative responses and one optional open-end response for each situation. The data were treated statistically, and conclusions were reached on the basis of the sample and the findings of fact.

Conclusions

1. Evidence from the psychological scale derived from this study demonstrates that there are intergenerational differences in value-attitudes related to food among the matrilineal members of selected families. More specifically, with reference to one value-attitude only, economy, the generations differed significantly, with the grandmothers being the deviators. Further, with reference to aesthetics, the intergenerational difference approached significance, with the grandmothers being the deviators.

2. The psychological scale exhibited a marked degree of unanimity between the preferences regarding the value-attitudes of the daughters and mothers. The scale values for the preferences of the grandmothers deviated concerning aesthetics and economy as discussed in conclusion 1 above. The slight separation of the scale values demonstrated weakness and inconsistency of choice. The unstable choices could be indicators of internal tensions which could, in turn, generate interpersonal tensions.

3. Further, from the evidence of this study derived from the positive, neutral, and negative responses to the "make-believe" situations, there is one intergenerational difference related to the value-attitude health. More specifically, the situation involving the value-attitude related to health revealed a significant difference, with the grandmothers identifying with the "person" who evidenced a positive

attitude. The daughters and the mothers revealed a significant difference in their neutral attitude toward health; therefore in situations involving health, inner tensions or interpersonal tensions or both might be expected. Reactions to convenience were similar for all three generations. The situations involving economy and family relations did not reveal significant differences in responses among the three generations.

4. The evidence of this study concurs with the opinion of Thurstone, Saffir, and others that the Method of Paired Comparisons is a satisfactory technique for the treatment of data concerned with the arranging of psychological objects along a continuum. Further, it is concluded from this study that the procedure of using both parts of the questionnaire is applicable for similar investigations in any area of home economics.

Recommendations

To validate the findings of this study the investigator recommends that it be repeated with another sample: e. g. , (1) the first group composed of married females between the ages of twenty and thirty, (2) the second group composed of females between the ages of forty-five and fifty-five, and (3) the third group composed of females who are sixty-five or more.

It is further recommended that the procedure used in this study should be applied to any area of home economics.

Further, the application of this procedure to the evaluation of individuals on some trait, such as teaching ability, is recommended to replace less accurate or less valid methods of rating scales now employed where more exacting results are required.

Weaknesses of the Study

One weakness of the study was the limited number of statements in the paired comparisons.

Another weakness was the limited number of triads identified from which to draw a random sample.

One inherent weakness of any measure of attitudes is the inability to measure directly. Measurement must be made through indicators which are assumed to represent the attitude. Then, too, the measurement takes place in a more or less complex situation in which an innumerable variety of factors could conceivably affect both the characteristic being measured and even the method of measurement itself.

Educational Implications

On the basis of the findings of this investigation, the inclusion of family relations courses in the home economics curriculum in higher education is reaffirmed. All three generations gave their

highest allegiance to the value-attitude family relations in preference to health, convenience, aesthetics, and economy. From the findings it is clear that the family relations angle should be stressed in all areas of home economics. Since philosophy is based on values and since course content is based on expected behavioral outcomes, the curriculum should be developed in terms of its contribution to family relations in all areas of home economics.

Further, teaching practices should offer students the opportunity to clarify their values in relation to their contribution to family relations. Individual guidance and counseling could aid students in their ability to express their values.

Since the findings revealed that there were true differences in the value-attitudes among the generations, it may be that an understanding of the cultural changes between generations could conceivably lessen the chances for conflict among them. Economy was the value-attitude about which the generations differed. Lessening of differences and tolerance of differences or both should contribute to cohesion of the families.

The investigator conjectured with regard to some possible reasons for value differences beyond the findings. Is it possible that grandmothers put greater value on economy in relation to food because they were socialized in a period when thrift and saving were of importance for family survival? Moreover, the culture rewarded thrift and discouraged conspicuous consumption. The basic attitudes in the

culture have altered in the direction of more emphasis on spending and less on saving.

Another plausible reason for the differences concerning economy might be that social mobility within the generations is associated with the differences between the value-attitude of the grandmother and the value-attitude of the mothers and the daughters with respect to economy. Upper-lower class and lower-middle class people traditionally have placed more value on being thrifty than have persons who were in less stringent financial condition. If there has been an upward movement of one or two of the generations in the socio-economic structure, one might expect to find conflicts over the value-attitude with respect to economy.

Then, too, the grandmothers gave last place to aesthetics as compared with the preference of aesthetics as fourth by the mothers and daughters. The scale value between aesthetics and convenience for the preferences of the mothers was slight. But the grandmothers later qualified their preferences concerning aesthetics by stating that it was important but only when it did not take precedence over the more important values. It is possible that the grandmothers had very little time for "fancy foods" and table decorations when families were larger and household appliances fewer than they are today. In many instances, the choice had to be made concerning the allocation of time and energy and grandmothers placed aesthetics last.

The psychological scale showed that the differences were greater in the scale values between the preferences of the grandmothers and the daughters than between the grandmothers and the mothers. This implies that the greater the number of generations apart, the greater the possibility of differences. If this inference is accepted, then the possibility of differences among generations will increase in the future since the number of living generations is on the increase, according to Albrecht's study which was cited in Chapter II.

The psychological scale also revealed that value-attitudes are transmitted from generation to generation since the three generations placed preference for family relations first, health second, and convenience third. The order was reversed with respect to fourth and fifth places, for the grandmothers preferred economy over aesthetics, but the mothers and the daughters placed aesthetics over economy. The scale values, however, for the grandmothers were weak, and when the scale values are just noticeably different, a slight reversal of the results can be expected upon repetition of the experiment. It is conceivable that all three generations may prefer the value-attitudes in the same order upon repetition of the experiment. It appears also that values tend to remain constant through the years with perhaps, as indicated by the open-end responses, some modifications.

If values do remain relatively constant as this study indicates and if the emphasis is placed on behavioral outcomes, curriculum revision could start with the preferred value-attitudes as a basis for

the procedure. If a basic core of values could be adopted in home economics, interdisciplinary objectives could be more easily achieved with combined effort aimed toward common goals. Because of important relationships among many subject areas in home economics, objectives involving various subject areas should be stated in such a manner and accomplished in such a way that they reinforce and supplement each other and so that the relationships are readily perceived by the students.

The identification of the respondents with "persons" reacting to a certain situation revealed that in terms of frequency of choice the reactions to convenience were bimodal, and that health and economy showed scatter of positive, neutral, and negative identifications. There appeared to be a marked similarity in the identification with the "person" who reacted in a positive manner toward aesthetics and family relations. It is evident from these findings that in situations involving convenience, health, and economy, the possibilities of inner tensions and interpersonal tensions or both are greater than in situations involving aesthetics and family relations. Since the grandmothers evidenced significant positive reactions to health, an adult education class involving the grandmother group might conceivably place stress on health and use health as a means of introducing other values. For the same reason, aesthetics could be emphasized with the mother group and the daughter group.

The following are concrete examples of situations where the

findings of this study are applicable:

1. The persons in homes for the aging should be given the opportunity to eat their meals in smaller "family" groups.

2. New concepts of economy should be included in consumer education such as cost in relation to the other value-attitudes rather than the narrow concept of economy as involving only money.

3. College dormitories should provide for at least one meal a week to be served with "family" groupings instead of cafeteria-style meals.

4. Since aesthetics is the value-attitude which received the greatest number of comments, home management courses and foods courses should include information concerning simple expressions of aesthetics in relation to the other value-attitudes.

Some significant observations were made from the findings. Economy is not important in and of itself, but it is important only in relation to the other value-attitudes. For instance, if economy enhances family relations, it is important. Aesthetics was the subject of a greater number of open-end responses than any other value-attitude by all three generations. It would appear that aesthetics must have feelings associated with it since feelings are concomitants of responses.

One observation, as revealed by the open-end responses, was that frozen meals, mixes, and prepared foods were acceptable so long as they contributed to cohesion of the family. The responses

indicated that the women did not feel that they were being robbed of creativeness by "store-bought" foods as long as other qualities were present in the food. Another observation, from open-end responses, was that some grandmothers had a narrow concept of economy.

In courses, in general, similarity of values in relation to any object, material or non-material, is conducive to harmony, for it reduces the risk of conflict over the expenditure of time and money, and it enables two partners to find more enjoyment in joint activity. The ever-increasing leisure which enables the family to share more activities and hobbies still further accentuates the need for marital choice based upon similarity of values and techniques for assimilation for those who have difficulty in marriage based upon incompatibility of values. The instrument for obtaining raw data in this study might be applicable in an analysis of individual personalities in terms of values in courses in marriage and counseling. It is possible to use statements such as the ones in this study to obtain estimates of an individual's value-attitudes related to food. The manner in which an individual responds to the statements could enable an investigator to infer something about his location on the same psychological continuum on which the statements have been scaled. His individual preferences would place him in approximately the same position as the preferences on the psychological scales. The suggestion presented here may be applied to any area of home economics.

A sharp look should be taken at philosophy based on values and standards based on philosophy in home economics to ascertain whether or not family relations is the major emphasis in terms of expected behavioral outcomes.

