

DEVELOPING LEADERSHIP SKILLS
AMONG HOMEMAKERS WITH
LIMITED RESOURCES

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Dedicated to the late parents of the Author

Mr. William Ryan
and
Mrs. Lala (Lambeth) Ryan

Whose early guidance provided a basis
for the continuing education of the Writer.

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CHAPTER I

THE PROBLEM AND ITS SETTING

The heterogeneous society of today places a multitude of demands on the Extension Home Economist. With the continual shift from a comparatively simple rural population to a more complex urban population, the home economist is faced with problems involving numerous displaced persons. Special efforts are being directed to help low-income families, racial minorities, handicapped persons, youth, and the elderly. In addition, advisory help and technical assistance are being provided for leaders of women's organizations and in community resource development.

Extension Home Economists, particularly, face the very challenging problem of reducing the gap that exists between the "haves" and the "have nots" in the deliverance of social goods and services. In order to do this, it is important to provide educational programs for the disadvantaged which will raise their standard of living. Thus the kinds of educational programs which will be most effective in this respect are of great concern to both the home economists and to those who will benefit from the program.

Another concern is to find sufficient leadership personnel to work with disadvantaged families who can

understand their problems and speak their language. Silverman (1970) indicates that too few home economists are available to make a very great impact upon the more than nine million disadvantaged families in the United States. Thus, the problem to be studied involves designing an Extension Family Living Program for disadvantaged homemakers that would not only provide an opportunity for them to learn homemaking skills for which they feel a need, but also would provide the incentive and technique necessary for them to teach their peers.

A study by Niederfrank (1968) revealed that response to educational programs is greater when help is provided to the disadvantaged by their own peers. The indigenous neighborhood leaders can be reached and taught to get other individuals and families involved in improving their quality of living.

Niederfrank also states that homemakers who have suffered from poor economic conditions, a lack of education and a continuous cycle of poverty frequently confine themselves to their immediate neighborhood. They sometimes avoid, as much as possible, contacts with people who are enjoying a better way of life. They will, however, accept help from their peers. For these reasons, the indigenous neighborhood leaders can have a great influence in helping others to enjoy a better quality of living than they presently are experiencing. A leader from the neighborhood can speak the

language of the disadvantageded, understand their concerns, and be a friend.

Oklahoma with more than one and one-half million low-income families has a need for self-help programs which teach people how to raise their level of living and to solve problems by utilizing their own efforts, their own materials, and other human and non-human resources. Frequently, federally-funded programs are cut off just as people are beginning to learn new skills and get involved in educational programs. A neighborhood leadership program among disadvantageded homemakers is practical and realistic in Oklahoma.

Statement of the Problem

The present study was made to determine the extent to which homemakers with limited resources, who were taught skills in home management, could teach the same skills to others among their peer group. In the planning and initial stages, a leadership development program was designed involving people from many levels.

Objectives of the Study

The study consisted of two phases: Phase I, to provide leadership training to disadvantageded homemakers. Phase II, to evaluate the results of the training program. The objectives of the first phase were as follows:

- I. To review research and literature related to the study.
- II. To identify a geographic area in Oklahoma where disadvantaged families are concentrated and to obtain permission to work in this area.
- III. To determine the specific needs of disadvantaged homemakers in the management of their homes for two communities within the geographic area.
- IV. To develop a program for interested disadvantaged homemakers in home management skills for which a need was expressed.
- V. To identify and provide special leadership training for those homemakers in each community who were found to have the leadership potential to teach members of their peer group.

The objectives of Phase II were as follows:

- VI. To encourage class members who had been identified as leaders to locate individuals and groups within the communities other than those in the classes themselves who were interested in learning the skills which had been taught in Phase I of the study.
- VII. To encourage the homemakers who participated in Phase I and showed leadership potential to share their newly-acquired skills with other individuals and/or groups in the communities.
- VIII. To evaluate the results of the leadership provided

by the trained disadvantaged homemakers to individuals or groups among their peers.

