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THE UNIVERSITY OF OKLAHOMA
GRADUATE COLLEGE

THE INFLUENCE OF FAMILY FINANCE EDUCATION UPON THE
PERSONAL AND PROFESSIONAL LIVES OF SELECTED
COUNSELORS OF LOW INCOME PERSONS

A DISSERTATION
SUBMITTED TO THE GRADUATE FACULTY
in partial fulfillment of the requirements for the
degree of
DOCTOR OF PHILOSOPHY

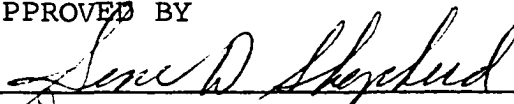
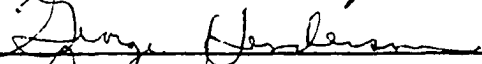
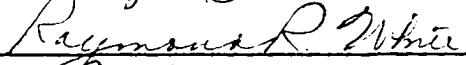

BY
LESLIE JOHN ANDERSON

Norman, Oklahoma

1970

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COUNSELORS OF LOW INCOME PERSONS

APPROVED BY

DISSERTATION COMMITTEE

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THE INFLUENCE OF FAMILY FINANCE EDUCATION UPON THE
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CHAPTER I

THE PROBLEM

Introduction

Many of the social, political, and economic tenents of the American way of life are being challenged, re-examined, and revised. Daily technological changes have a continual impact upon all areas of human activity. Present achievements in science contrast sharply and vividly with America's achievement in solving social problems. Most Americans are living better than ever before on the highest standard of living in the world; and yet, the shocking problem of poverty continues to plague the affluent scene. For all of its wealth and the efficiency of its economic system, the United States is failing to meet the basic human needs of from one fifth to one fourth of its population.¹

The most common conception of poverty involves the adequacy or inadequacy of income to meet family needs. The

¹Maxwell Stewart, The Poor Among Us (New York: Public Affairs Committee, Inc., 1967), p. 5.

current "poverty line" is defined at \$3,335 annual income for a family of four and \$1,635 for a single person.¹ The poor are frequently described as having little money, virtually no savings, and in essence, no financial security. This means that they buy often and in small amounts, getting less for their money than do the affluent. Those who live in the poverty pockets of the large urban areas become continuous victims of borrowing at high rates of interest because of their irregular employment.

In 1964, President Johnson made poverty one of his major domestic concerns, and during his administration the Economic Opportunity Act was passed. As a result of the pre-occupation of the Federal Government with the problem of poverty, many private institutions began to seek ways in which their educational programs could assist in the War on Poverty. One such organization was the National Committee for Education in Family Finance.

Since 1947, the educational objectives of the national group have been to improve the teaching of personal and family financial management in schools and colleges. In 1967, the University of Oklahoma was designated as a pilot regional center for education in family finance. One of the center's

¹Executive Office of the President, Council of Economic Advisors, Economic Report of the President, January 1969, cited in U. S. Bureau of the Census, Statistical Abstract of the U. S., 1969 (90th edition) (Washington, D. C.: Government Printing Office, 1969), p. 328.

new directions was to institute an adult family finance program in a low income area.

Metropolitan Oklahoma City Project

In March 1968, the Southwest Center for Education in Family Finance offered its first pilot project course in money management designed for counselors of low income families. This adult education was offered to people who were directly involved in social service from welfare and charitable organizations, both public and private. Four such classes were conducted from March 1968 to March 1969. A total of 132 adults attended one or more sessions of the four classes. Ninety-five persons completed the study program. Among the 95, there were 65 counselors of low income families.

The Southwest Center for Education in Family Finance had never conducted an adult education program in money management. All of the programs developed by the Center were teacher-training oriented. The objectives of the Oklahoma City Project were to improve the money management skills and backgrounds of counselors of the poor. The ultimate goal of this endeavor was the utilization of these skills in the counselors' everyday guidance activities with low income individuals and families.

Statement of the Problem

The problem of this study was to determine the nature, the scope, and the intensity of the influence of family

finance education upon the personal and professional lives of counselors of low income people who participated in a money management program sponsored by the Southwest Center for Education in Family Finance at the University of Oklahoma.

The intent of this study was to develop certain hypotheses relating family finance education to diverse attitudes and behaviors toward money management as revealed by counselors of low income people who participated in the Oklahoma City Project. Unlike other studies, this was not an endeavor to either prove or disprove hypotheses about relationships already known to exist. Essentially, the result was the establishment of certain hypotheses which later may be further intensively tested through rigorous research.

Limitations of the Study

The research design for this study was the utilization of the case study approach. The rationale for the case study approach was the necessity for identifying the relationships between the individual characteristics of the social welfare counselor and the observed financial patterns of his behavior. In keeping with the intent of this investigation, the case study approach was to identify the various probable causative factors which influenced the counselor's personal and professional financial practices.

The scientific significance for the utilization of the case studies in this research rests in the accumulation

of data for future examination. The immediacy and objectivity of this accumulated data was an effort to contribute to new concepts of family finance education. This data may also challenge the methods of adult money management programs.

A distinctive feature of the case study approach is that it does not lead to well-established conclusions but rather to empirically developed hypotheses. The hypotheses arising from this study were not the result of an attempt to evaluate the effectiveness of instruction in subject matter areas nor were they representative of the influence of money management on all of the participants of the program.

More than other experimental design, the case study approach is dependent upon the fallibility of the memory or recall of others as to what happened. With particular problem cases, undesirable traits tend to be overemphasized while desirable characteristics are underemphasized, thus limiting the extent to which results can be generalized. Another problem with the case study approach is that of identifying the causative factor or factors for a particular behavioral pattern and for this, the judgment rests upon the interest and background of the investigator.

For this study, the principal disadvantage of the case study approach would lie in any assumption that all past financial experiences of the counselor-respondents contribute to the final result of this investigation. As a consequence, much of the accumulated money management data has no real

pertinence to the study. This study was limited to 65 social welfare counselors from 132 adults who enrolled in the four money management classes at Hills Business University, Oklahoma City, Oklahoma from March 24, 1968 to March 14, 1969.

Sources of Information and Data

The general background for this study was information gathered from the following sources:

- (1) Council on Family Financial Education.

Specific studies relevant to family finance education.

- (2) Doctoral dissertations on consumer education.

- (3) Surveys and studies relevant to consumer problems.

- (4) Social welfare agency materials on consumer needs and government documents on low income peoples.

- (5) Reports related to consumer education at the University of Oklahoma.

- (6) Proposals and programs for the Southwest Center for Education in Family Finance.

- (7) Guidelines for the Metropolitan Oklahoma City Project of the Southwest Center for Education in Family Finance.

Guidelines for the overall structure and methods of this research study were acquired from recent publications presenting methods and techniques of behavioral analysis.

The data for the case studies were obtained from observing the class activities of those social welfare counselors who participated in the Oklahoma City family finance program and the supplemental money management classes; observations of individual counselors in their working counseling situations; observations of counselors as they conducted money management programs for low income people; and by means of personal in-depth interviews with the counselors who completed the family finance program.

Procedure

The first step in this study was to develop an informative background for the study. In this initial endeavor, the following areas were explored: (1) family finance education and the needs of low income people, (2) social welfare counselors' roles in conveying money management, and (3) the role of the Southwest Center for Education in Family Finance in the establishment of the Metropolitan Oklahoma City Project.

A study of the literature dealing with interview techniques was made to assist the researcher in constructing an adequate case study approach. Each case report summarized the general data which had been collected over 24 months and specific data obtained in interviews.

The participants in this study were those who attended the money management classes offered from March, 1968 to March, 1969. These participants were social welfare counselors of

low income families in Oklahoma City. Identification of each participant was made in terms of (a) the agency by whom he was employed, either public or private, (b) social goals of that agency, (c) type of position held, and (d) work experience.

The information and data collected about the counselors were assembled into cases and an analysis and interpretation were made of the influence of the money management program on the personal and professional lives of the individual participants. The final step of the study was the preparation of this dissertation.

CHAPTER II

BACKGROUND INFORMATION AND DATA

The anomaly of life of low income individuals and families is often the result of the constant struggle against insecurity and deprivation. The wholeness of life which most nonpoor experience--conjunction of values, knowledge, and behavior which give life unity and meaning--is less often felt by the poor. The position of low income people relative to the mainstream of American Society is defined in terms of lack of resources. To the poor person whose relative needs and wants are tied to a sparse monetary income and savings, life is unpredictable and meaningless. The poor have practically no bargaining power in the working world of the nonpoor. Their lack of skills and education makes them all the easier to replace in times of national economic stress.

Money problems of the poor are as formidable as they are continuous. The obvious outward problem of poverty is one of inadequate income. To the economist, being poor means having an income below a certain figure (\$3,335), a figure

that represents the minimum amount necessary for a decent life in America today.¹

Studies of deprived groups indicate that poor people want the same material comforts and luxuries as those who are more affluent.

The dilemma of the "low income" consumer lies in the fact that he is trained by society (and his position in it) to want the symbols and appurtenances of the "good life" at the same time that he lacks the means to fulfill these socially induced wants.²

People with small incomes lack not only the ready cash for buying major durables, but are also not qualified to use that growing substitute for available cash--credit. Low income, negligible savings, and job insecurity all contribute to the poor being high credit risks.

Low income people are usually susceptible to the practices of unscrupulous merchants located in their urban slum areas. Door-to-door salesmen also prey upon poor families who consistently engage in compensatory consumption.

The poverty-stricken consumer is vulnerable to callous exploitation in his desire to infuse his existence with dignity denied him elsewhere by accumulating material goods.³

¹Louise G. Richard, "Consumer Practices of the Poor," in Low Income Life Styles, Lola M. Irelan, ed. (Washington, D. C.: U. S. Department of Health, Education, and Welfare, 1967), p. 67.

²David Caplovitz, The Poor Pay More (New York: The Free Press, 1963), p. 14.

³Warren Magnuson and Jean Carper, The Dark Side of the Marketplace (Englewood Cliffs, N. J.: Prentice Hall, Inc., 1968), p. 33.

The buying of durable goods, such as furniture, appliances, and cars, is a weak spot in poor families' purchasing behavior. These purchases take the largest part of the families' incomes because much of the cost is in prolonged, exorbitant interest rates for credit. The low income family is forced to purchase from merchants who extract high prices for goods sold and charge high rates of interest on credit purchases. In essence, the "no money down, low weekly payments" lure the poor with glowing promises to enjoy the finer things of life wrapped in the idiom of "buy now, pay later."

In urban areas, the poor are often deceived into buying shoddy merchandise and are victimized by high pressure selling techniques of greedy merchants. The low level of education of the poor is a factor that contributes to lack of shopping sophistication. Low income consumers are not deliberate in their shopping, wide-ranging in their search for good buys, price conscious, nor informed on the characteristics of products.¹ The tendency of undereducated, low income people is to rely upon their relatives for information about the products they purchase, especially durable goods. The low income consumer does not realize that valuable consumer information exists. He does not consciously think about choices

¹Richard, op. cit., p. 74.

that he can make in purchasing.¹ When low income people encounter buying problems, they may not recognize them, they are not prepared to solve them, and they do not know where to get professional assistance. The poor try inappropriately to solve their buying problems themselves, if they try at all. In most instances, ignorance of the community services available leads a low income consumer to resignation, apathy, and inaction.

The chief problem of an educational program for low income families is finding the appropriate means for communication with them. Caplovitz says,

Face-to-face contacts are important adjuncts to mass media. Direct personal contact clarifies and reinforces messages and provides social support for intended change of behavior.²

Welfare case workers are persons near to families who are in need of money management assistance; and yet, this very subject is lacking in their training and background.

Social Welfare and Family Finance Education

There is no one pattern for organization and administration of the undergraduate social welfare study program at any particular college or university. Typically, the preparation of social workers is offered through the sociology department.

¹Cynthia Ratner, "Educating the Low Income Consumer: Some Viewpoints from an Action Program," Journal of Consumer Affairs, Vol. 2, No. 1 (Summer, 1968), p. 107.

²Caplovitz, op. cit., p. 185.

Placing the program in an established department makes it accessible to a large number of students, many of whom may not major in social welfare. Being centered within the liberal arts framework, the social work academic base has been structured and developed from a wide variety of knowledge areas, including sociology, psychology, economics, philosophy, biology, etc.¹ Usually, an interdepartmental committee is involved in the program.

An analysis of social welfare education publications relevant to curriculum development reveals that content is solidly aimed at theoretical learning. The Council on Social Work Education is the accrediting organization for schools of social work. The Curriculum Guide of this Council sets forth five suggested elements of preparation which it believes should be incorporated into the total undergraduate curriculum:

- (1) to contribute to the knowledge of man and give insight into human growth and behavior,
- (2) to develop a knowledge of society and societal interaction,
- (3) to foster an appreciation of the philosophical values which underlie social welfare activities,
- (4) to develop abilities in methods of problem solving and in the arts of communication, and
- (5) to provide an understanding of social welfare as a social institution, and social work as one of the professions concerned with human welfare.²

¹Ralph Dolgoff, "Administrative Auspices for Undergraduate Social Welfare Programs: Advantages and Disadvantages of Various Alternatives," Social Work Education Reporter, Vol. XVII, No. 3 (September, 1969), p. 22.

²Social Welfare Content in Undergraduate Education: A Guide to Suggested Content, Learning Experiences, and Organization (N. Y.: Council on Social Work Education, 1962), p. 4-5.

Examination of a number of syllabi for graduate professional programs in social work reveals that the only subject matter area that deals with family finance is economics. For example, at the University of Oklahoma, Economics 315: Social Welfare Legislation, is "strongly suggested" by the faculty of the School of Social Work as part of the graduate's program. The main emphasis in the content of this course is on the basic problems of economics and social welfare, with special reference to the existing legislative framework.¹ J. Dwight Brainard, Assistant Professor and Chairman of the Undergraduate Committee at the School of Social Work, University of Oklahoma, in commenting on this course, stated:

In such a course, students study welfare programs within the framework of federal and state legislative policies, changes in the economic structure and social insurance programs, and numerous socio-economic acts of governmental bodies--federal, state, and local.²

Generally, in the graduate schools of social work, the curriculums do not include subjects in family finance. The curriculums in social work are essentially directed toward developing a knowledge of the general policies and services of social welfare, a knowledge of human behavior and social environment, and a knowledge of the principles and applications of social work practices.

¹Bulletin of the University of Oklahoma College of Business Administration, Office of Publication (Norman, Oklahoma: University of Oklahoma Press, April 15, 1970), p. 72.

²J. Dwight Brainard, Interview, School of Social Work, University of Oklahoma, Norman, Oklahoma, March 3, 1970.

In discussing money management counseling for low income people, Professor Brainard made the following observations:

Many social workers feel that they already have an expertise in money management. The advice they give is more from their own personal experience than from any money management training. Those social workers who are in the field are the professionals most likely to offer money management advice to their clients. But the reasons why not enough of this counseling is done are because there just isn't enough time due to the social worker's heavy caseload, and because not enough of them are actually trained in money management.¹

Professor Brainard believed there should be more "how-to" subjects, such as money management, for the social welfare students at the undergraduate level.

In a speech to an American Home Economics Association Workshop on Low Income Families, Ellen Winston, Commissioner of Welfare, stated:

The social worker is not versed, as is the home economist, in the subject matter which is vitally important to people with low incomes: How to buy economically, plan efficiently, and keep a home running smoothly and on a minimum budget.²

Presently, home economics is the only academic area which has assumed much in the way of responsibility for developing programs to assist low income families. Extension divisions of land grant colleges and universities have developed

¹ Ibid.

² Ellen Winston, "Public Welfare and the Home Economist," in Working With Low Income Families, Proceedings of the American Home Economics Association Workshop, March 15-19, 1965 (Washington, D. C.: American Home Economics Association) p. 159.

educational programs in consumer education for welfare recipients. However, emphasis on money management in such programs is ordinarily minimal.

Home Economics and Consumer Programs for the Poor

Consumer education projects have been conducted in a number of areas of the country. Without exception, these programs for low income people were developed by home economists from a university cooperative extension division. In each of these consumer education projects, money management was but one small part of the total program, as illustrated by the following description of the program conducted for groups of Aid to Dependent Children mothers in Chicago, Illinois:

The curriculum for the homemaking classes included menu planning; meal preparation; shopping for nutritious, low cost foods; and in the money management lesson, the use of a budget was taught and emphasis was given to meeting fixed expenses when due and taking advantage of sales rather than credit buying.¹

Another extension program for low income consumers was initiated at the South End Housing Development in Boston, Massachusetts.

The aim of this home economics program has been to provide an educational service for homemakers and their families which will help them recognize problems (food, nutrition, sewing, credit buying, home management, etc.) and develop methods which can be

¹Ethel I. Ugelow, "Mobilizing the Potential of Home Economics for Low Income Families," Journal of Home Economics, Vol. 57, No. 8 (October, 1965), p. 649-50.

effectively used as tools in creating a better home and community environment.¹

Pilot projects were conducted in Erie, Pennsylvania,² Providence, Rhode Island,³ New York, New York,⁴ and Kansas City, Missouri,⁵ and in each, the format of the educational program was similarly developed by home economists. Family finance was limited to the shopping for and purchasing of food, clothing, and household goods. Money management dealt briefly with budgeting the homemaker's monies for meeting fixed and discretionary expenditures, saving for that "rainy day," and the wise use of credit. For the most part, the projects directly involved low income participants in cooking and sewing demonstrations.

Urban Studies in Oklahoma City

In cooperation with the Oklahoma City Urban Renewal Authority, the College of Continuing Education of the

¹Starley M. Hunter, et. al., The Families and Their Living Situations: South End Housing Development (Amherst, Massachusetts: Cooperative Extension Service, University of Massachusetts, 1965), p. 52.

²Rachel C. Hogan, "Developing Leadership Among Low Income Clientele," Extension Service Review (May, 1965).

³Kenneth L. Coombs and Violet B. Higbee, "Educational Self-Help Program: New Hope for Tenement District," Extension Service Review (August, 1964).

⁴Harold Lewis and Mildred Guinnessy, Helping the Poor Housekeeper in Public Housing (Philadelphia: Friends Neighborhood Build, 1964).

⁵Starley M. Hunter, et. al., Families in an Urban Enclave: Leeds-Dunbar Community (Columbia, Mo.: Extension Division, University of Missouri, 1965).

University of Oklahoma conducted a study in 1964 to determine the feasibility of a Continuing Urban Education Program. The study was designed to determine the social and educational needs of residents in the University Medical Center Urban Renewal Project.¹ The in-depth study and survey of the 40-square-block area revealed that:

The major problem of the poor revolves around finances. The residents of this community range from low income to welfare families, and there is simply not sufficient money to meet their needs. While this problem can best be handled through employment opportunity programs, the problem of management of existing income can be handled through family finance courses specifically designed for those residents.²

The report recommends that any program of education for adults be flexible and subject to constant changes and adjustments to fit the needs of the residents of the area. The first program recommended was to develop leadership training on a formal basis for clergymen, educators, social service agency staff members, and for Urban Renewal Authority staff members. The purposes of the Leadership Training Group were:

To orient all professionals and volunteers who will be working in the area in order to achieve a unified approach throughout the program; and, to identify indigenous leadership who will be counted on for assistance in obtaining acceptance of the program.³

The first content recommended in the leadership training was family finance. Topics to be included were: family budgeting,

¹Robert B. Jones, Continuing Urban Education (Norman, Oklahoma: University of Oklahoma, Department of School and Community Services, November, 1964), p. 3.

²Ibid., p. 21.

³Ibid., p. 80.

home purchases and repairs, saving for emergencies, financial entanglements, banking, life insurance, and social security.¹

In 1967, the Community Council of Oklahoma City and Oklahoma County conducted a study of low income individuals and families. The Council focused its attention primarily on the city's numerous agencies and organizations which provide a variety of services to assist low income people and especially those which provide and plan services on the neighborhood level. The purpose of the study was to develop a realistic plan of action for an effective and comprehensive system of neighborhood services.

In its survey of residents, the Council found that the most frequent problems were in the areas of employment and income. While residents listed lack of counseling services as the least of their problems, the Committee noted that financial counseling may be an important part of helping people to deal with problems related to income.² In its survey of agencies, the Council identified money management as the second most unmet need listed under the heading of Family Life Education. In fact, the study committee discovered that counseling in family finance was virtually nonexistent in low income neighborhoods. The study of existing services also revealed

¹Ibid., p. 83.

²Community Council of Oklahoma City and Oklahoma County, Report and Recommendations on Services and Facilities in Low Income Neighborhoods (July, 1967), p. C-i.

that there was a conspicuously small number of professionally trained staff persons engaged in providing services which will help an individual deal with his financial problems.¹

This writer discussed some of the Council's recommendations with Mr. Gary Thielen, Associate Director of the Community Council. It was Thielen's opinion that programs in the area of family finance counseling and education should be developed as soon as possible to ameliorate the serious money problems that virtually hinder progress in settling the many social problems of the families in low income neighborhoods.²

The studies conducted in Oklahoma City emphasize the deep-seated need for family finance education, and in particular, money management programs for counselors of low income people. Unfortunately, the results of these studies and recommendations were never implemented either for low income people or counselors of the poor. Many of the social service organizations continued to coordinate their referral services with the city's Community Action Program of the Office of Economic Opportunity Agency.

The President's Committee for Consumer Affairs

On March 15, 1962, President John F. Kennedy sent to Congress a Special Message on Protecting the Consumer Interest.

¹Ibid., Recommendations, p. 2.

²Gary Thielen, Interview, Community Council of Oklahoma City and Oklahoma County, Oklahoma City, Oklahoma, September 10, 1969.

In this message, the first ever delivered by a president on this topic, President Kennedy called attention to the many problems of daily living which confront the consumer. He went on to state four rights of consumers:

(1) The right to safety--to be protected against the marketing of goods which are hazardous to health or life.

(2) The right to be informed--to be protected against fraudulent, deceitful, or grossly misleading information, advertising, labeling, or other practices and to be given the facts he needs to make an informed choice.

(3) The right to choose--to be assured, wherever possible, access to a variety of products and services at competitive prices, and in those industries in which competition is not workable and Government regulation is substituted, to be assured satisfactory quality and service at a fair price.

(4) The right to be heard--to be assured that the consumer interests will receive full and sympathetic consideration in the formulation of government policy, and fair and expeditious treatment in its administrative tribunals.¹

The President emphasized the need for new arrangements for participation by the consumers in government. In July, 1962, he directed the Council of Economic Advisors to create a Consumer Advisory Council.

The Consumer Advisory Council was not only established to advise the Government on governmental programs protecting consumer needs and on needed improvements in the flow of consumer research material to the public, but the Council was designed also to give interested individuals and organizations

¹First Report of the Consumer Advisory Council (Executive Office of the President, Washington, D. C., October, 1963), p. 6.

a voice in these matters.¹ This paved the way for many private, nonprofit, consumer oriented agencies to participate in the government's new consumer affairs program. Various departments and agencies in the Federal Government were brought together with independent organizations whose main functions were representation of the consumers' interests as distinct from the concept of a narrow political conflict of interest. Succinctly, these organizations had no "political axes to grind."

President Lyndon B. Johnson made poverty one of his major domestic concerns when he sent his March, 1964, Message to Congress. He outlined the measures of his Economic Opportunity Act and created the slogan, "War on Poverty."² Many types of general social action programs on a community-wide basis were initiated through this Act, such as Volunteers in Service to America (VISTA), Neighborhood Youth Corps, Job Corps, Work Training, and Work-Study Programs for the poor.

The Consumer Advisory Council that was established by President Kennedy continued to function under President Johnson. The Council devoted its attention to the major consumer problems of the day: how to help low income families get the most for their money and how to help them help themselves to

¹Ibid.

²Lyndon B. Johnson, "Message to Congress (March 3, 1964) on Poverty," quoted in Hanna H. Meissner, ed., Poverty in the Affluent Society (New York: Harper & Row, 1966), p. 202.

get along better. One of the first assignments President Johnson gave his Consumer Advisory Council was "to develop as promptly as possible effective ways and means of reaching more homes and more families, particularly low income families, with information on how to get the most for their money."¹

In 1966, the Consumer Advisory Council and the U. S. Office of Education cooperated in a special project sponsored by the National Committee for Education in Family Finance. A National Leadership Conference on Consumer Education and Financial Planning was held at the University of Maryland. One of the problems discussed at this meeting was family finance for the socio-economically deprived and disadvantaged inner-city peoples.² For the first time, representatives from private, nonprofit agencies and government organizations met with state educational leaders from across the nation to explore in depth programs in consumer education. In the report submitted by the Adult Education Committee, one of the recommendations was:

. . . that state departments of education engage in and encourage the establishment of research studies

¹Esther Peterson, "Consumer Problems of Low Income Families," in Working with Low Income Families: Proceedings of the AHEA Workshop (Washington, D. C.: American Home Economics Association, 1965), p. 141.

²National Committee for Education in Family Finance, Proceedings of the National Leadership Conference on Consumer Education and Financial Planning (College Park, Maryland: University of Maryland Press, July, 1966), p. 6.

and pilot projects designed to fill the needs outlined in Mrs. Esther Peterson's¹ Report to the President, which indicates that ' . . . there is an urgent need for more and better informational and educational programs directed towards persons with limited incomes, the elderly, the non-English-speaking, and the poorly educated.'²

Many of the nonprofit educational organizations engaged in providing consumer information to public schools accepted the Federal Government's invitation to participate in the "War on Poverty." Such organizations as the Better Business Bureau, Consumers' Union, National Consumers League, Cooperative League of the USA, Council for Consumer Information, and the Council for Family Financial Education were just a few of these which provided advisory consultation and informational materials to the government's Consumer Advisory Council.

Southwest Center for Education in Family Finance

The Council for Family Financial Education is an outgrowth of the National Committee for Education in Family Finance, which for 20 years conducted an educational program for teachers in cooperation with colleges and universities across the United States.³ From its inception in 1947, the Committee's efforts were directed toward improved teaching of

¹Mrs. Peterson was at that time Special Assistant to the President for Consumer Affairs.

²National Committee for Education in Family Finance, op. cit., p. 113.

³Council for Family Financial Education, Press Release, Chicago, Illinois, March 17, 1969.

personal and family financial management principles in our nation's schools and colleges. To achieve this goal, the Committee made annual grants to numerous universities which conducted graduate workshop programs, conferences, and in-service classes in family finance education. The University of Oklahoma became a part of the Committee's nation-wide university program in 1958, and has continued to function under the new Council.

Early in 1967, Mr. Robert E. Gibson, Executive Secretary of the Committee, submitted a memorandum to Mr. Blake T. Newton, Jr., President of the Institute of Life Insurance, which stated:

It appears that the Committee can no longer continue to make an impact on educators without accepting a major role in coordinating some of the various movements to establish a national consumer education curriculum.¹

The steady growth of the consumer education movement, the President's "War on Poverty," the government's increased role in consumer affairs, and the consumer activities of various private educational organizations all had a relative influence upon the Committee's need for an active change in its educational goals and objectives.

The Institute of Life Insurance was the major contributor to the Committee's program. It gave over \$2 million

¹Robert E. Gibson, "Directions for Education in Family Finance," Memorandum to Blake T. Newton, Jr., President, Institute of Life Insurance, New York, New York, January 9, 1967.

in direct grants to colleges and universities between 1950 and 1966.¹ In addition, the offices of the Committee were housed within the Institute. Unfortunately, this situation created a problem. Too often the Education in Family Finance Program was viewed commonly as "The Institute's Program" and not sufficiently independent of the life insurance business to provide a "well balanced program of Consumer Education."²

The future of the Education in Family Finance Program was, at this point in time, at the brink of dissolution or expansion. The Institute's Board of Directors was obligated to review the National Committee's educational program and its future role in the rising consumer education movement.

In March, 1967, Gibson submitted a number of proposals for consideration by the Institute's Board of Directors. Of the five proposals offered, two of them had direct bearing upon the family finance program at the University of Oklahoma:

Collegiate Financial Counseling Centers--Proposal III

Most college students arrive on campus with a new checkbook and an admonition that 'money doesn't grow on trees.' The problems of budgeting, planning, spending, and making some very difficult choices are faced for the first time by these budding social, political, and business leaders.

In view of the need for assistance which these young people encounter, there is an opportunity for the life insurance business to establish a recognizable interest in the financial problems of the collegians.

¹Ibid., p. 2.

²Ibid., p. 3.

Since guidance and counseling services on most university campuses are provided by the Deans of Men, Women, or Student Personnel, this would be the appropriate place to house the services of a full or part-time financial counselor. The counselor may be a graduate student in the field of finance or an instructor selected by the Dean of Business Administration to provide regular office hours and opportunities for group instruction, if that is required.¹

The last proposal was potentially the most expensive and the most ambitious of the five:

Fifty Cities Project--Proposal V

This project would staff an office with a director, two coordinators, and secretary in each major metropolitan area to stimulate Family Finance Education programs for any group of twenty or more who desired information and assistance in effective financial planning.

The program would coordinate with local organizations of life underwriters, bankers, lawyers, realtors, stockbrokers, and financial leaders to provide speakers and materials of instruction for educational purposes.

While the program would be open to church, business and professional, and adult education groups, most of the immediate opportunity would be in the area of special short courses for welfare and social service workers who are working in Youth Mobilization Programs and Community Action Programs.

Obviously, the type of money management programs offered to welfare recipients and low income families would be markedly different from the one offered to a group of professional doctors and lawyers. Yet, this type of on-the-scene community program offers the flexibility and resource opportunities to be of immediate and continuing service.

No greater opportunity exists for the exercise of leadership and re-identification of our historical

¹Robert E. Gibson, "Proposals for Broadening the Identification of the Life Insurance Business with Family Problems in Financial Planning," Memorandum to Blake T. Newton, Jr., President, Institute of Life Insurance, New York, New York, March 9, 1967, p. 6.

concern for individuals and family members than is afforded by this program.¹

The National Committee for Education in Family Finance was given the "green light" for both of the foregoing proposals. In November, 1967, the University of Oklahoma was designated as the Southwest Center for Education in Family Finance, and with an increased grant, the Center began to develop and implement pilot projects similar to the Committee's third and fifth proposals. For the first time, the Committee departed from its policy of supporting only those programs which are teacher-training oriented. The Southwest Center developed a new approach--pilot projects of the nonschool type in the Metropolitan Oklahoma City area.²

In providing a broad program of family finance education, the Southwest Center continues to utilize the academic expertise of many professors from the College of Business Administration, College of Education, College of Arts and Sciences, Department of Home Economics, and the College of Law. In addition, other experts from business and government agencies have become involved with the Center's program. Built upon a foundation of ten years' experience in promoting education in family finance, the Center expanded its

¹ Ibid., p. 8.

² Larry D. Coleman, "The Influence of Education in Family Finance Upon the Personal and Professional Lives of Selected Educators" (unpublished Ed. D. dissertation, College of Education, University of Oklahoma, 1968), p. 22.

operations and support to other colleges and universities in Kansas, Arkansas, Tennessee, and Texas.

In a speech at the Annual Coordinators' Conference, Dr. Gerald A. Porter, Director of the Southwest Center for Education in Family Finance, defined principles upon which the new Center was to operate:

(1) The idea that, by means of teaching, consulting, and counseling relative to family finance, people can be helped to maximize both their earning power and their spending power.

(2) The idea that business, government, and the public really have stakes in the development of education in family finance and in financial counseling services emanating from the University of Oklahoma.

(3) The idea that the University of Oklahoma can serve with the public schools, with certain independent schools, and with a variety of nonschool agencies, in the meeting of mutual responsibilities through interactions that promote better and more nearly universal family financial security.¹

Porter also indicated that:

Underlying the efforts to implement these three major ideas are the additional beliefs that family finance is an academic kind of discipline, that the facts and knowledges involved can be intellectualized, and that financial competence may be developed by means of both academic and practical (experience) techniques. Essential to the Center's Program is the conviction that both finance education and finance counseling have to do with human values, human appraisals, human understandings, and human interactions.²

In the spring of 1968, the first program of education in family finance for counselors of low income families was begun,

¹Gerald A. Porter, "The Southwest Center for Education in Family Finance," speech at the Annual Coordinators' Conference of the National Committee for Education in Family Finance, Kansas City, Kansas, November 21, 1967.

²Ibid.

and by November, 1968, the financial counseling service for students at the University of Oklahoma became operative.