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APPENDIX A

Telephone Conversation
to Identify Population

Hello, are you Mrs. Jane Wall? (yes) Mrs. Wall, I am Agnes Ridley of the S. I. U. faculty. I am doing a study of food value-attitudes using three generations. Do you have a living mother and a living maternal grandmother? (yes)

Would you please take your coffee-break with me any day this week at the University Cafeteria, Dining Room C? I would like to talk to you and to have you fill out one of the questionnaires which will only require about 15 minutes of your time. I will be in the Cafeteria from 8:00 a. m. until 5:00 p. m. Thank you very much. I will see you at 2:30 p. m. on Tuesday, February 17. There will be a sign over the door if you have trouble locating the room. Good-bye.

APPENDIX B

Double Postal Card
to Identify Population

DOUBLE POSTAL CARD

Dear Student:

I need your help on a study which I am doing on food value-attitudes over three generations. I would appreciate your returning the attached card at your earliest convenience.

If you desire further explanation, please call 1859.

The interview will require only about 15 minutes of your time. Will you have coffee and donuts with me while we talk?

Agnes Ridley

Please check, detach, and mail.

Yes I have a living mother and living maternal
 No grandmother.

If the answer is yes:

I will meet you at the University Cafeteria, Dining Room C, February 17, 1959, any time between 9:00 a. m. and 4:00 p. m.

Suggest another time.
Day _____ Hour _____

Come to my home on
Day _____ Hour _____

Signed:

APPENDIX C

Form Letters to Mothers and Grandmothers

Soliciting Cooperation in Study

Southern Illinois University
Carbondale, Illinois
February 11, 1959

Dear Grandmother,

Our family has been selected by Mrs. Agnes Ridley to help with a study which she is doing on the kind of food people like.

Mrs. Ridley is an instructor at Southern. I have told her that I would help, but she also needs your help and Mother's. I have taken the test and I think you will find that it is fun, too. I will send a test to Mother just like the one I am mailing to you.

Please do this test carefully and as quickly as possible and mail it to Mrs. Ridley in the stamped envelope which is also in this package. Try to do this test by March 1 if possible.

Thank you, Grandmother, for helping with this study. Mrs. Ridley will appreciate your help very much, too.

Sincerely,

Southern Illinois University
Carbondale, Illinois
February 11, 1959

Dear Mother,

Our family has been selected by Mrs. Agnes Ridley to help with a study which she is doing on the kind of food people like.

Mrs. Ridley is an instructor at Southern. I have told her that I would help, but she also needs your help and Grandmother's. I have taken the test and I think you will find that it is fun, too. I will send a test to Grandmother just like the one I am mailing to you.

Please do this test carefully and as quickly as possible and mail it to Mrs. Ridley in the stamped envelope which is also in this package. Try to do this test by March 1 if possible.

Thank you, Mother, for helping with this study. Mrs. Ridley will appreciate your help very much, too.

Sincerely,

APPENDIX D

A Copy of the Questionnaire

Below are five meals described. They are arranged in pairs, ten pairs in all, so that you can compare each one with the other four. From each pair of meals, choose the one you prefer.

Be sure that you think carefully about the meals in each pair before making your choice. There may be other things about the meals you would like, or not like, but when you are choosing you know for sure only what I have told you about them. It is possible that you might want both meals in a pair, but for this test choose only one from each pair.

Show your choices in the test as the choice is shown in the following example: Let's suppose a choice must be made between a pair of desserts, and the choice is number "1."

- ① This dessert is rich and sweet.
2. This dessert is something new.

Remember that you will make ten choices in all since each meal is paired for comparing it with each of the other four.

Choose one, and only one from each pair.

NOW MAKE YOUR CHOICES

-
1. Think about a meal which is pretty. It has pleasing colors, nice shapes, and nice arrangement.
 2. Think about a meal that does not cost very much. The food can be bought in large quantities for a small amount of money.
-

1. Think about a meal which you will eat with all the family. It may not be anything special, but the whole family will be there.
 2. Think about a meal that is healthful. It is the kind of food that is good for everyone.
-

1. Think about a meal that is easily prepared and is easy to keep.
 2. Think about a meal that is pretty. It has pleasing colors, nice shapes, and nice arrangement.
-

1. Think about a meal that is healthful. It is the kind of food that is good for everyone.
 2. Think about a meal that does not cost very much. The food can be bought in large quantities for a small amount of money.
-

1. Think about a meal that is easily prepared and is easy to keep.
 2. Think about a meal which you will eat with all the family. It may not be anything special, but the whole family will be there.
-

1. Think about a meal that is pretty. It has pleasing colors, nice shapes, and nice arrangement.
 2. Think about a meal that is healthful. It is the kind of food that is good for everyone.
-

1. Think about a meal that does not cost very much. The food can be bought in large quantities for a small amount of money.
 2. Think about a meal that is easily prepared and is easy to keep.
-

1. Think about a meal which you will eat with all the family. It may not be anything special, but the whole family will be there.
 2. Think about a meal that is pretty. It has pleasing colors, nice shapes, and nice arrangement.
-

1. Think about a meal that is healthful. It is the kind of meal that is good for everyone.
 2. Think about a meal that is easily prepared and is easy to keep.
-

1. Think about a meal that does not cost very much. The food can be bought in large quantities for a small amount of money.
 2. Think about a meal which you will eat with all the family. It may not be anything special, but the whole family will be there.
-

This is the end of this part
of the test. Please count to
see if you have made ten choices
on this part of the test.

You have just finished the first test. On the next few pages is another. In this test you will have the chance to say how you feel about certain food situations. Whatever you say will not be used in connection with your name. Your name will not be used in any part of the study; so you may feel free to say exactly how you feel.

What you are to do with this test is on the next page.

Here is Situation Number 1

Directions: Here is a make-believe situation. Read it carefully.

The family is sitting down to the big meal of the day. The table is beautifully set with the nice things the family owns. The food is pretty and there are decorations on the table. Everything looks very pleasing.

Below is a list of what some persons have done in this situation. Which person is doing what you might feel like doing? This does not mean that you would do it necessarily, but that you might feel like doing it. Put a circle around the number of the person who is doing what you might feel like doing in this situation.

1. This person shows that she is cross because of so much attention to beauty by slumping in her chair.
2. This person looks at the table, says that she isn't hungry and leaves the room.
3. This person sits down without saying anything and does not seem to notice the table.
4. This person exclaims that the table is beautiful and sits down with a pleased look.
5. This person says that she doesn't care whether the table is pretty or not; she wants good food and wants it now.
6. This person picks at her food and leaves part of it on her plate.
7. This person sighs and says that pretty things are wasted on the family.

What personal comment would you like to add about this situation?

Here is Situation Number 2

Directions: Here is a make-believe situation. Read it carefully.

The family is sitting down to the big meal of the day. There are no fancy foods. The food is just plain food that is good for everyone.

Below is a list of what some persons have done in this situation. Which person is doing what you might feel like doing? This does not mean that you would do it necessarily, but that you might feel like doing it. Put a circle around the number of the person who is doing what you might feel like doing in this situation.

1. This person looks at the table, says that she isn't hungry and leaves the room.
2. This person says that she wants to stay healthy so she eats the food.
3. This person says that she doesn't care whether the food is good for her or not; she doesn't like it.
4. This person shows that she is cross because of this attention to healthy foods by slumping in her chair.
5. This person says that food that is good for them is not appreciated by the family.
6. This person picks at her food and leaves part of it on her plate.
7. This person sits down and eats without saying anything about the food.

What personal comment would you
like to add about this situation?

This is Situation Number 3

Directions: Here is a make-believe situation. Read it carefully.

The family is sitting down to the big meal of the day. The food is a warmed-up frozen meal ordered from the grocery store, and the dessert is one that has been purchased from the store.

Below is a list of what some persons have done in this situation. Which person is doing what you might feel like doing? This does not mean that you would do it necessarily, but that you might feel like doing it. Put a circle around the number of the person who is doing what you might feel like doing in this situation.

1. This person looks at the table, says that she isn't hungry and leaves the room.
2. This person says that she doesn't care whether cooking food causes a lot of work or not; she doesn't like "store bought" food.
3. This person shows that she is cross because of this food by slumping in her chair.
4. This person picks at her food and leaves part of it on her plate.
5. This person says that this meal is a "quickie" and that it is the smart thing to do.
6. This person sighs and says that the family has no consideration for others; the person who cooks the food needs to have spare time, too.
7. This person sits down and eats without saying anything about the food.

What personal comment would you
like to add about this situation?

This is Situation Number 4

Directions: Here is a make-believe situation. Read it carefully.

The family is sitting down to the big meal of the day. There is plenty of inexpensive food for all members of the family. An inexpensive cut of meat is on a platter along with potatoes and vegetables that are in season.

Below is a list of what some persons have done in this situation. Which person is doing what you might feel like doing? This does not mean that you would do it necessarily, but that you might feel like doing it. Put a circle around the number of the person who is doing what you might feel like doing in this situation.

1. This person sits down and eats without saying anything about the food.
2. This person says that she doesn't care what food costs; she wants the food she likes.
3. This person says that effort made to save money is not appreciated by the family.
4. This person looks at the table, says she isn't hungry and leaves the room.
5. This person shows that she is irked with this way to save money by slumping in her chair.
6. This person says that inexpensive food is just as good as food that costs a lot of money.
7. This person picks at her food and leaves part of it on her plate.