- IX. To develop guidelines for providing assistance to disadvantaged homemakers.

Procedure

The procedure was designed to accomplish the objectives which are stated on pages 4 and 5. A detailed description of the procedure and methods used in conducting the research for this study is found in Chapter III.

The leadership development study was divided into two phases. The first step in Phase I of the study was to locate two communities which contained a high incidence of low-income families. After these were located, it was necessary to gain approval for offering a leadership training program for homemakers. Conferences were held with Extension personnel who approved the project and agreed to provide support.

Agency directors in each of the communities were then interviewed for the purposes of: (1) explaining the type of program to be undertaken, (2) securing their approval and support, and (3) soliciting their opinions regarding the kind of help which they felt families needed. Needs of families were also learned through interviewing homemakers in each of the selected communities and through observation of the housing and general conditions that existed.

Tentative lesson plans were made, emphasizing the home

management aspects of family living. Arrangements were made for meeting places in each community, and the program was publicized. Six lessons for which an interest had been expressed were offered in each community to a total of 26 homemakers. As the homemakers learned new skills, they were encouraged to teach others, thus developing leadership abilities. They were also given help in developing teaching materials to assist them in teaching others. Although the total group was encouraged to teach their newly-acquired skill to others, those homemakers who met established criteria for leadership ability were provided further training in home management skills as well as in techniques for teaching others.

Phase II of the study reveals the leadership exhibited by the homemakers who had received training within their communities or neighborhoods. A record was kept of the number of people reached by the homemakers taking part in the leadership development program, and case studies for selected individual homemakers were developed.

Definition of Terms

For the purpose of this study, the following definitions will be used:

Agency Director: The person who has the responsibility to control, manage or supervise the business and empowered to act for another.

Case Study: A descriptive method which deals with one person or one situation rather than with many people as an experimental study. It also deals with all aspects related to this individual. Case studies provide more personal and human insight into a given situation (Hall, 1962).

Community Resources: Agencies, organizations, institutions, and other people who can help families to learn - Nelson (1972).

Disadvantaged: An individual who is socially, economically, culturally, and educationally deprived - Fessler (1972).

Extension Family Living Program: Out-of-school educational program provided to enhance the quality of living for families at all levels in society - Kirby (1971).

Family: Two or more persons living in the same household who are related to each other by blood, adoption, foster arrangement, or marriage - Allen (1969). Also a single adult.

Group: A group of two or more people who have a purpose for being together, do things together, care what other group members think about how they act - Mortvedt (1973).

Homemaker: The mother or woman in the home with whom the neighborhood leader works - Rouls (1965). For the purpose of this study, homemaker shall mean the person in the home or group with whom the leader works.

Home Management: The process by which families use, as well as they can, what they have or can get to accomplish their purpose of obtaining a satisfying and gratifying sense of achievement - Cushman (1945). Very simply stated, it is a case of using, as well as one can, what he has to get what he wants. The use of a family's resources to achieve the kind of a home the family wants - Bratton (1971). For the purpose of this study, home management will be defined as the ability to use what one has, including both human and non-human resources, to get what one wants and needs.

Leadership: The means by which one or more persons aid a group in setting and attaining desirable goals - Sanders (1966). For the purpose of this study, leadership will mean the process used by individuals to influence, guide and/or direct the attitudes and behavior of others.

Limited Resource Families: Families whose resources such as food, clothing, and housing are very limited or sub-standard. Families may be limited physically, educationally, economically, or socially. Families need not be limited in each of the above, but frequently one limitation may directly or indirectly affect the other.

Low Income: A level of income that does not exceed four thousand dollars per year and which does not enable the family to attain a high standard of living - Allen (1969).

Neighborhood Leader: An individual who assists on a local basis in the direction and/or implementation of various Extension education programs and works directly with the homemaker - Niederfrank (1968).

Paraprofessional: The paid or unpaid non-professional leader who works directly with the disadvantaged individuals, families and groups - Rouls (1965).