The Metropolitan Oklahoma City Project

Counseling in money management is an interchange of information, ideas, and understandings on the earning and spending of one's finances. From studies of low income families, it has been discerned that many professionals in social welfare are unable to give money management assistance because of lack of training. Acquiring the necessary knowledge about today's great variety of consumer goods is a challenge to the best informed and educated consumer, let alone the poor person with a low level education.

Many social welfare workers who have face-to-face contact with low income families do not even contribute to solving the consumer problems of their clients. Money management ideas are usually derived from the social workers' personal experiences and not from their educational training and background. Each multi-problem low income family has its own separate money problem. There is no one solution to fit the needs of all poor people. The critical need is for the professional social worker to have the right information at the right time to help a family solve its money problems.

On March 26, 1968, the Southwest Center for Education in Family Finance instituted a unique and innovative program

for counselors of low income families in Oklahoma City. Of this pilot project, Porter wrote:

This program is aimed at serving the specific needs of social service, welfare, and charitable organizations that are involved in teaching, counseling, and consulting with individuals and families in areas of money management. In particular, it is designed to help diverse groups of counselors who are involved daily with the financial and other problems of low income families.¹

Essentially, this project was developed not only to improve the money management skills and background of social service counselors, but to provide them with greater depth of content in family finance than would normally be required to counsel their low income clients. The program was intended to enable the counselors to "overlearn" about family finance because it was believed that the counselor who experienced the benefits of knowledge of money management and saw improvement in his own financial situation as a result of implementing his knowledge, would be anxious to share this information with his clients. Also, as a result of his intensive study, he would be able to draw on more than mere personal experience in his counseling.

The University of Oklahoma and Hills Business University, a privately owned, nonprofit business school in Oklahoma City, entered into a cooperative arrangement whereby the physical facilities of Hills Business University were made

¹Gerald A. Porter, Tenth Annual Report of the Program in Family Finance Education (Norman, Oklahoma: University of Oklahoma, December, 1969).

available for classes. This unique situation provided a more sophisticated learning atmosphere than would have been available were the classes held in the usual public facility. In addition, Hills Business University was partially responsible for the recruiting of the counselor-students.

The experimental project was carried on within Metropolitan Oklahoma City, the capital of Oklahoma, a city of approximately 425,700 people. According to a recent publication by the Community Council of Oklahoma City and County,¹ 59 social and charitable organizations, both public and private, are involved in social service activities in the Oklahoma City Metropolitan Area. An intensive review of the goals, objectives, and programs of each agency was undertaken, and it was determined that 27 agencies offered personal and family counseling services. A recruitment campaign was directed specifically to interest these agencies in sending counselors to the University's family finance education program. Many of the administrators of the agencies were contacted personally by this writer.

The agencies represented by the participants in the money management program included the following:

Urban Renewal Authority
Community Action Program
Oklahomans for Indian Opportunity
Vocational Rehabilitation

¹Community Information Center, Directory of Community Services (Oklahoma City, Oklahoma: Community Council of Oklahoma City and County, September, 1967).

Neighborhood Youth Corps
American Red Cross
Skyline Ministry
Children's House
Bureau of Indian Affairs
Department of Public Welfare

The Southwest Center for Education in Family Finance had the responsibility of designing the instructional programs, structuring the content material, and arranging the teaching assignments. Each class in money management was conducted for a period of 12 weeks. Forty-eight clock hours of instruction were offered, and meetings were held on Tuesday and Thursday from seven to nine o'clock in the evening. Each participant whose employment was related to counseling with low income persons was enrolled without charge for tuition or books.

Outline of the Family Finance Program

The 24 formal classes designed for counselors of low income people were grouped into six distinctive areas of instruction: Planning (five sessions), Buying (three sessions), Borrowing (four sessions), Protecting (five sessions), Investing (four sessions), and Sharing (two sessions). Below is a detailed outline of the course presentations.

Session 1. Class Orientation

I. General Introduction

- A. Goals and Purposes of the Course
- B. Lecturer Responsibilities
- C. Student Responsibilities
 - 1. Attendance
 - 2. Reading

- 3. Class Assignments
- 4. Class Participation
- D. Sponsoring Institutions
 - 1. Institute of Life Insurance
 - 2. National Committee for Education in Family Finance
 - 3. University of Oklahoma
 - 4. Hills Business University

II. An Overview of the Teaching-Learning Program

III. Two Sides of Money

- A. Earning
- B. Spending
- C. The Functions of Money
- D. The Content of Money Management
 - 1. Social Business Situations
 - 2. Family Business Situations

IV. Advanced Assignment on Financial Worth

Session 2. Planning

I. The American Family and Its Money--Part I

- A. The Family Process
 - 1. Functions of the Family
 - 2. Patterns of Authority in the Family
 - 3. Shifting Parental Responsibilities
- B. Changing Family Behavior
 - 1. Trend Toward Early Marriage
 - 2. Changing Roles of Husband and Wife
 - 3. Married Women at Work
- C. Family Attitudes Toward Money
 - 1. Family Patterns in Money Management
 - 2. Changes in Values
 - 3. Children and Money

II. The American Family and Its Money--Part II

- A. Facing Financial Problems Realistically
- B. Family Relations and Associations That Are Affected by Financial Considerations
- C. Reaching Financial Solutions in Marriage
 - 1. Mutual Goals and Decisions
 - 2. The Role of the Husband
 - 3. The Role of the Wife

Session 3. Planning

- I. The Financial Side of Living
 - A. You and a Million Dollars
 - B. Achieving Financial Competence
 - C. Achieving Financial Independence
- II. Planning the Use of Family Money
 - A. How Should You Manage Your Money
 - 1. What Are You Worth
 - 2. What Is Your Manageable Income
 - B. The Planned Approach
 - 1. What Do You Budget
 - 2. How Do You Budget
 - a. Techniques of Budgeting
 - b. Types of Record Keeping
- III. Outcomes of Successful Financial Planning
 - A. A Plan for a Given Income
 - B. Reaching Family Personal Goals
 - C. Living Within Income

Session 4. Buying

- I. Informing the Consumer
 - A. Scope and Function of Advertising
 - 1. Consumer View
 - 2. Marketing View
 - B. Purposes of Advertising
 - 1. Create Demand
 - 2. Inform Consumer
 - 3. Stimulate Sales
 - 4. Introduce New Merchandise
- II. Protecting the Consumer
 - A. Why Does the Consumer Need Help
 - 1. Fraud
 - 2. Extortion
 - 3. Profiteering
 - B. Who Helps the Consumer
 - 1. Government Agencies
 - 2. Private Agencies

Session 5. Buying

- I. Legal Aspects of Buying
 - A. The Contract
 - 1. Parties of the Contract
 - 2. Form of Contract
 - B. The Purchase
 - 1. Transfer of Ownership
 - 2. Returns and Allowances
 - C. Warranties
- II. Legal Implications of Credit Buying
 - A. Unsecured on 'open account'
 - B. Secured
 - 1. Chattel Mortgage
 - 2. Conditional Sales Contract
- III. Legal Aspects of Payment in Buying

Session 6. Buying

- I. Should You Buy
 - A. Evaluation of Needs
 - 1. Maintain Buying Guides
 - 2. Maintain Shopping List
 - 3. Determine Amount to be Spent
 - 4. Avoid Bargains Not Needed
 - 5. Make Alternate Choices--Substitutes
 - 6. Plan Food Expenditures on Market Plentifuls
 - 7. Plan Buying Durables on Seasonal and Clearance Sales
 - B. Quality Buying
- II. How Should You Buy
 - A. Cash
 - B. Credit
- III. When Should You Buy
- IV. Where Should You Buy

Session 7. Borrowing

- I. Kinds of Banks
 - A. Commercial
 - B. Savings

- C. Trust
- D. Savings and Loan
- E. Co-operatives

II. Organization of Banks

- A. Mutual
- B. Stock
- C. Co-operative

III. Services of Banks

Session 8. Borrowing

I. Consumer Finance Companies

- A. Large Companies
 - 1. Household Finance
 - 2. Beneficial Finance
 - 3. Pacific Finance
 - 4. Others
- B. Small Companies
- C. Licensing and Supervision by Government Agency
- D. Cost of Loans
 - 1. Percentage Rates Stated by Law
 - 2. Carrying Charges on Unpaid Balances
 - 3. Percentage Rates
 - 4. Informing Buyer of All Charges
 - 5. Prepayment of Loan
 - 6. Ceiling Limits
 - 7. Insurance Charges

II. Sales Finance Companies

III. Other Lenders

- A. Credit Unions
- B. Industrial Banks
- C. Unlicensed Lenders
- D. Pawn Brokers

Session 9. Borrowing

I. Credit Buying in Our Economy

- A. Vital Force in Economy
- B. Why Extensively Used
 - 1. Consumer Point of View
 - 2. Seller's Point of View
- C. Sociological Symbols
 - 1. Success Factor
 - 2. Cultural Use

II. Evaluation of Credit

- A. Credit Rating Agencies
 - 1. Criteria for Awarding Credit
 - 2. Responsibility to Public
- B. Personal Credit Rating
 - 1. Character
 - 2. Capacity
 - 3. Capital

III. Sales Contract

- A. Charge Accounts
 - 1. Open Account
 - 2. Revolving Charge
 - 3. Budget Charge
 - 4. Divided Charge
- B. Credit Cards
- C. Installment Plans

Session 10. Borrowing

I. Protection for Debtor

- A. Bankruptcy Act
- B. Personal Receivership
- C. Revocation of Contracts--Minors--Incompetents
- D. Uniform Sales Act
- E. Right of Redemption

II. Characteristics of Installment Contracts

- A. General Items
 - 1. Cash Price
 - 2. Money Advanced
 - 3. Price to Be Paid Periodically
 - 4. Claim Against Salary or Wages
 - 5. Insurance on Items and Cost
- B. Cost of Installment Buying
 - 1. Price Included in Item Cost
 - 2. Percentage Charge on Unpaid Balance
 - 3. Flat Dollar Charge
 - 4. Charges for Installment Services

III. Advantages of Installment Buying

- A. Use of Goods and Services
- B. Assists Standard of Living

IV. Disadvantages of Installment Buying

- A. Overbuying
- B. Impulse Buying

Session 11. Protecting

I. Social Security Act

- A. Coverage
 - 1. Covered Occupations
 - 2. Excluded Occupations
- B. Eligibility Requirements
 - 1. Fully Insured
 - 2. Currently Insured
- C. Nature of Benefits
 - 1. Fully Insured Status
 - 2. Currently Insured Status

II. Determination of Benefits

- A. Total Average Earnings
- B. Base
 - 1. Maximum and Minimum Benefits
 - 2. Methods of Computation

III. Benefit Claims

- A. Not Automatic--Must Apply
- B. Retirement
- C. Survivorship
- D. Disability

Session 12. Protecting

I. Medical Care Under Social Security

- A. Basic Program
- B. Voluntary Supplementary Medicare

II. Interrelationships Between Medicare and Private Health Insurance Plans

Session 13. Protecting

I. Automobile Insurance Legislation

- A. Compulsory Insurance
- B. Automobile Comprehensive

II. Types of Companies

- A. Bureau Companies
- B. Deviating Companies
- C. Direct Mail Companies
- D. Independent Agencies

III. Kinds of Insurance

- A. Bodily Injury
- B. Property Damage
- C. Medical Payments Coverage
- D. Comprehensive Coverage
- E. Collision Insurance
- F. Uninsured Drivers Protection

IV. Contents of Contract

- A. Declaration
- B. Agreements

Session 14. Protecting

I. Property Insurance

- A. Standard Fire Policy
- B. Extended Coverage Endorsement
- C. Additional Extended Coverage
- D. All-Risks Insurance
- E. Home Owners Policy

II. Casualty Insurance

- A. Liability Risks
- B. Burglary, Robbery, Theft, Larceny
- C. Title Insurance on Property
- D. General Liability Insurance
 - 1. Law of Negligence
 - 2. Basic Policy Provisions
 - 3. Types of Risk Coverage Provided
 - a. Owner's, Landlord's, and Tenant's
 - b. Farmer's Comprehensive Personal Liability

Session 15. Protecting

I. Types of Life Insurance

- A. Straight Life (Whole, Ordinary)
- B. Limited Payment
- C. Endowments
- D. Term
- E. Annuities

II. Group Insurance

- A. Definition
- B. Group Life, Group Annuity
- C. Convertible to Other Forms

III. Industrial Insurance

- A. Definition
- B. Appeals to Weekly Wage Earner
- C. Premiums Small, Though Cost Is High

IV. On Buying Insurance

- A. Review Contract
- B. Competent Agent
- C. Time Covered

Session 16. Investing

I. Common Stock

- A. Investment Characteristics
 - 1. Income
 - 2. Appreciation
 - 3. Growth
 - 4. Leverage
- B. Net Asset or Book Value
- C. Earnings
- D. Price-earnings Ratio

II. Preferred Stock

- A. Dividend Provisions
- B. Types and Privileges

III. Bonds

- A. Corporate
- B. United States Government Bonds
- C. Municipal Bonds

IV. Types of Investors

- A. Average
- B. Traders
- C. Speculators

Session 17. Investing

- I. Who Should Invest
- II. Prerequisites to Investing
 - A. Solvency
 - B. Insurance
 - C. Savings
- III. Basic Rules for Investing
 - A. Self Analysis
 - B. Determination of Goals
 - C. Getting the Facts
 - D. Selecting a Broker
 - E. Nature of Risks
- IV. Mechanics of Investing
 - A. Brokers and Investment Bankers
 - B. Stock Exchanges
 - 1. New York Stock Exchange
 - 2. American Stock Exchange
 - 3. Regional Exchanges

Session 18. Investing

- I. Buying a Home
 - A. Factors to Consider
 - 1. Basic Costs
 - a. Down Payment
 - b. Mortgage
 - c. Taxes
 - d. Insurance
 - 2. Additional Costs
 - a. Maintenance
 - b. Utilities
 - c. Decorating and Equipment
 - d. Closing Costs
 - B. Need for Budgeting the Housing Cost
 - 1. Amount You Can Afford
 - 2. Amount Available for Down Payment
 - 3. Type of Loan You Can Obtain
- II. Financing a Home
 - A. Bank Loan
 - B. Consumer Finance Companies
 - C. Credit Union

- D. FHA Loans
- E. VA Loans
- F. Private Lenders

III. How to Purchase a Home

- A. Selecting a Site
 - 1. Character of Neighborhood
 - 2. Community Facilities
 - 3. Stability of Value
 - 4. Available Utilities
- B. What a Realtor Can Do

Session 19. Investing

- I. Legal Matters--Acquiring a Family Attorney
- II. Process of Purchasing
 - A. The Escrow Process
 - B. Deeds and Title Insurance
 - C. Mortgages
 - D. Ownership

Session 20. Sharing

- I. Why Are Taxes Necessary
- II. What Are the Basic Principles of Taxation
 - A. Benefit Theory
 - B. Ability to Pay Theory
 - C. Direct Tax
 - D. Indirect Tax
- III. What Are the Taxes You Pay
 - A. Personal Income Tax
 - B. Property Tax
 - C. Sales Tax
 - D. School Tax
 - E. Estate and Inheritance Tax
 - F. Tariffs
 - G. Miscellaneous Taxes

Session 21. Sharing

- I. Who Must File an Income Tax Return
- II. What Is Considered Taxable Income

- III. What Income Is Not Taxable
- IV. What Income Is Not Subject to Tax
- V. Computing Your Taxable Income
 - A. Standard Deduction
 - B. Itemized Deduction
- VI. Computing the Amount of Tax
 - A. Do You Owe Uncle Sam
 - B. Does He Owe You

Session 22. Investing

- I. What Is an Estate Plan
 - A. Inventory of Property
 - B. Distribution of Property
- II. What Is the Purpose of an Estate Plan
 - A. View Assets
 - B. Plan Property Distribution
 - C. Avoid Shrinkage
 - D. Provide for Debts, Last Illness, Burial Expenses
- III. Disposal of an Estate When There Is a Plan
 - A. Trust
 - 1. Kinds of Trusts
 - 2. Trust Management
 - 3. Administrative Costs
 - 4. Power of a Trust

Session 23. Investing

- I. Wills
 - A. Kinds of Wills
 - B. Preparation in Drawing a Will
 - C. Formalities in Making a Will Valid
- II. Distribution of the Estate
 - A. To Minors
 - B. To Incompetents
 - 1. Individual Distribution
 - 2. Successor Guardian
 - 3. Administrator of Estate
 - 4. Executor of the Will

III. What Happens If You Don't Plan for Estate Settlement

- A. Personal Property Distribution
- B. Real Distribution

IV. What Taxes Are Levied on an Estate

- A. Federal Estate Tax
- B. Inheritance Tax
- C. Tax Provisions

Each counselor was provided with a notebook containing the above outline and a suggested list of reading selections to accompany each presentation. Two basic money management texts were used: Sense With Dollars by Charles Neal (Garden City, New York: Doubleday & Co., Inc., 1968) and Answers to Your Everyday Money Questions by Lorraine L. Blair (Chicago, Illinois: Henry Regnery Co., 1968).

Supplemental Money Management Classes

The second phase of the program was a cooperative arrangement with social service agencies whereby released time was granted to the counselor-students participating in the money management course in order that they could meet individually and in groups with the staff of the Southwest Center during the day. The meetings were held at various convenient social service centers in Oklahoma City, particularly the neighborhood centers of the Community Action Program. These informal consultation sessions provided the motivational atmosphere in which the counselors could discuss family finance in terms of its relationship to their low income clients and counselees. The daytime meetings were conducted within a

loosely organized framework with an elected chairman, vice chairman, and recorder. The Center staff provided educational materials and supplemental speakers on topics often not covered in the formal course. The meetings were structured only in accordance with the wishes of the group.

One of the most important indirect results of this endeavor was the formulation of COCO--Central Oklahoma Citizens Organization--which today operates a credit union for low income persons in Northeast Oklahoma City. The counselors invited Mr. Charles Harrington, a credit union organizer, to address one of the morning sessions. Harrington was responsible for the successful organization of the Tulsa Task Force Credit Union, a credit union specifically for low income persons. Three participants from the Shalamar Community Action Program (CAP) Center in Spenser were motivated by his talk and discussed his farsighted objectives with their neighborhood council. Although the counselors were unable to promote the formulation of a credit union at that time, a number of their low income clients, including a VISTA worker, traveled to Tulsa to see Harrington. Within two months, plans were in progress for the foundation of Oklahoma City's first low income people's credit union. In a period of six months, the credit union was operative, complete with constitution and board of directors. One of Shalamar's welfare clients who helped found the credit union is today president of its board of directors.

Programs for Low Income People

The third phase of the program was to conduct money management classes for low income people. Some twenty counselors, who had completed the formal course and were highly motivated in terms of helping low income people with financial problems, were selected by the Center staff to act as discussion leaders. Presenting family finance materials to low income people was the greatest challenge of the entire program. Academic language is not meaningful to the poor. Thus, it was necessary to emphasize the term "money management" instead of "consumer education" in publicizing these classes. Every attempt was made to keep the class structure informal by having at least two or three discussion leaders talk "with" instead of "to" the low income audience. Use was made of visual aids, which gave the low income person an identifiable point of reference and contributed to motivating the group to discuss each evening's consumer topic. The staff of the Southwest Center provided materials and guidance, although the meetings were structured by the discussion leaders. Each leader who participated in a program was given a small honorarium.

With the exception of one program, the meetings were held in the evening, once a week, for a duration of six weeks. One discussion leader devised her own program for Aid to Dependent Children (ADC) mothers and combined a lunch hour demonstration of the preparation of commodity foods with a session on money management.

A house-to-house survey was conducted by Community Action Aides in one low income Negro area of Oklahoma City to discover the topics in which people were most interested and to find out if there was interest in a broad, general approach in money management classes. The high percentage of affirmative responses led to a program at the neighborhood YWCA. Another program was cooperatively conducted with Oklahomans for Indian Opportunity in the low income Indian area of the city.

Two money management programs were unsuccessful. One was held in the low income rural Negro area of Spenser. The possible reason for the failure of the Spencer program was the untimely power struggle between certain neighborhood leaders and the supervisor of the local Community Action Program. This was the explanation given by the supervisor who was one of the program's discussion leaders. The other program that failed was planned in cooperation with the Urban League of Oklahoma City. Failure of this program was attributed to insufficient promotion and publicity by the Urban League and the Adult Institute, which conducts classes for the League. The League's coordinator for this special program believed that the time of the program (late June) and the place (Douglas Center) may have also contributed to the poor response.

Although the Urban League's program failed to develop, it did lead to a successful money management program in

another area. The son of the Urban League director, a law student at Yale, was in charge of the educational programs for students who were employed for the summer at Tinker Air Force Base. As a participant in the Federal Summer Employment for Youth Program, the Base employed high school students from low income families. As part of the educational program, four money management sessions were held during working hours in one of the classrooms on the Base, and student attendance ranged from 15 to 60 at the sessions.

Money management programs of three sessions each were presented by the Center staff to the teenagers of the Neighborhood Youth Corps and to parents at Children's House. The teenagers of Neighborhood Youth Corps were involved in a work-study program, and Children's House served as an OEO day care center for children of low income working parents. Both groups were composed of predominantly low income persons from the northeast area of Oklahoma City.

Summary

Size of income is only one factor influencing the problems of the poor. Wise use of money is equally important. For personnel employed as counselors of low income people by social service welfare agencies, the critical need is for the right information at the time when the family in poverty is beset with money problems.

The schools of social work ordinarily do not offer content areas in family finance education. As a consequence, very few graduates who become caseworkers are able to cope with money management problems of low income people. In part, this explains why it is not the social worker but the home economist who has become more deeply involved in consumer programs for the poor. While the home economics curriculum emphasizes "how-to" courses, it does tend to deal with the problems of money management in these areas.

In-depth urban studies in Oklahoma City pointed out the need for family finance programs for professionals involved in counseling low income people. However, the results of these studies were never implemented. Presidents Kennedy and Johnson had called national attention to the need for consumer assistance and education. In response to this, the National Committee for Education in Family Finance became involved in a broad program of family finance education. As part of this program, the University of Oklahoma established the Southwest Center for Education in Family Finance to initiate pilot projects in money management.

The Metropolitan Oklahoma City Project was one of the programs initiated, staffed, and conducted by the Southwest Center. This project was developed to improve the money management skills of counselors of low income people and conduct money management programs for the poor.

CHAPTER III

PROCEDURE IN DEVELOPING THE CASE

STUDY INFORMATION

This chapter is a description of the procedure utilized in developing the guide for the individual in-depth interviews and the process for collecting, analyzing, and summarizing the data obtained through the application of the case technique. Each of the 52 case reports in the Appendix of this study is an in-depth report of the influence of education in family finance upon the personal and professional lives of counselors.

Characteristics of the Counselor-Students

This study was essentially concerned with counselors who participated in the money management program in Oklahoma City between March, 1968 and June, 1969. A total of 132 persons, 87 women and 45 men, registered for the four money management classes. Of this number, 95 registrants, or 72 percent (67 women and 28 men) completed the prescribed instructional offerings. Thirty seven registrants (21 women and 16 men) dropped out of the program after attending from one to five lectures. The following reasons were given by those who

dropped out: change in employment, child care problems, other evening activities, assumption of adequate knowledge of money management, and taking other subjects which carried college credit.

Seventy-six, or 80 percent, of the participants were directly involved professionally in counseling work or other social service activities. These participants were employed as follows: 65 counselors of low income people; 5 social service agency secretaries; 2 social service agency librarians; 1 social service agency nurse; 1 teacher; 1 clergyman; and 1 insurance agent.

Five persons, or 5.26 percent (3 housewives, 1 vocational rehabilitation counselee, 1 machinist) were in no way connected with any consultative function or social service. They participated in the classes in order to increase their own personal background in money management and were less concerned about supplemental activities involving counselors.

The counselors were encouraged to have their spouses attend the money management classes. However, only fourteen, or 14.74 percent, were able to take advantage of this opportunity.

The 52 cases presented in this study were taken from the total of 65 counselors (45 women and 20 men) of low income people who completed the program in money management. Ten public and private social service agencies were represented by this group. The number of counselors and the

agencies represented in the four money management classes were as follows: American Red Cross, 2; Bureau of Indian Affairs, 3; Children's House, 6; Community Action Program, 29; Department of Public Welfare, 11; Neighborhood Youth Corps, 1; Oklahomans for Indian Opportunity, 1; Skyline Ministry, 1; Urban Renewal Authority, 8; and Vocational Rehabilitation, 3.

Selection of Study Respondents

A record was maintained of each participant who studied money management at Hills Business University. A differentiation was made between those students whose position of employment involved counseling low income individuals and families and those who held positions separate and apart from any counseling with low socio-economic people. A total of 65 participants were classified as counselors of low income people on the basis of: (1) the social agency or charitable organization for which they worked, (2) the type of counseling and guidance they gave to low income people, and (3) the frequency of contact with individuals and families at the poverty level.

The researcher of this report was involved in all activities and phases of the complete program and was able to maintain personal contact with the counselor-participants in the program. Observations and follow-up meetings were frequently held at the counselors' places of employment. On four occasions, this researcher was privileged to accompany counselors on visits to the homes of their low income clients.

The strongest and most effective contacts with the counselors in the money management program were the method-oriented discussions, conferences, and individual visitations that were held along with classes at Hills Business University. Out of the fifteen leaders who were highly motivated by their course experience, this researcher selected one identifiably responsible leader from each agency. This facilitated effective communication with other participants relative to follow-up activities and meetings, especially with such agencies as Community Action Program, Children's House, Urban Renewal Authority, and the Department of Public Welfare. These organizations had the largest representation of participants who completed the program.

With the assistance of each agency discussion leader, all counselors who were still actively employed by the agency were asked to become involved in this study. Names and addresses of counselors who were no longer with various agencies were obtained from the agency discussion leader.

Each of the 65 counselors was asked to become a case study prospect. A letter asking permission to interview the counselors at their places of employment was sent to the head supervisor or director of the larger social service organizations. Once permission was extended, the interview schedule was made out by contacting, either in person or by telephone, each counselor who was available. The full intent of the study was explained to each counselor, and the researcher

pledged that all data and case reports would be written in such a way that the identity of the counselor would not be readily apparent.

Based on information obtained from each agency, the researcher sought to contact and interview counselors who had left the agency but were employed at the time of their participation in the money management course. A total of 52, or 80 percent, of the 65 counselors were scheduled for in-depth interviews. Of the 13 counselors who were unavailable for interviews, six had moved out of the city and county, four had moved out of the state, and three indicated a preference not to become involved in the study when contacted by the researcher. Five counselors formerly employed by the Community Action Program were contacted and interviewed, three at their former place of employment, and two in their own homes.

The individuals included in this study were each interviewed for not less than one and one-half hours. Preliminary arrangements were made for a quiet place, usually an office, in which to hold the interview, since the researcher utilized a tape recorder. Without having to take notes, the researcher was able to create an informal atmosphere and readily explain the intent of each question asked of the counselor.

The interviews were begun in January, 1970, and were completed by the end of February, 1970.

Use of the Interview Method

The intent of each interview was to elicit from the interviewee the experiences and changes in their personal and professional lives which they perceived to be the result of the influence of family finance education. The inter-personal relationship between the interviewer and the interviewee stimulated in-depth exploration of the problem and the nature of the desired data. The high level of rapport with each interviewee permitted clarification of particular questions and responses.

To ensure flexibility and in-depth responses, the interview guide was unstructured in design. It was first submitted to knowledgeable educators for critical evaluation. The guide in its final form was written following four pilot interviews in the fall of 1969. These interviews enabled the researcher to improve and refine the guide, as well as practice and develop his interview technique. The open-ended manner of conducting the interviews often necessitated re-orienting the questions to permit the respondent to interpret the true meaning and relate specific responses.

With two exceptions, the 52 interviews were conducted in the familiar surroundings of the counselors' places of employment. In two instances, the interviews were held in the homes of the counselors who had resigned from their positions of working with low income people. The use of the tape recorder afforded the researcher the opportunity to check,

recheck, and clarify answers of the respondents while the interview was being typed. Permission was given by each counselor interviewed to use the information supplied by him for this study.

A completed interview guide follows hereafter. It indicates how information and data for this research study were recorded for later development into case reports.

Interview Guide

PART I. PERSONAL BACKGROUND Date 1-14-70

A. Name _____ Male X Female _____

Home Address _____ Telephone _____

_____ ZIP Code _____

Age: Under 25 _____ 25-34 X 35-44 _____ 45-54 _____

Place of Birth: Baton Rouge, Louisiana

Marital Status: Single _____ Married X Divorced _____

Widow(er) _____

If married, is spouse employed outside the home? Yes X

No _____

Number of Children 4

B. Educational Background

High School: 1 2 3 4 years (circle) Diploma: Yes X

No _____

Year Graduated _____ Major Study: Business _____

College Prep _____ Industrial Arts _____

Scientific _____ General X

College: 1 2 3 4 years (circle) Major Sociology
Minor Religion-Psych.

Degree A.B. Year 1959

Master's Degree: Yes _____ No X Major Area _____

Education Beyond High School or College: Tulane Univ.,
University of Oklahoma--seminars and workshops

Area of Study: Social Work--Group Process--Guidance

C. Professional Employment Background

Present Employment (Organization) Dept. of Public Welfare

Present Title or Position Casework Supervisor

Duties Performed: Supervise five social welfare workers
who render social and financial services to persons
in need of public assistance and/or counseling.

PART II. INFLUENCE OF FAMILY FINANCE EDUCATION ON THE
PERSONAL AND FAMILY LIFE OF THE RESPONDENT

- A. In general terms, what are some of your major goals in the use of money? Short term goals? Long term goals?

The respondent believed that he was conservative in his handling of his personal finances. His short term financial goals were to provide for the immediate needs of his family, such as food, clothing, and shelter. His long range financial goal was setting aside U. S. savings bonds for his children's college education. In addition, he maintained a separate savings account specifically designated for emergency use. The most recent use of his accumulated savings was to purchase his present home. The family had a checking account in a bank.

- B. Have these goals persisted over the past five years?

It was the respondents belief that his family financial goals had not changed in the last five years. He indicated that since the money management classes he was planning to accumulate extra savings in order to purchase stock securities.

- C. Would you describe briefly the money practices that you have. For example, using credit, shopping for goods and services, buying insurance, etc.

The respondent and his wife paid cash for their food, shelter, and most of the family's clothing. Neither he nor his wife used credit to any great extent. Generally they saved for what goods or services they wanted and even paid cash for such durable items as furniture and appliances. His car and his home were the only things he was purchasing on time. He did investigate various banks before borrowing large sums of money. He usually borrowed money from either a bank or his credit union. He preferred not to shop around for insurance and has dealt with one company for years.

- D. Can you indicate some experiences which may have caused you to change your money management practices?

Since attending the money management classes at Hills Business University, the respondent reported that he had reviewed and improved his financial budget. At the time of the interview, he had begun the second week of this new budget which he attributed to resource materials he received from the money management classes. Prior to the time this counselor attended the family finance classes, he and his wife were heavily in debt with installment accounts at various stores such as Sears Roebuck, J. C. Penney and Montgomery Wards. Since that time, he learned of the excessive costs of purchasing goods on the revolving charge account plan and has paid off each account. This experience changed his credit practices.

PART III. INFLUENCE OF FAMILY FINANCE EDUCATION ON THE PROFESSIONAL LIFE OF THE RESPONDENT

- A. How has your attitude toward money management been affected by your counseling work experience?

The extreme financial indebtedness of the respondent's counselees had an effect upon his own attitude toward money management. "The way they use credit is unbelievable," he exclaimed. He reported that his welfare recipients were continuously purchasing goods and continuously involved with reposessions. Over a period of six years, this counselor had witnessed all kinds of money problems of the poor. He believed that the misuse of credit buying and the indiscriminate purchase of insurance policies such as life, health, and automobile, tended to destroy the financial base of low income families.

- B. To what degree are your money management attitudes related to the money management attitudes of your counselees?

As a counselor, the respondent believed that his attitudes toward money management were decidedly contrary to those of his welfare clients. It was his belief that he was better informed about money matters and was more discriminate in his buying, borrowing and saving practices. "My thinking about money management and financial planning in no way reflects the same attitudes of my welfare recipients," he stated.

- C. Attitudes are based to some extent upon the kind and amount of information an individual receives and upon the nature of its sources. Considering the many sources of information available to you, what has most changed your attitude toward money management?

Since attending the money management classes at Hills Business University, the respondent reported that he became more observant and critical about personal finance information in newspapers and periodicals. His confidence in dealing with family financial problems increased considerably because of the worthwhile kinds of resource literature he acquired at the money management classes. He began to read Consumer Reports and Changing Times. "These periodicals are of tremendous value to me in developing my personal money practices." He believed that he was now better prepared to make rational money management decisions.