What personal comment would you like to add about this situation?

APPENDIX E

Summary of Open-End Responses by Each Generation of the
Matrilineal Triads to Each Value-Attitude
Related to Food

Open-end Responses by Daughters to
Aesthetics Related to Food

If the table has been prepared by the hostess, she should be as pleasant as possible; if it has been prepared by other members of the family, she will compliment them, and be pleasant.

Food seems better in this type of situation than in an unattractive setting.

I like to have the table decorated on holidays and special occasions, but one doesn't have time for it every day.

It's not likely to be found at our home, but it would be nice.

Having a pretty table setting is important as well as good food.

A beautifully set table means a great deal to me. It means whether or not I will enjoy my meal. And of course with all the members of the family present it makes it quite enjoyable to me also.

I'm afraid we do not realize the importance of making food attractive to our own family. We do not necessarily have to use our "best" every day to make it attractive.

I would react in this manner especially if I knew it would mean a lot to the hostess; otherwise I might react as in No. 3.

As long as the food is good, and I know has been prepared sanitarily, I will enjoy it, but I also appreciate the table looking attractive.

If the homemaker has gone to the trouble of serving a pleasing meal to her family, I think it would be noticed and commented on by the family.

I would greatly appreciate the extra minutes needed to serve a meal which looks well.

I believe that differences in feeling in this particular situation will occur within the two sexes. For example, No. 4 denotes possible femininity; No. 3, masculinity.

Modify the word "exclaims" perhaps. A "pleased look" is the important aspect.

I love good food but I think beautiful linens, china, flowers, etc. make a meal more enjoyable.

By exclaiming the table is pretty and food looks good the one who prepares the food does not feel as if she did all this work for nothing.

The family should be treated to the best from time to time -- they are just as important to us as guests.

Food that is pretty interests children and adults more than they realize.

With such a beautiful table and probably a nice meal, the person should give credit where credit is due to the person who has elaborated so much on the table.

In my opinion a pretty table makes food and the meal in general much more enjoyable. This is also conducive to better table manners.

I love nice table settings, and even in our every-day meals I try to keep the table as pleasing to the eye as possible.

A person should act as pleasant as possible with the family; also pleasantness aids digestion.

In our family the decorations on the table do not make any difference to the quality of the food. Meals have always been good and the appearance of the table is an added attraction.

I would try to always react as No. 4 did because that is the way I would hope for others to react if I had prepared the meal.

The beautifully set table would make the meal more appetizing for me which would entice me to eat more. If I should be in a disagreeable state, this would tend to change my mood.

I enjoy trying to make a table attractive and believe it to be an important quality of a good cook. I do believe, however, that a healthy meal comes first -- before beauty.

Good food is not necessarily the most expensive and if put on the table in an attractive way can make for a more enjoyable meal. I enjoy preparing an attractive table for my family as much as others, and I do often.

I think one should prepare a pretty meal once in a while for the family. Beauty in a meal helps make a pleasant atmosphere.

For the main meal of the day, I like to plan something special -- special food my husband likes, etc.

It seems that all persons with the exception of No. 4, are either inclined to rudeness or completely lacking in the observance of aesthetic values. Their attitudes and actions indicate a seriously maladjusted personality (in the case of numbers 1, 2, 7, and 5).

When a table is set well the food seems to be much more appetizing.

We always enjoy good food and table settings in our home. My daughters always put flowers in the center of the table and have to use the "good silver."

A pleasant looking table and pleasant surroundings are most important at mealtime.

May we add some muted dinner music to the selection made?

I believe that beauty adds to any meal. One always enjoys food that looks appetizing as well as food that is tasty.

I would be more apt to notice the beauty of the table and the care with which it had been prepared, but would probably say nothing.

I don't think situations which are too formal make an easy and friendly atmosphere. I like meals which are more casual.

If everything looks very pleasing, then it would please me. I enjoy a well-set table and good healthful food.

Open-end Responses by Mothers to

Aesthetics Related to Food

This person shows appreciation and good taste.

It makes you feel good to have a beautiful table and shows that you like nice things.

Too many homemakers save the nice things they own for company only. The family should be permitted the use of them too from time to time.

The person in No. 4 assumes the "good food" mentioned in No. 5 will follow. No. 4 also probably knows such a display is impractical for the family every night.

Why not show and express appreciation for nice things?

No. 4 -- Pleasing personality gets my score.

I would notice the beautiful table, but wouldn't make a comment.

I like pretty things and do appreciate a table nicely set. And I sincerely believe in using the best you have. I don't believe in putting things away and saving them.

Under certain conditions where one might be under extreme pressures, I might feel that No. 3 would be the answer -- this would be only under certain conditions.

As far as I am concerned the looks of the table -- china, silver, and napery mean more to me than food. However, one has to consider other things when one has a family such as health, cost, etc.

I think a meal is more healthful if eaten in pleasure, instead of a person being grumpy.

I like good food and a well-balanced diet.

I think if the food was pretty on the table that it would be healthful and good for the family.

Because it is more healthy to be pleased and in a good mood at mealtime.

(How right you are). All of these things do happen even in a happy, well-adjusted family.

I feel a beautifully set table adds much to the meal. Respect and appreciation should be shown by the family to the person who has prepared the meal.

Some men do not care about table decorations, linen or china. The food is the important thing. (I am speaking of my husband). To me, the food tastes better when it is on a tablecloth and pretty glassware and

silver around.

Food need not be the most expensive to be well prepared. An attractive dish is more apt to be eaten.

A beautifully set table is conducive to a good appetite. A person who sees a well set table will know whoever set the table carefully and pleasingly would also take pains to cook a good meal.

In this situation you may take Nos. 3, 4, and 5 and combine them together. I think in a family you have different personalities. A neat and attractive table with tasty foods, quietness means a great deal to the appetite and health of the children.

When a table is set correctly it makes the food more tempting.

It is usually some special occasion when the best is used. A comment of appreciation is often made and more or less expected.

In my family someone would be sure to ask, "What's the occasion? Someone's birthday or something?" We just don't ordinarily have decorations unless --.

After 25 years of trying to please others in a situation such as this I always try to appreciate what effort has been made by any hostess.

A pretty well-set decorated table makes a more pleasant meal for the whole family.

My usual concern is chiefly to serve meals which will help keep our family well-nourished. Occasionally I strive for beauty in setting the table. Our little group especially enjoys this and as I write this now I'm feeling conscious that I ought to aim for beauty oftener than I do in setting the table and arranging food.

Mothers are sometimes too rushed and tired to get all the things done for beauty at mealtime.

If everything looks pleasing then it would please me. I do enjoy a well set table and well cooked healthful food.

Open-end Responses by Grandmothers to

Aesthetics Related to Food

I think a nice meal, nice decorations, and the family all being together make for a perfect dinner -- food seems to digest better.

Food just tastes better and is easier digested when eaten with a pleasant disposition and in a happy family atmosphere. It should be easy to appreciate a beautiful table -- assuming of course -- the food is edible.

I choose No. 4. A table well prepared, beautiful, with nice linen, flowers, etc., makes one pleased when sitting down to eat.

I think when the table is beautifully set and the food is pleasing that everyone should be cheerful and thankful.

I was "brought up" in the old fashioned way -- to eat the food that was set before me and to eat it all; to not be wasteful and to like it, therefore I do not understand the situations referred to.

This person appreciates the planning and effort involved in preparing good food and having an attractive table.

A table with pretty decorations and food nicely arranged make a meal more delightful.

In addition to a beautiful table, I would want plenty of good healthful food.

I think a meal should look attractive, but you shouldn't spend so much time preparing it that you can't enjoy the pleasure of the meal.

I like a beautifully set table with good tasting food.

I "feel" that I would also feel thankful.

Being pleased and happy at the table is a great aid to digestion, not to mention the aid to the morale of the one who prepared the food and table.

Mealtime should be a happy time. The entire family should appreciate the efforts made by the person preparing the meals.

This person is pleased with a beautifully set table and feels that the food is good.

I am pretty sure I would do like No. 4 because I know how much trouble and care one goes to for such a meal.

In our home we always have prayer before meals. Everything is always clean and the food tastily prepared. Maybe the table doesn't have the finest, but it is always set correctly and especially when we have company; then I use the best.

Because the table is beautiful, she knows the food will be good.

I like a table that is set nicely and with color and food that are appealing to the eye before I eat it. In this case I would feel like sitting down with a pleased look.

Common food is the main meal for the family.

Maybe because too much effort is placed on decorations and not enough on wholesome and appetizing food.

Everyone should enjoy the meal.

Open-end Responses by Daughters to

Health Related to Food

Desire for good health should make food seem more attractive to taste.

I think the fact that the food is "just plain food" is immaterial. The important thing is that it is good for everyone.

Things don't always have to be fancy although this adds. Good plain healthful food is also good.

Most of our meals have been plain (yet attractive) and I enjoy certain "health" foods very much.

Our family enjoys eating and we all eat well except our three year old, but we have hopes for him.

Although I prefer pretty table decorations these are not always possible. If food is good I enjoy it.

A meal of good healthy food is usually taken for granted by the family and it would not necessarily warrant any comment upon it.