Poverty: A state of inadequacy in the necessities of life, especially food, clothing, shelter, and income. For the purpose of this study, the following terms will be used interchangeably: Poverty, limited resource family, low income, and socio-economically deprived.

Small Group Meeting: A very informal, instructional meeting of two or four homemakers in a home for a demonstration or working visit. These homemakers may move into larger, more informal groups after they have gained more self-confidence - Rouls (1965).

Socio-economically Deprived: Offspring of parents with low incomes who live in our affluent society but do not share its benefits - Allen (1969).

Limitations of the Study

The study was limited to two communities where approval for providing assistance could be obtained from county, district, and state personnel. These two communities were identified as having a large number of disadvantaged families.

The sample was made up of those homemakers who were interested in attending classes in each of the two communities studied. A total of 24 homemakers, eight from Community X and 16 from Community Y, participated. Thus, the sample was one of convenience.

The skills taught to homemakers were limited to those in the area of home management. These skills were taught through six lessons over a period of eight weeks.

Summary

The problem and its setting have been presented in this chapter. Also the need for the study has been indicated. The objectives to be accomplished and the procedure to be followed have been presented. In addition, definition of terms and limitations of the study have been indicated. A review of related literature and research will be presented in Chapter II; the detailed procedure for the study in Chapter III; the findings in Chapters IV and V; and the summary, conclusions, and recommendations in Chapter VI.

CHAPTER II

A REVIEW OF LITERATURE

The background information for the study was obtained from literature and research concerning (1) conditions of poverty; (2) agencies and organizations assisting disadvantaged families; (3) aid of extension home economists to disadvantaged families; (4) contributions of other home economists; (5) home management as an area of concern for helping families with limited resources; and (6) leadership development as a technique for working with disadvantaged homemakers and their families.

Conditions of Poverty

The average poverty income reported for a non-farm family of four in 1970 was \$4,200. The poverty income for the farm family was slightly less than for the non-farm family (U. S. Census of Population, 1970).

The United States Bureau of the Census (1970) defines poverty as the lack of essential food, clothing, shelter, and emergency medical care for maintaining a decent standard of living. In addition to income, the level of poverty is also determined by the family structure and whether or not residence is farm or non-farm. A nutritionally-adequate

food plan, designated by the Economic Research Service and Consumer Marketing Service, is also considered in determining the level of poverty. Housing is a further determinant of the poverty level. Whether the house is owned, rented, has plumbing facilities or lacks plumbing facilities are factors considered in helping to determine the status of poverty (Oklahoma Report of the Census, 1970).

The 1970 Oklahoma Report of the Census shows that there were 1,537,004 families with an annual income below the poverty level. Poverty levels as determined by the Social Security Administration ranged from an income of \$1,487 for a single female living alone, 65 years old and over on a farm, to an income of \$6,116 for a non-farm family with a male head and seven or more members of the household.

Population Shifts and Poverty

Although the overall population in Oklahoma has increased, the number of persons with incomes below the poverty level has decreased during the period 1960-1970. In 1960, 21.0 percent of all the families in the State had incomes of \$3,000 or less. Twenty-three percent of the families residing in urban areas had incomes less than \$3,000, and 45.0 percent of the rural residents had incomes within this range. By 1970, these figures declined to 7.1 and 22.0 percent (Oklahoma Report of the Census, 1970).

The racial aspect presents quite a different picture, for evidence indicates a significant decline in the number

of individuals living below the poverty level. In 1960, 60 percent of the non-white population had incomes of \$3,000 or less compared to 28.5 percent of the white population. By 1970, the percentage of non-white population with incomes of \$3,000 or less had decreased to 29.6 percent while the percentage of the white population decreased to 14.0 percent.

The median family income for the State in 1970 was \$7,725 (1970 Report of the Census) which was an increase over a ten-year period of 67.2 percent. In 1959, those counties experiencing the lower percentage increase in population were those which had relatively high median incomes while those counties experiencing a high percentage increase in population were those having a very low median family income.