- D. Attitudes and values held by a group (family, church, work, social) often directly or indirectly affect the individual and vice versa. Would you say that as a member of any of these groups you have displayed any behavioral change in the area of money management?

The respondent was a member of the Discussion Leaders Group and was a speaker at three different programs in money management for low income people. His interest in family finance continued after attending the money management classes and within the department of welfare, he was a strong supporter of the program. He said, "From what I had learned in both programs I became more confident of passing this information on to my counselees, my friends and my family." The respondent indicated that the most important change in his money management attitudes has occurred in relating improved practices within his family circle.

Report of a Representative Case

Presented in the Appendix are the 52 case study reports on which this dissertation is based. Interesting likenesses and differences were found among the 52 cases, and each case was written to indicate conditions and problems that existed at the time of the interview. It should be recognized that since that time various other changes may have occurred in the personal and professional behavior of the respondent in money management. Based on the foregoing completed interview guide, Case No. 2 is presented here in order to depict the procedure utilized in developing each case report from the interview guide.

Case Study Report No. 2

Background Information About the Respondent

This respondent is married, in his early thirties, and is employed as a casework supervisor for the Department of Public Welfare. He has four children who are preschool age. He moved his family to Oklahoma City six years ago when he decided to give up the ministry because of financial problems. At the time of the interview he was still an ordained minister and was on call to preach Sunday services for any sick or absent ministers of his district. His wife is employed as a fashion seamstress.

This respondent completed a Bachelor of Arts degree program in 1969 at the University of Oklahoma. He began his

studies in religion and psychology at Tulane University in Louisiana but changed his major to sociology when he was employed by the Oklahoma City Department of Public Welfare. He was a participant in the third family finance class in the fall of 1968.

The Influence of Family Finance Education Upon
the Personal Life of the Respondent

The respondent considered himself to be an informed but conservative money manager. He and his wife did not use credit to any great extent, and they paid cash for the necessities of everyday living. Clothing items which they purchased on credit were frequently paid for within 30 to 60 days. During the interview he stated:

My wife and I were in financial trouble because of poor use of credit. We learned not to become too involved in buying on the installment plan. Our use of money on a credit basis is very limited.

He preferred to borrow money from a bank or credit union. The only outstanding financial obligations he had were the payments on his two automobiles and the mortgage on his house.

This counselor's long term goals for the use of money were in direct contrast to those of his low income clients. He revealed that these clients often borrowed from high interest loan companies to finance their buying activities. His long range financial plans included the use of a savings and checking account. Most welfare clients do not have long range plans, and the use of cash as a medium for purchasing

goods and services is common. "Unfortunately, the people I counsel have not had the opportunity to learn good money management," he said. This counselor indicated that the family finance classes broadened and improved his insight into his own present and future financial goals. Since attending the class, he has revised his budget.

Prior to attending the money management classes, the respondent revealed that he was not aware of the many aspects of investments and estate planning. He stated, "My wife and I had been buying U. S. Savings Bonds, but since participating in the family finance classes, we intend to invest additional savings in growth securities and other investments."

Various kinds of financial literature were introduced to the respondent during the money management classes, including the periodicals Changing Times and Consumer Reports. He related, "I select many ideas for my own money management practices from these publications." This counselor believed that the money management classes motivated him to revise his attitude about financial planning and investing. At the time of the interview, he was in the process of drawing up a will.

The Influence of Family Finance Education Upon the Professional Life of the Respondent

This counselor participated in every supplemental money management class. He was the leading spokesman for counselors from the Department of Public Welfare. While attending the morning sessions, he became motivated and more

interested in developing money management programs for low income people. He had an active role in the formulation of the Discussion Leaders Group and was a speaker and discussion moderator for three low income peoples' programs in family finance. He had a special interest in the topics of buyman-ship and budgeting. In his presentations he often utilized the various resource materials and concepts acquired during his attendance at the money management classes.

The respondent indicated that prior to the family finance class at Hills Business University, he relied principally upon his own personal money experiences in counseling welfare clients. In addition, he stated, "I often cited personal money problems of other persons in my peer group and told clients how these people solved their difficulties." He believed that the welfare client's failure to handle financial problems certainly affected his own attitudes about money management.

As a result of the family finance class experience, this counselor believes that he is now better prepared to assist not only his caseload clients but also to assist the social caseworkers under his supervision. "I am now aware of the various budget plans," he said, "and I even devised a simple 'hand out' form to give my clients."

Another area of family finance which attracted his special attention was insurance. He remarked that he was motivated to learn more about the various kinds of policies

because, "Many of my welfare clients are indiscriminate purchasers of all kinds of insurance policies from door-to-door salesmen." He related a number of incidents in which he had assisted his clients with their insurance needs, particularly automobile insurance.

The respondent maintained his interest in the Metropolitan Oklahoma City Project and was always available to attend planning sessions for future programs. He actively assisted this researcher in the recruitment of participants for subsequent money management classes. He was a strong advocate of the project within the Department of Public Welfare and encouraged other social welfare caseworkers to attend the family finance classes and meetings.

This counselor believes that his enthusiasm and interest in the money management program has a strong effect on his family and colleagues. It is his belief that by establishing a more rational approach to the handling of his own finances, he has become better prepared to counsel his low income clients.

Summary

Interviews with counselors of low income individuals and families were used to gather much of the data on which this study was based. An interview guide was used to obtain data relative to the counselors' backgrounds and the influence of family finance education upon their personal and professional lives.

This chapter describes the methods and procedures used in developing the case study information about counselor-participants of the Metropolitan Oklahoma City Project. Each of the 52 cases that appears in the Appendix is an in-depth report of the influence of family finance education upon the personal and professional life of a social service counselor who participated in the pilot project of the Southwest Center for Education in Family Finance between March, 1968 and June, 1969.

CHAPTER IV

ANALYSIS AND PRESENTATION OF THE DATA

It was the intent of this research study to determine the nature, scope, and intensity of the influence of family finance education upon the personal and professional lives of 52 counselors who participated in the family finance program conducted by the Southwest Center for Education in Family Finance at the University of Oklahoma. The case studies which appear in the Appendix of this research report constitute the data from which the analysis and interpretation of this problem were made. The case studies were constructed from observations of the class activities of those counselor-participants in the Oklahoma City family finance program and the supplemental money management classes; from observations of the counselors in their working counseling situations and as they conducted money management programs for low income people; and from in-depth interviews with each counselor who completed the family finance program.

In order to facilitate the presentation of the findings resulting from analysis of the information in the cases, this chapter is divided into three major sections: (1) general background information on the 52 counselors,

(2) information reported by the counselors relative to the changes that have occurred in their personal financial practices, and (3) information reported by the counselors about the changes in their professional lives since attending the family finance classes.

The substantial amount of data obtained was not readily quantifiable, thus, the information contained in the case studies is not presented in tabular form. In order to compare behavioral changes relative to family finance in the personal and professional lives of the 52 counselors some of the findings are reported as fractional parts or percentages of the total number of counselors.

Information About the Counselor-Respondents

Personal data obtained from the 52 counselors is presented in this section. The information applies to conditions as they existed at the times each counselor was interviewed and observed.

Marital and Family Status

Of the 52 counselors involved in this study, 35 were women and 17 were men. Fifteen men were married and two were divorced. Two women were single, 20 were married, 12 were divorced, and one was a widow.

Eight of the counselors had no children, four had one child each, eight had two children, 12 had three each, eight had four children, five had five children each, and six

counselors had six or more children in the family. The largest family had 11 children. The average number of children per household among the 50 counselors who were married, divorced, or widowed was 3.2 children. The ages of the counselors' children ranged from six months to 28 years.

Of the 15 married men, 12 had wives who were employed outside the home. The husbands of 16 of the 20 married female counselors were employed at the time of the interview; the other four female counselors stated their husbands were temporarily unemployed or changing employment.

Place of Birth

The counselors' places of birth emphasize migration to the urban area of Oklahoma City. Only 13, or 25 percent, of the counselors were born in Oklahoma City, while 25, or 48.07 percent, were born in other cities and towns of Oklahoma. Fourteen, or 26.92 percent, were from outside of Oklahoma. Of these out-of-state counselors, five were born in Texas, two each came from the states of Illinois and Minnesota, and one each came from Tennessee, Louisiana, Missouri, Mississippi, and Arizona. None of the counselors who were born outside of Oklahoma City came from a city or metropolitan area as large in population as Oklahoma City.

Ages of the Counselors

The median age of the counselors was 38.5 years. Four of the counselors were 25 years old, 17 were between the

ages of 25 and 34, 18 were between the ages of 35 and 44, 11 were between the ages of 45 and 54, and two were above the age of 55.

Educational Attainment

The levels of formal education attained by the counselors ranged from tenth grade to doctoral candidacy. Of the 11 counselors who were classified as supervisors, two had between one and three years of college education, eight had earned a bachelor's degree and had taken additional coursework on the graduate level, and one had earned a master's degree and was working toward the doctorate.

Forty-one counselors were classified as field workers, caseworkers, and community aids. Ten of these counselors had completed between 9 and 11 years of secondary level education. Another 10 were high school graduates. Thirteen had from one to three years of college training, and three were college graduates. Four field workers had pursued additional study beyond the bachelor's degree, and one counselor had completed a master's program and was working toward the doctorate.

The major and minor areas of study revealed varied combinations at the college level. Sociology was the predominant major field, even when combined with other minor studies. Four counselors who were working toward the bachelor's degree listed elementary education and child psychology as their major and minor areas. Four counselors had sociology as their

major area, while three listed a sociology-psychology combination. Another three had sociology-history combinations, and one each had combinations of sociology-religion-psychology and sociology-economics-psychology.

Various other major and minor areas of study were: English, English-psychology, history-English, physical education, business education (3), art, social studies-art, social studies-physical education, business administration-music, business education-guidance, biology-education, religion-philosophy, religion-English, and religion-speech.

Change in Position and Income

Since attending the family finance classes, 31, or 59.6 percent, of the 52 counselors held the same position with the same social service agency as at the time of the money management class. Seven female counselors were promoted to more responsible positions--three to supervisor, two to area counselor, one to community organizer, and one to eligibility examiner. Four male counselors had been promoted--two became supervisors, one became a vocational counselor, and one was made assistant rehabilitation director. Each counselor who was promoted had received an increase in salary.

Of the five women counselors who resigned the positions which they held at the time of the money management classes, two were subsequently employed by another social service agency at approximately the same salary and position,

two went to work for a small parts manufacturer, and one bought a small restaurant and went into business for herself. Two of the three men who resigned from their social work returned to college to study toward doctoral degrees, and one became employed by the Oklahoma City Public Schools as an attendance supervisor. Two of the counselors were temporarily unemployed at the time they were interviewed and were seeking positions in the area of social work and counseling.

The approximate monthly family income was differentiated according to age rather than position and performance of duties. The range of income for the four respondents under 25 years of age was from \$350 per month to \$500 per month, averaging \$412.50 per month, or \$4,975 per year. For the 17 counselors between the ages of 25 and 34, the family income ranged from \$260 to \$2,000 per month. The approximate average income for this group was \$621.43 per month, or \$7,256 per year. In the 35 to 44 year age group, 18 respondents received monthly family incomes ranging from \$200 to \$1,350. The average monthly income for this group was \$526.27, or \$6,935 per year. The range of family income per month for the 11 counselors between 45 and 54 years of age was \$342 to \$1,450. For these counselors, the approximate average monthly income was \$698, or \$8,376 per year. The two counselors in the 55 to 64 year age group received a monthly family income of \$1,000 and \$1,100 respectively, for an average monthly income of \$1,050 or \$14,600 per year.

Changes in Personal Money Management

This section is the result of analysis and interpretation of the basic content in the case studies. This material is relevant to the influence of family finance education upon the personal money management practices of the counselors of this study.

Management of Resources and Goals

Since individuals and families in our society have limited financial resources, they are endlessly confronted with the problem of how to utilize available resources in the most satisfactory manner commensurate with their standard of living. Decision making is the underlying concept which significantly affects the family's goals. Once realistic goals have been determined, management of one's limited monetary income may be achieved.

There was general agreement among the counselors that a portion of a family's funds must be expended to meet the needs of day-to-day living. Essentially, the short term goal should be to provide for the immediate needs of food, clothing, and shelter.

Individual and family goals are dependent on income, and the effective utilization and planning of income results in goal achievement. However, what may be a "need" for one household may be a "want" for another. Specific short term goals for some counselors were: repairing or purchasing an

automobile, starting a savings account, purchasing jewelry, going into business, beginning a new career, or purchasing family clothing.

Short term goals for many counselors were in various stages of completion. Eleven counselors were paying off existing loans or debts to banks, credit unions, and finance companies. Three of the interviewees were involved in various stages of purchasing homes, negotiating for home repairs, or furnishing a newly purchased home.

Long term goals were in terms of those future needs and wants for which the counselors committed a portion of their present incomes. Since these wants were not to be realized for a number of years, the counselors had developed systematic financial planning to save for them. Education for their children and themselves was the most frequently mentioned future goal. Fifteen counselors were setting aside funds for college or business school for their children. Seven counselors were involved in college degree programs or planning to attend college, one respondent was completing high school and planning to enter college, and one respondent was sending his spouse to college.

Home ownership as a long range goal was an important value expressed by the counselors. Nine respondents were anxious to complete their mortgage payments as soon as possible, while eight counselors were saving to purchase a new home. One respondent had purchased 14 homes with the

intention of retiring on the earnings from these houses as rental property.

Creating a substantial retirement fund was a major concern for some counselors. Three of the counselors had retirement insurance policy plans, three had savings and investment plans for their eventual retirement, and four respondents were simply purchasing savings bonds for their future financial security. One counselor was in the process of saving the equivalent of one year's salary as a supplement to his retirement income.

Persistence of Goals

More than half of the counselors indicated that since attending the money management classes at Hills Business University their personal financial goals had changed. However, others revealed that their financial goals were still the same and had not changed within the past five years. Prior to the classes, many believed they were utilizing their income to the best advantage, but since the classes many of the counselors reported that they lacked goals and were merely spending haphazardly. All of the respondents did emphasize that they were more confident now about financial planning.

Since the family finance class experience, counselors were more aware of the need to make financial decisions and engage in long term planning. Attitudes of many of the counselors may best be illustrated by such statements as these:

I learned how to change my whole money spending pattern and start a new budget.

I decided to sacrifice present security and work toward a doctor's degree.

I cashed in part of my annuity and I am investing in real estate.

I always felt the need for saving and insurance, but until the class I never had the incentive.

Prior to the class I never knew where my money went. Now I have long term goals for the purchase of a home.

The experience of the money management class gave me the information I needed to change my savings and retirement plan.

Generally, the counselors whose goals were still the same as prior to the money management class tended to spend virtually their entire income for everyday necessities. A number of counselors reported that financial goals were relatively difficult for them to establish because of personal family money problems or commitments which placed their incomes in "strait jackets."

Use of Money for Goods and Services

The counselors in this study practiced various methods of spending commensurate with their income levels. Some of the counselors were conservative and even cautious in their spending, while others were more liberal in satisfying their needs. A number of the counselors came out of poor neighborhoods into employment with the Community Action Program. They continued to live and spend at the near-poverty level,

even though their incomes were substantially raised when they became counselors.

Buying

There was a general agreement among the counselors that shopping is basically a skill used to satisfy individual family needs and wants in accordance with the amount of money available. The numerous examples of comparative shopping for price and quality indicated by the counselors illustrate an awareness of the value of shopping for goods and services.

The cost of food is one of the larger items of a family's household budget. The case studies reveal that over 40 percent of the counselors are informed and careful grocery buyers. Some female counselors reported that their husbands did all the grocery buying. They indicated that they believed this was a good financial procedure for their families because of their husbands' superior shopping skill.

Clothing items are a less constant need, and shopping for them is influenced most by seasonal requirements. Over one half of the counselors indicated that they purchased most of their clothing at "end-of-season" sales.

Three fourths of the counselors believed that they became more discriminating buyers after attending the money management classes. In the interviews, they made such statements as these:

I do not buy groceries as impulsively as I did in the past.

I read labels now and look for dates on packages.

I used to buy only name brands, but now I know that store brands and lesser known brands are usually just as good as nationally advertised items and are less expensive.

I use a shopping list and plan the purchase of most of my groceries.

There was general agreement among the counselors that paying the least money for the best quality available is desirable.

Some of the comments the counselors made were:

I am a bargain hunter.

I shop around before I buy.

In shopping for canned goods and staples, I buy lead items in quantity.

I use the newspaper ads to discover the best buys, then I plan a shopping route so as not to waste gasoline.

I enjoy shopping at thrift stores.

Buying items at garage sales satisfied me in two ways. First, my urge to get a bargain is satisfied, and also it serves as a form of recreation.

To about one fourth of the counselors, shopping for groceries and clothing meant purchasing quality goods rather than buying at the "cheap" price. Convenience and time were the factors which dictated whether they shopped the sales. The attitude of many counselors was, "You get what you pay for," especially with respect to clothing.

Borrowing

The problem of how much debt an individual or family should assume was one of the most important aspects of money

management considered by the counselors in this study. The counselors generally agreed that the use of credit provides the household with material goods which would not otherwise be available except after long term saving.

The counselors were knowledgeable about the risks of using credit to excess and the necessity for exercising self-control. One third of them stated that they used credit and borrowed money only for emergency purposes. Many counselors said they did not like to use credit and preferred to buy what they needed on a cash basis. About one third of the 52 respondents used credit for major durable items such as an automobile, television set, or a household appliance, but they were conservative about purchasing and over-extending themselves with credit charges. The remaining one third considered themselves regular users of credit and kept active charge accounts.

While over one half of the counselors were aware that installment credit buying was expensive, they believed the convenience was worth the cost. Even in this respect, a number of them were using 30 or 90 day payment accounts to avoid paying large amounts of interest.

More than three fourths of the counselors believe that it is better to secure a loan from a bank or credit union as opposed to a small loan company. Only three counselors mentioned that they borrow small amounts of money from finance

companies to meet emergencies. A majority of the counselors were favorably inclined toward purchasing homes on credit.

As a result of attending the money management classes, over one half of the counselors indicated that they understand the underlying principles of utilizing credit. They especially have become more conscious of the cost of credit and believe that they are exercising greater control over their borrowing practices since their family finance course experience.

With respect to the use of credit, a number of the counselors stated:

My wife and I used to be on almost a 100 percent credit basis, but now we have cut down to only two credit cards.

In the money management class I learned more about interest rates. Now I pay for purchases in 30 days and do not have the added finance charges.

Abuse of credit in the past really hurt us, so now we save for everything.

I examine my bills closely to see what the service charges are.

I am using credit more now, but instead of paying whenever I can I try to clear my account every month.

Since attending the money management class, I think twice about borrowing money from a small loan company.

When I borrow money now, I read the contract carefully and ask questions about interest rates, add-on costs, and anything I do not understand, before I sign.

The general credit practices of about two thirds of the counselors indicated an overall conservative attitude. They do believe, however, that they are better informed than prior to their attendance at the money management classes, and they

are planning their credit purchases with discretion and caution.

Saving

There was general agreement among the respondents that saving is a wise money management practice and that the amount of saving is dependent upon the family's financial goals, income, and standard of living. The counselors saved for a variety of reasons: for security against unexpected family illness or catastrophe, to pay taxes, to cover car tags and insurance payments, and to purchase large items such as appliances and furniture. There were some counselors who were accumulating savings to meet their long range goals of buying a home, educating their children, or retirement.

Prior to the money management class, over one half of the respondents had savings accounts. After attending the family finance classes, an additional 13 counselors, or 52 percent of those who had never saved, opened savings accounts and began making regular deposits. Many of the new savings accounts were started at a recently established credit union for low income people, Central Oklahoma Citizens Organization. About one third of the counselors saved at federal savings and loan associations. Over one third belonged to their own employees' credit unions. Less than one third of the counselors utilized commercial banks for saving purposes.

The money management classes not only provided the information about banking services, but often provided the

incentive that many counselors needed in order to begin saving. Some of the comments of the counselors reflect their changed attitudes toward saving:

I used to spend all my money, now I have a savings account to which I deposit money regularly.

I set limits and live within my income so I can save money.

I save \$10 a month from my earnings, and borrow from the credit union rather than touch my savings.

When my car is paid off, I intend to put that payment in my savings account at the credit union each month.

To keep my savings intact, I learned to operate on a pay-as-you-go plan.

The counselors became more aware of their spending and saving patterns and have instituted plans to save in a more disciplined and systematic manner. As a result of their money management class experience, the counselors view saving as a means of fulfilling some of their future goals and improving their standard of living.

Protecting, Sharing, and Investing

One of the money management topics in which many of the counselors did not display a great deal of interest was "insurance." The primary reason for this was that most of the counselors had established programs of life, health, and auto insurance prior to their attendance at the money management class. Many of the counselors were skeptical about benefits offered by insurance companies, and others had had unfortunate experiences with insurance claims. Some of the

counselors were aware of circumstances in which insurance salesmen unethically sell inadequate kinds of protection to low income people.

Prior to attending the money management class, over three fourths, or 77 percent, of the 52 counselors had established life insurance programs. In addition, 28 counselors indicated that their wives had life insurance policies, and 30 counselors reported that their children were included in family life insurance programs or endowment policies. After attending the money management classes, seven of the 12 counselors who did not have life insurance obtained life insurance protection.

The life insurance programs of the counselors are varied because of their different ages, number of dependents, kinds of positions, range of income, health, and financial goals. The counselors are in general agreement about the need for protection against risk of financial loss. However, they do not recognize the saving and estate planning aspects of life insurance. Rather they view its importance only as a means of immediate income protection for their families.

Discussions of automobile insurance in the course were directed toward building an understanding of contractual commitments and "package" arrangements of comprehensive, collision, and liability coverage. Over four fifths of the counselors were car owners and 16 counselors owned two automobiles.

Seven counselors were responsible for cars operated by their children.

Counselors are generally unaware of the methods utilized by insurance companies for determining discount rates and premium costs. Over one half of the counselors reported that since attending the money management class, they have revised their auto insurance coverage. Most of these changes were improvements in the area of public liability coverage.

Comments made by counselors regarding their attitudes toward insurance included the following:

I'm insurance poor. There is always some new insurance plan being offered at the office or someone is knocking on my door.

At one time we would buy any insurance that came along. Now we are careful about evaluating new insurance plans.

After the money management classes, we went through all our insurance policies and improved our whole program.

Before the money management classes, I was not interested in our policies and plans. Now I have more insurance on myself, and we're converting to a family plan.

After the class at Hills, I began shopping for a better auto insurance plan. I knew I was paying more than I should have for the coverage I received.

As an Indian, I really don't believe much in life insurance. We were taught that our brothers would take care of us. For example, our tribe has a scholarship plan for education. Except for auto insurance, I don't worry about insurance programs.

Since the money management class, I tell my clients to read everything in a policy, and if they don't understand it, they should get someone to explain it before they sign the contract.

The case studies revealed that four fifths of the counselors now recognize that insurance is an essential part of family financial security. There was a strong indication that the attitude of the counselors toward buying adequate insurance protection had improved.

In general, none of the counselors ever enjoyed having to struggle with the yearly problem of meeting their tax obligations. The counselors indicated during the class sessions that before participating in the money management programs, they were not cognizant of taxes as an important aspect of family financial planning. The counselors now believe that the collection of income taxes and real estate taxes is an equitable means of financing governmental expenditures. However, they believe that sales taxes place a monetary burden upon their low income clients, who are inequitably taxed on the small amounts of goods and services they purchase.

Prior to attending the money management classes, eight counselors were purchasing U. S. Savings Bonds through their organizations' payroll plans. Since attending the classes, six counselors indicated that they had begun to invest in stock securities, while three others intended to invest as soon as they saved enough money. In general, however, counselors emphasized during the investment class sessions that the risk of investment in the stock market is too great. They prefer to save their money and purchase real estate as a

form of investment. Over four fifths of the counselors do not believe that investing in the stock market is a safe and sound use of savings.

In summation, the 52 counselors who attended the money management classes at Hills Business University were involved in a unique learning experience. The 48 hours of instruction were devoted to topics of family financial planning, buying, borrowing, saving, investing, protecting, and sharing. Each counselor had the opportunity to learn how to improve his own financial practices and to develop new money management techniques.

Over two thirds of the counselors cited the money management classes as the prime experience which changed their financial practices, attitudes, and goals. Some of the comments of these counselors are:

Since the classes at Hills Business University, my wife and I are more cautious in our buying. We use the materials from the classes often.

The class experience helped me to improve my buying of groceries.

I'm paying off my car next month, and I intend to put the same amount in my savings account, as Dr. Porter suggested.

The classes gave me information about what to look for in buying a car. I checked this out and got a good deal when I bought my new car.

I used to let salesmen talk me into buying things I never needed. Now I read the fine print and ask all kinds of questions before I buy.

Once we got stuck buying five rooms of furniture that fell apart in six months. The class taught me how to

beware of this kind of thing. We are now very careful shoppers.

My wife and I are very conscious of our retirement plans since attending the money management classes. We are saving more now because she attended the class with me.

When I buy on credit now, I think first about the finance charges and then decide if my purchase is worth it or whether I should save for it and pay cash.

The classes at Hills gave me a system of spending and saving that I still use today.

I gained a great amount of confidence about my knowledge of money management from being a discussion leader.

The statements point out the varied family finance oriented experiences which affected the counselors' personal attitudes toward the use of money. As a result of having studied money management, counselors indicated that they were better informed about the many aspects of purchasing goods and services. Largely as a result of this experience, counselors were able to bring about significant changes in their personal financial practices and to substantially improve their standards of living.

Changes in Professional Practices

The influence of family finance education upon the professional lives of counselors can be determined in part by statements and information acquired through the in-depth interviews. Of particular significance to this investigation was the counselors' involvement in the supplemental family finance

seminars. Also vital to this study were those counselors who, as discussion leaders, participated in money management programs for low income individuals and families. Additional information regarding the counselors' acquired understandings and money management attitudes was recounted from the researcher's frequent visits with and observations of counselors at their places of employment.

Supplemental Family Finance Classes

The evening class meetings for counselors were formally structured presentations by authoritative speakers from the University of Oklahoma and business leaders and government officials from Norman and Oklahoma City. In contrast to these, the morning supplemental classes in money management were designed to allow counselors to structure and conduct their own informal meetings. Essentially, this permitted the counselors to have the opportunities to meet and interact with other social service workers. The topics under discussion were concerned with the counselors' low income clients and their money management problems.

In organizing the morning classes, the staff of the Southwest Center for Education in Family Finance acted only as catalysts to get the groups started. After the counselors had chosen a chairman, vice chairman, and recorder for their group, each meeting was then moderated by one of the counselors. The Center staff provided family finance materials and resource

speakers in response to the particular topical requests of the counselors.

The social service agencies were informed of the class schedule, and they granted the counselors released time from work to attend the meetings. One agency, Community Action Program, required that their 16 newly appointed Community Aids participate in the classes and they considered class attendance as part of the aids' orientation and training program.

Over one half of the counselors involved in the money management courses participated in these morning family finance seminars. Case studies revealed that counselors were utilizing various aspects of money management understandings acquired from the morning classes in their work with their low income clients. Comments such as these illustrate the counselors' use of this information:

I am working on getting a buyer's club started in my district.

Whenever my clients mention plans to buy an automobile, I give them a copy of the car buying check list I received in one of our morning classes.

I tell all my clients about the lower borrowing rates at the credit union. I got my two married daughters to join at the same time I did.

I started our buying club with the same plans I learned from Mr. Jackson. It was difficult to convince my clients of the benefits at first, but now more and more are joining the club.

Counselors indicated that the morning meetings had enriched their understandings of money management and enabled them to

relate what they had learned to the problems and needs of their clients.

The "how-to" money management sessions extended the counselors' learning experiences beyond the periphery of family finance education. In the informal atmosphere of the morning coffee meetings, counselors would frequently discuss the multi-problems of their low income clients. After attending the morning sessions, Urban Renewal and Community Action counselors often referred many of their low income clients personally to counselors in the Department of Public Welfare. In essence, counselors from one agency were able to discuss a problem which could partially be solved by a counselor from another agency. Counselors stated:

Whenever I have a welfare problem now, I just call the Welfare Department and send my counselee directly to Mr. X.

I refer many of my clients directly to Mr. Y when I think he is able to solve their problems.

Now I know who can help me with some of my people's welfare problems.

Instead of calling ten different people to help me solve a client's problem, I just call Mr. Z.

I needed linens and bedding for a very poor family, so I just called Mrs. A and the next day I picked up more than I needed.

If I didn't meet Mr. X at the morning class, I would still be getting the run around. Now, when I contact the Welfare Department, I just ask for him directly.

The supplemental class discussions were primarily concerned with the low income family and money management. The

discussions increased the awareness of the need to initiate an active program for education of low income individuals and families in money management and led to direct involvement of 18 counselors in such a program.

Discussion Leaders Group

A number of counselors who had completed the family finance classes and had become familiar with the basic understandings of money management were strongly motivated to help low income individuals and families. This group of counselors became the vehicle for providing the basic skills of money management directly to the low socio-economic families and, thus, contributed toward the third phase of the Oklahoma City Pilot Project.

Five counselors actively assumed leadership responsibilities in coordinating programs of money management. The format for each program involved a short audio-visual presentation, distribution of resource materials, and an informal, round-table discussion moderated by three or four of the counselors. Of the 26 counselors who indicated a desire to become one of the discussion leaders, 18 counselors actively participated in this role.

The educational experience of being involved with a program for the disadvantaged gave many of the counselors an entirely new perspective in money management. Some of the statements of counselors regarding this program are quoted here:

I learned more about money management by being a discussion leader.

Trying to help poor people in this program reinforced what I learned in my evening classes.

It was a challenge to talk to these poor people. I really had to prepare myself, but this helped me to learn.

I gained more confidence in myself by talking about money management. In many ways, this changed my own spending attitudes.

Being involved in this program made me want to do more for my people (Indians). I know now how to help them with their money troubles.

Two counselors who coordinated programs which were not considered successful stated:

We must not be discouraged. It takes time to make the poor familiar with what we are trying to do.

They (the poor) do not know what we can do for them, so they are afraid to come to the meetings. We must continue our work and show them results. Soon they will realize.

The foregoing statements, in essence, indicated the type of understanding of the low income person's attitude toward money management. A sense of fear of the unknown, mixed with skepticism and apprehension, prevented many of these counselors' clients from attending the money management programs.

Every effort was made to continue the programs in spite of the difficulty in some cases in getting the people to attend. A low income peoples' program in money management was discontinued only after three scheduled classes had attendance of less than four persons. Three such actions occurred for programs at Shalimar Center, Community Action

Program; Children's House, Office of Economic Opportunity; and Douglas Center, Urban League. Successful programs had attendance ranging from eight to 16 persons at each session, except the Tinker AFB Program which ranged from six to 55 youths at various sessions. These programs were conducted at Northwest Fifth Street Center, Oklahomans for Indian Opportunity; Northeast YWCA, Community Action Program; Northeast Fourth Street Center, Community Action Program; and Tinker Air Force Base, Employment Services for Low Income Summer Employees.

In each of these low income programs, counselors displayed an overwhelming conviction and dedication to one of the most important objectives of the Oklahoma City Pilot Project. This objective was to conduct programs to improve the level of living of low income families through better money management. Counselors worked diligently to achieve this objective. For each successful or unsuccessful program, the responsibility for coordinating and conducting the program was assumed by one to three of the counselors. They planned the classes, publicized the meetings in their respective urban areas, arranged the facilities, provided for child care needs while parents were in attendance, and provided the refreshments from their agency's fund.

Discussion Leaders Conference

The determination of the counselors to continue their efforts in money management programs for low income people was endorsed and encouraged by the director and staff of the Southwest Center. A two-day conference for discussion leaders was held in April, 1969, at the University of Oklahoma. The program was designed and carried out by the counselors. The objective of this meeting was to encourage discussion leaders to initiate and conduct more programs in money management for low income people. Three money management programs for low income people were planned for the future, and discussion leaders for each program were selected. At this conference, the discussion leaders indicated their continued strong support for the Metropolitan Oklahoma City Project.

Counseling Work Experience

The counselors attitudes toward money management were generally affected by their work with low income individuals and families. Counselors are continually involved with aiding their clients by contributing to the solution of the many and varied problems of daily life. Over nine tenths of the counselors indicated that the money problems of their clients had a direct affect upon their own money management. Statements of counselors regarding their work experience follow:

Seeing how these people live in poverty has affected me. I know I can't improve them tremendously, but I am able to help them a little with the information from the money management class.