This situation occurs in many meals. As long as the food is good, cooked well, it need not be served in a "fancy" manner or cooked according to the herb specialists, etc.

All of these comments sound like the faculty at noon -- subject; school lunch program!

Any meal which someone has taken the trouble to prepare deserves the courtesy of being eaten without rude comments.

I enjoy eating any kind of food whether it is fancy or not.

I am usually hungry and will eat anything! Personally, I prefer plain foods although a fancy meal is nice on occasions -- Sunday dinner, etc.

This is the type of situation which has occurred so many times in my lifetime. I have become so accustomed to seeing plain but healthy dishes that rarely do I mention my appreciation.

This is the usual situation in our home. I haven't time to fix fancy meals, but I try to have a well-balanced meal. However in the future, I plan to spend more time on table decoration and fancy foods.

Food doesn't have to be fancy to be good.

Although No. 7 is not an ideal character it seems to be the only logical attitude to take. In this case, no comment at all is better than some mentioned (as in numbers 1, 2, 3, and 5).

The children usually do not like good food, but sit down and eat quietly.

If the food is nutritional and tasty, it does not have to be fancy to be enjoyed by a family. The fact that they can all be there together is important, too. This could be pointed out by the hostess.

In picking this No. 7, I do not mean I would not converse with those around me, but I would reserve comment about the meal itself until it was over. Then possibly I would say "What a good meal that was!"

I would rather eat quietly than draw attention to anything lacking. A hostess or housewife would appreciate comments on something that is special -- such as freshness of vegetables. At least, I would!

Does "just plain food" mean well prepared common foods? If so, I select No. 7 providing the phrase "without saying anything" is left out; for if one is hungry the food odors surely cause comment.

Plain food should be varied with occasional fancy foods.

I want myself and my family to stay healthy but I probably wouldn't say so as in No. 2.

If the food is well cooked I would not say anything.

A person should definitely learn to eat those foods which are good for him. Often, fancy foods are too rich to serve as a regular diet; also a person has to keep cost in mind.

With several different tastes to please, sometimes the family is dissatisfied with the menu.

I often feel like telling my family this as their tastes are far from food that is good for everyone.

My husband doesn't care if food is healthful or not. He just wants to be filled up.

This is a very real situation in my husband's family and no matter how well it is prepared they will not touch it.

This is exactly what my 2-1/2 year old daughter says.

Whether the food is plain or fancy, you have to eat to stay healthy.

I enjoy eating most of the foods that are healthful because I like the taste. But if I don't like the taste, spinach for instance, I don't eat the food merely for the sake of health.

I might say nothing and eat it, not eat it at all, or eat part of it and not be able to finish, depending on the dishes served and my attitude at that moment.

Open-end Responses by Mothers to Health Related to Food

Health is an important consideration, and as the mother of the family, I would set an example by trying to eat my food as if I enjoyed it even though perhaps I felt a lack of enthusiasm for it.

If the food is the right kind of healthful food they need, I say to eat it.

I have learned from years of illness that wholesome, healthful food is most important. I am an arthritic and this is as important as drugs.

Plain foods can be very tasty and welcome after heavy meals of rich foods. Variety is good, can be nutritious though plain.

I think we should eat more food that is healthful for us, and set the example before our children at the table.

This person is grateful for good food and accepts it without comment.

I was brought up in a home where we ate what was put on the table. It never occurred to us to criticize.

The element of good cooking is lacking in the whole questionnaire. It isn't a question of health versus economy versus glamour. Good cooking of the healthful and the economical etc. is a big influence for choice.

We should do No. 4 but much too often we do No. 3.

Plain food is much better for growing children. In fact, I think it is better for all.

If the food is well cooked I would not say anything.

Usually our activities, etc. and many interests in life make us happy to find the very pause that mealtime affords to give one a chance to sit down and exchange ideas, etc. with the other busy family members. Our appetites do not need extra encouragement. However, it occurs to me now that I might teach the children to add new untried foods if I would arrange them in some very attractive way. Many foods are still untried.

This is an average situation which calls for no comments. The conversation will be on other things.

First of all, I would be thankful for the food, however plain, and thankful for the family. These attitudes all seem to me to be on the "negative" side. In fact, I can't imagine a situation like this and am glad it is "make believe."

None of the above reactions seems quite the thing I would do. I think I would sit down and eat but say something about the desirability of using plain foods part of the time.

Everyone should eat healthful foods, like it or not.

There is always at least one food that everyone can enjoy.

It seems to me that one's choice on this situation would definitely hinge on what attitudes had been developed toward food in childhood.

I think most mothers need to be more concerned about the health of their family if and when possible.

This is what so many of us do, refuse to eat what is best for us.

But I would still say "grace" and thank the Lord for it.

My family eats what they like whether it is good for them or not. In fact, when I tell them it is good for them, they sort of nibble at the food, so I don't discuss food values, etc. to them.

I think if you have plenty of plain food, good for everyone, they should be thankful and everyone should appreciate it.

Open-end Responses by Grandmothers to Health Related to Food

I choose No. 2 who says she wants to eat the food and stay healthy. Seems as she is far from being nervous.

Everyone should sit down and enjoy the food.

The food doesn't have to be fancy, just so it is good tasting food and healthful.

She eats the food because she knows it is good for her and for her health.

I think most mothers need to be more concerned about the health of their families at all times.

Plain food, that is good for everyone, can be enjoyed if we have our health in mind.

Now I think if I could not make some nice comment on the meal, I would not say anything.

Don't complain about the food you have to eat.

One should always be thankful that the family can sit down together for the big meal of the day, whether it be plain or fancy food, if it is good for everyone. This can best be expressed many times by eating and not saying anything.

Because my family eats anything that is put before them, if it is well prepared, I prepare them a meal which I think is healthy for them.

It is a nice gesture not to comment especially if some of the food is not just to your liking. It makes the hostess feel much better than making unkind remarks.

Staying healthy has never been any problem to me, therefore I don't eat food I don't like.

I feel that if the person who prepares the meal is interested in her family's health enough to cook healthy, wholesome meals, we should be happy and eat without comment.

Perhaps we should eat what is prepared without complaining. Things aren't usually prepared by a person if they know the family won't enjoy them.

I believe it would be better to eat and say nothing rather than hurt the feelings of the cook. Maybe the next meal will be more to your liking.

When you don't know why this kind of a meal had to be prepared, just don't say anything but try to eat.

I am circling No. 7 but I wouldn't want this to happen too often -- the situation, that is.

I prefer good home-cooked meals, but a meal prepared quickly shouldn't be complained about if it is only done occasionally.

In fixing our meals, they should be well prepared. We should eat them with pleasure.

I like fancy foods. When I see just plain food that is good for me I feel like walking away.

I can't imagine people being so disagreeable unless they have been reared in the modern fashion -- act as they please and say what they please regardless of the feelings of others.

I think this would depend somewhat upon the age of the members of the family.

Open-end Responses by Daughters to

Convenience Related to Food

We often do this when going out for the evening, also when special TV shows are on which we want to enjoy. My husband and girls both like pick-me-ups as they call frozen dinners.

This comment seems better than no comment at all. The housewife is very probably aware of the somewhat negative attitude of her family toward this meal and the casual compliment could ease the tension.

These frozen meals that I have eaten have always been very good and economical therefore I always look forward to eating them.

This type food is good for a quick meal as long as it is tasty and doesn't taste store-bought. Not good for everyday eating, but a quickie.

I agree with No. 6 also. Frozen foods are generally as good to eat as cooked foods prepared in the home.

May I add -- "without saying anything about the food."

When time is limited, a quickie meal saves time and tempers.

When a person is working, many of the meals have to be of this type.

I feel it's all right to buy frozen meals once in a while and more often if the family likes them and they are inexpensive. Often I do not care for the way they taste, however.

Time plays an important part in food planning. I know I have to fix "quickie" meals sometimes since I work all day and have a class.

If this situation has occurred more often than necessary, then I would say No. 7.

Because of the fact that I may at times only have this on hand to prepare a meal with, I have to resort to quick meals, but when I have time I like to prepare meals that take more work because I think the meals are better. As a student along with my husband, it is sometimes hard to find time.

I would feel complimented if someone mentioned I was able to serve a meal in spite of extra duties I happened to have that day. And if I weren't cook, I feel whoever is would appreciate this.

Home cooked meals are naturally the desirable thing; however, time doesn't always present the homemaker with the opportunity to prepare meals.

Just because a food is frozen doesn't mean it isn't good. Some frozen foods are very good while others are not.

Again I would feel like doing this and in turn probably would do it. Actually, I would have no objection to this nor would it be my "ideal meal."

It is quite all right to cut corners by preparing frozen foods and foods can be sometimes well prepared warmed up, but a combination of the two would probably irritate most people.

I really don't care for frozen meals and baked goods from the store, but in a school situation we often have this type of meal because of lack of time. However, when I'm out of school this situation will be changed.

I don't think it matters if the food is frozen if it is healthful food and served in a pleasant atmosphere.

There are times when we don't have time to prepare a large meal.

When a person works and time for cooking is limited, frozen food works out just fine if heated and browned well.

This, no doubt, is a tasty meal but an expensive one and my husband appreciates the effort I put into preparing a meal.

Maybe there is a reason for having such a meal. Give time for explanations rather than criticizing before knowing why.