As the population in Oklahoma shifted from rural to urban, many disadvantaged people were caught up in inflation, a devaluation of the dollar, and very limited incomes, some of which were related to technological advancement. These factors tended to cause an increase in the number of families whose incomes were below the poverty level.

Although the comparison of the State census data from 1960 until 1970 as a whole reflects significant improvements during the ten-year period, there remain areas in the State where standards of living deserve more attention if all of Oklahoma's residents are to enjoy the opportunity to become a viable part of the State's physical, social and economic development.

A map of Oklahoma (see Appendix A, page 101) indicates the distribution of families throughout the State whose incomes are below the poverty level (\$4,000). Of the total number of families in Oklahoma (681,252), 3,209 had annual incomes of less than one thousand dollars (\$1,000). Oklahoma County alone had 64,000 economically disadvantaged in 1970 (Oklahoma Report of the Census, 1970).

Effect of Poverty on Family Life

Families in the low socio-economic group are confronted with many of the same problems that face other families, but in addition, they also encounter difficulties peculiar to the poverty group. Harrington's study (1968) reveals that disadvantaged families usually live in neighborhoods where safety, sanitation, and housing are below standard. In addition, the community services and educational and recreational facilities are inadequate.

Many families live in dilapidated houses, go without decent clothing, depend on folk health remedies, and have limited transportation to jobs and community services. The disadvantaged tend to stay close to home. They are not well assimilated into the larger community and feel insecure outside their own environment. Niederfrank (1969) reveals that many disadvantaged rural families, as well as urban families, were willing to move but that many who did were unprepared to adjust to town or city life. Examples of this lack of adjustment were evident in urban housing developments.

Some families moved into housing developments, then moved back to their original locations. Many could not adjust to the densely-populated housing complex if they had previously lived in single-family housing. Such simple matters as getting to work on time, accepting the noise of machinery, showing up for work week after week, and handling or managing a steady wage were real problems.

The President's National Advisory Committee on Rural Poverty (1967) revealed that the disadvantaged have a different sense of values than do people of other classes; thus they think differently. In some areas with a high concentration of disadvantaged, a specific kind of poverty environment or culture tends to stand out. This is more than low income; it is a poverty of the spirit (Pope, 1969).

Nelson (1973) concluded that income is important for the necessities of life and to preserve self-esteem, but that poverty involves much more. It is insecurity and unstable homes. It is also a lack of access to respected positions in society, and even more significantly, the lack of power to do anything about it. For many, poverty is a wretched existence that tends to perpetuate itself from one generation to the next.

People in poverty are not a homogeneous group. They differ in aspirations and resources. Niederfrank (1968) points out that their past experiences vary widely. He also points out that differences exist between the poor living in Appalachia, in concentrated Negro settlements in the Deep

South, in city ghettos, in Indian and Spanish-American settlements, in the Great Lakes region, in small towns of the Midwest and in the Great Plains and migratory labor camps. The conditions and varied experiences of these families must be taken into consideration in the planning and early stages of programs to advance their economic and social development.

Many disadvantaged people do have positive values, ideals, and goals. They really want improvement and many have desires and preferences similar to other Americans. According to Ireelan (1966), many have a sense of pride. Frequently, their behavior is not due to "their culture" as much as it is a response to the grinding elements of deprivation and stress placed upon them by their surrounding environment.

Agencies and Organizations Assisting Disadvantaged

The Economic Opportunity Act of 1964 provided for the Office of Economic Opportunity at the national and state levels. The purpose was to provide funding for pilot programs by existing and new agencies and organizations to combat poverty.

Numerous agencies and organizations can provide help for the disadvantaged family members. Some of these are listed by Shriver (1965) which serve both youth and adults:

I. Programs for Youth

A. Upward Bound - An educational program operated by accredited academic institutions in conjunction with the Office of Economic Opportunity designed to motivate non-college-bound high school students from low-income families toward college.