The people I see in my work have made me realize that many are on poverty roles because of lack of know-how in managing money. It made me take a closer look at my practices.

Advising my clients, I became aware of all the dishonest, fraudulent deals that are happening in poverty neighborhoods. I'm more conscious of what to advise them and how to help them spend their money.

My work really helped me to see the value of money, especially when I saw the sad mistakes my clients made.

Often I see how clients, many of them women, spend their money before they get it. I used to do these things, but now I can see how foolish it was not to be aware of money management.

Working with school dropouts who got into financial trouble caused me to think more of the future. For many of these poverty kids, their financial future had already arrived.

While the type of work counselors were engaged in did have an effect upon their own money management, counselors were in general agreement that they possessed money attitudes contrary to those of their clients. Three fourths of the counselors believed that their own money practices were not related to the money management attitudes of their low income counselees. Comments of counselors about the attitudes of their low income clients are quoted:

My clients' attitudes about money are extremely irrational and usually involve no planning. Many never even plan ahead of the next meal. If I didn't already plan my spending, I would have developed the habit after observing my counselees and their poor practices.

Many of the counselees I work with think it is a game to buy something, make only one or two payments, and just wait for the item to be repossessed. This lack of responsibility is foreign to my money habits.

The clients on my caseload don't stop to think where money comes from. If they are offered something for a small amount down and have to pay for a lifetime, they are willing to get into this type of deal. I've been trying to advise them against this kind of buying.

I think money is a commodity of exchange. It provides things that should build security. My clients' attitudes about this are quite the opposite.

My counselees seek immediate gratification; they have no long range goals. I know I have to keep a 'tight belt' attitude to be able to reach my long range goals.

Many of my clients manage their money well but are not as thrifty as they should be with what little they have. They are short term pleasure seekers with color televisions and no food in the refrigerator. I could never imitate this type of money management.

The counselors who believed their money management attitudes were closely related to those of their clients were the newly trained neighborhood aids of Community Action. In general, these counselors were still trying to overcome and set aside many of the poor money practices they used while living at the poverty level. For many of these counselors, earning a salary presented a new challenge in money management. They frequently reported that their intentions were to utilize the information acquired from the money management classes to improve their own methods of planning their finances.

Family Finance Information

Over four fifths of the counselors reported that the information they received while attending the money management classes had an effect upon their spending practices and

the ways in which they handled their financial problems. Generally counselors indicated that they used the materials and ideas from the classes as a basis for advising their clients. Selected statements about the use of money management information are:

The information I received from the money management class was especially helpful to me. It changed my attitude about insurance.

I often use my notebook and textbook from the money management class. They are my best buying resources.

I have made Xerox copies of some of the money management information. I hand them out to my clients when I advise them about money problems.

The notebook and textbook I received from the money management class are kept handy at my desk whenever I talk to my clients.

Since the money management class, I have begun to read the financial articles in magazines and newspapers. I enjoy analyzing many of these articles, and I often use the textbook as my main reference for evaluation.

As a result of exposure to the wide variety of resource materials on family finance, counselors indicated that they were better informed to advise their low income clients. The interest in money management motivated counselors to use these materials in their daily work to aid their counselees who had money management problems. In some instances, counselors adapted and revised family finance materials to fit the needs of the clients they served.

Changes Displayed Before Groups

The counselors were in general agreement that the greatest changes in their behavior with respect to family finance were actively displayed before their own families and co-workers. Over three fourths of the counselors referred to incidents which occurred within their immediate family circle. Comments of the counselors are:

Since attending the money management class, my husband and I talk more about money problems. There seems to be better cooperation about spending money from the rest of the family, too.

My family's attitudes have changed considerably since the class.

I believe I have now convinced my sisters not to borrow money from small finance companies.

I have helped my brothers and sisters develop budgets and spending plans. My sister's children now have allowances for the first time.

When two of my sisters wrote their wills recently, they gave me power of attorney because they saw I was a good money manager.

About two thirds of the counselors reported that they often initiated money management discussions at their places of employment. Comments of counselors regarding their attitudes displayed before co-workers are:

Three of my community aids have now joined the credit union because I talked to them about its benefits.

Often I will tell the younger caseworkers some of the money management ideas I learned in the class.

Since attending the class, I convinced my supervisor to let us plan a buyers' club.

At work I am basically conservative in my spending, and my co-workers have noticed that I now spend differently. We discuss money problems frequently.

I talked three of my co-workers into attending the money management class. Now we often discuss ways to help our clients. We even made up some money management information hand-outs.

Frequently at staff meetings we discuss money management practices of our clients.

Within their social groups and religious organizations, the counselors indicated that they had only a limited opportunity to display improved financial understandings and money management principles. A number of counselors mentioned that their money talks with their neighbors were of the "backyard" variety.

In summation, as a result of attending the money management classes at Hills Business University, the counselors became involved in a number of activities that may have a continuing effect upon their professional work. Supplemental family finance seminars provided counselors with the opportunity to explore some common interests in the area of welfare clients, money management practices, and social work in general. Motivated by this learning experience, the discussion leaders group instituted and conducted pilot programs in family finance designed especially for low income individuals and families.

The counselors' own attitudes toward money management were generally affected by their professional counseling experiences, and these experiences and activities reflected a

sincere, continual effort to improve the money management practices of their clients. Counselors did not believe that their own family financial principles were related to those of their clients. Over four fifths of the counselors reflected an enthusiastic interest and desire to provide their counselees with money management assistance and guidance. The topical materials, textbooks, and lecture notes were the motivational resource tools used by counselors to aid them in solving their clients' money problems. Counselors displayed greater behavioral changes before their family and co-worker groups than before their social and religious groups.

Summary

Analysis of the case studies of the 52 counselors who completed the family finance classes revealed certain implications relative to changes in their personal and professional lives. Although possession of information, knowledges, and understandings in the area of money management cannot insure behavioral change, it is evident that the lives of most of the counselors were changed, both personally and professionally. The implications of the data in this study are valid for these counselors at the time of the study. However, there is no assurance that those counselors who did not give evidence of changes in their personal and professional lives will not experience behavioral change with regard to money management in the future.

The expectations of the accomplishments of such a program are, and necessarily should be, limited. It is evident that the program of family finance education for counselors of low income people did provide the stimulation and motivation necessary to bring about varied changes in money management attitudes and behavior.

CHAPTER V

SUMMARY

From the background information presented in Chapter II and from the data accumulated in the 52 case studies, it is apparent that the Metropolitan Oklahoma City Project of education in family finance for counselors of low income individuals and families conducted from 1967 through 1969 has exceeded the expectations of the Council for Family Financial Education. The goals and objectives developed by the Southwest Center for Education in Family Finance in 1967 have substantially been achieved.

Restatement of the Problem

The problem of this study was to determine the nature, the scope, and the intensity of the influence of family finance education upon the personal and professional lives of counselors of low income people who participated in a money management program sponsored by the Southwest Center for Education in Family Finance at the University of Oklahoma. Through this study, an attempt was made to develop certain hypotheses relating family finance education to diverse attitudes and behaviors toward money management as revealed by these counselors

of low income people. This study, unlike other studies, was not an endeavor to either prove or disprove hypotheses about relationships already known to exist. An outcome of this study was the establishment of certain hypotheses which later may be further intensively tested through more and continuous rigorous research.

The case study information and data presented in this study were secured from observations of the class and work activities of the 52 counselors who participated in the family finance program conducted by the Southwest Center for Education in Family Finance. In addition, pertinent to this research, was data secured from open-end interviews with the 52 counselors. The counselor-respondents of this study were enrolled in four money management classes held at Hills Business University in Oklahoma City. The findings of this study do not reflect any attempt to evaluate the effectiveness of the instruction in subject content areas, nor are they representative of the influence of money management education on all the counselors who participated in the program.

This study consisted of three areas of concentration: (1) an intensive investigation of money management programs for low income people and the role of the Southwest Center for Education in Family Finance in sponsoring the Metropolitan Oklahoma City Project, (2) the accumulation of in-depth case study data and information by means of activity observations and personal interviews with 52 counselors who attended the

money management classes from 1968 through 1969, and (3) the formulation of appropriate hypotheses based on an analysis and interpretation of the information drawn from the case studies.

Summary of Findings

The most significant findings based on an analysis and interpretation of the information obtained from the 52 case studies are listed here:

1. There have been significant changes in the personal money management practices of the 52 counselors since they attended the money management classes at Hills Business University from March, 1968 through June, 1969.

- (a) Counselors were in general agreement that short term goals involved the use of money for necessities such as food, clothing, and shelter. Although counselors indicated they plan their short term purchases, over three fourths now engage in financial planning for future needs and to meet long term goals.

- (b) Over one half of the counselors indicated that their personal financial goals had changed. They are more aware of the need to make financial decisions commensurate with their limited monetary resources.

- (c) The counselors considered themselves to be more informed shoppers, utilizing comparative purchasing techniques. Three fourths of them believed they had become more discriminating buyers.

(d) The respondents were knowledgeable about the risk of borrowing to excess and the need for exercising self-control. Over one half of the counselors learned the underlying principles of the cost of credit, and more than three fourths of them are aware that the best institutions from which to secure a loan are banks and credit unions. About two thirds of the counselors have what would be considered a conservative attitude about borrowing, and they engage in credit buying only when absolutely necessary.

(e) The counselors are better informed about the need for a sound savings program and the services performed by banks and lending institutions. Over three fourths of the counselors now have savings accounts.

(f) The respondents have a better understanding of the roles that life, health and accident, and automobile insurance have in family financial planning. Counselors are more aware of how federal social security benefits can be integrated into their future financial goals. Over one half of the counselors who had no life insurance now have a family plan, and over one half of all the counselors indicated that they had changed or improved their auto insurance coverage.

(g) The counselors are cognizant of the relationship between taxes and the financial burden of providing

necessary benefits to all citizens. They are also aware of the importance of taxes in their financial planning.

(h) The counselors are of the opinion that the risk of investing in the stock securities market is too great, and they stated that they would rather save their money in a bank or credit union or purchase real estate as an investment.

2. There have been significant changes in the professional practices of the 52 counselors since they attended the money management classes at Hills Business University from March, 1968 through June, 1969.

(a) The counselors who were involved in supplemental family finance classes indicated that they are using money management understandings with their low income clients. An indirect result of these classes was the establishment of the low income people's credit union. Many counselors are now members and are strong advocates of this organization when counseling their clients.

(b) The supplemental money management classes motivated counselors to actively become involved in money management programs for low income people. The counselors reported that the experience of coordinating, conducting, and participating in these programs

extended and reinforced their learning and interest in money management.

(c) The educational experience of being involved in a program for the disadvantaged gave counselors a sustaining interest in money management. Particularly, counselors influenced many co-workers to attend the formal classes at Hills Business University. They believe that money management can be effectively taught to low income people and continually show a willingness to devote time and energy to developing these programs.

(d) The attitudes of counselors towards money management are generally affected by the money problems of their clients. Over nine tenths of the respondents believe this has a direct effect upon their own money practices. Three fourths of the counselors indicated that their family finance practices were not related to the money management attitudes of their low income counselees.

(e) Four fifths of the respondents reported that the resource materials and supplemental information they received in the classes had a positive effect upon their spending habits and financial practices. They frequently used these materials, notebooks, and textbooks as a basis for advising their low income clients about better money management practices.

(f) Approximately three fourths of the counselors indicated that they often advise members of their families about better money practices. About two thirds of the respondents reported that they initiate family finance discussions at their places of employment. Within their social groups and religious organizations, counselors indicated that they have little or no opportunity to engage in money management discussions.

(g) Social service agency administrators and supervisors gave full support to the Metropolitan Oklahoma City Project. They have encouraged their welfare workers to attend and participate in every money management class. They support any family finance programs which the counselors plan, organize, and implement for the benefit of low income people.

(h) Counselors continue to support the objectives of the Metropolitan Oklahoma City Project and the goals of the Southwest Center for Education in Family Finance. They have participated in planning meetings and conferences for money management programs. They have endeavored to acquaint the other social service counselors with money management programs.

Hypotheses Resulting From the Study

The hypotheses presented here were derived from the analysis and interpretation of the data acquired in the 52 case studies. In order to permit any future investigations by which they can be tested, the hypotheses are stated in the null. In this form, the hypotheses will not be misinterpreted as conclusions resulting from the study.

Hypothesis 1.--There is no significant difference in the levels of personal and professional action displayed as a result of an in-depth study of family finance education by counselors who have completed four or more years of formal preparation for social service work, and by those counselors who have completed less than four years of formal preparation for social service work.

Hypothesis 2.--There is no significant difference in the capabilities of those counselors who have been motivated by in-depth study of education in family finance to manage their own personal finances and to achieve predetermined financial goals, and those counselors who have not been motivated by in-depth study of education in family finance.

Hypothesis 3.--There is no significant difference in the behavioral changes in personal money management practices and counseling endeavors of male counselors who completed an in-depth study of education in family finance, and female counselors who completed an in-depth study of education in family finance.

Hypothesis 4.--There is no significant difference in the amount of time and energy devoted to conveying money management facts, knowledges, understandings, and concepts to low income clients by those counselors who completed an in-depth study of education in family finance, and those counselors of low income people who did not complete an in-depth study of education in family finance.

Hypothesis 5.--There is no significant difference in the utilization of money management resource materials and informational literature in counseling low income people by counselors who are highly motivated by in-depth studies of education in family finance, and counselors who are not highly motivated by such studies.

Hypothesis 6.--There is no significant difference in the behavioral changes in the professional counseling practices of social welfare supervisors who completed an in-depth study of education in family finance, and those social service caseworkers who completed an in-depth study of education in family finance.

Hypothesis 7.--There is no significant difference in behavioral changes in personal money management practices and professional counseling practices of counselors who participated in supplemental family finance programs and activities, and those counselors who did not participate in such programs and activities.

Hypothesis 8.--There is no significant difference in behavioral changes in the professional counseling practices of counselors who actively promoted, coordinated, and participated in money management programs for low income people, and counselors who did not become involved in money management programs for low income people.

Hypothesis 9.--There is no significant difference in personal money practice changes as displayed within family, church, work, or social groups by counselors who have been highly motivated by in-depth studies of education in family finance, and those counselors who have not been highly motivated by in-depth studies of education in family finance.

Concluding Statements

The general orientation of this research study did not appropriately include the development of conclusions which are usually set forth in most doctoral dissertations. The following generalized statements were developed by the researcher relative to the Metropolitan Oklahoma City Project:

1. There is a relevant body of knowledge in family finance education which can be taught to social service counselors of low income individuals and families.

2. Counselors can learn effective money management for their own personal and professional use from this body of knowledge which includes such areas as planning, borrowing, buying, saving, protecting, sharing, investing, and earning.

3. Counselors who are motivated in classes of family finance acquire considerable practical knowledge about money management and are able to effectively convey these skills to their low income clients.

4. Supplemental sessions in money management should be devised by university family finance staff members and should be conducted concurrently with the formal classes. Once this has been initiated, the counselors should be encouraged to assume the leadership responsibilities for the meetings. The sessions should be conducted on an informal level and should be directed toward the general interest of the counselors and their low income counselees. Current, relevant money management materials should be supplied by the university family finance center. In addition, the center should engage guest lecturers for frequent meetings.

5. One of the principal objectives of the supplemental classes in family finance is to develop similar money management programs for low income people. Counselors who have been motivated by in-depth studies of education in family finance should be guided by university family finance staff members to form a discussion leaders group for such programs. Social service counselors work daily with low income clients and know the numerous financial problems of the poor. Counselors should be encouraged to assume the leadership responsibilities for initiating, promoting, and conducting money management programs for low income individuals and families.

Programs of this nature usually receive the full cooperation and support of the community social welfare agencies. Administrators of public and private social service agencies are in general agreement that there is a great need for training both counselors and low income clients in money management skills.

6. The university family finance staff members should be the liaison between the community family finance programs for counselors and low income people. University officials and social service administrators should be periodically informed of the programs in progress. Recognition and credit should be extended to counselors who participated in low income money management programs. University staff members should devise continuous follow up activities such as meetings, conferences, and seminars for past participants of the money management classes. Counselors should be kept informed of the latest trends in family finance, and on occasions, current money management literature should be sent to each counselor. The discussion leaders group should be encouraged to write a newsletter relating money management practices to local low income problems and programs. Support for such a newsletter should be provided by the university staff.

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APPENDIX

CASE STUDIES

CASE 1

Background Information About the Respondent

This counselor moved to Oklahoma City from Mt. Pleasant, Tennessee, five years ago. She is married and has three children. She is under twenty-five years of age, and has completed two years of college as an English major. She is taking college credit courses toward the Bachelor of Arts degree at Central State College. She is now a head teacher at Children's House, where she instructs preschool children according to the Montessori method. This school is located in the low-income Northeast district of Oklahoma City. This respondent attended the third money management class at Hills Business University.

The Influence of Family Finance Education Upon
the Personal Life of the Respondent

The respondent reported that her use of money in terms of short-range planning was mainly to pay her monthly bills for food and housing. Usually she would plan a month in advance of her paycheck. She indicated that her long range financial goals were saving for Christmas spending and summer vacations. She and her husband bought a duplex home three years ago. They live in one side and rent the other. However, one of their savings goals at the present time was to buy another home and allow the rentals to continue to pay off the mortgage on the duplex home. "This was not one of my goals five years ago," she said, "because now I am earning more money and I have to think of the future for my children's needs and education."

As for some of her buying practices, she was a conscious sales watcher. "I try to catch the better sales on both food and clothes," she related. This counselor made a concerted effort to budget her paycheck. She did not borrow money from a bank or a credit union, but from a small loan company. She used this type of credit for emergency purposes and only for small sums in order to keep her savings program intact. She indicated that the money management class had made her more aware of how she was using her money.

The Influence of Family Finance Education Upon
the Professional Life of the Respondent

This counselor's attitude toward money management was not affected by her work experience. Most of her counseling had to do with the low income child's preschool experience. She related that she had little opportunity to engage in money management counseling with the child's parents. She did believe that many of her money practices were closely related to those of her children's parents.

The respondent considered that learning about the use of credit in the money management class was the most useful information she received. Although she believed that family finance counseling for low income people was a good thing, she said, "It is a very ticklish thing to discuss with these people."

Within her own family circle or even social peer group, she was not aware of any direct change of attitude toward money management. She stated that her schedule at Children's House did not allow enough time to counsel the low income working mothers. She believed that family finance would have a greater impact upon low income families if it were not too academic but more down to their level. Since attending the money management class, this respondent was more aware of the meaning of money and had the desire to counsel other people. Because of lack of time and freedom in her position, there was little opportunity for this counselor to achieve this experience.

CASE 2

Background Information About the Respondent

This counselor is married, in his early thirties, and has four children of preschool age. He came to Oklahoma City about six years ago when he decided to leave the ministry because of financial circumstances. His wife is employed as a fashion seamstress. He completed the Bachelor of Arts degree in 1959 with a major in sociology and a minor in religion and psychology. The respondent is employed by the Department of Public Welfare as a casework supervisor. He is responsible for the casework of five other social welfare workers. This counselor attended the third family finance class and was one of the organizers of the Discussion Leaders Group. He participated in three money management classes for low income people.

The Influence of Family Finance Education Upon
the Personal Life of the Respondent

The respondent considered himself to be an informed but conservative money manager. He and his wife did not use credit to any great extent, and they paid cash for the necessities of everyday living. Clothing items which they purchased on credit were frequently paid for within 30 to 60 days. During the interview he stated:

My wife and I were in financial trouble because of poor use of credit. We learned not to become too involved in buying on the installment plan. Our use of money on a credit basis is very limited.

He preferred to borrow money from a bank or credit union. The only outstanding financial obligations he had were the payments on his two automobiles and the mortgage on his house.

This counselor's long term goals for the use of money were in direct contrast to those of his low income clients. He revealed that these clients often borrowed from high interest loan companies to finance their buying activities. His long range financial plans included the use of a savings and a checking account. Most welfare clients do not have long range plans, and the use of cash as a medium for purchasing goods and services is common. "Unfortunately, the people I counsel have not had the opportunity to learn good money management," he said. This counselor indicated that the family finance classes broadened and improved his insight

into his own present and future financial goals. Since attending the class, he has revised his budget.

Prior to attending the money management classes, the respondent revealed that he was not aware of the many aspects of investments and estate planning. He stated, "My wife and I had been buying U. S. Savings Bonds, but since participating in the family finance classes, we intend to invest additional savings in growth securities and other investments."

Various kinds of financial literature were introduced to the respondent during the money management classes, including the periodicals Changing Times and Consumer Reports. He related, "I select many ideas for my own money management practices from these publications." This counselor believed that the money management classes motivated him to revise his attitude about financial planning and investing. At the time of the interview, he was in the process of drawing up a will.

The Influence of Family Finance Education Upon the Professional Life of the Respondent

This counselor participated in every supplemental money management class. He was the leading spokesman for counselors from the Department of Public Welfare. While attending the morning sessions, he became motivated and more interested in developing money management programs for low income people. He had an active role in the formulation of the Discussion Leaders Group and was a speaker and discussion moderator for three low income peoples' programs in family finance. He had a special interest in the topics of buyman-ship and budgeting. In his presentations he often utilized the various resource materials and concepts acquired during his attendance at the money management classes.

The respondent indicated that prior to the family finance class at Hills Business University, he relied principally upon his own personal money experiences in counseling welfare clients. In addition, he stated, "I often cited personal money problems of other persons in my peer group and told clients how these people solved their difficulties." He believed that the welfare client's failure to handle financial problems certainly affected his own attitudes about money management.

As a result of the family finance class experience, this counselor believed that he was now better prepared to assist not only his caseload clients but also to assist the social caseworkers under his supervision. "I am now aware of

the various budget plans," he said, "and I even devised a simple "hand out" form to give my clients."

Another area of family finance which attracted his special attention was insurance. He remarked that he was motivated to learn more about the various kinds of policies because "Many of my welfare clients are indiscriminate purchasers of all kinds of insurance policies from door-to-door salesmen." He related a number of incidents in which he had assisted his clients with their insurance needs, particularly automobile insurance.

The respondent maintained his interest in the Metropolitan Oklahoma City Project and was always available to attend planning sessions for future programs. He actively assisted this researcher in the recruitment of participants for subsequent money management classes. He was a strong advocate of the project within the Department of Public Welfare and encouraged other social welfare caseworkers to attend the family finance classes and meetings.

This counselor believed that his enthusiasm and interest in the money management program had a strong effect on his family and colleagues. It was his belief that by establishing a more rational approach to the handling of his own finances he would be better prepared to counsel his low income clients.

CASE 3

Background Information About the Respondent

This counselor is married and has three children. He was born in Chicago, Illinois, and moved his family to Oklahoma City eight years ago. His wife is not employed outside the home. He received the Bachelor of Arts degree in 1952 and his major areas of study were religious education and English. This counselor attended the third family finance class at Hills Business University in September, 1968. Until six years ago, he was an ordained minister, and in 1964 he became employed by the Department of Public Welfare. Prior to the money management class, he was a social worker with the Aid to Families with Dependent Children Program. Shortly after the class, he was promoted to employment counselor, and his duties involved assisting unemployed fathers, mothers, and children over 16 years of age to find employment. In addition, he assists in administering the Work Incentive Program, which is partially funded by the federal government.

The Influence of Family Finance Education Upon
the Personal Life of the Respondent

This counselor's short term goals for the use of his money included the normal expenses of family life. In particular, he utilized his income to provide for such necessities as food, clothing, and shelter. He believed that his long range goals were to save money for his three children's college educations and to purchase an automobile. He was making provisions for his future retirement. He and his family considered purchasing a color television for over two years before they bought the set in the last year. He had the installment payments worked out so that he could complete the payments in 90 days.

This counselor believed that his financial goals had changed in the last five years. Commenting on the use of credit, he said:

We try not to use credit any more than absolutely necessary. If we see we are going to need or want something in the future, like our television set, we try to plan and save for it in advance. When we do use credit, we pay it off as soon as possible.

The respondent indicated that he learned a great deal about the cost of credit from the money management class he attended at Hills Business University. He had a savings account and a checking account. He had life insurance for himself, his wife, and his children. "We possibly don't have enough insurance," he said, "but my family is well taken care of for a long enough time so that she could make ends meet before having to go to work." He believed his automobile insurance was adequate although he did indicate that since the money management class he reviewed his policy with his agent.

The Influence of Family Finance Education Upon
the Professional Life of the Respondent

One of the experiences which caused this counselor to change his money management practices was learning about the high interest costs of credit. He believed that his financial practices were affected by witnessing the poor money management practices of his counselees. "Trying to help my clients with their sad financial situations," he stated, "I realized that the counselee had faced some of the same situations that I had, or that I might be confronted with similar money problems." He believed that this did effect a change in his money practices although he did not believe that the attitudes of his welfare clients toward money management were in any way related to his or his family's attitudes. "They seem to think money just comes from out of the air," he said. Observing the failures and successes of other people had an effect upon the respondent's change of attitude toward managing his own money. He reported that the information he and his wife received from the family finance class at Hills Business University was helpful to them. "The lectures touched on financial areas we never thought of before, and we are now using this information every month." He indicated that they are using financial planning more to buy even the smaller necessary items of daily living. He does have a will.

This counselor was a member of the Discussion Leaders Group. He reported that he had many opportunities to utilize family finance in his counseling work. In addition, he often discussed money practices within his immediate family although he related that he has had limited opportunity to do so within his social group. He believed that having his wife participate in the money management class contributed to a change in their family's money practices.

CASE 4

Background Information About the Respondent

This respondent is in her late forties, and has two daughters, aged 14 and 18. She was born in Springfield, Missouri, but spent most of her adult life in Oklahoma. Her husband did not attend the family finance class. This counselor completed the Bachelor of Arts degree in 1942 and her major areas of study were psychology and English. About eight years ago, she was employed as a caseworker for the Department of Public Welfare. At the time of her participation in the third money management class, her principal duties out in the field were assisting low income welfare recipients with financial problems related to everyday needs. Since the class, she has been promoted to casework supervisor. She is responsible for the work of five field caseworkers. However, she still confers and counsels a number of welfare clients.

The Influence of Family Finance Education Upon
the Personal Life of the Respondent

For this counselor, meeting the financial obligations of day-to-day living were her short range goals. Her long range goals included automobile payments and college education for her two daughters. She reported that in the last year, since attending the money management class, she and her husband have been considering some type of retirement plan because of their ages.

She and her husband purchase larger goods and durable goods on credit. "Unfortunately, we do not defer purchasing even if the interest rates are high," she said. Credit purchasing was never much of a problem for her. Her family has a rather extensive insurance program.

Until a year ago, her husband had his own business but when he retired from it and his salary became stable, it was necessary for her to conscientiously plan her money practices. "The money management class was a big help to me," she said, "because it occurred at a time when I needed money ideas for planning my spending patterns." She and her daughters do most of the buying for her household. The family uses a checking and a savings account.

The Influence of Family Finance Education Upon
the Professional Life of the Respondent

She reported that she was in the "field" for seven months after attending the money management class and then she was promoted to supervisor. She became more aware of the financial situations of her welfare clients. She commented on her observations:

I never cease to be amazed at the manner in which so many of these people handle their money. Color television, big cars, princess telephones, and goods you wouldn't believe. We are trained to be nonjudgmental. Multi-problem families are worse off while many others on public assistance do have more than their budget shows.

She indicated that in her counseling, she stressed good credit purchasing with her clients as well as the varied costs of installment credit. She did not believe that her money practices were related to those of her clients. "Many of these welfare people consider it a game to buy something and don't keep up the payments," she said. To her, this repossession game was wrong and in her counseling she tried to point out the clients' financial obligations and responsibilities. "We have agencies call us and be very nasty to us about our clients," she stated. Her social work made her aware of how important good money practices are and the money management class influenced her thinking about financial planning.

CASE 5

Background Information About the Respondent

This counselor has been a resident of Oklahoma City all of her life. She is in her early thirties, has five children, who range in age from 3 to 10 years, and is divorced. She received her high school education through the General Equivalency Diploma program, and has continued her education at Bacone College. She has completed more than two years of college level work with a major in early childhood development. She is employed in two different areas of work. During the mornings, she is a Head Teacher at Children's House, where she instructs preschool children of low income families in the Montessori Method, and counsels with their parents. In the afternoons, she is a social worker; this work also involves counseling low income clients from the urban renewal district of Oklahoma City.

The Influence of Family Finance Education Upon
the Personal Life of the Respondent

This counselor's use of money for her short term goals involved purchasing the immediate necessities of food, clothing, and shelter. At the time of the interview, she had just purchased a home dryer for her laundry and was in the process of buying a washing machine and an automobile. She indicated that she was using a buying resource guide she acquired from the money management class to purchase the automobile. She was saving for her children's college educations, and was completing the Associate Arts degree in early childhood education at Bacone College. Her long range plans included completion of the Bachelor's degree at Central State College. "I have been continuing my education for a number of years and it has paid off for me," she said.

This respondent considered herself to be a comparative shopper. Most of her groceries were purchased at one place, for cash. She limited her credit purchases for clothing for herself and her children. "I've never been extravagant," she said, "but I do not try to catch every sale." She was very skeptical about purchasing goods on sale. Various experiences of her friends who unfortunately bought shoddy goods on sale made her change this spending practice.

On one occasion, she borrowed money from a loan company. During the time she attended the money management

class, she learned about the cost of loans and rates of interest. "When I figured out what my loan cost me, I was shocked," she stated. This bad experience gave her an opportunity to inform others about the high cost of borrowing. She purchased more insurance since attending the money management class and even had a will drawn up.

The Influence of Family Finance Education Upon the Professional Life of the Respondent

This respondent did not believe her attitudes toward money management were in any way related to those of the low income parents of the children in her preschool classes. "Their attitudes are quite different from mine," she said. She credited the money management class for the information she received about insurance and estate planning.

She reported that she took advantage of every opportunity to discuss family finance with these low income parents. With what she learned in the money management class, she attempted to put into practice some new methods of spending. This experience gave her confidence to counsel a number of these working mothers. "We just start talking and the parent may bring something up I think I can tell her what to do," she said, "and soon I tell her about how to handle what was a money problem." The respondent believed she helped a number of parents and even some of her co-workers. She frequently engages in money management discussions with her low income neighbors. She related two experiences in which she advised families in the urban renewal area about housing and insurance problems.

This counselor believed that money management programs for low income people would help many people, but she had reservations about the outcome of such a program. She commented on this as follows:

If they don't have a goal, it won't help them much. The average low income person is usually frightened and doesn't know which direction to go. A program would help if they were made to feel comfortable and knew that we all have the same money problems. They may not be identical but they are the same. This could be a start in teaching better money management.

This respondent believed that the class was of benefit to her and it gave her a basis for helping other people.

CASE 6

Background Information About the Respondent

This counselor was born in Oklahoma City. She is married and the mother of five children. Now in her early thirties, she has completed three years of college with a major of physical education and a minor in elementary education. She is continuing her education at Central State College. At the time of attending the family finance class, she was Head Teacher at Children's House which is located within the urban renewal area of Oklahoma City. She works with parents and children to improve the language deficiencies of preschool children.

The Influence of Family Finance Education Upon
the Personal Life of the Respondent

This counselor's short term financial goals were in the process of becoming a reality. She was using a portion of her savings to purchase a home and shortly thereafter, she intended to buy a car. This was a goal that had persisted longer than five years previous to attending the money management class. She has a savings account for her children's college educations. Another long range goal was her concern for some type of retirement program. This counselor had begun a savings fund for her eventual retirement but found she had to use part of her funds for other needs.

Prior to attending the money management class, this respondent often purchased goods without a plan. Since the class, she related that she had formulated a budget to fit her income. She also changed her shopping practices. She commented:

I had always heard about good shopping ideas. But not until the family finance class did I learn how important it was to have a spending and saving plan.

Since the class, she became more conscious of shopping for the right kind of automobile based upon service and trade-in value. She used only one credit card for clothes for herself and children. This counselor was more aware of how social security provided certain benefits which dovetailed with her retirement plans. She said, "I have always been insurance poor." She endeavored to provide the right type of life insurance for her family without a great amount of expense.

This respondent was following a number of insurance suggestions she acquired from the money management class.

The Influence of Family Finance Education Upon
the Professional Life of the Respondent

This respondent believed that her own money management was more affected by what she learned in the family finance class than by the parents of her pre-school children. Her financial background was closely related to that of these parents who were her neighbors and friends.