I wouldn't want a "quickie" meal too often, but there are times when I enjoy them.

I believe I would eat the meal in silence but my thoughts would be that the meal has not been prepared properly and the homemaker has taken the easiest way out.

When the situation arises when the hostess needs excess time, this is justifiable, but only on certain occasions. She might like to explain in a nice way why she has chosen such a meal.

I would probably not say anything because I know the person has done the best she could at this time.

This happens occasionally when both husband and wife work. I select No. 7 with perhaps this comment -- "It's been a busy day as you can see."

I feel that frozen meals are inferior except for the vegetables; discretion is required in their use.

On occasion I expect to have to resort to frozen dinners and I wish my family would have more consideration during such a time as deems it necessary.

I would probably say, if there were too many complaints, that going to school and cooking between classes sometimes calls for a quickly prepared meal.

I would eat the meal, but I can seldom eat "store bought" desserts.

I think the cook is lazy and doesn't care about the appearance of the food or the health of her family.

My answer would be if it were a special occasion and happened infrequently. In this case, I might also answer No. 5. If it happened regularly, I would say No. 4.

Once in a while a meal like this is necessary but only on occasions when the family has to meet a sudden emergency or something unexpected.

I do not care for frozen foods; they are not as tasty as freshly prepared foods -- regardless of the time element involved.

Open-end Responses by Mothers to

Convenience Related to Food

I think it is all right to have a "quickie" meal but not very often.

On certain very busy days our family agrees this is the proper thing to do. Their favorite is a pizza from a pizza store around the corner -- this followed by ice cream. But this happens no oftener than once in six weeks or so.

Several times I have bought frozen foods that have been pleasing to the taste and I have found it smart to store some in cases of emergency.

If you work all the time, you should have a "quickie" once in a while and they should eat it.

When a person works and her time for cooking is limited, frozen foods are not too bad.

Might add that this kind of a meal is all right once in a while but not as a "steady diet."

I realize there are times when a "quickie" meal is appreciated by all members of the family. Not all the time but occasionally.

Frozen meals can be made appetizing and the convenience is wonderful when pressed for time.

At times quickly prepared meals are necessary and frozen foods in general are of good quality.

Sometimes a quick meal is all right. There are some meals which have to be planned and cooked longer than others.

I do think a quick meal is a smart thing to do when necessary but I doubt if I would say it was a smart thing to do if the warmed-up frozen meal were not appetizing and palatable.

At times a family can enjoy a "quickie" meal as much as one that has taken hours to prepare.

I won't say that No. 5 would be my decision if the above situation happened very often at my table! I wouldn't be above choosing No. 2 in that case!

There are times when having a frozen meal is imperative in this busy age. It is the smart thing to do when time is limited.

There again, a good cook can pick and choose among prepared food when the occasion demands and come up with a good meal.

Circumstances alter all things. The "quickie" meals are wonderful to have on hand.

Good brands of frozen meals, and store bought dessert can be tasty and healthful too. Again this could be an average situation.

Eat what is on the table and say nothing.

I like just about everything there is to eat -- just so long as it is clean and there is enough of it. I don't really like to cook except on special occasions.

I don't care for frozen meals and I think the dessert made from your own recipe is much better.

Sometimes it is necessary to serve a "quickie" to the family as mothers today are more than just cooks. The family should give her a break once in a while and eat an easily prepared meal without comment.

My family would sort of laugh and say "not much to eat tonight, eh Mom?"

If we did not save our food by warming up the food that would be wasteful. A frozen meal may be prepared to be very edible.

Vitamin contents are not in ready-prepared foods.

I think this should be done only when the cook really has a time limit and needs some spare time and not as an every-day thing.

So long as these meals are the exception and not the rule they are adequate. There are times when mother arrives home just in time for dinner and there is the choice between this type of meal or else making dinner very late for everyone.

I prefer my meals to be well planned and as a result feel a "store bought" meal is often the expedient meal rather than the well planned meal.

Open-end Responses by Grandmothers to

Convenience Related to Food

Sometimes it is necessary to prepare a meal in quick time and frozen foods are the answer to a busy person's schedule.

I think a "quickie" often comes in handy, especially if you are a working woman.

I would feel like trying out a "quickie" meal -- if it looks good.

In some cases emergencies happen and "quickies" are the smart thing to do.

The "quickie" meals are fine sometimes when one doesn't have time to prepare a better meal. If served only occasionally you can get by nicely.

This family doesn't complain too much about the frozen food since everyone works and frozen food can be good if it is carefully prepared.

I'm not sure that this is what I would do but I perhaps would feel like saying it. I would probably do No. 7. I definitely do not care for the frozen dinners.

I don't like "store bought" food, but there might be times when it is convenient. With forethought an extra bean-in-the-pot could have answered the problem. Use left-overs rather than quickie-frozen meals.

I think anyone should appreciate the efforts of anyone getting a meal and should be grateful instead of critical regardless of the fact that they don't especially like some of the food.

Sometimes mothers are so busy and tired it is necessary to fix a quick meal.

I think the family should have a well cooked meal.

The warmed-up frozen meal is a blessing for the tired housewife after a hard day, but I don't think it should be used too often.

Open-end Responses by Daughters to

Economy Related to Food

Inexpensive foods can be very attractive -- with practice. Also, just as healthful, depending on the menu.

I have grown up on inexpensive food and expect to continue to. This is not only what I would probably feel like doing but what I would do or say.

Inexpensive food, if well chosen, can be just as good and healthful as expensive food.

I have found inexpensive food can be fixed appetizingly and can be enjoyable.

I feel that No. 6 is favored above the others for the same reasons as stated under Situation No. 3.

Although some expensive foods are a real treat, there are as many or more of them that I don't like than there are of the inexpensive foods. Perhaps I just haven't had a chance to acquire a taste for some of them!

Some inexpensive meats can be cooked in such a way that it tastes as good as an expensive cut.

I am often partial to less expensive meats -- often feel they relieve meal monotony.

The expense of the food is unimportant if it is healthful and served in a pleasant manner and atmosphere.

Sometimes inexpensive food is as good and healthful as expensive food and can be enjoyed as much.

Inexpensive food can be made to taste good if time and care are given to the cooking of a meal.

We have a strict budget!

If the food were served in large quantities, it would be appreciated no matter what the cost.

The hostess could brighten the meal with a dessert that the family especially likes.

I believe that by eating inexpensive food most of the time one is made more appreciative of getting expensive (steak) occasionally. I like a change in foods.

This depends upon the economic situation of the family.

We live on a restricted budget; therefore we cannot have expensive meals but I try to have a variety of things if possible.

This situation would probably be true when the budget is running low for the month.

In general, I think No. 6 is true.

There are ways to fix inexpensive foods that will taste just as well or better than expensive.

Sometimes inexpensive food is just as good as food that costs a lot of money, - not always. Anything I prepare with my hands is delicious to my husband and preferred over prepared mixes.

This is a typical situation, especially in our home right now. Therefore, I would enjoy the food if it had been chosen wisely and cooked to the best advantage.

I probably would not say anything although my disapproval would no doubt become evident as the meal progressed.

If I don't particularly enjoy the food, I will eat without saying too much about it.

I would probably compliment the cook on one of the dishes she has prepared well.

I have found that inexpensive food can be as tasty as expensive food if prepared correctly. I usually say nothing about either type but if fixed right I enjoy both types.

Even though an inexpensive cut of meat is used, it can be prepared well and be tasty. I am pleased to put an "inexpensive" meal on the table when it includes a well-balanced, well-prepared selection.

I don't like a food just because it is expensive or dislike it because it costs very little.

A good inexpensive meal certainly wouldn't bother me; in fact, there are few foods expensive or inexpensive which I dislike.

Open-end Responses by Mothers to

Economy Related to Food

I think some inexpensive foods are all right and there are some choices of food which cost more that we have to buy.

Food that has been healthful was always first in importance. However, many times I have used inexpensive types of meat, seasoning them, and trying to make them attractive.

I would like to add that inexpensive food can be just as good as costly food if it is prepared carefully and with imagination.

This person realizes the value of food value.

If well prepared they are sometimes better.

Inexpensive food can be made to taste very good if time and care are given in cooking.

I think it is all right to serve a meal that is inexpensive but do not comment on it at the table.

At our table, we hardly even discuss the food. We discuss the day's happenings. My family is not hard to please. Food is their least worry.

Your inexpensive food, if prepared correctly, has just as much nourishment as the expensive food.

Cheaper foods contain the same food value.

Sometimes the inexpensive foods are the best for us.

An inexpensive meal can be attractively prepared!

I'm finding a new appreciation for my family. They take it for granted we must buy the economical cuts of meat and foods (fruits and vegetables in season). I watch the hints in the paper to find "the week's best buys." The children are learning this way one step in economizing.

This meal sounds like the kind we usually have.

Preparation of foods is everything (cheap or expensive).

Seasonal foods are more inexpensive. An inexpensive cut of meat can be prepared in a pressure cooker and be both tender and tasty.

Inexpensive foods are sometimes more superior than higher price foods depending upon the preparation.

This situation does not really say that the food looks pretty as it well could, although inexpensive. I am more appreciative of well decorated inexpensive meals.