B. Head Start - A project which provides learning experiences, social services and medical and dental examinations for needy children to help them begin their school career on more nearly equal terms with their more fortunate classmates. These pre-school programs are designed to improve the health and physical abilities of children from low-income families, develop their self-confidence and ability to relate to others, and increase their verbal and conceptual skills. The programs also involve parents in activities with their children and provide appropriate social services for the entire family.

C. Job Corps - A group which provides residential centers for out-of-work, out-of-school young men and women 16 through 21 years of age who lack the education and skills necessary to obtain jobs. At men's urban centers, women's urban centers, or men's conservation centers, corpsmen participate in programs of basic education, development of responsible citizenship attitudes, skill training and constructive work experience, averaging nine months and not exceeding two years. After graduation, corpsmen are

assisted in finding jobs, returning to school or entering the armed forces.

D. Neighborhood Youth Corps - A group which is administered by the U. S. Department of Labor. NYC provides full or part-time work experience and training for boys and girls 16 through 21, enabling them to stay in or return to school or to increase their employability if they are out of school. In-school youth work 12-15 hours a week; out-of-school youth work up to 32 hours and receive eight hours of counseling, remedial education, and job-related training each week. State or local governments and private and non-profit agencies provide jobs in hospitals, schools, playgrounds, settlement houses, etc., for nurses' aides, hospital orderlies, teachers' aides, librarian aides and assistants, auto-mechanic helpers, filing clerks and typists.

E. Work Study - Originally a program of the Office of Economic Opportunity Work Study (which provides part-time jobs for needy college students), but now a program of the Office of Education, Department of Health, Education, and Welfare.

II. Programs for Adults

A. Foster Grandparents - One of several programs for the aged poor, this program trains men and women of 60 years of age and over to work as substitute parents, primarily for institutionalized children.

Other programs for the aged include Medicare Alert,

Project Green Thumb and Home Health Aides.

B. Vista - The Volunteers in Service to America (VISTA) program gives adults of 18 years of age and over the opportunity to join the fight on poverty for at least a year. VISTA volunteers work with migrant laborers on Indian reservations in urban and rural CAP programs, in Job Corps centers, in slum areas and in institutions for the mentally ill and mentally retarded. Volunteers are trained for the particular job and location to which they will be assigned. Volunteers organize and help others to organize remedial education, adult education, health, recreation, and other community action efforts. They offer service, training, information, and other help to the poor.

C. Adult Basic Education - The Adult Basic Education program is administered by the Office of Education, Department of Health, Education, and Welfare. This program provides for (1) elementary level education for adults (2) training of teachers and (3) development of instructional materials. Funds are granted to the state educational agency on the basis of the proportionate number of adults in the state over 18 years of age with less than six years of schooling.

D. Work Experience - The Work Experience Program is administered by the Welfare Administration, Department of Health, Education, and Welfare. This program provides constructive work experience and training for unemployed parents with dependent children and other needy persons.

E. Rural Loans - The Rural Loan programs are administered by the Farmers Home Administration, U. S. Department of Agriculture. They provide loans up to \$2,500 and management assistance to low-income farm and non-farm families in rural areas and towns of less than 5,500 population for farm improvements or small income-producing enterprises. Loans to start or strengthen cooperatives serving these families are also available.

F. Small Business Loans - This program, administered by the Small Business Administration, provides loans up to \$15,000 for persons who want to go into business or to expand an existing business and who are unable to meet the credit requirements of other loan programs. To assure that borrowers receive the assistance and management counseling they need, loans are available only in areas served by a Small Business Development Center, which provides such services. Generally, loans are made for retail and service enterprises.

III. Programs Which Serve Both Youth and Adults

A. Community Action Programs - These enable communities to attack their local poverty problems. Funds are available for urban and rural areas and Indian reservations.

B. Legal Services - This agency provides (1) legal representation for the disadvantaged, (2) research into the legal problems of poverty, (3) education of the disadvantaged concerning legal rights and responsibilities and (4)

advocacy of improvements in the law affecting those in poverty.