Since attending the class, this counselor had put into practical use the information she acquired about financial planning and saving. She commented, "Last year I was always broke, but now, I'm saving." She related that she takes every opportunity to discuss money management with her children's parents. "I think of them as my friends," she said, "and you know, you would discuss something with your friends that you wouldn't discuss with someone outside."

The counselor continued to display a change in her attitude toward money management within her family circle and before her friends at her church. Due to her ability to discover more ways to save, she increased her pledge to tithe. She related how other church members commented, "Eloise, if you can tithe, then I can too. So, I think in making this decision, it helped others also to tithe." The respondent was concerned about family finance for her children's parents, who were working mothers living on low incomes. She was in full support of this kind of money management program specifically designed to help these mothers. However, she believed that her class experience and the method of instruction was too academic for her counselees. "They would have to be shown that they were getting a bum deal on buying certain goods or services," she said, "and how they could save money by not buying these items, or where they could go to get help if they were stuck with a lousy contract." Such money management classes for low income people, she felt, should emphasize an elementary explanation of "how-to" topics.

CASE 7

Background Information About the Respondent

This counselor is a native of Oklahoma City. She is in her late thirties, has two children, a boy 8 years old and a girl 6, and is divorced. She completed one year of college work majoring in business education and minoring in music. She is presently continuing her education by attending classes at Central State College in Edmond. This counselor is a teacher's aid at Children's House. She teaches the Montessori method to preschool children, and also deals with their parents, most of whom are low income families located in the urban renewal district of Oklahoma City.

The Influence of Family Finance Education Upon
the Personal Life of the Respondent

The short term goals of this respondent involved purchasing the necessities of food, clothing and shelter. Since attending the money management class, she purchased a home. This, she related, had been a long range financial goal which had become a reality for her and her children. She intends now to save for her children's college educations. She indicated that she was not concerned about purchasing furniture and other durable goods at the present, but was considering these items as a long term goal.

Prior to the money management class, she practiced financial planning. She said, "I have a detailed budget and write down everything I spend." She uses credit extensively for clothing but with planning and saving she tries to keep the interest charges low. She learned from the family finance class when to purchase items according to seasonal sales. She did all her shopping in one area of the City rather than chasing sales at a number of stores.

An experience in life insurance buying caused her to change her protection plans. After her divorce, she bought and dropped a number of policies from different companies. From the money management class, she learned about the various kinds of policies available and eventually found an insurance company which would insure her regardless of her poor past performance. She decided to purchase all of her life, home, and auto insurance protection from the same company. Since attending the family finance class, she had established the practice of borrowing money from the bank in which she

had her checking account. "Before the class," she said, "I really didn't have the confidence to do this because I was in the habit of borrowing from a loan company." Now, she felt that she could borrow money from a bank with no problems because she intentionally borrowed money with the purpose of establishing a credit rating at her bank.

The Influence of Family Finance Education Upon
the Professional Life of the Respondent

The attitude of this respondent toward money management was not greatly affected by the parents of her preschool children. She did not believe that the money practices of these parents were closely related to her own. "For one thing," she said, "since the money management class at Hills Business University, I have used what I learned when I bought my house, purchased my car, revised my insurance, and borrowed money from a bank." She indicated that the amount of counseling with parents was almost impossible for her because of her schedule.

Within her family circle, this counselor felt she had affected the family finance practices of both her sisters. She was proud of her financial achievements and the fact that she could save money and buy a home encouraged her sisters to begin building on some country property they owned. She said, "I feel that they did it because I helped them with their plans, and contracts and borrowing. It made me feel good."

This counselor did not believe she displayed any behavioral change in money management before either of her social or religious groups. She did think that the financial obligation of her new home was an evidence of change in her money practices before her co-workers. Whether or not her money management experiences affected them, she could only relate that they were very interested in her achievements.

CASE 8

Background Information About the Respondent

This counselor moved to Oklahoma City from Paris, Texas, ten years ago. She is married, in her early forties, and has four children, who range in age from 13 to 20 years. She is continuing her education, and is currently working on a Bachelor of Science degree in elementary education at Oklahoma City University. Her husband is employed. She is the Directress of Children's House where she performs administrative duties. This work is predominantly working with the preschool children of low income working or job training mothers. She was a member of the third money management class at Hills Business University.

The Influence of Family Finance Education Upon
the Personal Life of the Respondent

This counselor considered that her short term goals were providing the immediate necessities for her family such as food and clothing. In actuality, she stated that her husband was more concerned about short range financial goals while she was more interested in providing her children with a college education. She already had one who was going to the University of Oklahoma and another going to college the following year. Two years later, her only son would be going to college. She was also going to college at night to complete her degree. This counselor admitted that a large portion of the family income was designated for higher education.

The money practices of this respondent were quite conservative. She said, "I look for bargains and wait for things to go on sale." Her credit was utilized mainly for clothing. Since attending the money management class, she attempts to practice some of those buying techniques which she learned. "I used to think that an item with a certain brand name was what I needed to buy; otherwise, nothing was good enough, but now I learned that other brands were just as good and probably cheaper." The purchase of her present home was an experience that changed her family finance practices. Prior to this time, she did not plan or save any money. The expenses of owning a home and of her children going to college made her become very conservative in her spending habits. "The money management class made me aware of the need for more insurance protection," she said, "and both my husband and I have discussed doing something about this in the near future." It

was this counselor's belief that the class had a very positive effect upon her own money practices.

The Influence of Family Finance Education Upon
the Professional Life of the Respondent

This respondent did not think the financial practices of the low income parents of the preschool children had any effect upon her own attitude toward money management. "Many of these parents," she said, "continue to borrow from a small loan company and even though they know they are getting hooked, they cannot resist it because they need the money." She did not believe that her financial attitudes were in any way related to those of these parents. "The mothers of these children will buy groceries on credit," she related, "and when they get their check, the grocer gets it, so they can go on buying on credit." It was her feeling that family finance education could be a part of the job training many of these mothers receive.

This counselor was a discussion leader and was responsible for initiating and coordinating a money management program for her low income parents. Although the program was not successful, this was an activity which created individual interest. She reported that many mothers came often to talk to her about money problems. She utilized money management materials which were intended for the program. "This experience," she stated, "motivated me to discuss family finance with many of these parents." She continues to support the objectives of the Metropolitan Oklahoma City Project.

CASE 9

Background Information About the Respondent

This counselor came to Oklahoma City about six years ago at which time he began working for the Department of Public Welfare as a social worker. He is married and has two children. His wife works outside the home. He received a Bachelor of Divinity degree from the Nazarene Theological Seminary and is still an ordained minister. He participated in the third money management class at Hills Business University. He is presently employed with the Vocational Rehabilitation Center where his duties entail follow-up work with parolees from the Oklahoma State Reform School at Granite, Oklahoma. He was a member of the money management Discussion Leaders Group and was active in various phases of the low income people's program.

The Influence of Family Finance Education Upon
the Personal Life of the Respondent

The short range financial goals of this respondent provide the necessities for maintaining an adequate standard of living. To this counselor, paying for the complete operational aspects of a house were short term goals for the use of his money. The counselor's age in essence dictated his savings and investment plans for a sufficient retirement income. While his short range financial goals were flexible due to his irregular income, his long range goals persisted for more than five years previous to the interview.

This counselor utilized credit in moderation. He said, "I try not to overextend my credit because I am very conscious of credit in purchasing durable goods such as a car, furniture, or appliances." He believed that his family insurance plans could be improved. "We try to have the basic insurance needs met, life insurance, health and accident, so that we do not have an accumulation of medical expenses," he stated. As for purchasing goods, he considered it wise to buy name brands and made it a practice to know what brands were best in quality and which gave good service.

Since attending the money management class, this counselor has become more aware of estate planning. He was in the process of having a will drawn. He had revised his retirement plans and improved his budget to fit his money practices.

The Influence of Family Finance Education Upon
the Professional Life of the Respondent

This counselor believed that his social work experience had an effect upon his attitude toward money management. He commented on the welfare clients and their practices as follows:

I've seen so many welfare clients overspend their money. They fail to consider the future, or anything other than a meal today. When something is needed, they take money from here to purchase there. Their management of money is irrational with no planning attached.

It was this counselor's belief that many people were on the poverty roles today because of lack of know-how in managing money. His attitude toward family finance was quite different from that of his clients. From his experiences with low income people, he observed that their attitude toward spending money was "I want it now to satisfy my immediate gratification of this or that." He did not consider himself an immediate gratifier.

Attending the family finance class made the respondent more aware of the need to provide some type of program for his clients. He was an active supporter of the Discussion Leaders Group and participated as a moderator in two low income programs. He was able to utilize many of the money understandings and concepts in his daily counseling. As a part-time minister, he used money management in counseling couples who were planning marriage. "I have noticed that these money ideas have been reflected in the lives of some of the couples I have counseled because they found these money practices to be basically sound," he said. He admitted that his attitude toward financial planning was not as conservative as when he attended the money management class.

CASE 10

Background Information About the Respondent

This respondent is employed as a minister with the Methodist Church. His duties include pastoral and administrative work within the community. He is married and has five children. His wife is an elementary teacher in the Oklahoma City public school system. He received his Bachelor of Arts degree in philosophy and religion in 1957. He attended seminar for three years at which time he received his Bachelor of Divinity degree. For the last four years, he has conducted the "Skyline Ministry" in Oklahoma City as a religious advisor to all private business colleges, the YMCA and the YWCA. The office of the Skyline Ministry is now located in downtown Oklahoma City in a converted store which also contains the teen-center "Whatever." He was a moderator for two low income persons money management programs and was one of the organizers of the Discussion Leaders Group. He attended the second money management class at Hills Business University.

The Influence of Family Finance Education Upon
the Personal Life of the Respondent

The short term goals for the use of this counselor's money were to contain and limit his credit purchases of goods and services within the probability of one month's complete payments. It was his plan to decrease his outstanding debts to one half in the next two and a half years. Within five years he intended to be clear of all debts. Educational costs for his family were very high. One son had just dropped out of college; another was a sophomore in college; his wife had just completed a masters degree program; and a daughter would enter college the next year. These goals were non-existent prior to his attendance at the money management class.

The respondent considered his family's spending practices to be very moderate. His college age sons purchase from certain stores where style is important. "The prices are not noticeably different and they get what they want," he said. He reported that his life and health insurance was in order. Since attending the money management class, he decided to revise his automobile insurance coverage. "I learned that what I was paying for in coverage was not adequate," he said, "and so for a small additional payment I have almost twice the amount of coverage." The family borrows large amounts of money for the more expensive purchases from his

wife's teachers' credit union. Ministers are considered self-employed. One of the experiences which changed his money practices in the last year was misinterpreting his income deductions. "When you get a bill from Uncle Sam saying you owe \$1050," he related, "you change your money management practices quickly." He indicated that the class was very helpful because at the time of this crisis he was able to acquire the needed tax information to solve a number of his financial problems.

The Influence of Family Finance Education Upon
the Professional Life of the Respondent

The respondent believed that his attitude toward money management had been affected by his counseling experiences. Many of the young people he counsels have very little understanding of the use of money or of its value. "I see so much of foolish money practices and this in turn makes me aware of my own foibles." He did not believe, however, that his financial practices were in any way related to those of his counselors.

Since attending the family finance class, he has become more aware of counseling the young people who come to his teen center. He often discusses money and jobs with many of the teenagers. He keeps a rack of free materials about money management available for them to select and read. He indicated that he has shared a great amount of money management information with his church group. He was a member of the Discussion Leaders Group and participated in two money management programs for low income people. He said, "I have used much of the information I acquired from the class in my premarital counseling." His involvement with the church as an organization has been very minimal for the past four years. He indicated his money management had improved and as a pastor of a church, his understanding of finances would be different from what it had been in the past, prior to the money management class.

CASE 11

Background Information About the Respondent

This counselor is married and has three children. He was born in Oklahoma City, graduated from high school in 1949, and is now continuing his education toward the completion of the Bachelor of Arts program at Central State College. He is presently employed with the Oklahoma City Public Schools as an attendance counselor. He and his wife attended the first money management class at Hills Business University. At that time he was employed with the Community Action Program as the supervisor of the Shalamar Center in Spencer. He coordinated the money management program for the low income group at the Community Action Program Center, and was one of the members of the Discussion Leaders Group.

The Influence of Family Finance Education Upon
the Personal Life of the Respondent

This counselor indicated that his short term finance goals were the immediate necessities of food, clothing, and shelter. He was very much concerned with trying to pay off his debts and financial obligations, especially those still outstanding with small loan companies. These were his long range financial goals, to be free of debt. He was considering buying property in the future in order to build the home he always desired. This counselor hoped to save enough money for educational purposes and he was adamant about his children's college education. He said, "I don't want to just have money to give them, but I want to see that they get a good education to cope with society and make it for themselves." These goals, he emphasized, were recent, since attending the money management class.

He related that his spending habits had changed and that bargains determine most everything that he and his wife purchase. For large item expensive purchases, he gets bank financing and has recently stopped patronizing small loan companies. He said, "We look for quality now, and we go to stores that sell name brands but at a reasonable price." He reported that his financial planning has greatly improved since attending the money management class. This was the one single experience that changed his family financial habits. "The class had an impact on my wife's saving and budget plans," he said, "and since she took the class with me, we often use the books and materials when we discuss money problems." This

counselor was attempting to put into practice what he learned about insurance, automobile buying, credit, saving, and planning.

The Influence of Family Finance Education Upon
the Professional Life of the Respondent

The respondent believed that his own attitude toward family finance was affected by the attitudes of his counselors. One of his problems as a supervisor was to identify the needs of the low income people of his area. He reported that jobs and money were important to the family finance class; his attitude toward financial problems was related to those of his counselors. "We would see that when a person got a job, he would often pay two or three times the worth of an item, rather than purchase the best buy for the money," he reported. It was his opinion that the poor in his area just did not recognize the need to plan their finances once they became employed. "After the class," he said, "I not only knew about what I was doing wrong, but I thought I could help many of my people." This is what this counselor endeavored to accomplish in conducting short series on money management at his Community Action Center. He was the first chairman of the Discussion Leaders Group and participated in two programs in family finance for low income people.

During the period when this counselor was a supervisor at the Shalamar Community Action Center, he had the assistance of two community aides who had completed the class. The Center was very active in support of family finance programs for low income people. This researcher addressed the organizational meeting of the Center's Neighborhood Council in an effort to enlist support for the respondent's program. Much interest was shown by the group and in many respects, it did reinforce the supervisor's activities in money management. It was this counselor's belief that the low income people in this area had become aware of the kind of program which could be developed. He reported that although they did not institute this as a council activity, many people in individual conferences expressed genuine concern for such a program. It was his opinion that the need still exists for a money management program in the Spencer low income area.

CASE 12

Background Information About the Respondent

This counselor was born in Oklahoma City, is married and the father of two children. His wife works outside the home. He attended the first money management class at Hills Business University at which time he was employed with the Community Action Program as a bus driver and special guide. Since participating in the course he has had a promotion and is now employed as a supervisor with the Community Action Program at the 4th Street Center. His duties include supervision of community workers and nurses in the Center.

The Influence of Family Finance Education Upon
the Personal Life of the Respondent

The respondent was using his money to achieve immediate goals relative to necessities such as food, clothing, and shelter. He was saving for a down payment on a home and for his own education. These he considered his long range financial goals. He needed about one year of classwork to complete his degree requirements and intended to continue toward the completion of a master's degree program. These goals, especially his long range plans, have been recent since attending the family finance class.

Prior to the money management class, the respondent indicated that when he financed the purchase of an automobile, he borrowed from the automobile companies' finance affiliates such as GMAC or Universal CIT. Since the class, he said, "I found out I could do better at the bank and that is where I borrowed money for my new car." He was now more inclined to use credit by borrowing from a bank rather than from a small loan company. "I am using my credit a little more wisely," he related. In purchasing goods and services, he has become more cautious because of his savings account. He intends to have a large enough down payment on a home so that he can pay off the mortgage in two years. "We look at newspaper sales ads and shop around for things more now," he said. He related that all his insurance policies were improved since he attended the class and he had drawn up a will as part of his estate planning.

The Influence of Family Finance Education Upon
the Professional Life of the Respondent

This counselor believed that his attitudes towards money management were not related to those of his clients. His observations of the way many of the low income people in his area handle their finances were that they just never planned for the future. He commented, "So many of my counselees just do not know how to budget and buy goods economically." He indicated that he had been able to talk to many of these welfare clients about planning and credit purchases.

Since attending the money management class, the respondent reported that he often uses the books and materials in talking to clients. As a supervisor of one of the Community Action Centers, he has had to counsel some of his community aids in family finance. He commented as follows:

A few of my workers were overloaded with bills, and some were already on the hook with these loan companies before I became supervisor. I have tried to explain good budgeting, saving, and buying techniques to several of my people. They needed someone to tell them about credit and what a credit rating really means. This was part of my job.

He related that several of his workers did accept his advice and were able to consolidate their obligations. "Not only did I help them," he said, "but many of the welfare people who came into our Center." He showed this researcher a rack of free material he keeps filled with money management publications.

This counselor emphasized that low income clients in his district have little background in handling their money problems. He related that the legal aid society's lawyer who visits his center once a week is constantly involved with credit contracts signed by uninformed poor people. He recommended that a money management program be started for low income people in his district. "These underprivileged people just don't know how to deal with their money problems," he reported. He was very anxious to initiate and conduct a program in money management at his center. He encouraged two of his community aids to participate in the class which was currently in progress at Hills Business University.

CASE 13

Background Information About the Respondent

This respondent is married and the mother of two children. She completed two years of high school. She is employed with the Community Action Program as a community worker. She was a member of the fourth money management class at Hills Business University. At the present time she is still employed with the Community Action Program as a community organizer. Her duties include developing programs and handling service referrals for the low income people in the northeast district of Oklahoma City.

The Influence of Family Finance Education Upon
the Personal Life of the Respondent

This respondent was concerned with the everyday necessities of food, clothing, and shelter as her short range financial goals. She was setting aside a certain amount of money each month in the COCO Credit Union. This, she reported, was for emergencies and a type of retirement fund. Until she became employed by the Community Action Program, she was intermittently on and off welfare for a number of years. Her long range financial plan was directed to saving as much money as she was able before her retirement. Within the last five years, she had sold her home in Spencer and had moved to an apartment after her daughters were married and left home.

After attending the money management class, she consolidated all her debts and borrowed the money from the Credit Union. Her check is sent to the Credit Union and they pay off her loan, retain so much for her savings account, and give her the balance. "I learned all this from going to the money management class," she said. She had improved her money practices considerably since that time. She was once trapped into borrowing from the small loan companies. She told of having been a victim of the food freezer plan which started out being \$400 and ended up with a \$1300 cost item in her budget. Eventually, she had to file bankruptcy because of this experience. She was approached by the Kirby sweeper salesman to purchase an item that would cost between \$300 and \$400. "By the time I got done with the freezer mix-up," she related, "I got hep to those deals." She reported that when any of her clients ask about these plans, she is able to advise them.

The Influence of Family Finance Education Upon
the Professional Life of the Respondent

Since attending the family finance class, this counselor has become involved in helping her clients with their money problems. "I have been using some of the information I learned about insurance," she said, "and have talked to some of my welfare people in my area about changing their own policies." She continues to believe that her money management attitudes are closely related to those of her clients. She went through some of the same money problems that daily plague many of the low income people in her district. She is a strong advocate of the credit union for low income individuals and families.

She is involved in organizing a buyers' club for the senior citizens of her area. "I didn't know anything about how to organize a buyers' club until I went to the money management class," she stated. She has been using the guide which she acquired at the morning supplemental classes in family finance. She was not too optimistic about the success of her club at the time of the interview. However, she intended to continue trying to get more people involved and interested in her club.

CASE 14

Background Information About the Respondent

This respondent moved to Oklahoma City seven years ago from Paris, Texas. She is married and the mother of seven children. She is in her middle thirties. She completed three years of high school and is now studying for the General Equivalency Diploma examination. She is employed with the Community Action Program as a community worker. Her duties consist of field work with low income people, providing assistance and counseling in varied areas of job development, training for jobs, health referrals, and money management. The respondent attended the fourth money management class at Hills Business University.

The Influence of Family Finance Education Upon
the Personal Life of the Respondent

This respondent indicated that her money was used principally to satisfy her family's immediate needs. Her long range financial goals were to be free of debt and to complete the mortgage payments on her home. Although her remaining payments were small, she felt that it was necessary to rid herself of these continual payments which persisted for over two years.

This counselor had recently become a member of the low income people's credit union, COCO (Central Oklahoma Citizens Organization), and was buying shares each month. She indicated that since the money management class, she was planning and budgeting her purchases of goods and services. "Before, we would just buy what we thought we needed and often we bought more than we could afford," she said. She did not use credit except for clothing for her family, and then she made it a practice to pay for the items within 60 days. She paid cash for almost everything she purchased. "I like to pay for what I get," she related, "because I learned that stores like Montgomery Ward, Sears Roebuck and others are just like the small loan companies and the goods cost you too much by the time you make all the payments." It was her belief that credit should be controlled and, in essence, she was attempting to exercise this restraint because of her involvement in the family finance class.

The respondent emphasized that the information she acquired from the class was responsible for changing her

spending practices. She said, "I learned how to budget my money and now, every week, my husband and I set aside a certain amount for groceries and our bills." It was her feeling that this change had contributed to a happier relationship between herself and her husband. "We now sit down and talk about what to do with our money," she related. She did not have a savings account in a bank except what she invested each month in the credit union, nor did she or her husband have a checking account. She did indicate that she and her family had only minimal life insurance policies.

The Influence of Family Finance Education Upon
the Professional Life of the Respondent

This counselor did not believe that her attitudes toward family finance were in any way affected by her counseling work experience. Her own personal life was about two steps above the poverty line and her observations of how her counselees handled their finances did not affect her attitudes. However, prior to attending the money management class she felt her attitudes were related to her low income clients. "But since the class," she stated, "I learned how to manage my finances and there is a big difference between the way they spend money and how I handle mine." She was anxious to learn more about family finance and often returned to evening sessions of the subsequent money management class.

In her counseling work, she reported that she frequently used her budget ideas and plans with her low income counselees. She talked about money management to a group of her friends at her church meeting. Their positive reaction was in contrast to that of the clients in her district. Discussing family finance with the poor was a very difficult endeavor and she indicated that many of these people in poverty do not try to help themselves. It was her belief that more money management classes should be initiated for low income people.

CASE 15

Background Information About the Respondent

This respondent has been in Oklahoma for eleven years. She is married and has seven children. Her husband works part time. She attended high school for three years. She is employed by the Community Action Program as a community aid. She also works with the Central Oklahoma Citizens Organization in obtaining new members for the credit union organized for low income individuals and families. She was a member of the fourth money management class at Hills Business University.

The Influence of Family Finance Education Upon
the Personal Life of the Respondent

This counselor used her money to provide for the daily necessities for her large household. Although she had two children who were married, she still provided for five children and her husband, who, at the time of the interview, was unemployed. Her long range financial goals were to pay off the mortgage on her home and some of her financial obligations which included a freezer-food plan. She said, "If only I had seen that film, The Poor Pay More, a few years ago, I would never have let my husband sign the contract for the freezer-food plan." She was continually borrowing from loan companies to make the payments on this plan. She related that as soon as her car was paid for, she intended to continue saving the same amount at the credit union. Since attending the money management classes, this counselor indicated that she changed her shopping practices. "I used to go from store to store," she said, "looking for the cheaper priced goods, but now I buy the better brands which last longer." She emphasized that the class was responsible for her saving more money at the credit union.

The Influence of Family Finance Education Upon
the Professional Life of the Respondent

This respondent indicated that in many ways her counseling work experience had affected her own money management. "I have learned to go out in the community and be of help to my people who do not know what the city has to offer them," she said. She told of how some of the homes she visits have very few pieces of furniture, bed linens, or enough food to eat. She contacted Sister Pauline of the Neighbor to Neighbor

program and was able to help many of these welfare recipients. Observing how many of the poor in her area live changed her attitude toward her own money practices.

This counselor indicated that she often had the opportunity to counsel her clients about money problems at the same time she helped them with their home adjustments. She related that she was able to make a number of suggestions to some of her clients about life insurance policies. She reported that in the area where she lived, she often would discuss family finance problems and understandings with her neighbors. "Many of them said they were going to try my ideas," she said, "so in a way, these people I talked to have been helped from my class experience." It was her opinion that the money management classes for low income clients should teach how to avoid purchasing goods from fraudulent merchants and salesmen. She emphasized that many of the poor were victims of their own ignorant financial practices.

CASE 16

Background Information About the Respondent

This counselor is married and the mother of nine children. Her husband works outside the home. She completed two years of college at Langston University and interrupted her education to get married. She is employed with the Community Action Program as an outreach worker assisting low income individuals and families who have multiple problems related to substandard living. She attended the fourth money management class at Hills Business University. This counselor is a native of Oklahoma City and is in her late forties.

The Influence of Family Finance Education Upon
the Personal Life of the Respondent

This counselor was principally concerned with providing for the immediate needs of food, clothing, and shelter for her large family. Her long range financial goals involve a savings program for her oldest children's educations. She said, "I have used some of the money ideas from the family finance class, and I believe I have saved money from what I learned." Prior to the class, she related that she did not limit her spending practices and was not concerned about comparative shopping. The class experience caused her to be more conscious of saving. She believed that the class also influenced her to change her attitude toward managing her financial affairs. Since the class she has opened a savings account and plans a monthly budget. Also, she has had a will drawn up so that the whole family would know what they were entitled to receive. "Since I've taken this class," she said, "I had our family insurance policies reviewed and the coverage extended." She was more aware of the value of a good credit rating and the costs of borrowing from high interest finance companies.

The Influence of Family Finance Education Upon
the Professional Life of the Respondent

This respondent's family finance attitudes were affected by the money problems of her low income clients. She believes that in many ways her attitudes toward money are related to those of her counselees. "I talk with the people about what they are doing with their money and how I was like

them," she said. She reported that she has discussed credit, borrowing, and insurance with some of her clients.

This counselor lives in one of the poorest neighborhoods in Oklahoma City. She and her husband are looked upon as the leaders of this small community because they are involved and interested in improving the area. She and her husband built a very comfortable home from a simple shell of a house. Other people in the area began to follow this example of improving their homes and cleaning up their property.

Since attending the money management course, this counselor recognized the many benefits of social security and was able to convey this to many of her low income clients. "We have a lot of old people in our area, and you have to show them you will do something or they won't trust you," she remarked. It was her belief that many of these low income people would benefit from a money management class if it were held in her locality.

In analyzing the money management class, she warned that such a class for low income people would have to be on their social and educational level. Many of the lectures in her family finance class were very informative, but she commented, "It was not until they spoke in terms of a low income person that I was able to understand the significance of what they were saying."

CASE 17

Background Information About the Respondent

This counselor is employed by the Urban Renewal Authority in Oklahoma City. He is the community relations director for the Medical Center Urban Renewal Project which is located in the low income area of the city. His work involves counseling and informing renewal residents about various federal and state programs available to low income people. His educational background includes a B. A. degree, with a major in sociology and a double minor in economics and psychology. He is from El Reno, Oklahoma, in his early thirties, and has a wife and two children. He attended the first money management class in the spring of 1968. He was one of the organizers of the Discussion Leaders Group and participated in every low income people's program. One of the incidental functions of his position is to acquire relative consumer materials for distribution to low income people in the renewal area.

The Influence of Family Finance Education Upon
the Personal Life of the Respondent

The short range financial goals for this counselor were to provide for the immediate necessities of his young family. Since he had been married for only four years, many of his goals for the use of his money have been recently formulated. He considered the completion of paying off his debts as long-term goals. He bought a dishwasher and automatic dryer on a three-year plan and considered that these were his most outstanding present debts. Once these were paid for, he intended to begin a college savings fund for his two small children. He had intended to return to college and work toward the master's degree, but the birth of his children and the need for money to pay hospital costs prevented this plan.

Since attending the family finance class, this respondent has become more aware of purchasing goods on credit. "I have developed a practice of snapping up a bargain, if the credit and the payments fit in with my budget," he said. He joined the National Association of Professions because he intends to utilize its low interest borrowing plan for purchasing his next automobile. He is a comparative shopper and is conscious of price purchasing from the larger chain stores. He has revised both his life insurance and automobile insurance plans since the class. He is considering purchasing a

salary protection policy with an emphasis on investment and saving. "I'm really skeptical of this plan," he said, "so before I invest any money I intend to use what I learned. I shall investigate this company and not take the salesman's pitch."

He indicated that one of the experiences which changed his personal attitude toward money was his participation in the money management class. "Since the class, I read more articles on financial problems in magazines and newspapers," he said. He felt that he now has a better plan for meeting his financial obligations.

The Influence of Family Finance Education Upon the Professional Life of the Respondent

This counselor believed that his community relations work had affected his own money management. In commenting on his observations of money management practices of low income renewal residents, he stated:

It is irritating to think about the fraudulent schemes perpetrated upon the poor. I have seen so many people who have been stung by door-to-door salesmen. They are so illiterate about financial matters, they just accept this false advertising and persuasion. Many of the poor share a folklore belief in credit and purchasing goods.

He described how difficult it was to persuade residents to accept a three percent government loan to improve their property. The sad mistakes of low income residents made him revise his own money practices.

The principal source of financial information for this respondent was the money management class he attended at Hills Business University. He devised many informational hand-outs for his clients and used much of the information from the class. As one of the organizers of the Discussion Leaders Group, his office became the clearing house for materials for each of the low income programs. He was the spokesman for the family finance education at the Urban Renewal Authority. He participated in every low income people's money management program and was a discussion leader for four meetings. This counselor is an enthusiastic supporter of the Oklahoma City Project.

CASE 18

Background Information About the Respondent

This counselor is divorced and the mother of four children. She completed one year of college at Central State College. Presently she is employed with the Oklahoma City Urban Renewal Authority and her duties consist of counseling with low income families who are being relocated from the Medical Urban Renewal Project area of Oklahoma City. Since participating in the first money management class at Hills Business University, her position now includes such duties as information advisor in all phases of money management related to housing and real estate.

The Influence of Family Finance Education Upon
the Personal Life of the Respondent

This counselor believed that her short range financial goals were to provide for the immediate necessities of her family. Because of her experience in working with Urban Renewal Authority, she knew the many problems involved in the upkeep of a home. Plumbing, repair of windows, etc., were things she endeavored to do around her own home.

The respondent's approach to her long range financial goals was mainly concerned with life insurance for herself and her children. She said, "I am not saving money toward my children's college educations but instead, I am investing my money in a decreasing term life insurance policy worth \$40,000. Since attending the money management class, she had her insurance portfolio revised after investigating the possibilities with three life insurance companies.

The respondent indicated that her money practices in purchasing goods and services had changed since she attended the family finance class. She had decreased her credit purchases of goods and now limits her installment payments to a three-month period. "When I learned what credit was costing me," she said, "I cut down all of my installment accounts." She keeps an up-to-date account of all her spending and plans a budget for each week in advance.

The family finance class experience was credited by this counselor for changing many of her money management practices. Prior to the class, she had not adopted any financial planning in advance of her purchases. She did not have a will, but since the class, she had a will drawn up and recorded.

The Influence of Family Finance Education Upon
the Professional Life of the Respondent

This counselor believed that her own practices in the use of money were affected by those of her low income counselees. "They just don't seem to be concerned about their future especially in the way they manage the amount of money they receive," she said. She related her money management to those women who were divorced and struggling to provide necessities for their families. At the same time, she felt a strong desire to inspire some type of enthusiasm in their own future but was not prepared to motivate this behavioral change. She stated that she utilized family finance with many of her clients in discussing everyday problems. She commented on some of the problems of her clients as follows:

Many of these welfare women stay home because they cannot afford a baby sitter so they can go out and work. They have figured that by not going to work, they can feed and clothe their children better on what welfare provides their families. I have proven this over and over by talking with many of my low income relocatees.

The respondent utilizes varied resource materials she acquired from the family finance class in counseling her clients. She reported that she has encouraged many of her welfare counselees to develop some type of financial planning. She is a strong advocate of money management programs for her low income clients.

CASE 19

Background Information About the Respondent

This relocation counselor for the Oklahoma City Urban Renewal Authority moved here from Minnesota four years ago. She received a Bachelor of Arts in child development with a psychology minor in 1964. This counselor's duties are to assist individuals and families who are being relocated out of low income neighborhoods. She is in her early thirties and is single. She has taken several additional courses for personal interest reasons. She enjoys her work because the freedom allows her to utilize a variety of her skills in health, employment, money management, etc., among the predominantly low income population.