Same thing -- No. 6 is true but depends on the cleverness of the cook.

I try to be practical in just about everything and would rather have and prepare plain food except on special occasions.

I think some of the inexpensive foods are as good as the high priced and some are more healthful for you.

If a meal is prepared of all inexpensive foods there is usually a reason. Cutting down on the budget for various reasons usually happens to all families at times.

An inexpensive cut of meat doesn't necessarily mean that it is not good and tasty. If a good comment can't be made, say nothing.

If during a situation of this sort, some complaint were made by a member of the family regarding the food, I might feel like replying with No. 6.

Open-end Responses by Grandmothers to

Economy Related to Food

Inexpensive food is good if it is prepared right.

I think inexpensive food can be made just as attractive as expensive food.

I think everyone at the table should be glad and happy for a big meal - inexpensive and well prepared.

This is a good meal for families on a limited budget. It can be made both nourishing and palatable, although the things are inexpensive.

If inexpensive foods are prepared to look and taste good, I feel I would have to explain they are as good as those which are expensive.

Inexpensive food can be prepared to look pretty and appetizing too. Many times inexpensive food is more nutritious than the more expensive food if cooked properly.

Sometimes you can take inexpensive food and have a very good meal.

Inexpensive food can be prepared to be as appetizing as expensive foods.

One can prepare cheaper cuts of meat, etc. that have as much nutritional value but it takes more time to prepare. They are nevertheless, good eating.

The cost of food doesn't have anything to do with the quality -- some of the cheapest foods can be the most wholesome.

It is an "art" to prepare any kind of food. Expensive foods can be ruined in cooking. Inexpensive food can be well prepared.

It is not always the expensive food that is the best.

I agree inexpensive foods are as good if correctly prepared and arranged attractively.

Food need not be expensive to be good for you. It probably takes a little more effort on the part of the cook however.

The first person showed good judgment and appreciation. The rest were very inconsiderate.

I feel that such a meal wouldn't be of such issue as to call for comment.

People of a family should sit down and eat the food that has been prepared without saying anything.

Open-end Responses by Daughters to

Family Relations Related to Food

It may be impossible to have the family together but it doesn't seem the same if they aren't. I believe it brings a closeness to the family to have dinner together.

Sometimes the family seldom sees each other except at meals. Therefore this is important.

I believe that a meal is a time for pleasant conversation with the entire family present. Being from a family of six children I know how important these friendly times can be.

I agree with No. 4 completely but think that I would be understanding if circumstances made it impossible for the entire family to eat together.

Whenever possible, yes!

I believe strongly in the family's eating together, but an active family may have trouble doing this consistently so one should make the best of it.

Again, I probably would not say anything because I can remember so many times in my high school days when I was the one missing from the family because of a meeting, etc. Actually, I do feel it is important for the family to eat together.

This does not bother me for the family not to be present, but I very much enjoy their company when the family is together. I find that I eat more, even if I'm not particularly hungry when friends or the family are present.

There are situations which come up that make having the family meal impossible; however, I think No. 4 is very true and is exactly how I feel about the big meal of the day.

This person shows that she does miss the companionship of the usual family dinner hour. She is not sulking or expressing bitter feelings toward the situation, but merely stating her appreciation of the family companionship.

I have mixed feelings about this. It is nice to have the family together, but it cannot always be this way.

I do think having the family together is important as many times this is the only time when everyone is together. A meal is more enjoyable with everyone present.

I think it is important to have everyone at the meal because it gives a chance to exchange ideas. Mealtime is an important time to me and my husband, and he and I exchange ideas.

The dinner table is a good place to make up for the family conversation that is replaced by TV and other activities.

Mealtime is an excellent time for the family to be together.

Of course, I realize that all of the family can't eat together all of the time, and as long as I know that the member who is missing is all right and will be back soon, I could eat and enjoy the meal.

Since there are only two of us, it is lonesome to eat alone. But when your family is growing up this situation can be expected.

Having the family together at mealtime is naturally more desirable; however there are times when this is not always possible. A family should make the best of such a situation.

At our house having everyone present was always more pleasant than having someone away attending a meeting. It creates a more cozy place to have everyone present.

It is very important to have the family together during a meal because very often that is the only time they can see and visit with each other.

Of course it is sometimes impossible to have all of the family present for every meal, but there should be a special effort for all to be present for the evening meal.

If possible it is very nice to have all the family together at mealtime.

I would say this but if at times when it is impossible for all the family to be present those that are should make the best of it and keep a pleasant conversation going.

It has always been a sore spot in my family when everyone is not present -- especially at dinner time. An effort has always been made to assure us all being together. When one member is missing, it is easily noticeable.

Often one member is absent. We do not remark on it, as once in a while others are entitled to a night out.

I would feel like saying very little. If the good-natured give-and-take is lacking, there is not any incentive to establish such.

The person should do something to make the meal more pleasant in spite of the missing family members.

It is important for the family to be present at most meals, at least one meal a day. There are always exceptions to all rules.

I think it is convenient (less trouble for the mother or whoever is cooking) more than nice to have the whole family eat at once. I wouldn't be bothered by not having everyone there, although I do not particularly care to eat alone.

You have made provisions for comment, and I have used this opportunity to write exactly the way I reacted. I do hope my response is satisfactory.

Meetings are unavoidable and I never feel too badly about them.

Open-end Responses by Mothers to Family Relations Related to Food

Yes, it is important but there are many times when it is impossible to have all present. Many people cannot eat alone but eat heartily when others are present.

Our meal always started with God's blessing. That is one thing the family would miss if not present. To be joyous at a meal is good for digestion.

Mealtime is one of the few times when a family should try to be together, and something very important to the family relationship is lost when the family doesn't consider this a most important obligation.

Even when we have meetings, etc., we try to all be home for dinner at 5:30 or 6:00 p. m., as it is one of the best times of the day. Very often one of our children has a guest for supper -- and occasionally goes in turn to the other child's home. Sometimes we realize we have many more guests than nights when one of ours is out for supper

which makes us happy to know they'd rather be here at home for our simple suppers and fun.

The No. 4 above which I chose does not quite do as I think I would do. I would comment that although some of the family are missing it is nice to be with the ones present.

My family is used to situations of this kind and it doesn't bother them. Of course we all prefer being together.

It tends to make a more pleasant meal when the whole family can enjoy it together.

Important, but as the modern family goes, the best solution is to adjust mealtime for the convenience of the majority and enjoy the company of those present without complaining too much about the situation.

A happy meal is a good meal.

It is important for the family to be together no matter what they have to eat.

To me it is very important to have the family at the table for all meals. I have enjoyed taking the test and hope it will be a help to you and my daughter.

It is very pleasant to have the family group together if possible. I dislike eating alone very much. Pleasant conversation makes a plain meal a pleasure.

If possible it is very important to have all the family together at mealtime.

Yes, I think a family together at mealtime is the thing to do because it is a wonderful time for everyone to eat and be together. Then, after the meal they can talk over things they want to.

I wouldn't make a fuss about it if they were at a meeting and couldn't get back.

Families should adjust themselves to accept any situation at mealtime and keep that time as pleasant as possible.

There shouldn't have to be the whole family present to sit down to a pleasant meal with some small talk and no slumping.

Though marking No. 1, I don't agree entirely with this. Conversation can be pleasant even with a small group.

We eat breakfast at different times. But we wait until everyone is ready before eating the main meal, though I don't think it too important that every one is present.

In my family it is the custom to accept some situations as unavoidable and therefore we treat them as necessary "evils."

I find it hard to serve meals where all my family can be present at the same time so I try to get them together when possible and adjust to the rest as best I can.

Situations alter the case.

The food seems to be enjoyed more when they are present; otherwise it is a quiet meal with no one saying much when some are missing.

The table basically is a place to eat and although conversation is a pleasant thing it is not essentially necessary.

Open-end Responses by Grandmothers to

Family Relations Related to Food

To have the family together for a meal seems to make everything ideal. People seem to have a better appetite and enjoy food more if they can be with their family.

I have never met people like the ones referred to in this test. They would be a strange family indeed. My family, it seemed, were always hungry and grateful for the food. Indeed, they would have had to be very ill to act like these people-- both mentally and physically ill.

In this busy world it is perfectly wonderful to me to have the family together around the dinner table. It gives the family that closeness or oneness that is very important to me. It also gives the opportunity to have family participation in Daily Spiritual Devotion which I think is the most important factor of all.

It is nicer to have all the family together.

I think it is important to have the whole family at the table. A happy family group tends to provide relaxation from the worries and strain of the day and provides nice memories in the years to come.

I think everyone should do his best to make a meal a very pleasant and cheerful if possible.

It is always desirable and delightful to have all present at a meal. It happens that at times all cannot be present. Those present shouldn't make it unpleasant for the others who are present.

It is very important for the family to be together at mealtime-- especially the evening meal.

When you no longer have your family around the table, you know that having them is the most important of all.

Sorry, I don't know much to say. Thank you.

I think one should be considerate, appreciative and pleasant under all situations.

I think the big meal of the day should be with all the family present, if possible, for pleasant conversation and good-natured teasing which are good for the morale of everyone.

In having all our family together at the table we should all be happy and appreciative of our meal.

This person loves to have all the family there when the big meal of the day is being served.