C. Migrants - Grants, loans, and loan guarantees are made by the Federal Government to states and localities and non-profit organizations, under Title III-B, for migrant assistance. Administered through CAP, this program provides for housing, sanitation, education, and day-care needs of migrants and their families. CAP funds under Title II-A are also available for additional programs providing health, education, welfare, legal, and other social services needed by migrants.

Although many agencies and groups have provided needed assistance, there are other needs among disadvantaged families which are unmet. Therefore, a leadership development program with homemakers who have limited resources could be valuable in helping to meet these needs.

In addition to government agencies specifically set up to assist the economically disadvantaged target audience, other agencies and organizations have also become involved. The Extension Service is one of these.

Extension Home Economists Help

Disadvantaged Families

Extension programs are designed to serve people of all ages, regardless of socio-economic level, race, color, sex, religious, or national origin. The Smith-Level Act of 1914 set the form of home economics extension by establishing

the Cooperative Extension Service. The act as amended in 1962 defines Cooperative Agricultural Extension as:

The giving of instruction and practical demonstrations in agriculture and home economics and subjects relating thereto, to persons not attending or resident in said colleges in the several communities and imparting information on said subjects through demonstrations, publications, and otherwise and for the necessary printing and distribution of such information (Smith-Lever Act, 1962).

Since 1966, the Home Economics Subcommittee of the Extension Committee on Organization and Policy (ECOP) and the American Association of Land-Grant Colleges and State Universities (AALGCSU) have designed special programs for meeting needs of low-income individuals and families. One of these programs utilizes the services of the paraprofessional.

Training Paraprofessionals

A paraprofessional works with low-income people and is a paid non-professional who is usually trained for a particular area of specialization and works directly with people. The paraprofessional program idea is built on the concept that the paraprofessional and professional are part of a team that carries out the Extension program. Extension Home Economists have worked with paraprofessionals in several subject matter areas and various parts of Oklahoma.

Attention is increasingly being given to expanding the work of home economists through utilizing the services of paraprofessionals. Evidence indicates that a number of

paraprofessionals use home economics knowledge and skills to provide needed services to families (McKenna, 1971).

The paraprofessional can make a valuable contribution by working with families. In the Expanded Food and Nutrition Education Program, Extension has effectively capitalized on the communication skills of neighborhood leaders when they have been employed as aides. Communication is less a problem with people of similar orientation. Identification with community problems also is easier. It has been demonstrated that the use of persons only "one step removed" from the client improves the effectiveness of the informal education program.

Greenwood (1971) has identified some advantages of training indigenous leaders and employing paraprofessionals to assist the professional staff. Some of these are as follows: (1) programs can be extended to serve more families; (2) communication between the professional and the homemaker and her family is easier because of the help of the paraprofessional; (3) positive leadership is expanded; (4) individuals, through the training they receive, develop marketable skills and are motivated to enter the job market; (5) skills in leadership are increased to aid in the solution of community problems; (6) total use of manpower is improved because of the team approach. Paraprofessionals can successfully do some work previously done by the professional. The time of the professional staff is

eventually released for other creative and selective professional work and (7) a better Extension program results.

The paraprofessional (indigenous worker) becomes a recipient of education in the program as well as a vehicle for extending the program. Therefore, providing work for the paraprofessional who has potential and strong motivation must be planned so that the worker has an opportunity to develop and increase her own skills and job opportunities. A capable paraprofessional can be frustrated in a "locked in" job where there is no opportunity for further career development or promotion. Developing a career ladder in Home Economics Extension is an essential part of the use of the paraprofessional program.

A career development program, according to Greenwood (1971), can help to:

Upgrade education of the paraprofessional.

Improve attitudes and feelings of self-esteem of the worker.

Help provide employment opportunities (especially for families headed by women).

Develop leadership skills which will ultimately benefit the community.

Improve the family's home management, nutrition, health, housekeeping, and child-rearing practices.