The Influence of Family Finance Education Upon the Personal Life of the Respondent

This counselor explained that her short range financial goals were mainly to satisfy her own personal everyday needs. Since attending the money management class, she achieved one of her long range goals by purchasing a home. She is extremely economy minded and bought what she considered a bargain home within the flight pattern of aircraft close to Tinker Field. This purchase was so reasonable that she is considering investing in another home. She conceded that she was getting a home prepared for her eventual marriage and the prospect of having children.

She has begun to use credit more than she did before the class. "I'm a tightwad," she said, "I learned about high interest rates, so now I pay off what I buy in 30 days on my BankAmericard." She added to her life and health insurance plans by purchasing a new policy which was offered at work. She did not consider herself an impulsive buyer. "I love to shop in the thrift and junk stores," she said. Often she will buy certain items with some of her low income clients in mind.

The Influence of Family Finance Education Upon the Professional Life of the Respondent

This respondent believed that her attitude toward money management was affected by her counseling work experience. "We don't have many clients who use their money well," she said, "and I see credit abused so badly by people who have little intention of completing their payments." She

took every opportunity to counsel her clients about money management.

Prior to the family finance class, she did not have any system of planning her spending pattern. Since that time, she has formulated a budget and increased her savings. This was an area which she endeavors to convey to her counselees. "My clients just do not plan or try to save," she related. She feels that many of her low income residents do not want to learn about managing their small finances. Her attitudes about the use of her money are not related to those of her clients. She uses a checking account for most things she purchases. She said, "After the class, I even made out a will and when I talk to my clients about social security they don't believe the benefits they are entitled to receive." She admitted that most of her change in attitudes about money management occurred among the people with whom she worked and among her own counselees. She was an enthusiastic supporter of the whole family finance program and believed money management classes should be planned for low income couples. Her experiences of discussing money practices with younger poor mothers leads her to believe that they will listen and perhaps learn better family finances.

CASE 20

Background Information About the Respondent

At the present time, this counselor is employed by the Oklahoma City Urban Renewal Authority as a relocation counselor. In his late twenties, he is married, and has two children. His wife is employed outside the home. He came to the City from Pawhuska after earning the Bachelor of Arts degree in social studies. The position he now holds involves counseling and relocating low income people who are being moved from their present sub-standard living units. His main area of concentration is in central downtown Oklahoma City. This counselor was an enthusiastic member of the money management Discussion Leaders Group after attending the first family finance class.

The Influence of Family Finance Education Upon the Personal Life of the Respondent

This counselor reported that he and his wife were presently terminating all of their outstanding debts. As short range goals, these endeavors were being successfully accomplished at the rate of two per month. "We hope to be completely free from credit obligation, including our car, by the summer," he said. He considered his home payments as a long range goal. In addition, it was his intention to establish a savings account equal to one year's salary for emergency purposes and for his children's college educations. These goals had been formulated only within the last year or two.

One of the principal buying practices that he follows is that when he sees something he would like to purchase, he waits a week, and if he still wants it on the basis of need, then he will buy it. When he was first married, his financial base was 100 percent credit. The biggest change in his money practices occurred when he discovered one day he had an overdrawn checking account. This indication of impulsive spending made him realize he had to cut his spending. Since attending the money management class, he roughly concludes he is operating on 40 percent credit. He believes the class made him more aware of his money problems and gave him confidence to change some of his spending practices.

The Influence of Family Finance Education Upon
the Professional Life of the Respondent

This respondent believed that his attitude toward money management was affected by those of his counselees. In his position at Urban Renewal, he had to counsel and relocate the low income residents of the small-time hotels in skid row areas of Oklahoma City. "So many of my clients were culturally deprived," he said. What he observed were these people buying just as impulsively as he did but it would affect them even more because they were families with six to eight children caught in a credit trap. "They knew what they were doing in some respects with their money, but they didn't know how they got on the continual credit merry-go-round or how to get off," he stated. He did not believe that his money practices were related to those of his clients because he had had the advantage of his family's financial assistance.

The information he received from the money management class was of great assistance to him in counseling his clients. He makes use of this material often in discussing money problems and practices with his family and friends. His behavioral change before his brother was quite noticeable; he said, "Well, I never knew you to be so stingy before." Sometime later, the respondent's brother was married and he realized the financial problems that this counselor was experiencing.

This counselor was active within the Discussion Leaders Group and participated in two low income programs. Since attending the money management class, he continually counsels low income clients about financial planning, budgeting, and spending practices. He said, "Most of my clients' home and family situations have already deteriorated before I get there and usually I will suggest a few money ideas and if they show any interest, I continue to talk about money management." It was this counselor's belief that the apathy which exists among his low income clients is due to lack of education. He advocated teaching the whole illiterate poor family and not just educating the children or just the parents. The poverty cycle he thought could be broken if the whole family unit were taught how to improve their money management situation.

CASE 21

Background Information About the Respondent

This respondent is married, has two children, ages 17 and 20, and is in his late forties. He is from Okmulgee, Oklahoma, and moved to Oklahoma City fifteen years ago. His wife is employed outside the home. He received a Bachelor of Science degree in history with a minor in English, in 1947. He is employed by the Oklahoma City Urban Renewal Authority as a community relations counselor. His duties include explanation of the Urban Renewal Authority Program to area residents and assistance of low income families with employment, financial aid, and housing. He attended the third money management class at Hills Business University and was a member of the Discussion Leaders Group. As a firm believer in the benefits to be gained by low income families from education in family finance, he presented lectures at two of the money management classes for low income groups on the topic of insurance.

The Influence of Family Finance Education Upon
the Personal Life of the Respondent

This counselor reported that his short term financial goals included the daily expenses of food, clothing, and shelter. He said that in a few months he and his wife intended to remodel the interior of their home and paint the outside. He intended to borrow a small amount of money from his savings and acquire the remainder from the bank. "We are saving a definite sum for the college education of our children," he stated, "and we learned from the money management class that it is best not to use all of your savings for immediate expenses." An endowment life insurance policy was this respondent's appropriate plan for his son's college education. Another long range financial goal was his retirement plan. He indicated that he had his insurance policies revised since attending the family finance class.

Just prior to the interview, this counselor purchased a second automobile. He reported that he used much of the information acquired from attending the money management class about things to look for in buying a used car. "I found that by doing this I really believe I got a good deal," he said. He did most of the shopping for his family, especially grocery buying. He indicated that he does not necessarily

purchase name brands and now attempts to shop carefully for good quality but not always cheaper goods.

It was the respondent's belief that his participation in the family finance class had caused him to improve his purchasing practices. "I make a special effort to buy goods for less money now because I am trying to build up our savings," he said. He emphasized that his savings plan was directed toward the college education of his two sons. One area which attracted his special attention was insurance. He felt more competent to discuss insurance plans and policies with his counselees. "Since attending the money management class," he said, "I have a better understanding about insurance, what a person should expect from the insurance company, and how much coverage a person should assume." He reported that since the class he had made out a will.

The Influence of Family Finance Education Upon the Professional Life of the Respondent

This counselor expressed the opinion that his attitude toward money management had been affected by his counseling experiences with low income people. He commented:

In counseling my relocates, I have observed some of their unfortunate money problems which contributed to their sad predicaments. Many of these people do not understand how to plan the spending of what little they receive, especially welfare recipients. So many of these people are just in a rut and are not interested in doing better.

He felt that the experience of assisting many of these people made him more aware of his own financial problems. In many aspects, this changed his money management attitudes considerably, although he did not believe that his attitudes were related in any way to those of his counselees.

The respondent was a member of the Discussion Leaders Group and participated in programs designed for low income people. His principal topic was insurance. He utilized the materials he acquired from the family finance class. Although he indicated that the topic was received well by his low income audience, he was not sure that any positive effect had been made upon their money management practices. He mentioned that in a number of individual cases he had been able to discuss money management while assisting the counselees with relocation problems. He said, "I believe I was able to change some of their thinking about family finance, although not as much as I had hoped."

The professional activities of this counselor are involved with many of the clients' daily living problems as well as with housing relocation. As a strong supporter of the Oklahoma City Project in money management, he commented upon the basic situations of his clients as follows:

In over 50 percent of the cases which I counsel, there is a broken home and the head of the household is a female. Often she is on welfare and we try to refer her to some type of training program or employment agency. Some are so apathetic, even afraid, that we have to take them to places where they can get help. There are some people who just do not want to improve their low standard of living.

It was his opinion that low income individuals and families could be taught how to manage their minimum incomes. "So often their management leads to color televisions, overpriced used cars, and no clothes or food for the children," he said. He definitely observed the need for family finance education for his low income clients, but he could not suggest any unique approach to achieving this endeavor.

CASE 22

Background Information About the Respondent

This counselor moved to Oklahoma City eight years ago. He was born in Tyler, Texas, and is in his late thirties. He is married and the father of three children. His wife is employed outside the home. He is an assistant rehabilitation director and loan officer with the Oklahoma City Urban Renewal Authority. His duties include the supervision of loans and grants, and he assists in the formulation of department policies and procedures. He attended the third money management class conducted by the University of Oklahoma at Hills Business University, at which time he was employed as a supervisor of rehabilitation counselors who assisted low income clients with housing relocation.

The Influence of Family Finance Education Upon
the Personal Life of the Respondent

This counselor considered that his long range financial goals were for educational purposes and retirement. Both he and his wife attended the family finance class. Prior to the class, he reported, they were concerned with saving money for their two sons' college educations. Since the class, they have begun to invest money in a life insurance plan which will provide additional retirement income to their present employment plans and social security.

In purchasing goods and services, the respondent shopped around for bargains. "I read the newspaper ads continually for clothing bargains, especially, or for other household items," he said. Other than payments on his automobile, he did not buy many goods on credit. He indicated that the money management class made him conscious of the high cost of credit. Some years previous to the class, he reported, he had a very costly experience when he purchased a used car and financed the payments through a small loan company. He was very much concerned about inflation and the rising cost of living. "This class made me aware of where my money was being spent," he stated, "and from that time on my wife and I planned a strict budget." He related that he became more interested in money articles in newspapers and magazines.

The Influence of Family Finance Education Upon
the Professional Life of the Respondent

Since attending the family finance class, the respondent was promoted to the downtown office. As a project supervisor at the time of the class, he was counseling low income families who applied for government home loans. Observing the money practices of many of these poor clients did affect his attitude toward money management. He said, "I benefited by seeing the sad mistakes many counselees make in purchasing home repair supplies and, more often than not, many clients become involved in a fraudulent home repair scheme that takes all of their savings." He was especially critical of the way many low income individuals and families utilized credit.

The respondent indicated that he was able to counsel very few low income homeowners. He did use money management information within his church group and as treasurer of his church, he felt he made a contribution by utilizing various financial practices which saved the church considerable amounts of money.

CASE 23

Background Information About the Respondent

This counselor was born in Muskogee, Oklahoma, and has lived in Oklahoma City for 12 years. She is in her early forties, married, and is the mother of eight children ranging in age from 9 to 21 years of age. She completed two years of high school in a general program. At present she is employed as a community worker with the Community Action Program. Her duties include counseling welfare mothers and dependent children as well as old age assistance recipients. She assists them with personal and financial problems by directing them to appropriate agencies in the city which can offer assistance.

The Influence of Family Finance Education Upon
the Personal Life of the Respondent

The formation of this counselor's financial goals for the future was complicated by a large number of bills which she and her husband were obligated to pay and which utilized most of their income. However, she has future plans to save enough money to send her younger children to college. Another goal for the future was to purchase a home or an acreage. "With the cost of living so terribly high," she said, "it takes all the money my husband and I bring home just to buy the necessities for my family." She explained that her attempts to increase their savings in the last year were futile because of emergency bills.

Financial responsibilities for the household operation were divided between her and her husband. The respondent believed that her husband was the better grocery shopper, and this was his responsibility. It was also his responsibility to pay the rent, insurance, hospital bills, and the loan companies from his earnings. He was making payments on three different loans to three finance companies. From her earnings this counselor was responsible for paying for laundry and cleaning, medication, household utilities, children's school lunches, and other incidental items. She also purchased all of the family's clothes, including her husband's suits.

This counselor admitted that her use of credit in the past had not been very logical. In fact, she bought clothes impulsively on credit without her husband's knowledge. Her

husband often complained about having to pay her bills. "One thing I learned while attending the family finance class," she said, "was that both the husband and wife should discuss and decide whatever item they intend to buy." She indicated that she and her husband were talking more about money matters. She related that she was trying to persuade him to make out a will and to purchase family life insurance. Prior to the money management class they had accumulated a large number of bills. She said, "as soon as we get these bills paid, we are going to make definite future financial plans." She indicated that she and her husband had already decided to implement a few budget plans studied in the class.

The Influence of Family Finance Education Upon
the Professional Life of the Respondent

The respondent once lived in a poverty area of the city called "The Grove." The one distinction between her family and her neighbors was that her husband had a steady job at Tinker Air Force Base. But in spite of the steady income, she indicated that her family lived close to the poverty level. The other people in this area did not understand this, and because her husband worked, it was assumed that her family was living a better life. "For this reason," she said, "the people in the 'Grove' did not accept us; in fact, they never called us by our first names, always Mr. and Mrs."

She related that although her house was one of the worst in the area, they were practically forced to move out after two years because they did not "fit in" since her husband worked steadily and he knew he was going to get his money. Now she often visits the area in her community work, and while the people are friendly to her, she is still not accepted as one of the "Grove" people.

Most of the poor whom she had observed were able to survive on their small amount of money they received from public assistance. She commented:

Many of the welfare mothers and old age people I come in contact with are just barely getting by on what little they receive. Some of them are very good money managers. Most of us spend more money just 'goofing-off' than welfare people draw in one month. Most of the poor do not like to talk about finances. When you mention money, most of them are 'up tight' about it.

She indicated that frequently the attitude of her clients toward money is one of reluctant disclosure. "They only tell you how much money they draw if they want something

from you," she explained. It was her belief that in order to help the poor with their money problems, a counselor must learn how the low income persons manage the welfare money they receive each month. In doing this, one must gain their confidence and break down the barrier of defensiveness. She felt that the Community Action Program was one channel for reaching the welfare recipients to help them improve their money management practices.

CASE 24

Background Information About the Respondent

Now in her early thirties, this counselor has lived in Oklahoma City all of her life. She is divorced and the mother of two children, aged 7 and 9. She has completed her high school education. As a community worker, employed by the Community Action Program, she counsels with low income families, aids them with nutritional and sanitation problems in the home, listens to the problems of everyday living, and aids them in money management. She participated in the fourth money management class at Hills Business University.

The Influence of Family Finance Education Upon
the Personal Life of the Respondent

As the sole support of her two children, this counselor has formulated her major goals around provision for their future security and education. She has recently purchased a small home and is in the process of furnishing it. Prior to her attendance at the money management classes, she had been seeking a way to save for her son's education. In the money management class she learned about insurance as a means for saving money. "I thought if I put my money in a bank I would draw it out and use it for something else," she explained. "I have now taken out an education policy for my boy and life insurance for my girl. Later, when I get better established, I will try to finance college for her, too."

This counselor had not always planned her spending. When she was younger, she would not think about how she spent her money, and her spending habits were rather "wild," she stated. The money management class, along with the responsibility of maintaining a home, has influenced her money practices. "I have to be careful what I buy because of the high cost of living and having little children to provide for. I buy good brands, but go where I can save a few cents." She does not go out of her way to shop at sales because "some are not what they claim to be." She looks for quality, especially in clothing.

Since having had an unfortunate experience with a small loan company, she has avoided the use of credit and has tried not to borrow money, even though she is still paying off the finance company. "I go to second hand stores and find things that I can fix up," she said, "and in this way

I can pay cash instead of using credit to pay off an item which might cost \$30 or \$40 in a furniture store. For the extra finance company charge, I could be buying something else." She has learned that credit is expensive. The respondent takes a great personal satisfaction in refinishing second hand furniture and pocketing the finance costs she would have paid to buy new merchandise on credit.

The Influence of Family Finance Education Upon
the Professional Life of the Respondent

This counselor indicated that her professional work experience influenced her money management attitudes. In her counseling with Mexican immigrant clients, she discovered that many problems arise out of a lack of understanding--particularly the cultural language barrier. Her low income clients are easy prey for merchants because they cannot read contracts. Her counselees also tend to live from day to day and rarely plan for future financial goals. Observing this trait in her clients has made her aware of the importance of financial planning and of understanding complicated credit agreements. She utilizes the experiences of her clients and herself in her counseling practices.

The respondent was born and has lived among the Mexican people in Oklahoma City. She knew these people well and commented about the poor in her Community Action area. She said:

We have as much poverty among the Mexican families as there is proportionately with other races. Most of the poor are those who migrated to Oklahoma City and were unable to find jobs. Many of the older Mexican people live on welfare. Some of these people are in difficult financial situations and because they are unable to speak English well, they get pushed around.

It was the counselor's observation that even those clients who were not Mexican, and who had to move because of Urban Renewal, were forced to live under extremely unhealthy conditions. "We could not improve their situations," she said, "but we could make them a little more comfortable."

She mentioned that some of her poor clients have a very fatalistic view of their poverty situation. She reported that many of her clients keep themselves in poverty just by the way they handle their finances. It was her experience to interact with clients who, on the one hand, would say that they had nothing, and that they were very poor, and on the other hand, have a color television set in the middle

of an unfurnished room. Some of her clients were in debt because of high finance charges due to purchasing new cars and color television sets. At the same time, they lived under squalid, unhealthy conditions.

This respondent deplored the fact that poor clients would sit around do nothing about their living conditions. She related that she had been on welfare for 10 months, but had enough pride to want to do something about improving herself. She cited not only her own case but other counselees as examples of those who did break the poverty cycle. She said, "I have learned that when tomorrow comes and you do not have the financial means to live a better life, tomorrow is very important." She indicated that too many of her clients do not plan, they have only concern for today, but do not worry about tomorrow.

CASE 25

Background Information About the Respondent

This respondent was born in Boley, Oklahoma, and moved to Oklahoma City six year ago. She is in her early forties, married, and has five children, ranging in age from 8 to 18. Her husband is employed outside the home. She attended the third money management class at Hills Business University. She is employed by the Community Action Program as a community worker in the low income areas of Oklahoma City. Her work involves counseling with these families about economic, personal, and social problems.

The Influence of Family Finance Education Upon
the Personal Life of the Respondent

This counselor is primarily concerned with providing her family with the immediate necessities of food, clothing, and shelter. These are her short range goals. She recently remarried and was still getting settled into her new home at the time of the interview. It was her intention to begin a savings account in the very near future. She also was hoping to interest her children in saving more of their money for college. At the time of the interview, she was investigating the possibility of enrolling in a training program for nurses aides. "This is something I've wanted to do since I was in high school," she said. She was not sure of the cost, but was prepared to assume a loan if necessary to go to school.

The respondent was using credit to buy most of her durables. She was in the process of purchasing her living room furniture and a refrigerator for her new home. She realized that the interest rates on credit purchases were very high, but hopefully planned to pay off this obligation in one year. She related, "I've decided not to buy like this again because I cannot stand the pressure of knowing how much extra I have to pay for the things I need," She indicated that in the future she would buy only after saving money first.

With a large family and low income, she did most of her food shopping at discount stores that sell specials on the weekends. She plans her budget for food purchases each week. "I try to save on clothes by shopping in thrift stores," she related. Her insurance includes only health insurance policies for the children and minimum automobile liability coverage. She has no life insurance. "This next year," she

said, "I intend to buy life insurance, especially mortgage insurance, so that if anything should happen to me or my husband, the house will be paid for." She indicated that the material she received from the money management class convinced her that insurance was an important item in financial planning. Prior to the class, she thought that insurance was too expensive for a person in her income bracket. She related that her new husband had recently changed his insurance coverage also.

The respondent reported that since the family finance class, she has become more aware of the high cost of borrowing from small loan companies. Prior to the class, she was paying on one loan. After the class, when she inquired about increasing the loan \$100, she read the contract and discovered that it would have jumped the base of her whole loan 200 percent. "I learned from attending the class to stop and think how badly I needed a small amount of money," she remarked. She was also in the process of buying a car and related that she was using one of the automobile buying guides she acquired from the money management class.

The Influence of Family Finance Education Upon the Professional Life of the Respondent

This counselor was in the process of getting a low income people's group together to discuss various problems common to everyone in their housing area. One of the principal means for getting people to a meeting, she reported, would be to hold a cooking demonstration with commodity foods. She mentioned that once the class began, she hoped to have a few meetings on money management. She believed that she could teach the group about budgeting and how to spend their money wisely. "I have had to live within a budget and provide for seven persons," she said, "and I get so frustrated at these people who cannot live within an income which is greater than mine." She was also working with a colleague who was organizing a buyers' club among the low income people in her area. She reported that grocery stores in her neighborhood mark up the cost of items near the first of the month when the low income people are usually paid.

The respondent commented about how some of the welfare clients with whom she comes in contact spend their money:

It makes me mad the way I see these people spend their money on 'ratty' furniture and have no rugs on the floor. They let their children have soda for breakfast and the kids are running around with malnutrition. They don't have much of a shelter problem,

living in a low cost housing project, but they just spend their money on foolish clothes and poor quality foods. Then they often come to the Center begging for other services they could very well afford if they spend their money wisely.

It was the respondent's feeling that the people in her area could benefit from a money management class. She warned that something must be done and the only way to get these people to pay attention is to develop a money management program on a relatively low educational level so that they can understand. "You'd be surprised how few people know how to shop wisely for foods and clothing," she said. One of the problems with many of the low income people in the area was the need for some kind of transportation to the classes. Another problem was their difficulty in grasping concepts. "If you are not giving them something they can see, they don't want it." It was her feeling that a class should be practical and geared to what low income people could do with \$200 a month. The respondent was an enthusiastic supporter of the Oklahoma City Project.

CASE 26

Background Information About the Respondent

This respondent was born in Oklahoma City. She is divorced with no dependents. She holds a Bachelor of Fine Arts degree in art. She is employed with the Department of Public Welfare as a disability examiner. This position entails determining disability allowances for applicants of social security. She was a discussion leader and one of the moderators for two low income people's money management programs. She was a member of the third money management class at Hills Business University at which time she was employed with the Department of Public Welfare as processor of applications for public assistance.

The Influence of Family Finance Education Upon
the Personal Life of the Respondent

This counselor indicated that her immediate financial goal was to completely pay off her automobile debts. She was responsible to no one except herself and was not planning any future long range goals for the use of her money. She did not intend to pursue any graduate courses and was not concerned about retirement plans. "My retirement and insurance plans are presently adequately covered at my place of employment," she stated. She was saving a certain sum each month for her vacation plans.

The respondent utilized credit accounts in department stores in order to return any merchandise that may be found defective. She usually paid off the account within 30 days to avoid interest charges. She only borrowed money from a bank for emergency purposes. When she purchased her automobile, however, she indicated that she shopped for credit. When she needed dental work, she did the same credit shopping. "I actually did what I learned in the money management class," she said, "and I stayed away from finance companies." She indicated that she learned the differences between banks, finance loan companies and credit unions. She enjoyed browsing through thrift stores and garage sales but more for recreation than for shopping.

The Influence of Family Finance Education Upon
the Professional Life of the Respondent

The money management attitudes of this counselor had not been greatly affected by her social work experiences. She commented on the low income client's money practices as follows:

Some of the poor who lived on minimal budgets had enough for the bare necessities and couldn't manage their money. They were always heavily in debt or involved with repossession actions. Other welfare recipients managed their money exceptionally well, and other recipients had more pleasure with their money but it did not last long.

She mentioned the old cliches about welfare clients with color television and Cadillacs living in slum areas with not enough food for their families. The respondent was a caseworker for over five years. Observing how her counselees handled their finances encouraged her to purchase annuity life insurance. Her attitudes toward financial planning were not related to those of her welfare clients.

This respondent indicated that her position with the welfare department gave her a limited amount of time to counsel clients. Her duties required her to help counselees to spend excess resources and in this manner, she was able to encourage better money management practices.

This counselor was a member of the Discussion Leaders Group and was involved in two money management programs for low income people. She took an active interest in the program and was a strong advocate of the Oklahoma City Project.

CASE 27

Background Information About the Respondent

This counselor is married and the mother of four married daughters. Her husband works for an oil field service company. She is employed by the Department of Public Welfare as a caseworker. Her duties involve assisting ADC (Aid to Dependent Children) welfare mothers with multi-problems as health services, financial allowances, and supplemental foods. She has completed three years of college work, and was a participant in the third money management class at Hills Business University.

The Influence of Family Finance Education Upon the Personal Life of the Respondent

This counselor and her husband were within four years of the minimum retirement age. Most of her long range financial goals involved retirement plans. She and her husband live in a double mobile home, and they intend to complete the payments on this home and purchase one more car before they retire. She and her husband are each saving over \$100 a month, and with this combined income, they expect to travel for two years after they retire. In addition to the accumulation of savings, retirement insurance, and social security, they have made substantial purchases of securities in blue chip stocks.

The respondent reported that her money management practices have changed considerably in the last 12 years because of her retirement plans. She has kept a record of all the money the family spent and monthly budgets of what the family could afford to purchase commensurate with their daily needs. She did not use credit to any great extent, and usually when she did, it was paid within a 90-day period. She considered the amount of insurance coverage carried by her husband and her to be more than adequate for their circumstances. Every life and health insurance policy which she and her husband purchased paid dividends.

The respondent stated that her money practices were very irrational when she was a younger housewife. "Salesmen could talk me into buying anything," she said, "and I frequently purchased goods in an impulsive manner." It was her belief that if she had attended a money management class when she was 25 years old, she and her family would have been

financially more secure. She recounted various unfortunate experiences of signing insurance contracts, training agreements, and installment plans which cost unreasonable sums of money in interest charges because of her credit mismanagement.

Since attending the money management class, she had changed some of her grocery buying practices. "Instead of purchasing advertised brands," she said, "I now read the labels and buy the store brand." She and her husband reviewed all of their insurance policies and especially their automobile insurance coverage, which they completely revised and improved.

The Influence of Family Finance Education Upon the Professional Life of the Respondent

This counselor became involved with her welfare clients in many aspects of family finance. Since her participation in the money management class, she devised budget plans for her ADC (Aid to Dependent Children) mothers. She reported:

I tried to get these mothers to use a plan for spending their small incomes. I emphasized the planning of their meals and their grocery purchases. I taught them how they could save by comparing brands and purchasing store brands of canned goods and soups.

She indicated that she also advises her counselees about credit purchases and the responsibilities of installment buying. "They are constantly going through the process of buying things, using them a while, and losing them through repossession processes," she stated. Many of her welfare clients are young and have little knowledge about handling their finances.

The respondent reported that she was working with the Oklahoma State University Cooperative Extension Service. In this endeavor, she encouraged many of her clients to attend the demonstration classes on the use of commodity foods.

The counselor related that her participation in the family finance class exposed her to many money practices which she was able to use with her welfare clients. She utilized numerous money management pamphlets and booklets to advise her counselees. She was a strong supporter of the Metropolitan Oklahoma City Project within her division at the Department of Public Welfare. The respondent reported that she often discussed financial practices with her co-workers and encouraged them to attend the money management class.

CASE 28

Background Information About the Respondent

This counselor was born in Tulsa, Oklahoma, and has been living in Oklahoma City for three years. She is married and has no children. She completed the Bachelor of Science program in sociology. She is employed with the American Red Cross as a caseworker. Her main work is done in the Oklahoma City metropolitan area, and involves counseling military families. Her duties in this capacity include assisting military personnel and dependents with emergency leaves and administering financial aid. She participated in the third money management class at Hills Business University.

The Influence of Family Finance Education Upon
the Personal Life of the Respondent

This respondent considered her short term financial goals were to purchase immediate necessities for everyday living. She was attempting to limit her spending within a set budget and to save as much as possible from her living expenses. Her principal long range goal is to buy a home. She said, "In the money management class, I learned that it is wise to make a large down payment when buying a home, so that is what we are saving our money for at the present time."

The counselor reported that her money practices were extremely thrifty. She bought all her groceries on Tuesday, instead of the weekend sales, because on that day stores replenished their meats and produce. Before purchasing clothes at the bargain outlets, she window shops to view the latest styles at the downtown stores. One of her hobbies is buying used furniture from dealers along Reno Street. She paints and repairs it. Other durable goods, she buys at auctions. "I'm what you'd call a packrat," she said, "but I save money and when my husband is broke, I take him to the movies." She handles all the financial affairs, writes all the checks, pays all the bills, and does all the saving.

One of her worst financial experiences was borrowing money to consolidate her bills when her husband was in the military service. The total amount of her debts was \$1100, and for this sum, interest amounted to \$900. When she participated in the money management class, she had paid off about \$500. At Christmas time, the company called her a number of times to solicit her business, and she and her husband

decided to investigate their promise that a new loan would not raise their \$58 per month payment. She said:

The family finance class really helped me to figure out what an added loan would have cost. Our loan would have increased six dollars per month for two years. We would have kicked our original loan back up to \$2000. So, for a \$126 loan it would have brought our interest payments up to \$496. The class taught me this, and it didn't take me five minutes to say no to them. We never borrow from a loan company any more.

Since attending the class, she has been doubling up on the loan payments and has completely paid off the installments on her car. She limits the use of her charge accounts to complete payment for the goods in one month's time. The respondent was intent upon saving to purchase a home.

The Influence of Family Finance Education Upon the Professional Life of the Respondent

The respondent stated that after attending the family finance class, the agency gave her more financial assistance cases. She said, "I was handling three cases to another case worker's one because I could help plan an adequate budget according to the client's income." Her division of the Red Cross specifically aided military families. In particular, the serviceman's spouse was in need of financial assistance if her husband was overseas. The military wife with no children had only a \$100 allotment out of which she had to budget for housing, food, clothing, transportation, etc. Military dependents are given top priority for public housing if it is available. Many of these dependents, the counselor reported, did not know what was available in Oklahoma City or where to buy goods in the City. The counselor commented on the unfortunate money problems of her counselees as follows:

The trouble with public housing is that it comes unfurnished. I refer my clients to Goodwill stores, Salvation Army, or Reno Street. You have to keep these people from buying everything at once. It takes 6 months to get their housing furnished but at least they are not in debt. Some will disregard budgeting our way, go out and buy expensive goods the first month. The third month, they come to us for financial assistance. Often they will get into debt and repossession will take what they bought.

The respondent reported that at the time of the first allotment, the Red Cross will help with housing and food. In cases of emergency only, funds are made available. "Many of these dependents have mix-ups in their money values," she said. She indicated that often the supplemental emergency funds are used because housing was denied an indiscreet wife of an overseas serviceman.

The respondent stated that since attending the family finance class she continued to use money management materials in her counseling work. She kept her class notebook handy on her desk for counseling purposes. She believes that the class was one of the most worthwhile learning experiences she has had since graduating from college.

CASE 29

Background Information About the Respondent

This respondent is in her early thirties, is divorced, and the mother of four children ranging in age from four to eleven. She came to Oklahoma City from Lawton about four years ago. She completed only two years of high school, and previous to her employment with the Community Action Program, she attended a secretarial school. She was employed as a community aide, working to assist low income Indians with everyday living problems. She attended the third money management class at Hills Business University.

The Influence of Family Finance Education Upon
the Personal Life of the Respondent

This respondent spent her money for the immediate necessities of everyday living. She considered purchasing and owning a home as her long term financial goal. She would like to buy a car but preferred setting aside money for housing. She had recently been divorced and was responsible for providing support for herself and her children. She was in the process of becoming employed by Western Electric Company in Oklahoma City.

Describing some of her money practices, she said, "I do not like to shop at these discount stores because so many of the poor quality goods are not worth the price." She felt that quality was worth more and did shop for clothing in the better chain stores such as Montgomery Ward, Sears, Roebuck and Company, and J. C. Penney. Since attending the money management class, she started buying regular store brands of merchandise instead of the advertised name brands. In speaking of credit buying, the respondent indicated that she never used charge accounts. "Everything I buy I use cash," she stated, "and this is the way my mother taught me." It was her belief that if she wanted something badly enough, she would save her money for the item. Her spending habits were simple: she deposited her weekly pay check in the bank, allowed so much money for food and the children's lunches and transportation, then paid her bills by check.

The one experience that made living difficult for her was having the total earning responsibility for the family since her divorce. She considered herself a good money manager before attending the family finance class.