I think the family should all be at the dinner table if possible.

I believe that No. 1 would be the only answer for me because I feel it would be the only sensible thing to do in this situation.

I would combine No. 1 and No. 2. I would try and be as happy at mealtime as possible. Just because everyone could not be present for the meal I would not try and make the mealtime a gloomy time.

I would feel like saying this because I would hate to see a lot of good food wasted.

APPENDIX F

TABLES OF COMPUTATIONS

TABLE X

THE F MATRIX DENOTING THE FREQUENCY
THE VALUE-ATTITUDE AT THE TOP OF
THE COLUMN WAS PREFERRED OVER
THOSE AT THE LEFT BY
THE MOTHERS

N = 50					
	Aesthetics	Economy	Health	Con- venience	Family Relations
Aesthetics	25	11	38	32	41
Economy	39	25	48	34	49
Health	12	2	25	11	36
Convenience	18	16	39	25	46
Family Relations	9	1	14	4	25

TABLE XI

THE F MATRIX DENOTING THE FREQUENCY
THE VALUE-ATTITUDE AT THE TOP OF
THE COLUMN WAS PREFERRED OVER
THOSE AT THE LEFT BY
THE GRANDMOTHERS

N= 50					
	Aesthetics	Economy	Health	Con- venience	Family Relations
Aesthetics	25	26	38	37	40
Economy	24	25	37	30	41
Health	12	13	25	8	30
Convenience	13	20	42	25	37
Family Relations	10	9	20	13	25

TABLE XII

THE P MATRIX DENOTING THE PROPORTION OF THE
TIMES THAT THE VALUE-ATTITUDE AT THE
TOP OF THE COLUMN WAS PREFERRED
TO THOSE AT THE LEFT BY THE
MOTHERS

	Economy	Aesthetics	Con- venience	Health	Family Relations
Economy	.500	.780	.680	.960	.980
Aesthetics	.220	.500	.640	.760	.820
Convenience	.320	.360	.500	.780	.920
Health	.040	.240	.220	.500	.720
Family Relations	.020	.180	.080	.280	.500
Sums	1.100	2.060	2.120	3.280	3.940

TABLE XIII

THE P MATRIX DENOTING THE PROPORTION OF THE
TIMES THAT THE VALUE-ATTITUDE AT THE
TOP OF THE COLUMN WAS PREFERRED
TO THOSE AT THE LEFT BY THE
GRANDMOTHERS

	Aesthetics	Economy	Con- venience	Health	Family Relations
Aesthetics	.500	.520	.740	.760	.800
Economy	.480	.500	.600	.740	.820
Convenience	.260	.400	.500	.840	.740
Health	.240	.260	.160	.500	.600
Family Relations	.200	.180	.260	.400	.500
Sums	1.680	1.860	2.260	3.240	3.460

TABLE XIV

THE Z MATRIX WHICH REPRESENTS THE
SCALE VALUES OF THE PREFERENCES
OF THE VALUE-ATTITUDES OF
THE MOTHERS

	Economy	Aesthetics	Con- venience	Health	Family Relations
Economy	.000	.772	.468	1.751	2.054
Aesthetics	-.772	.000	.358	.706	.915
Convenience	-.468	-.358	.000	.772	1.405
Health	-1.751	-.706	-.772	.000	.583
Family Relations	-2.054	-.915	-1.405	-.583	.000
(1) Sums	-5.045	-1.207	-1.351	2.646	4.957
(2) Means	-1.009	-.241	-.270	.529	.991
(3) Means + 1.009	.000	.768	.739	1.538	2.000

TABLE XV

THE Z MATRIX WHICH REPRESENTS THE
SCALE VALUES OF THE PREFERENCES
OF THE VALUE-ATTITUDES OF
THE GRANDMOTHERS

	Aesthetics	Economy	Con- venience	Health	Family Relations
Aesthetics	.000	.050	.643	.706	.842
Economy	-.050	.000	.253	.643	.915
Convenience	-.643	-.253	.000	.994	.643
Health	-.706	-.643	-.994	.000	.253
Fam. Relations	-.842	-.915	-.643	-.253	.000
(1) Sums	-2.241	-1.761	-.741	2.090	2.653
(2) Means	-.448	-.352	-.148	.418	.531
(3) Means + .448	.000	.096	.300	.866	.979

TABLE XVI

THEORETICAL NORMAL DEVIATES CORRESPONDING
TO THE SCALE DISTANCES BETWEEN THE
VALUE-ATTITUDES OF TABLE X
OF DAUGHTERS

Value-Attitudes		Economy	Aes- thetics	Con- venience	Health	Family Relations
	Scale					
	Values	.000	.686	.853	1.460	1.750
Economy	.000					
Aesthetics	.686	-.686				
Convenience	.853	-.853	-.167			
Health	1.460	-1.460	-.774	-.607		
Fam. Relations	1.750	-1.750	-1.064	-.897	-.290	

TABLE XVII

THEORETICAL NORMAL DEVIATES CORRESPONDING
TO THE SCALE DISTANCES BETWEEN THE
VALUE-ATTITUDES OF TABLE XI
OF MOTHERS

Value-Attitudes		Economy	Aes- thetics	Con- venience	Health	Family Relations
	Scale					
	Values	.000	.768	.739	1.538	2.000
Economy	.000					
Aesthetics	.768	-.768				
Convenience	.739	-.739	.029			
Health	1.538	-1.538	-.770	-.799		
Fam. Relations	2.000	-2.000	-1.232	-1.261	-.462	

TABLE XVIII

THEORETICAL NORMAL DEVIATES CORRESPONDING
TO THE SCALE DISTANCES BETWEEN THE
VALUE-ATTITUDES OF TABLE XII
OF GRANDMOTHERS

Value-Attitudes	Aes- thetics	Economy	Con- venience	Health	Family Relations
Scale Values	.000	.096	.300	.866	.979
Aesthetics	.000				
Economy	.096	-.096			
Convenience	.300	-.300	-.204		
Health	.866	-.866	-.770	-.566	
Fam. Relations	.979	-.979	-.883	-.679	-.113

TABLE XIX

THEORETICAL PROPORTIONS CORRESPONDING TO
THE THEORETICAL NORMAL DEVIATES OF
TABLE XIII FOR THE DAUGHTERS

Values	Economy	Aesthetics	Con- venience	Health	Family Relations
Economy	-				
Aesthetics	.246	-			
Convenience	.197	.434	-		
Health	.072	.220	.272	-	
Family Relations	.040	.144	.185	.417	-

TABLE XX

THEORETICAL PROPORTIONS CORRESPONDING TO
THE THEORETICAL NORMAL DEVIATES OF
TABLE XIV FOR THE MOTHERS

Values	Economy	Aesthetics	Con- venience	Health	Family Relations
Economy					
Aesthetics	.221				
Convenience	.230	.511			
Health	.062	.221	.212		
Family Relations	.023	.109	.104	.322	

TABLE XXI

THEORETICAL PROPORTIONS CORRESPONDING TO
THE THEORETICAL NORMAL DEVIATES OF
TABLE XV FOR THE GRANDMOTHERS

Values	Aesthetics	Economy	Con- venience	Health	Family Relations
Aesthetics					
Economy	.462				
Convenience	.382	.420			
Health	.193	.220	.286		
Family Relations	.164	.189	.249	.455	

TABLE XXII

DISCREPANCIES BETWEEN THE THEORETICAL
PROPORTIONS OF TABLE XVII AND THE
OBSERVED PROPORTIONS
OF TABLE VIII

	Economy	Aesthetics	Con- venience	Health	Family Relations
Economy					
Aesthetics	-.001				
Convenience	.090	-.151			
Health	-.022	.019	.008		
Family Relations	-.003	.071	-.024	-.042	
Σ	.116	.241	.032	.042	.431

TABLE XXIII

DISCREPANCIES BETWEEN THE THEORETICAL
PROPORTIONS OF TABLE XVIII AND THE
OBSERVED PROPORTIONS
OF TABLE IX

	Aesthetics	Economy	Con- venience	Health	Family Relations
Aesthetics					
Economy	.018				
Convenience	-.122	-.020			
Health	.047	.040	-.126		
Family Relations	.036	-.009	.011	-.055	
Σ	.223	.069	.137	.055	.484

TABLE XXIV
 TABULAR SUMMARY OF EXPECTED AND OBSERVED
 VALUES FOR THREE GENERATIONS

	Daughters	Mothers	Grandmothers	Totals
Aesthetics	(71)* 76	(71) 78	(71) 59	213
Economy	(43) 31	(43) 30	(43) 68	129
Health	(139) 141	(139) 139	(139) 137	417
Convenience	(87) 92	(87) 81	(87) 88	261
Fam. Relations	(160) 160	(160) 172	(160) 148	480
Totals	500	500	500	1500

I. Calculation of independent or expected values (f_e):

$$\frac{500 \times 213}{1500} = 71 \quad \frac{500 \times 129}{1500} = 43 \quad \frac{500 \times 417}{1500} = 139$$

$$\frac{500 \times 261}{1500} = 87 \quad \frac{500 \times 480}{1500} = 160$$

II. Calculation of X^2 :

$$\begin{array}{lll} (5)^2 \div 71 = .352 & (7)^2 \div 71 = .690 & (-12)^2 \div 71 = 2.028 \\ (-12)^2 \div 43 = 3.348 & (-13)^2 \div 43 = 3.930 & (25)^2 \div 43 = 14.534 \\ (2)^2 \div 139 = .028 & (0)^2 \div 139 = .000 & (-2)^2 \div 139 = .028 \\ (5)^2 \div 87 = .287 & (-6)^2 \div 87 = .413 & (1)^2 \div 87 = .011 \\ (0)^2 \div 160 = .000 & (12)^2 \div 160 = .900 & (-12)^2 \div 144 = .900 \end{array}$$

$$X^2 = 27.449$$

$$Df = (3-1)(5-1) = 8 \quad P \text{ lies beyond } .01 (20.090)$$

* Expected value is in parentheses.