Provide more staff resources by maximizing the use of professional staff resources through the increased quality of the team. Thus, the team will be able more effectively to meet family needs.

Improve and facilitate the communication of the resources of institutions of higher education.

Reaching the alienated family is a key factor in the solution of urban problems in family living. The paraprofessional program has proved to be a prime thrust in influencing the family decisions and the behavior of limited resource families. The continued success of this approach depends on the role of the paraprofessional as part of the team and the opportunity for growth and development of each paraprofessional competent and desirous of a more challenging experience.

A study that involved paraprofessionals was reported by Coleman and Priester (1969). Coleman is State Leader, Extension Home Economics, in Alabama. Priester served as Program Specialist, Educational Methods, and is presently a Program Coordinator, Extension Service, United States Department of Agriculture, Washington, D. C.

Through Auburn University Coleman and her staff did a five-year pilot project involving young homemakers in low-income rural areas of Alabama. Extension Home Economists and paraprofessionals were employed as teachers for educational programs for young homemakers with limited education.

Some ways low-income homemakers have been helped by paraprofessionals who, in this case, were referred to as aides, include meal planning, food and nutrition, meal preparation, shopping for food to save money, help to become a better housekeeper, help to gain self confidence, getting the children enrolled in free lunch or breakfast, getting

food stamps and/or food, and getting help from other agencies for other family needs (Prichard and Hall, 1971).

A Nebraska study by Prichard and Hall (1971) interviewed aides and clients in the expanded nutrition program in Nebraska. In this study, the authors examined the work-oriented attitudes of aides in the expanded nutrition program and the attitudes of clients toward the aides. Data indicated that both the aides and their low-income clients benefited from the program. Paraprofessional positions sometimes were perceived as alternatives to professional positions for those who lacked credentials. Some were engaged in securing appropriate credentials.

Some of the problems facing the paraprofessional and educational progress were the length of time required to complete a degree on a part-time basis; scheduling classes; family responsibilities and insufficient funds to provide for babysitting, transportation, and educational materials and supplies. Some of these homemakers expected a position above the entry level within the agency for which they were working or outside the agency. Although this study has not made use of paraprofessionals, some leaders may assume a similar role once they have acquired some skills which will increase their confidence to become employed in these positions.

In Oklahoma, Shipman (1974) reported that, since 1969, Extension personnel have trained and supervised 252 homemakers from low-income communities. These homemakers,

called program aides, have helped 15,025 homemakers and 17,297 children and youth enrolled in the Expanded Food and Nutrition Education Program (EFNEP), plus thousands of others, gain better health and a happier outlook on life because of eating more adequate diets. The person in charge of the program coordinates the Expanded Food and Nutrition Education Program developed by the Oklahoma State University Extension Family Living Staff in 1969 to combat malnutrition among Oklahoma families with limited resources. This program was based on research and surveys which showed infants and children of low-income families often below average height and weight and with an iron deficiency. Another area of concern for families with limited resources is that of the overall management of the home.

Contributions of Other

Home Economists

Home economists have been challenged to serve various segments of society. As a matter of fact, work with disadvantaged families has been a concern of some home economists for a number of years. Since there was no concerted effort in this direction, the work was not always evident to the general public. However, during the past decade evidence of this interest is prevalent through studies made and conferences held related to this field of work.

The Concern for Work With Disadvantaged

Following the passage of the Economic Opportunity Act of 1964, the Executive Board of the American Home Economics Association (AHEA) sponsored a national workshop on resources for low-income families. The main focus of the workshop was directed toward the understanding and implementation of the professional contributions that home economists could make in meeting the needs of low-income families (AHEA, 1966).

McGrath (1968) states that home economists are being called on to offer expanding assistance to young homemakers and parents as well as to the elderly. In numerous instances, this group of people must live on very limited incomes. In responding to the numerous forces of change, McGrath says that educators in home economics must expand their traditional ideas and goals as well as the means of achieving them.