The Influence of Family Finance Education Upon
the Professional Life of the Respondent

This counselor did not consider that the money management practices of her clients had any effect upon her own financial attitudes. She did believe that the many Indian families who were her clients could have used information about family finance. She said, "Most of the poor Indians in the City do not know how to manage their money." The respondent believed that if her low income Indian counselees were informed about the programs in money management, they would attend classes.

In order to inform reticent low income Indians about family finance classes, she advocated that an Indian should visit with these families. Being an Indian herself, she said, "I could communicate with an Indian whereas you could not, because no matter what the tribe, an Indian will readily respond to what another Indian has to tell him." She related that while she was a community worker, she had little opportunity to advise her low income clients about family finance practices.

CASE 30

Background Information About the Respondent

This counselor is separated from her husband and the mother of four children. She has been living in Oklahoma City for 12 years. She graduated with a Bachelor of Arts degree in business administration and is continuing her education in social work. She is employed with the Oklahoma State University Cooperative Extension Program as a nutrition aide. Her duties include visiting low income homes, discussing food and home management. She was a member of a special group from the Community Action Program which participated in the fourth money management class at Hills Business University as a part of their training.

The Influence of Family Finance Education Upon
the Personal Life of the Respondent

The short term goals for the use of this counselor's money included food, clothing, and shelter. Her main interest was to provide adequately the immediate needs of her three children who were still in school. She felt she was fortunate to be employed and hoped that in the future she would be able to start a savings account. Since attending the family finance class, her position had changed. At the time of the interview, she was working as a nutrition aide for the Oklahoma State University Cooperative Extension Division in Oklahoma City. She was involved in visiting low income homes providing information on foods and home management.

The respondent related that she purchased all her goods and services on a cash basis. She indicated that her credit rating was ruined some years ago by her husband's irresponsible spending practices. "I can't get credit now," she said, "and if I want to buy a costly item, I have to save the money where none of the family will reach it." She did not seem concerned about not using credit. Participating in the family finance class made her more cautious of how she used her money. Prior to the class, she reported that she never kept records of how she spent her money. She indicated that the class had helped her to manage her money better. "I started to keep a three month record of everything I bought, just like Dr. Kraynak suggested," she said. It was her feeling that the money management class made her more conscious of every penny she spent.

The Influence of Family Finance Education Upon
the Professional Life of the Respondent

It was this counselor's opinion that the family finance class was an excellent additional training program for counselors of the Community Action Centers. Her own attitudes toward money management were affected by the money practices of her counselees. She commented upon her experience, visiting low income clients, as follows:

Many of these housewives talk all the time about cutting corners because money is short. Some even cry because not enough money is available to buy what they need. Some ask if I can bring a booklet or mimeo form to show them how to make out and plan the budget. Other poor mothers say they can't budget because they can only pay the gas and the grocery bills.

The respondent indicated that in her counseling work she observed that clients just do not know how to manage their money or shop for the better "buys" in discount stores or thrift shops. One of her small tasks was to show the counselees how to set up a simple budget file with payment envelopes.

The counselor believed that family finance programs for low income Indians in the City could be developed. She herself was an Indian and did most of her counseling in that area of the City where there was a large concentration of poor Indians. In her suggestions for such a program, she said:

To recruit a class, you must see and talk with the Indian people in person. You must let them know that they are important and the class would be beneficial to them. Since the Indian wife is the more active person and sometimes the husband will follow her lead, it would be best to talk to the husband. This will elevate the father's prestige in the eyes of his children.

It was her feeling that a program could be successful, but the effort would have to be constant, an almost continual round of "show and tell" of money management "how-to" experiences. She related that often she would discuss various money practices she learned in the class with her Indian neighbors. Her interest and enthusiasm for this learning experience led her to bring a number of her neighbor friends to the subsequent money management class at Hills Business University.

CASE 31

Background Information About the Respondent

This counselor is a native of Oklahoma City. She is in her early forties, married, and the mother of eleven children. She earned a high school diploma with a concentration in business skills. At present, she is employed by the Community Action Program as an intake worker screening applicants for Community Action Program assistance. Her duties include assistance to low income people, as well as reception and referral work. She was a member of the third money management class at Hills Business University. At the time of the class, she was employed by the Community Action Program as a community worker and has since been promoted to her present position. Currently, her husband is unemployed.

The Influence of Family Finance Education Upon
the Personal Life of the Respondent

In addition to providing for the immediate necessities of her family, this counselor's short term financial goals included paying off her various charge accounts. It was her desire to complete these payments in order to avoid interest charges. She did not have a savings account. As the mother of eleven children, she related that it had been very difficult to save money while educating her older children. Since all of her children except three had left her home, she felt that once her bills were paid, she would be able to save for her younger children's college educations.

The respondent lived in a rural low income area of Oklahoma City. Since attending the family finance class, she had revised her life and health insurance policies. It wasn't until her husband became ill that she discovered that the coverage she possessed was inadequate for the present day hospital charges. "I had been paying for this insurance for over twenty years, and when we needed it the most, the coverage was low and outdated," she remarked. The company had employed a succession of agents over the years, and none of them ever thought to update her coverage.

She is now conscious of budgeting her money each pay period. Prior to the class, she never conceived of regulating her spending practices.

The respondent reported that her buying practices followed a pattern of shopping on weekends. She would compare prices in the newspapers for clothing and foods. Because of her distance from shopping centers, she would make out a route, starting at the closest store first. She would shop from one discount store to the other so she did not waste gasoline by going out of her way. "I run down sales this way," she said, "but I have learned what to look for in brands on sale and what are the best grades of meat."

Since the class, she had been practicing some of the shopping ideas she learned. Now, whenever she purchases something on credit she tries to pay for the goods within a month, before the interest charges accrue.

The Influence of Family Finance Education Upon the Professional Life of the Respondent

The respondent believed that her attitudes toward money management were related to those of her counselees. She observed that the ADC (Aid to Dependent Children) mothers frequently did not understand the best means of using their allotment money. She often talked to some of her clients about budgeting and the need for financial planning. "They need help," she said, "because they just do not know how to stretch their checks over a whole month's time." She mentioned that many of her clients purchased most of their goods, including groceries, on credit and were heavily in debt.

This counselor reported that since attending the family finance class she had been acting assistant supervisor of the Community Action Program Center. In this position, she very seldom worked in the field with her former clients. As a consequence, she rarely did any money management counseling except in casual, informal conversations with her colleagues and clients.

CASE 32

Background Information About the Respondent

This counselor was born in Wellston, Oklahoma, and moved to Oklahoma City eleven years ago. She is in her late thirties, divorced, and has five children. A high school graduate, she has had additional training in practical nursing, in civil defense, and in family finance. She has also worked as an aide with the Head Start Program. Presently, she is employed by the Community Action Program as a community organizer. Her duties include organization of the community leaders into a representative group, identification of the problems of the low income groups, provision of information on resources to aid in the solution of family problems, and education of the poor toward awareness of their needs and abilities of self-help. She was a member of the third money management class conducted by the University of Oklahoma at Hills Business University.

The Influence of Family Finance Education Upon
the Personal Life of the Respondent

Purchasing the everyday necessities of food and clothing was the immediate financial goal of this counselor. She was accumulating shares in the COCO credit union as a means of saving for the future. "Since I attended the money management class," she said, "I have been able to budget my money in order to increase my savings account at the credit union." She indicated that she was saving for her children's college educations. In addition, she mentioned that she would like to save enough money to invest in stock securities for her future retirement.

The respondent admitted that prior to attending the family finance class she was an impulsive buyer. "I have learned the value of a dollar," she said, "and since the money management class at Hills, I have used a budget which really works." She mentioned that her shopping practices have improved because she is now more aware of what to spend her money for and how to get the best quality for the least cost. She tries to economize and save money rather than use credit to any great extent. She indicated that she governs her purchases by the rule: If I can't use, I don't buy it. Also, she is careful of sale items because often the ads make them appear better bargains than they really are.

This counselor believed that many of her present money practices were results of implementation of information which she acquired from the money management classes. She was cautious of the use of credit and limited her clothing purchases on credit. She now sought to buy only a few good quality items each season rather than many poor quality ones.

At the time of the interview, she was in the process of having a will drawn up. As for insurance, she considered the amount of coverage she already had as being adequate for her family, but stated that she had conducted a review of her insurance holdings after attending the class.

The Influence of Family Finance Education Upon the Professional Life of the Respondent

This counselor lived and worked in the low income rural area of Oklahoma City. She is familiar with the life of her clients because, by her own admission, she and her family live close to the poverty level. She believed that her attitudes toward money management were closely related to those of her clients. Since attending the family finance class, she frequently utilizes money management in her counseling work. Since her clients know that she lives on an economic level similar to theirs, they communicate with her and take her advice because they know her experiences are real and true.

The respondent reported that many of her low income clients have difficulty trying to manage their monthly allotment. She commented on her efforts to counsel about money management:

I would sit down with my poor counselees and have them put down how much they receive each month. Then we would go over the bills, what they usually spend during the month, and how to budget. People who thought they could not economize and save are now doing so by following what I advised them.

Her comments about the loan shark who operates in her area are relevant to the need for the low income people's credit union. She stated:

One of my clients said that she just loves the credit man because he always gives her a loan. She did not realize that she was obligated for high interest rates for over three years. The shark makes the poor client feel that he is doing her a favor. He is so nice, they tell me, but they don't understand that

they are being swindled out of their money a little bit at a time--nicely.

The respondent is an enthusiastic supporter of the credit union for low income people. Prior to attending the family finance class, she was in debt for a number of years to a loan shark, and she uses these credit experiences in advising her low income counselees.

At the time of the interview, this counselor was in the process of organizing a self-help club at her center. One of the programs she intended to implement was information about money management. "Once the poor in our area learn that they can afford to buy certain things by planning their spending," she commented, "they will be able to improve their living standards." It was her belief that once money management became part of their center's self-help organization, many of her clients would develop long range financial goals.

She related that many of the money management materials she received from the family finance class were already being duplicated for use as hand-outs at meetings with her clients.

CASE 33

Background Information About the Respondent

This respondent was born in Seminole, Oklahoma, and has lived in Oklahoma City for 20 years. She is in her early fifties, married, and the mother of six children. She completed three years of high school and has worked as a seamstress and a nurse's aide. Presently, she is employed by the Community Action Program as a community worker. Her organizational duties include aid to the poor with family, nutritional, and financial problems, recommendations to organizations which help the poor in problem solving, and advice toward self-help. She was a member of the third money management class held at Hills Business University. Her husband is employed outside the home.

The Influence of Family Finance Education Upon
the Personal Life of the Respondent

This counselor was concerned primarily with her immediate problems of living which included providing food, clothing, transportation, and her housing. Her short range goals were to pay these costs as soon as possible after they accrue to avoid interest payments.

For some years she has tried to accumulate enough savings to start a bank account. This was her long term financial goal at the time of the interview. She had just joined the COCO credit union, and she felt that attending the family finance classes gave her the confidence and incentive she needed to plan her savings.

The respondent reported that prior to the money management class she always purchased nationally advertised brands. "When I learned that other brands were just as good as name brands," she said, "I began to shop for the best price for the largest quantity." She believed she was able to save considerable amount of money on groceries and clothing since becoming more of a comparative shopper. She purchased the grocery items which were featured for sale each week. Although since the class she has made it a practice to search for bargains, she mentioned that she defers buying items on sale unless she believes she has an immediate need for the goods.

This counselor reported that she has limited her use of credit considerably since attending the family finance class at Hills. "I never realized before the class how much interest I paid borrowing from the loan companies." She pointed out that in addition to joining COCO to save money, she joined because she would be able to apply at COCO for a loan if needed. She believed that attendance at the family finance class had the most marked effect of all factors influencing her money management practices.

The Influence of Family Finance Education Upon
the Professional Life of the Respondent

"When I see how my clients foolishly spend their money," this counselor related, "I believe that they could improve their living if only they would try to better manage their allotments." It was her belief that her counselees would benefit from a money management class at her center.

The respondent judged that she had been moderately successful in advising some of her low income clients about money management. She stated that she was active in her church group and frequently initiated discussions about money management with other members. "They know I attended the family finance class, and often I am asked about money practices," she said. It was her feeling that she had helped many of her friends and clients make meaningful money management decisions.

The principal problem of having money management classes for low income people at her center, according to the respondent, was getting people to attend. As with other problems of her clients, she commented that the persons most in need never come to a meeting at their center. It was her belief that the classes would have to be very carefully structured, on a low academic level, and made to appeal to her clients with interesting topics and plenty of visual aids.

CASE 34

Background Information About the Respondent

A native of Oklahoma City, this counselor is in her late forties, married, and the mother of four children. She earned a high school diploma with a concentration in business subjects in 1944, and has taken additional training in hospital work, social work, and has worked as a teacher's aide. She is presently employed with the Community Action Program as an assistant supervisor. Her duties include work with families in the low income group in their homes and trying to locate organizations to assist them with their problems. She participated in the first money management class at Hills Business University and was one of the organizers of the Discussion Leaders Group.

The Influence of Family Finance Education Upon
the Personal Life of the Respondent

In addition to providing the necessities of everyday living for her family, this counselor considered her short term goals to be meeting the financial expenses of her daughter who was presently in college. Currently, providing clothes, transportation, and other necessary college expenses for her daughter was the most extensive and important use of her money. One of her long range financial goals was attained a few years ago when the mortgage of her house was paid. Her long range goal now is to remodel her home and add a den to the structure. In addition, she is already planning the financing of her other daughter's college education in about three years.

Prior to attending the family finance class, the respondent reported that she shopped for goods only in her own neighborhood. Now she has begun to do more comparative shopping in other stores in various shopping centers of Oklahoma City. "I have found that in other parts of the city there is a better quality of clothes and food being sold," she said.

The respondent preferred to purchase smaller items for cash rather than utilize credit. Her car and durables, she believed, were worth purchasing on a credit basis.

Since attending the class, she has become more aware of the advantages of not confining her purchases to nationally advertised brand name garments. She discovered that certain types of cloth were used for the same style clothing and sold

under another brand name for the same price. Brand name foods also were carefully checked by the counselor. She and her husband were in the process of revising their insurance policies as a result of the information she received in the class.

The Influence of Family Finance Education Upon
the Professional Life of the Respondent

It was this respondent's belief that many of her clients were in need of some type of money management instruction or program. She commented on some of the money practices of her low income clients:

The people in poverty do not know how to spend or manage their money. For anything that appeals to them, they will make a deal on credit. One person could have five or six creditors always seeking payment or repossession. They don't plan ahead, and will go to the store even for groceries, sometimes twice or three times a day.

Since attending the family finance class, the counselor became more aware of the need for this kind of education. She was motivated to begin her own small program at her Community Action Center. In her weekly program she included commodity foods demonstrations combined with a talk on money management for about 23 of her low income clients. She mentioned several results of the program which would lead one to judge it a success:

1. Eight of the clients found employment and went off welfare.
2. Seven of the people moved out of their poverty environment.
3. Four went back to school to study for the GED high school diploma examination.
4. Four were in the process of buying small houses in the urban renewal area.

She stated, "If I had not started this program, many of these people would still be in the same old predicament, feeling that no one cared for them." This counselor believed that many of the poor will not do anything about their condition because they feel: "I am in a mess and no one cares about what I do, anyway."

She indicated that in the money management classes she had made her clients aware that they could better themselves financially. In her double duty program, she was able to give her clients something they could use (skill in preparing commodity foods) and advice they could understand (money management).

CASE 35

Background Information About the Respondent

This counselor is a native of Oklahoma City, is in her early thirties, is married, and has no children. She obtained her Bachelor of Arts degree in 1964 with a major in history and a minor in sociology. At present she is working toward her masters' degree in sociology at the University of Oklahoma. She is employed by the Oklahoma City Urban Renewal Authority as a supervisor of relocation counselors. Her duties include supervising the location of homes for people eligible for housing renewal assistance. She participated in the first money management class conducted by the University of Oklahoma at Hills Business University. At that time, she was employed at the John F. Kennedy project as a relocation supervisor aiding with dispensation of loans and grants and assisting in the planning of department policies and procedures. She was since promoted to her supervisory position and given a substantial increase in salary and responsibility.

The Influence of Family Finance Education Upon
the Personal Life of the Respondent

The short range financial goals of this counselor included purchasing a car, clothes, and jewelry. At the time of her participation in the family finance class, she was a supervisor in the Urban Renewal John F. Kennedy Project area. Since the class, her position changed and she moved to the central Urban Renewal office in downtown Oklahoma City. She admitted that her daily observations of what the downtown shops had to offer impressed her. She had already begun to acquire expensive jewelry and other goods which she impulsively purchased herself or persuaded her lawyer husband or wealthy parents to buy for her. One of her future financial goals was the overseas vacation which she and her husband planned to take within a couple years.

The respondent believed that the impulsive spending habits she acquired since moving to the downtown office were to compensate herself because of the demands and responsibilities of her new position. She said, "As soon as I stop feeling sorry for myself, I will probably return to my former moderate money practices." This counselor explained that her desire for expensive jewelry was serving a saving purpose. Unlike a car, she reasoned, jewelry would be something that would appreciate in value, never wear out, and would become

part of her legacy. The need to acquire material things also influenced her husband. He also had begun to acquire outward signs of material wealth, such as a Jaguar automobile.

As for credit, she does not borrow money. She uses cash for everything she purchases and she does not buy anything, even gas for the car, unless she has the cash.

At the time of the interview, Gulf Oil Company was drilling for oil on her parents' land. She was due to get 20 percent of any income from this venture. Therefore, she expected to be able to afford all of her material acquisitions. She stated that the money management class did help her to become more aware of long range financial planning. She was already setting aside a retirement fund and was planning on investing in the stock market.

The Influence of Family Finance Education Upon the Professional Life of the Respondent

Prior to the change of position, this counselor was a supervisor of urban renewal field workers and at the same time, she was engaged in field work herself. She related that a great many of the clients in the urban renewal area were overburdened with credit and installment payments. In order to qualify for Urban Renewal government housing loans, all of the previous obligations had to be paid off. She stated that in her counseling work experience, she would utilize money management practices with her low income counselees. She said, "I still have former clients who call me concerning housing problems and money practices and they ask my advice." She related that many of her former clients needed to become more familiar with all phases of housing such as mortgaging, borrowing, land rights, and insurance coverage. She observed that many of her former clients just did not know how to use their money at all.

CASE 36

Background Information About the Respondent

This counselor is in his early thirties, married, and the father of three children. Born in Neshoba County, Mississippi, he has resided in Oklahoma City for four years. He graduated from high school and has had special courses in psychology at Southern Methodist University. He is employed with the Bureau of Indian Affairs as an employment assistance specialist. His duties include assisting migrant Indians in securing employment and housing facilities, making follow-up reports on clients on-the-job, and counseling with Indian families in budgeting, schooling, and family living. He was a member of the fourth money management class at Hills Business University.

The Influence of Family Finance Education Upon
the Personal Life of the Respondent

This counselor believed that his earnings were adequately providing the necessities of living for his family, which included his younger brothers and sisters. He was in the process of achieving a three year financial goal by purchasing a home. As a long range goal, he is concerned with college education for his children and professional training for himself. He is investigating the college scholarship fund of his Choctaw Tribe. He said, "My tribe has been way behind in providing educational benefits to its members, and only recently have they been helping those members who want to go to college." He reported that his tribe in Mississippi had been caught between the Negro and White power struggle for decades but that now the racial imbalance is changing. He is optimistic that many of the goals for improved living conditions set by his people will be realized and the conflicts will be resolved.

While he was attending the family finance class, he and his wife started to improve their buying and spending practices. He would brief his wife on what he learned in class each evening. In the months following this experience, they put into practice some of the money management concepts that he had learned.

It was his strong belief that the class had influenced his present financial practices as well as the financial habits of his wife. They have reviewed their insurance policies and cut down on their credit purchases. "We now purchase goods which are of better than average quality and will last longer," he said. He indicated that the class made him more aware of the quality of goods he purchased. He and his wife now follow a detailed budget and he is putting more money into savings.

The Influence of Family Finance Education Upon
the Professional Life of the Respondent

This counselor did not believe that his work experience affected his own money management attitudes. He was primarily concerned with advising and counseling urban Indians of all tribes. "Actually," he said, "I hope that my money management attitudes would affect my clients."

He indicated that his work load was very heavy. Pressed for time, he assists newly arrived Indians in finding a place to live and employment as soon as possible. This is on a step-by-step process, he reported. Once they are settled, he counsels his clients about money management as financial problems arise.

The respondent indicated that he frequently utilizes resource material acquired from the family finance class. He believed that the information he received made him more aware of how to solve some of his clients' money problems.

CASE 37

Background Information About the Respondent

This native of Purcell, Oklahoma, has lived in Oklahoma City for five years. He is in his late twenties, is married, and has no children. He received his Bachelor of Arts degree in sociology with a double minor in government and art in 1966, and his Master of Science degree in psychology in 1968 from Central State College. At the present time, he is a full-time student at the University of Oklahoma in a doctoral degree program. At the time he attended the second money management class at Hills Business University, he was employed with the Oklahoma Department of Public Welfare as a vocational rehabilitation counselor.

The Influence of Family Finance Education Upon
the Personal Life of the Respondent

This counselor considered his short range financial goals to be meeting those everyday expenses for necessities so that he could complete his doctoral program of study at the University of Oklahoma. At the time of the interview, he had resigned his position with the Department of Public Welfare and was beginning full time study. His long range financial goals are those which involve an appointment to a position after he has attained his degree. He would like to purchase a home and start a family. His wife is employed and is presently aiding with the financial burdens of maintaining a small apartment.

At the time he attended the family finance class, he was considering returning to college. However, he had recently bought a home and furniture, and he found himself heavily in debt. He had also come to the realization that he did not think he was ready to settle down with a home and family. During the class he and his wife discussed many of their immediate money problems with the lecturers. "The class exposed us to what we had gotten ourselves into financially, but it also influenced our decision about my returning to college to work on my degree," he said. He eventually extricated himself from all of his obligations by selling his home, furniture, and appliances.

The respondent indicated that his present money practices were principally concerned with saving on purchases for the future. The bad experience of deep credit buying changed

his attitude toward financial planning. "Credit swallowed us up before," he said, "so now we only charge items at a couple of places; the rest is bought on a strict cash basis." He was entering into a period of austerity, since he did not wish to work and take graduate courses the first year. It was while he was attending the family finance class that he reviewed his insurance coverage. The most important result of the class was that it stimulated his interest in continuing his education and provided him with the information necessary to make the financial plans to provide for his family during the next few years.

The Influence of Family Finance Education Upon the Professional Life of the Respondent

This counselor's work with vocational rehabilitation involved assisting disabled and handicapped students at Central State College. Over one half of his time was devoted to working with these counselees. He did not believe his attitudes toward money management were affected by those of his clients. His agency was not supposed to provide assistance based on economic need but on disability. Most of his clients worked and went to school. "Their problem is not money," he said, "but mostly psychological adjustment to their disability." He reported that money is involved in their problems to some extent, but no more than with the average person who is trying to put himself through school.

Since attending the family finance class, he became more aware of all of the possibilities of financial planning. He was able to identify readily with his counselees. He said, "I was familiar with all of the money problems of my clients and was able to direct students to the many services and agencies available and ready to provide for their needs." He reported that many of his clients could qualify for almost all types of aid and loan programs, but they did not know where to apply. His job was to keep these students informed of the avenues of aid available to them.

CASE 38

Background Information About the Respondent

This counselor is 48 years old, married, and has three children. Born in Leupp, Arizona on the Navajo Indian Reservation, he and his family have lived in Oklahoma City for seven years. He earned the Bachelor of Science degree in 1947 with a major in business administration and a minor in history and economics. He has attended the Illinois Institute of Technology in Chicago, Illinois, where he concentrated in individual and group counseling. These studies encompassed 26 sessions over the past two years. He participated in the third money management class at Hills Business University.

He is presently employed with the Bureau of Indian Affairs as an employment assistance officer. His duties include assistance with the voluntary relocation of Indians to urban Oklahoma City, counseling them with regard to budgeting, insurance, and improving their buying abilities. He is in charge of planning, administration, and training, and assists in developing employment opportunities and placement for Indian clients.

The Influence of Family Finance Education Upon
the Personal Life of the Respondent

The short range financial goals for this counselor involved meeting everyday living expenses for food, clothing, shelter, and transportation. His long range planning was principally concerned with his retirement. His intentions were to build a retirement home in the Navajo regions of Arizona, where he owned land. His wife had already begun purchasing cattle, which were being raised by her brother in Arizona. "I'm going back," he said, "and get involved in tribal government and Navajo activities." He had lived in a number of western states for years working for the Bureau of Indian Affairs, but he had continued his ties with his people in Arizona.

His wife attended the family finance class with him. Since the class, he related, they both became more conscious of saving more money and purchasing better quality merchandise, rather than shopping for extravagant goods. They rarely use credit except for major things such as a car or air conditioner. "We have never been in a credit bind," he commented, "and I just figure that if I want something, I'll

wait until I have saved the money first." He related that once he had to quit school because he did not have enough money to continue, but he would not borrow money and go into debt.

This respondent came to Oklahoma from the Chicago office of the Bureau of Indian Affairs. He reported that his cost of living here was much less than in Chicago. He has one son who is a junior at Central State College. It was his feeling that the cost of his son's college education would have been a major financial burden had he remained in Chicago.

The Influence of Family Finance Education Upon the Professional Life of the Respondent

This counselor believed that his own money management attitudes were related to those of his counselees. "We have been very conscious of trying to improve the money practices of our clients for some time," he said. He commented about one of the financial planning procedures they go through with newly arrived urban Indians. He utilizes a budget form complete with suggested amounts for their guidance. Many of his clients had become overburdened with credit installments and debts. He indicated that their money practices more often than not were irrational and hardly ever planned.

The respondent believed that one of the underlying factors for the Indian's irresponsible handling of money was his dependency background. He explained:

Even among my people, they are not so concerned about tomorrow. Live today; this is their way. Whether the person has a great amount of wealth or has very little, he will share what he has with his neighbors. If you have something, you share it. Planning did not mean much of anything to the Indian. You live today--tomorrow, that's another day.

He did believe, however, that the younger generation of Indians was beginning to change this concept of planning for the future. He mentioned the fact that even his own Navajo dialect had changed. As the Indian became more responsible for his own future and his own family, he had to depend on individual financial planning.

The respondent was a member of the Discussion Leaders group and participated in a money management program for low income Indians.

CASE 39

Background Information About the Respondent

This respondent is in his early thirties, married, and has one child. Born in Lawton, Oklahoma, he has lived in Oklahoma City for four years. He received a Bachelor of Science degree in 1964 with a major in physical education. He attended a minority group study session at Southern Illinois University in 1965 and the third money management class at Hills Business University in 1968. He is employed with the Bureau of Indian Affairs as an employment assistance technician. His duties include developing employment and placement opportunities and securing living facilities for Indian families migrating to Oklahoma City. He counsels clients relative to family living, budgeting, housekeeping, and generally assists relocating families by finding schools and housing. He also handles government funds for disbursement to relocated families.

The Influence of Family Finance Education Upon
the Personal Life of the Respondent

This counselor stated that his short term financial goals included purchasing the immediate essentials for everyday living for his family. He manages his finances to cover the basic needs of food, clothing, and shelter each month, and if there is any money remaining, he puts it in his saving account. His long range financial goals include saving for his children's college education. In addition to a savings account, he purchases U. S. Savings Bonds.

The respondent purchases goods on credit only if it is absolutely necessary. He prefers to use cash; however, his wife finds it more convenient to use credit cards. "Since she earns a salary," he said, "if she pays for her own credit purchases, this is all right with me."

Since attending the money management class, he became more interested in improving his life insurance plans. He had insurance for his wife and daughter beforehand, but not for himself. "Indian people are very skeptical about life insurance," he remarked. "They just don't believe in it, and it is hard to get away from old customs." He was in the process of changing his policy to a family plan at the time of the interview. He did think he would continue to hold the college plan insurance for his daughter.

As with insurance, Indians rarely concern themselves with other future plans, including college education. Most tribal governing bodies have scholarship plans which guarantee an education for their young. "The old custom among the Indian people," he reported, "is that one doesn't have to worry when he gets old because he knows his brother over there is going to take care of him." This concept was changing among the younger generation of Indians, and he included himself in this group.

The respondent believed that the money management class was responsible for his change in attitude toward his own financial practices. "I'm more conscious of how I spend my money now," he said, "and even my wife has noticed how conservative I have become since the class." His new attitude was that he should plan purchases, spend cautiously, and save as much as possible. He indicated that he was consciously seeking better ways to put his savings to work.

The Influence of Family Finance Education Upon the Professional Life of the Respondent

One of the counselor's responsibilities with the Bureau of Indian Affairs office is to grant emergency funds to migrant urban Indians. He admitted that he was often very conservative with applicants' requests for assistance. "I believe you don't get something for nothing," he said. He was very conscious of how he spent the government's money. He believed that his clients should be more responsible and not be too dependent upon government funds.

It was the respondent's feeling that many of his counselees were extremely negligent in handling their money. This affected his own attitude toward money. "They can be given \$25 and spend it for miscellaneous things or for pleasure in a short space of time, but I cannot do this," he said.

The respondent indicated that when he discussed financial problems with his counselees he would try to make them recognize their responsibility for the proper handling of the money they were given. Since he had to justify granting emergency funds to his supervisor, he felt he should know how his clients intended to use their money. He reported that this was often an opportunity to use some of his money management concepts learned in class.

It was this counselor's belief that he had been able to advise many of his clients about better money practices. "It makes you feel good to know you have been able to help some of these people," he said, "especially when they thank

you for pointing out how they could wisely spend their money and get more out of life." He mentioned that since attending the family finance class, he became more confident and assured of counseling his clients about money management practices.

CASE 40

Background Information About the Respondent

This counselor moved to Oklahoma City from Lawton, Oklahoma, three years ago. He is in his early thirties, married, and has three children. He received his Master of Education in guidance and counseling at the University of Oklahoma in 1969. He was a member of the second money management class at Hills Business University. At that time he was employed with the Neighborhood Youth Corps. He counseled with underprivileged young people training to enhance their employability. At the present time he is a graduate assistant at the University of Oklahoma, and is working toward completion of his doctoral program in the area of family finance.

The Influence of Family Finance Education Upon the Personal Life of the Respondent

As for short term financial goals, this counselor was concerned about providing the immediate needs of his family. He and his wife both attended the family finance class. During the months following the respondent's participation in the class, this researcher persuaded the counselor to seek a graduate assistantship in family finance education. At the time of the interview, he had left his previous counseling position and had joined the Center for Education in Family Finance as a graduate assistant. His long term goals were now determined by his desire to complete his program of doctoral study.

He and his wife were also planning for their future retirement by saving and purchasing stock securities. Since both of them were of Indian ancestry, they were not too concerned about their children's future college education. Their tribal council had scholarship funds available and guaranteed their children whatever funds they needed for college.

Prior to attending the family finance class, he reported that he and his wife had a habit of abusing their use of credit, and as a consequence, they suffered from an overburdening amount of debt. Since the class they have cut their use of credit to gasoline credit cards and only charge what they know they can pay for at the end of the month. "We were not actually aware of the large amount of interest we were paying," he said, "and the number of other things we could have bought with that interest money had we paid cash in the first place."

He admitted that at one time he was an impulsive grocery shopper but now he buys only what his wife writes on a shopping list. Since the class, he had his insurance program revised and had a will drawn.

The Influence of Family Finance Education Upon
the Professional Life of the Respondent

This respondent was a counselor for the Oklahoma City Neighborhood Youth Corps at the time he participated in the family finance class. Approximately 20 percent of his time was spent with group counseling; the rest of his counseling was on an individual basis.

Most of the teenagers in the Neighborhood Youth Corps program were high school dropouts. "Their future had already arrived when they dropped out of school," he said, "but they didn't know it." Money difficulties were not the only problems of his counselees. He reported that their totally indifferent attitude toward life hindered their adjustment to the urban society. The counselees' immediate financial need was how to get money as quickly as possible. Until the counselee got into trouble with an employer or the law, the respondent had only infrequent occasion to counsel his advisees about money. He was instrumental in arranging for the staff of the Southwest Center to make three group presentations to over 90 Neighborhood Youth Corps teenagers.

Since becoming a graduate assistant at the University of Oklahoma, the respondent has become involved in conducting two family finance classes for counselors of low income people at Hills Business University. In essence, he assisted this researcher in coordinating these programs and taught a majority of the sessions.