TABLE XXV
TESTS OF SIGNIFICANCE FOR DIFFERENCES
AMONG GENERATIONS CONCERNING
AESTHETICS

	Positive	Neutral	Negative	Totals
Daughters	47 (44.67)*	1 (1.67)	2 (3.67)	50
Mothers	47 (44.67)	2 (1.67)	1 (3.67)	50
Grandmothers	40 (44.67)	2 (1.67)	8 (3.67)	50
Totals	134	5	11	150

I. Calculation of expected value (f_e):

$$\frac{134 \times 50}{150} = 44.67 \quad \frac{5 \times 50}{150} = 1.67 \quad \frac{11 \times 50}{150} = 3.67$$

II. Calculation of X^2 :

	Positive	Neutral	Negative
D	$(2.33)^2 \div 44.67 = .121$	$(-.67)^2 \div 1.67 = .268$	$(-1.67)^2 \div 3.67 = .759$
M	$(2.33)^2 \div 44.67 = .121$	$(.33)^2 \div 1.67 = .065$	$(-2.67)^2 \div 3.67 = 1.942$
G	$(-4.67)^2 \div 44.67 = .488$	$(.33)^2 \div 1.67 = .065$	$(4.33)^2 \div 3.67 = 5.108$

$$X^2 = 8.937$$

$$df = (3-1)(3-1) = 4$$

P lies between .05 and .10

* Expected value is in parentheses.

TABLE XXVI
TESTS OF SIGNIFICANCE FOR DIFFERENCES
AMONG GENERATIONS CONCERNING
HEALTH

	Positive	Neutral	Negative	Totals
Daughters	9 (15.33) *	31 (23.33)	10 (11.33)	50
Mothers	13 (15.33)	23 (23.33)	14 (11.33)	50
Grandmothers	24 (15.33)	16 (23.33)	10 (11.33)	50
Totals	46	70	34	150

I. Calculation of expected value (f_e):

$$\frac{46 \times 50}{150} = 15.33$$

$$\frac{70 \times 50}{150} = 23.33$$

$$\frac{34 \times 50}{150} = 11.33$$

II. Calculation of X^2 :

	Positive	Neutral	Negative
D	$(-6.33)^2 \div 15.33 = 2.613$	$(7.67)^2 \div 23.33 = 2.521$	$(-1.33)^2 \div 11.33 = .156$
M	$(-2.33)^2 \div 15.33 = .354$	$(-.33)^2 \div 23.33 = .334$	$(2.67)^2 \div 11.33 = .629$
G	$(8.67)^2 \div 15.33 = 4.903$	$(-7.33)^2 \div 23.33 = 2.303$	$(-1.33)^2 \div 11.33 = .156$

$$X^2 = 13.969$$

$$df = (3-1)(3-1) = 4$$

P lies beyond .01 (13.277)

* Expected value is in parentheses.

TABLE XXVII
TESTS OF SIGNIFICANCE FOR DIFFERENCES
AMONG GENERATIONS CONCERNING
CONVENIENCE

	Positive	Neutral	Negative	Totals
Daughters	18 (20.0)*	21 (18.33)	11 (11.67)	50
Mothers	24 (20.0)	16 (18.33)	10 (11.67)	50
Grandmothers	18 (20.0)	18 (18.33)	14 (11.67)	50
Totals	60	55	35	150

I. Calculation of expected value (f_e):

$$\frac{60 \times 50}{150} = 20.0$$

$$\frac{55 \times 50}{150} = 18.33$$

$$\frac{35 \times 50}{150} = 11.67$$

II. Calculation of X^2 :

	Positive	Neutral	Negative
D	$(-2)^2 \div 20.0 = .200$	$(2.67)^2 \div 18.33 = .388$	$(-.67)^2 \div 11.67 = .038$
M	$(4)^2 \div 20.0 = .800$	$(-2.33)^2 \div 18.33 = .296$	$(-.167)^2 \div 11.67 = .238$
G	$(-2)^2 \div 20.0 = .200$	$(-.33)^2 \div 18.33 = .005$	$(2.33)^2 \div 11.67 = .465$

$$X^2 = 2.630$$

$$df = (3-1)(3-1) = 4$$

P lies between .50 and .70

* Expected value is in parentheses.

TABLE XXVIII
 TESTS OF SIGNIFICANCE FOR DIFFERENCES
 AMONG GENERATIONS CONCERNING
 ECONOMY

	Positive	Neutral	Negative	Totals
Daughters	32 (34.33) *	17 (12.00)	1 (3.67)	50
Mothers	37 (34.33)	8 (12.00)	5 (3.67)	50
Grandmothers	34 (34.33)	11 (12.00)	5 (3.67)	50
Totals	103	36	11	150

I. Calculation of expected value (f_e):

$$\frac{103 \times 50}{150} = 34.33 \quad \frac{36 \times 50}{150} = 12.00 \quad \frac{11 \times 50}{150} = 3.67$$

II. Calculation of X^2 :

	Positive	Neutral	Negative
D	$(-2.33)^2 \div 34.33 = .158$	$(5)^2 \div 12.0 = 2.083$	$(-2.67)^2 \div 3.67 = 1.942$
M	$(2.67)^2 \div 34.33 = .207$	$(-4)^2 \div 12.0 = 1.333$	$(1.33)^2 \div 3.67 = .482$
G	$(-0.33)^2 \div 34.33 = .003$	$(-1)^2 \div 12.0 = .083$	$(1.33)^2 \div 3.67 = .482$

$$X^2 = 6.773$$

$$df = (3-1)(3-1) = 4$$

P lies between .10 and .20

* Expected value is in parentheses.

TABLE XXIX
TESTS OF SIGNIFICANCE FOR DIFFERENCES
AMONG GENERATIONS CONCERNING
FAMILY RELATIONS

	Positive	Neutral	Negative	Totals
Daughters	40 (37.33)*	10 (9)	0 (3.67)	50
Mothers	35 (37.33)	9 (9)	6 (3.67)	50
Grandmothers	37 (37.33)	8 (9)	5 (3.67)	50
Totals	112	27	11	150

I. Calculation of expected value (f_e):

$$\frac{112 \times 50}{150} = 37.33 \quad \frac{27 \times 50}{150} = 9.00 \quad \frac{11 \times 50}{150} = 3.67$$

II. Calculation of X^2 :

	Positive	Neutral	Negative
D	$(2.67)^2 \div 37.33 = .190$	$(1)^2 \div 9.0 = .111$	$(-3.67)^2 \div 3.67 = 3.670$
M	$(-2.33)^2 \div 37.33 = .145$	$(0)^2 \div 9.0 = .000$	$(2.33)^2 \div 3.67 = 1.479$
G	$(-.033)^2 \div 37.33 = .002$	$(-1)^2 \div 9.0 = .111$	$(1.33)^2 \div 3.67 = .482$

$$X^2 = 6.190$$

$$df = (3-1)(3-1) = 4$$

P lies between .10 and .20

* Expected value is in parentheses.

VITA

AGNES FENSTER RIDLEY

Candidate for the Degree of

Doctor of Education

Thesis: AN INVESTIGATION OF THE INTERGENERATIONAL DIFFERENCES IN VALUE-ATTITUDES RELATED TO FOOD AMONG THE MATRILINEAL MEMBERS OF SELECTED FAMILIES

Major Field: Higher Education

Biographical:

Personal Data: Born at Lincoln, Illinois, July 11, 1913, the daughter of Henry and Ethel Martin Fenster.

Education: Attended grade school at Buckner, Illinois; graduated from Christopher Community High School, Christopher, Illinois, in 1932. Received Bachelor of Science from Southern Illinois University, 1952; Master of Science, *ibid*, 1954. Attended University of Illinois, Summer, 1954. Completed requirements for degree of Doctor of Education in August, 1959.

Professional experience: Taught in Union County Schools, Illinois, from 1934-1943; 1943-1945, Anna Junior High School, Anna, Illinois; 1954-1957, Instructor in Department of Home Economics at Southern Illinois University, half-time as Chief Academic Advisor; September, 1959, Professor and Head of Home Economics Department, Nebraska State Teachers College, Kearney.

Professional organizations: Illinois Home Economics Association (Executive Board, 1954-55, State College Clubs Advisor, 1954-55); American Home Economics Association; American Association of University Professors; American Association of University Women (Executive Board, 1956); National Council on Family Relations; National Gerontological Society, Inc.; Kappa Omicron Phi (National Vice-President); Listed in First Edition of Who's Who of American Women, 1958.