CASE 41

Background Information About the Respondent

This counselor is in her forties, married, and has two children aged 7 and 12. She was born in Lawton, Oklahoma, and moved to Oklahoma City 9 years ago. Her husband is employed outside the home. She has completed two years of high school. She has received additional educational experience in training for her job as an urban coordinator for the Oklahomans for Indian Opportunity in metropolitan Oklahoma City. Her duties include acquainting low income Indians with opportunities for job training and placement. She was a member of the first money management class at Hills Business University. She participated in the Discussion Leaders Group and coordinated a money management program for low income people.

The Influence of Family Finance Education Upon
the Personal Life of the Respondent

This counselor was utilizing her finances principally for the immediate needs of her family. She had one son who was presently in college and intended to save money for her other children's college education. She was not concerned about long range financial goals beyond the educational aspirations for her children. Since the money management class, her financial goals had to be revised, she reported, because of her son's entrance into college.

The respondent indicated that her financial practices were based on simple wants and that she shopped to get the most for her money. She utilized credit and installment buying only when it was necessary for clothes. She did not use credit as extensively as she did prior to attending the money management class. She felt her family insurance programs, health, life and automobile were adequate. Since attending the family finance class, the respondent believed that she was more aware of what can be accomplished with improved money practices. "I am more confident now of what I am able to do and how to do it with my finances," she said. She did believe that her attitude toward financial planning had changed since the class.

The Influence of Family Finance Education Upon
the Professional Life of the Respondent

This counselor did believe that her attitudes toward money in general were affected by her counseling work experience. "In advising my Indian clients, it is difficult to bring up money management," she said, "because it is such a touchy subject and they are reluctant to tell you all of their financial troubles." She indicated much of her work involved referring low income Indian clients with all types of problems to other agencies. She made family finance materials available to her counselees. She said, "In our conversations, if my clients mentioned a problem related to money or finances, I usually would discuss some of the things I remembered from the class, my own experiences, or give out some of the consumer education material." Many of the problems of her Indian clients were indirectly related to financial situations. Such problems included a brother who was out of work and seeking employment, an aunt who was sick and needed medical attention, and a family that was so poverty stricken that they had no food or a place to live, and another that could not pay utility bills.

The counselor discussed the short money management class for low income people held at her center. It was her opinion that the money management sessions were often too short. "We had some very good finance discussions going, but had to stop because there wasn't enough time," she said.

The respondent strongly advocated more programs for her low income Indian clients. "The discussions in every session should be relevant and the speakers should be able to identify with the Indian group," she stated. Her feeling was that topics which would be of interest to middle income people should not be included in a program for those who are barely existing on welfare. She advised that individuals involved in family finance programs should be truly interested and deeply concerned with the problems of low income people. The speakers at her family finance classes were too far removed from the world of the poor clients she met every day. It was her belief that to be effective in a money management class for low income Indians, a speaker had to understand the background of many of their present day problems.

CASE 42

Background Information About the Respondent

This respondent was born in Bryan County, Oklahoma, and has lived in Oklahoma City for the last 20 years. She is married, has two children, and is in her late thirties. She has had some secondary education but did not earn a high school diploma. She is presently employed by a small parts manufacturer as a 32-grade assembler of electrical equipment. At the time of her attendance at the money management class, she was employed as a community aid by the Community Action Program. Her husband is employed outside the home. The counselor attended the first money management class at Hills Business University and was a particularly enthusiastic member of the class. She helped organize the Discussion Leaders Group and assisted in promoting and coordinating the money management program for low income people at the Shalamar Community Action Center.

The Influence of Family Finance Education Upon the Personal Life of the Respondent

This counselor was setting aside money in her savings account in order to purchase retirement property in the Lake Texoma area. She was born and reared on a farm. It was her intention to return to a farm life when she retired. "The money management class," she stated, "gave me a new perspective and assurance that I could achieve this retirement goal." Prior to the class, she indicated that she and her husband often considered this retirement move but now they were seriously planning all of her financial practices in this direction. Since her children are all married, she and her husband spend very little for the everyday necessities of life.

The respondent described her money practices as being very conservative. She uses credit purchasing as little as possible for clothing, and only uses credit on a short-payment basis. She shops for groceries once a month and stocks up her freezer with bargain purchases. "I carry on this habit from my old farming days," she related.

This counselor reported that she continues to use the textbook materials she acquired from the family finance class for her own personal money management guidance. She indicated that the most meaningful experience she ever had was participating in the money management class.

The Influence of Family Finance Education Upon
the Professional Life of the Respondent

Being exposed to the varied money practices of low income persons, the counselor felt that her own attitudes towards money were very much affected. As a community aid, she witnessed the misuse of finances by many of her poor counselees and considered that her financial circumstances were not as bad off as she believed.

This counselor was active within the Discussion Leaders Group and participated in two money management classes for low income people. She was helped to initiate and promote one of the classes for her poor clients in her Shalamar Center district. After attending the money management class, she related that much of her counseling with low income clients involved food buying and financial planning. "Often we would take groups of our welfare recipients who did not have transportation to the supermarket and show them how they could stretch a dollar," she reported. At the time of the interview, she had left the Community Action Program and was working for a manufacturing company.

The respondent carried her counseling work beyond her district, which was some distance from where she resided in Oklahoma City. The Pastor of her church knew of her family finance class experience and sought her advice in shopping for a used car for his son. Since she left CAP, she continues to receive phone calls from many of her former poor clients. She is a well-liked person and they ask her advice about everything from children's problems in school to money problems related to buying homes, cars, and insurance.

She said, "There is a definite need in that area (of the city) for someone to tell these low income families how to manage their money." She believed that there was a great deal of fear and distrust among the poor in her former district and anyone who counseled about money problems would have to gain the trust and confidence of the people. Otherwise, she advised that money management could not achieve any objectives for these low income families, and it would be a waste of time and finances.

CASE 43

Background Information About the Respondent

This counselor, a native of Ada, Oklahoma, has lived in Oklahoma City for the last four years. He is in his late thirties, divorced, and has three children. He has received a high school diploma and has taken several college-level courses as professional preparation. He is presently employed by the Oklahoma City Urban Renewal Authority as a rehabilitation counselor. His work involves assisting low income residents of urban renewal areas with housing relocation problems. He was a member of the third money management class at Hills Business University.

The Influence of Family Finance Education Upon
the Personal Life of the Respondent

This respondent utilized his financial resources in the short term for the everyday necessities of life. Since he was divorced, he was only concerned with his own welfare. His long range financial plans were closely related to his activities outside of work. He had been purchasing equities in homes and developing them into rental properties. His goal was not to accumulate a fortune, but to bring about retirement at an early age. "I'm 32 years old now," he said, "and if I do not go bankrupt, I should be able to slow down and reduce my daily work load by the time I am 40.

This counselor stated that he does not usually shop around for goods and services. He rarely uses credit except for clothing purchases. Most of his borrowing was done for mortgage purposes and he utilized the services of one particular bank in this regard.

Since attending the money management classes, he had begun to revise all of his insurance policies, especially the policies which involved his 14 pieces of real estate. It was the respondent's feeling that the family finance class was very informative, but he admitted that most of his money management practices and attitudes did not change as a result of his attending the classes.

The Influence of Family Finance Education Upon
the Professional Life of the Respondent

This respondent related that in his position as rehabilitation counselor he had little opportunity to counsel low income clients about money management, since he was primarily involved with evaluating property in the urban renewal area.

He observed that many of the low income people living within the rehabilitation area of Oklahoma City possessed properties with "messed up" titles and liens against the mortgages. "Some of these people will have as much as eight or ten liens on the title of their home," he mentioned. It was his job to arrange to have all the liens paid off before the Federal government would give the counselees low interest home improvement loans.

The respondent believed that since attending the family finance class, he could better counsel the low income clients about better money practices. However, he stated, "I never tried to counsel them about money because I feel that it is their business how they spend their money." He indicated that if his clients asked for money management advice he would be willing to help them with their problems. In this regard, he considered that the family finance class had adequately prepared him to advise his clients.

CASE 44

Background Information About the Respondent

This community worker is a native Californian, born in Los Angeles. She moved with her family to Oklahoma City about seven years ago and had been on welfare until she was employed by the Community Action Program. For the last two years she has been working with low income families in the southwest area of Oklahoma City. She has three years of high school and is preparing to take the General Equivalency Diploma Examination. She is in her early thirties, divorced, and has three children. She was a member of the fourth family finance class.

The Influence of Family Finance Education Upon
the Personal Life of the Respondent

The short term financial goals for this counselor involved a home and a car. She was in the process of purchasing a home at the time of the interview, and since she hadn't been a car owner for very long, she was struggling to make the payments on it. As a divorcee, she was also concerned with providing the immediate necessities for her family. She had been on welfare until she became employed by the Community Action Program at the time she attended the family finance class. One of her long range financial goals was to go to college after she received her high school equivalency diploma.

The respondent related that conflict over money was one of the causes for her divorce. As a consequence of this bad experience, she seldom utilizes credit for purchases. Most of her shopping is done on cash basis. One of the fringe benefits of working for the Community Action Program is paid life insurance. Besides automobile insurance, she has no other insurance coverage.

Before she started working, she received an allotment for the children from her husband's serviceman's pay, plus a supplement from welfare. "The children and I lived better on \$175 a month," she related, "than now when I am working." She admitted that she could have put more money into savings, but instead she spent most of her extra money irresponsibly. Even with her limited income, she was an impulsive buyer, especially of things that she believed would compensate her for low income status.

The Influence of Family Finance Education Upon
the Professional Life of the Respondent

This counselor believed that many of her counselees had a very difficult time managing their small subsistence from welfare. Some of these poor welfare recipients, she related, were better money managers than others. However, she did not take the opportunity to advise any of her clients about money management practices. She commented:

Money is a very touchy subject with the welfare recipient. They just turn you off when you mention money. They also think that they are managing their money quite well, and if you were to say something to the contrary, it makes them feel inadequate. They are also quite apathetic about their situation and believe that things will never get better.

The respondent continued to explain what she believed to be a feeling of helplessness among the welfare clients in her area:

The people are caught between the Housing Authority on one side and the Welfare Department on the other. If a struggling mother gets a job, her rent is increased and the welfare check is decreased. So they lie about their financial situation and try to make money on the side. They have a very negative attitude toward life. This can be seen at all ages, from the elderly to the very young welfare recipients.

The counselor related that among her own social and professional associates, one of the most frequent topics of conversation was the lack of money or what they would do if they had more. However, she did not consider her role in these groups as a counselor since she herself was not very far removed from the poverty level.

CASE 45

Background Information About the Respondent

This respondent has lived in Oklahoma City all of her life. She is in her early forties, divorced, and has three children. She worked with the Community Action Program for a year as a community aid. This work involved assisting low income people with everyday living problems, money management, family troubles, and housing. She completed three years of work at a public high school, and is now studying for the General Equivalency Diploma. She attended the fourth money management class at Hills Business University.

The Influence of Family Finance Education Upon
the Personal Life of the Respondent

Since attending the family finance class, this counselor has left her employment at the Community Action Program. At the interview she stated that she was still unemployed. She and her family were sharing a home with her parents, during which time she hoped to save money by joining COCO, the credit union for low income people. Prior to her employment with the Community Action Program, she was on the board of directors of COCO and was one of the principal organizers of the credit union.

The respondent was in debt to a small loan company for the purchase of her automobile, but was near the end of her payments. Her car was in need of repair and instead of borrowing from another loan company, she intended to borrow from the credit union.

Her long range financial goals included buying a home of her own, which she also intended to save for once she became employed. She had returned to the welfare roles upon leaving Community Action. She stated that upon receipt of her high school equivalency diploma, she would like to take college courses or some type of para-professional training. She would eventually like to work with children.

The respondent contributed to the food and shelter needs of her parents' home but was mainly responsible for the clothing requirements of herself and her children. She would plan her purchases months in advance and would purchase goods on sale. She would pay for these goods on a monthly basis, saving credit charges by leaving the items in layaway.

Frequently she purchased clothing at garage sales and at thrift stores. She joined a food buyers' club for low income people, but quit after a bad experience of purchasing some canned goods which were spoiled.

The respondent indicated that she was now saving as much as she could and was in an "in-between" stage as far as employment was concerned. It was her intention to utilize some of the money management concepts she acquired through attending the family finance class.

The Influence of Family Finance Education Upon
the Professional Life of the Respondent

This counselor believed that many of the low income clients with whom she worked were not aware of how they could improve their money practices. She indicated that observing some of their practices made her realize that she herself was once in a similar predicament. She said:

So many of my low income clients would squander their money, buying all kinds of unnecessary things on high interest charge accounts. They would get bogged down in these payments and then worry about how they could pay for the goods. Eventually, the merchandise would be taken away through a repossession process.

She reported that many of her clients were so helpless that they came to CAP and sought help because they just did not know what to do about anything. They were going to be evicted from their homes, or their utilities were going to be turned off, or their car was being repossessed, or they were unable to pay their doctor or dentist bills, or they were behind in all their credit payments. These were real money problems that needed immediate attention. Her agency did the best it could to help solve some of these problems.

The respondent did believe that low income people would benefit from money management classes. She commented about low income people and their general attitude toward meetings:

These people have attended too many meetings that have amounted to nothing but talk. People have been getting too much talk and too little results. You have to be able to show them what you've got. At the initial meeting, you have to show them something tangible, otherwise they won't attend any type of meeting again.

This counselor indicated that the hard core poverty person is very difficult to reach and any money management program would have to be conducted on a very practical level. She said, "The difference is that some of the poor will reach out and try to help themselves, but the hard core poor will sit and wait for you to throw them a crumb rather than get up and go after something."

The agency she was formerly employed by was working with those poor persons who still had some fight left and were trying to get out of poverty. She felt that money management information would be most helpful to these people.

CASE 46

Background Information About the Respondent

This respondent was born in Minneapolis, Minnesota, and has lived in Oklahoma City for seven years. She is in her late twenties, is divorced, and has three children. She completed two and one half years of college with a major in sociology and a minor in psychology. She was employed by the Community Action Program as a community aid, bringing her into contact with low income families in the urban renewal area and their problems. She is presently self-employed as owner of a restaurant. She was a serious student of the first money management class at Hills Business University, and became recorder-secretary for the supplementary money management classes.

The Influence of Family Finance Education Upon
the Personal Life of the Respondent

This counselor was principally concerned with providing the immediate necessities of food, clothing, and shelter for her family. Her long range financial goals included education for her children and travel. She was planning and saving for her children's college education. "Once they are away at college and on their own," she said, "I plan to travel and see the world." She indicated that these were her major goals and they had not changed in the past five years.

Since attending the family finance class, this counselor has resigned from her agency, Community Action Program. During the time of her employment at CAP, she also operated her own small restaurant on 23rd Street in Oklahoma City. She felt that by having the extra income from being self employed, she would not be limited in her community work as she was when working with CAP. She enjoyed working with people and planned to continue doing so while running her business.

The respondent rarely used credit to purchase goods, and the only service for which she used credit was transportation (automobile payments and gasoline). She systematically saved for emergencies and for her future goals.

Of her shopping practices she said, "I always buy quality merchandise, and I shop to get my money's worth." Since attending the class, she mentioned that her money

practices had improved, she was saving more, and was more conscious of how she planned her spending. She was also more sophisticated about marketing practices. For example, she reported that it was known that prices were higher for everything from groceries to dry goods in the black areas of the city than in other districts. She had also discovered that some stale perishable items (meat, vegetables, etc.) from other areas in the city were transferred to stores in the black areas and sold as fresh. It was her feeling that the health inspection laws should be strongly enforced. She advocated a consumer organization which would be a people's pressure group to discourage stores which practiced price discrepancies.

The Influence of Family Finance Education Upon
the Professional Life of the Respondent

This counselor was the recorder-secretary for the supplemental money management sessions, and she was also one of the organizers of the Discussion Leaders Group. She was a field worker in a low income rural area of Oklahoma City. She mentioned that in her community work she was able to counsel many of her clients about better money management practices.

The respondent observed that her counselees were not utilizing their income to the best advantage. She said:

Most of my clients were borrowing from the high interest loan companies. They would purchase their automobile from car lots at high finance interest rates. They were also deeply involved in buying groceries on credit, paying them off with every month's welfare check.

This counselor indicated that her clients were continually buying themselves into trouble. After attending the money management class, she would try to work out budgets and financial plans for her clients. "Whenever I heard someone talking about a \$2,000 car that barely made it to the front yard but they were still paying for it, I would talk about car buying and what to look for in a used car," she said. She reported that often she preached against buying groceries on credit. On a number of occasions she transported a group of her clients to other supermarkets in the city to compare prices.

This counselor was a strong supporter of the Oklahoma City Project. She admitted that a money management program for low income people would be a very difficult task, but she

believed that once the poor were shown how they could improve their standard of living, they would be interested in supporting the program. It was her feeling that many of her clients wanted to break the cycle of poverty but just did not know where to begin. She considered that family finance classes would be one way to help her clients.

CASE 47

Background Information About the Respondent

This counselor was born in Okmulgee County, Oklahoma, and has been in Oklahoma City for six years. She is married, has four children ranging in age from three to nine years, and is in her early thirties. She attended Oklahoma City University for one semester, with a proposed major of sociology. Her husband is employed outside the home. This counselor is presently employed by the Community Action Program as a community aid. Her work is done among low income families in urban renewal areas. She assists them with problems of everyday nature, such as family counseling and money management. She was a member of the first money management class at Hills Business University.

The Influence of Family Finance Education Upon
the Personal Life of the Respondent

The short range financial goals of this counselor included the everyday necessities and expenses for herself and her family. The respondent's long term goals were decidedly educational. She was saving money both for her own college education and college education for her children. She was taking courses at Oklahoma City University at the time of the interview. She stated that her educational goal was one that persisted for over 10 years but it was not until she started working for CAP she became financially able to pursue this goal.

The respondent indicated that through attending the family finance class, she learned about the high cost of credit. "When we were first married," she said, "every time we wanted something, we would borrow money from the loan company." She indicated that the class changed her concept about borrowing. She now pays for goods with cash saved from her salary. She related an example of how they drove a car until it nearly collapsed rather than buy a new one before they had been able to save enough cash. Eventually, she borrowed \$700 from her family to pay for a new car rather than borrow the money from a loan company. She said, "We never realized until I took the class, how much money we had been losing through interest charges alone. Now I save more and can buy more things because we pay cash and can take advantage of sales." She admitted that in her efforts to save money she had become quite conservative in her buying

practices. However, she believed that since the family finance class, she was practicing better money management.

The Influence of Family Finance Education Upon
the Professional Life of the Respondent

This counselor revealed that observing the way many of her clients spent their money did have an effect upon her own attitude toward money management. She became aware of the many problems that poor people encounter because of their mismanagement of money. She said, "I never realized before how many problems people create for themselves when they foolishly spend their money on things they can't afford and don't need." She related that many of her low income counselees spend their money for the immediate pleasures of life and never seem to plan for tomorrow. "The poor so often don't want to admit that they do not know how to spend their money," she stated.

The respondent believes that money management programs for low income people should be continued in different Community Action Centers of the city. It was her feeling that many low income mothers would attend during the daytime at Child Development Centers. She was an enthusiastic supporter of the Oklahoma City Project, and advocated money management for her clients. She said:

I think it would be worthwhile to continue the courses and to recruit students. Many times people feel a money shortage because they don't know how to spend, or maybe the neighborhood stores have their prices so high and people don't realize how much they could save by going an extra mile.

She believed that the counselors who attended the money management course could have a great influence over their clients and co-workers. She explained, "Many people do better just because they are interested in someone else. If a person sees some good in a counselor and if they like this person, it makes them want to do better." She felt that she has been able to influence many of the people she works with because they have similar problems and have seen in her an example of how they can raise themselves.

CASE 48

Background Information About the Respondent

This counselor from Shawnee, Oklahoma, has been in Oklahoma City for two years. She attended Oklahoma Baptist University in Shawnee for 3½ years with a major in sociology and a minor in psychology; she has not yet completed her degree. She is married and in her early twenties. Her husband is employed outside the home. She was employed for a short time as a community aid by the Community Action Program, which involved her in working with low income families in the urban renewal area. She now works with the Baptist Mission Center as a field worker, helping welfare families with personal and family problems. She participated in the fourth money management class at Hills Business University.

The Influence of Family Finance Education Upon
the Personal Life of the Respondent

This counselor's short range financial goals were to save money and to pay off her existing debts. She was attending college part-time and was striving to maintain a strict budget so she would not have to negotiate another college loan. Once she completed her degree requirements, she intended to continue her social work while her husband finished his master's degree program. Her long range financial goal was more family oriented. She and her husband were planning their future home. She said, "We are more savers than spenders, and we plan to invest in mutual funds in the future." Before she had married, she had planned to continue school for her master's degree. Since her marriage, however, her goals have changed and she now intends to work and raise a family while her husband completes his education.

She and her husband rarely use credit except for emergencies. She indicated her husband was more practical in purchasing groceries than she was because he bought only those items which were on special sale and no extras. "When it comes to money," she said, "he is practical and conservative." She pays cash for all of her clothing, since she has no charge accounts. She considers herself a bargain hunter and usually waits for the various monthly sales before buying clothes.

The respondent indicated that attending the family finance class made her more cautious about spending. "Whenever we're planning to buy something, I read the textbook we received in the class and go over my notebook," she said. She believed this resource material was very helpful in many money management decisions she and her husband made since attending the family finance class.

The Influence of Family Finance Education Upon
the Professional Life of the Respondent

Observing how many of her low income clients spend their money, this counselor revealed that she was rather disturbed at their lack of responsibility. She reported that many of her counselees would spend their welfare checks on extra unnecessary goods. She was very critical of this, but in thinking about this, she admitted, "For one thing, they made me more aware of the value of money."

She did not attempt to advise her clients in the area of money management because she discovered low income people would rather not talk about their money problems. She reported that they were very sensitive about how they spend their money. She said the poor housewives she worked with would always blame their money problems on their husbands. They would not take the responsibility and would think of some imaginary big crisis to explain why they were out of money in the middle of the month.

This respondent believed that this was prevalent in low income areas. She indicated that she has become more aware of the contrast between middle class values and low income values. She related that her welfare clients spend all of their money for immediate gratification and do not plan for the future. These values decidedly clashed with her own middle class values, and it was difficult for her to relate what she learned in the family finance class to her low income clients.

CASE 49

Background Information About the Respondent

This native Oklahoman was born in Eufaula. She has lived in Oklahoma City for over thirteen years. She is a widow in her early fifties, and has one married daughter and three grandchildren. She completed one year of work at a business college, majoring in accounting and bookkeeping. She is presently employed by the Community Action Program as a social worker's aid. She assists low income families of the urban renewal area with problems concerning finances, jobs, housing, etc. She was a member of the first money management class at Hills Business University.

The Influence of Family Finance Education Upon
the Personal Life of the Respondent

This counselor was preparing to open a laundromat and go into business for herself. She reported that she had been considering some type of business for over five years. She found a town that did not have a laundromat. At the time of the interview, she was within a couple of months of finalizing her plans. Her long range financial goal was to continue saving money for her grandchildren's educations.

The respondent was not in the habit of purchasing a large amount of goods on her charge account. It was her practice to pay off her charge account within 30 to 90 days in order to save the interest charges. She related that she spent her money strictly according to her budget which she had been in the custom of using for several years. She stated, "Even before I attended the money management class, I used a budget." By adhering to this budget, she was able to plan future purchases, save money, and keep up her credit payments on time.

Since attending the family finance class, she has revised her insurance policies and was in the process of drawing up a will. She reported that since attending the classes she bought a new car and used the buying guide she acquired from the class. She checked the contract thoroughly before signing up for the payments.

The Influence of Family Finance Education Upon
the Professional Life of the Respondent

This respondent considered that her attitude toward money management had been affected by what she observed in her work experience. She said, "I have seen so many children in my low income clients' homes, who lack the proper clothing, shelter, or even food." She added that her clients would frequently be unconcerned with their children's problems. The counselor believed that many of her clients would be able to manage better than they do. She related that they were often more concerned about acquiring a color television set or a new car than about their children's welfare.

This respondent mentioned that she was able to advise some of her clients about money management practices. "But I have to be careful and not make them feel that I am forcing my information and ideas on them or looking down upon them in their condition," she said. It was her feeling that many of her low income clients would profit by attending a family finance class.

The counselor had opportunities to advise persons other than her own low income clients. She was able to assist her church organization in getting an FHA loan for what was being done to repair the church. She advised a young couple who were related to her about better money management practices, and within a year's time they were able to get out of debt and buy a new home.

CASE 50

Background Information About the Respondent

This respondent moved to Oklahoma City thirty-two years ago from Altus, where he was born. He is in his early sixties, married, and has one married son. His wife is employed outside the home. He received a Bachelor of Science degree, with a major in biological science and a minor in education, in 1950. He also has a Master of Arts degree in school administration. He has attended several seminars since completing his degrees. He is currently employed by the Rehabilitation Services of the Department of Public Welfare as a Supervisor of Training. He is in charge of the training of all welfare personnel in all areas of service in the Oklahoma City metropolitan area. He attended the fourth money management class at Hills Business University. He was an enthusiastic member of the Discussion Leaders Group and participated in one money management program for low income people.

The Influence of Family Finance Education Upon
the Personal Life of the Respondent

The short term financial goals for this counselor include maintaining enough cash or liquid funds to take care of emergencies and the necessary requirements for everyday living. He and his wife are near retirement age. In a sense, his long range goals for retirement are within a few years of being realized.

Since attending the family finance class, he began buying common stocks through an annuity program. After he retires, he would like to become involved in some type of work on a part time basis. He prepared himself to go into real estate work, and a month prior to the interview he had passed the real estate brokerage examination.

The respondent reported that he uses credit for merchandise on a month to month basis as a convenience and also to obtain special service which he realizes companies extend to credit customers, such as making it easier to return faulty merchandise. However, he pays his charge accounts each month to avoid paying interest on his bill. He is very conscious of purchasing items at seasonal sales, and he is careful about the quality of merchandise. He uses discount stores in his comparison shopping.

With regard to insurance he believes that he has all the coverage he would need. He said, "My concept is not to leave an estate but just to be solvent at the time I die so that my debts will not have to be paid by my son." His philosophy was to "come out even" when he passed on. He wanted to enjoy some of his money so that he would not look back with regret years later as some of his friends had done. He had lived through the depression and although he intended to get the most from his present earnings, he was not going to use his resources in a careless, irresponsible manner.

Since attending the family finance class, he had changed his money practices. He said, "I credit the class for setting these concepts firmly in my mind because it assured me that I needed to change my whole attitude toward planning and spending money."

The Influence of Family Finance Education Upon the Professional Life of the Respondent

This counselor observed that in so many instances, the clients who had all kinds of financial problems were the persons who did not know how to handle their money. He reported that the usual problem was that the client got himself deep into debt or he needed guidance because he just could not manage the funds available to him. He mentioned that many of his clients did not have the capacity or the ability to realize the value of money. These circumstances in his counseling experience did have a definite effect upon his own attitudes toward money management.

The respondent revealed that among his training staff there were counselors who could not manage their financial affairs any better than their clients could. They knew how to counsel but did not have the self-discipline to manage their own finances wisely. Often they do not even recognize this as a weakness in themselves.

The respondent was the principal advocate of the money management program at the Oklahoma State Vocational Rehabilitation Department, and the liaison between his agency and the University coordinator of the Oklahoma City Project. He was a member of the Discussion Leaders Group. "It is my feeling," he said, "that our agency and the Rehabilitation Council should begin to develop an area of family finance instruction within our training program." In anticipation of this move, he was already accumulating resource information and varied instructional material for his training program.

CASE 51

Background Information About the Respondent

This counselor is from Lawton, Oklahoma, and has lived in Oklahoma City for three years. She is in her mid-twenties and is single. She completed work for her General Equivalency Diploma in 1965, with her major elective work done in business courses. She is presently working with the Community Action Program as a community worker. She deals with people in low income neighborhoods in all areas, particularly community relations, money management, and employment problems. She attended the third class in money management at Hills Business University.

The Influence of Family Finance Education Upon
the Personal Life of the Respondent

As one of her short term goals for the use of money, this counselor was in the process of purchasing an automobile. She had been saving a certain amount out of each paycheck and intended to put a sizeable down payment on a new car. She needed a car for making home visits to many of her low income counselees. Her long range financial goals did not include a home at the time of the interview; however, she was planning to be married during the year. For some time she had been saving for this occasion.

In one of the family finance classes, she learned that in order to save money, one must have an incentive. "I realized then," she said, "that if I was ever to get a car, I had to save and it has been easier with the goal of a car in mind." She indicated that prior to the class she never thought about managing her money. When she saw something she wanted, she just bought it without thinking of any future goals. She bought everything for cash; she never used credit.

The respondent considered herself to be a comparison shopper. Since she continued to live with her mother, she contributed part of her salary to the upkeep of their home. Judging from what the other Indian counselors revealed, the contribution (or sharing) of her income was probably substantial since her family did live close to the poverty level. She indicated that since attending the family finance class she became more conscious of what she should do with her money. She said, "Now I plan and budget my money for each

two-week pay period. She was studying the general equivalency exam for her high school diploma.

The Influence of Family Finance Education Upon
the Professional Life of the Respondent

This counselor was affected by some of the money practices of her clients. She explained as follows:

I'm required to visit with at least four or more of my counselees a day. This gives you a very good insight into how they spend their money. My clients live in run-down shacks that rarely are kept clean or neat. They spend their money for some food or on a car, and by the time the first Saturday night after their paycheck arrives is over, they are broke again. These people just do not seem to care about helping themselves, and yet they always want you to do something about getting more money for them.

This respondent was involved in organizing a neighborhood council among her low income counselees. She reported that she had only occasional opportunities to advise her low income clients about improving their money management practices.

Since attending the family finance class, the counselor had suggested to her supervisor that her center should start a money management program for her low income clients. The supervisor said, "I doubt that these people would take it. They have too many other things on their minds. It is difficult enough to get people to come in for a free health check-up. They won't come to the Center to find out how they mismanage their money." However, the counselor commented that she continued to believe that her low income clients could learn to manage their money. "They could do more with their money," she said, "then spend it for things that have no lasting value. They have nothing to show for their misspent money." She disagreed with her supervisor and felt that her clients would be interested in a money management class.

CASE 52

Background Information About the Respondent

This respondent was born in Stillwater, Oklahoma, and moved to Oklahoma City 8 years ago. He is divorced, has three children, and is in his late thirties. He received his Bachelor of Science degree in 1961 in agricultural engineering, and has taken several post graduate courses. He is employed by the Department of Public Welfare as a social worker. He works with low income hard core unemployables in training and job placement. He attended the second money management class at Hills Business University and was one of the organizers of the Discussion Leaders Group. He is a firm backer of the money management education program for low income people, and participated in four such classes.

The Influence of Family Finance Education Upon
the Personal Life of the Respondent

This respondent was concerned about providing for his own everyday living expenses and contributing to the support of his children. He was also immediately concerned about saving for his second marriage, which was to take place about a month after the interview. He was trying to save but found this difficult because of the number of debts which he had accumulated. He was having money drawn directly from his monthly paycheck to repay his credit union loan.

This counselor believed that he was a good comparison shopper. "I've always been pretty critical about buying goods," he said. He never used credit except for clothing purchases. Most of these purchases were made at the large chain department stores. He always borrowed money from his employees' credit union in order to purchase cars, and stated that he never borrowed from small loan companies. Since attending the family finance class, he reported that he was making every effort to improve his money practices. This effort was expected to continue on an even stricter basis after he married.

The Influence of Family Finance Education Upon
the Professional Life of the Respondent

This counselor believed that working with his low income clients did affect his own attitudes toward money

management. He did not consider that his counselees' financial attitudes were closely related to his own attitudes, however. In his work, the clients he assisted were often involved with money problems which included back payment of rent, overburdening car payments, outrageous loan repayment plans with high interest charges, installment accounts that were long overdue, and repossession of goods that they could not pay for.

The respondent was one of the organizers of the Discussion Leaders Group. He was a moderator-leader for four low income money management programs. Since attending the family finance class, the counselor revealed that he was more successful in discussing money management with many of his co-workers. "My constant talking about money practices made others at work believe that I had a strong background in financial matters," he said, "and because of this belief I was able to influence them." It was his feeling that the class experience was the stimulation for this avenue of interest.

In his social group, he was instrumental in handling the financial affairs for the whole organization. Because of his money management class experience, others in his group believed in his ability to handle the treasury accounts.

This counselor was a strong supporter of the Oklahoma City Project. He was consistently interested in counseling and participating in the low income money management programs. Support of individuals such as this counselor gave the necessary encouragement for the continuance of the University program in Oklahoma City.