The Role of Women

Society is changing rapidly and so are the roles of women. Thus, special challenges are before the home economist to help families to do better those things which will help them achieve their objectives.

Koontz (1971) states that home economists need to know what federal, state, and local training programs are available to women, where they are located, and what the requirements for enrollment are. The home economist is usually

aware of the adult and vocational training courses offered in local schools, possibly afternoons and evenings. She can refer those disadvantaged homemakers who are interested in continuing their education to these centers. Koontz further discusses the availability of day-care services to the homemakers who are interested in these facilities. The home economist has been cited as the catalyst in encouraging organizations and community groups to provide the facilities for working mothers of disadvantaged families. During the past decade, evidence relating to this subject is prevalent through studies and conferences.

Kopel (1970) did a study to determine the skills and abilities needed in work with low-income families. The home economists who were involved in her study were engaged in helping low-income families to meet their food and nutrition needs. Most of them were involved in teaching food and nutrition to adolescent girls and/or boys from low-income families.

The major concerns identified by the respondents and the suggestions of the home economists in her study were related to five categories: (1) understanding low-income individuals, (2) planning programs for low-income groups, (3) teaching methods for low-income audiences, (4) knowledge of subject matter, and (5) evaluation of programs planned for low-income groups. It was concluded that a broad, general training of students for work with low-income

families is warranted in contrast to specialization in a particular subject matter area.

Closely related to the study by Kopel was a study by Cross (1971), which proposed to discover the problems Oklahoma State University home economics education graduates faced as they began working with disadvantaged youths of secondary school age. Cross found that field experiences for the undergraduate in home economics would be helpful in working with disadvantaged youth. Both pre-service and in-service could provide assistance which the home economist needed. The most valuable experiences reported seemed to be those provided through workshops dealing specifically with the disadvantaged.

The American Home Economics Association agreed to undertake a project, with government funding, to develop career ladders and lattices that would permit girls and women to get the kind of training that would permit them to enter the field of home-related services and move into better jobs and to go as far as they cared to in a career based on home economics.

Home Management as an Area of Concern
for Helping Families with
Limited Resources

One of the areas of home economics through which disadvantaged families can be helped is that of Home Management. This is particularly true of homemakers who

have limited resources, especially educational and economical. For the purpose of this study, home management is defined as using what one has to get what he wants and needs (Cushman, 1945).

By the beginning of 1940, budgeting, general management of the home, family living and other phases of homemaking became a major concern of the United States. According to Newkirk (1970), women all over the world are the ultimate decision makers in the home. Home management has been pointed out as one area of family living in which disadvantaged families need much help. There also seems to be a real need in the area of consumer education (Bowles, 1973).

The homemaker is frequently charged with the responsibility of managing the family income as well as the home and family. The need for training of leaders in the area of home management is emphasized in a study done in Vietnam which was reported to have been less than successful. Tieng (1970) reported that a program for paid local leaders in Saigon, Vietnam, failed for a number of reasons. Among those reasons given was the failure to train leaders for their new roles. Some other reasons reported were as follows:

1. Local leaders were inadequate in subject matter and lacked self-confidence.
2. People resisted change and did not like to accept new ideas.

3. No Vietnam local leaders were trained in home economics.

Tieng further states that the subject matter content for those who will teach disadvantaged homemakers should include home management, family finance, and consumer buying. In order to achieve a satisfactory goal, emphasis should be placed on management in the homes for making wise use of storage and saving time, space, and energy and for making effective use of limited resources.

Pope (1969), in a Guide for Human Relations in Training Aides, indicates that the disadvantaged homemaker may have too little money left over to buy food after she pays for rent, children's clothes, medical bills, time payments, etc. She will need help to see how she can juggle her money so she has enough to spend on food. Pope further indicates that, in order to help homemakers with such problems, it is important to be trusting and respectful of their confidence. From this arises the need for teaching management of both human and non-human resources.

Leadership Development

Education of the middle class is the road to better things, but to many poverty-stricken families it is an obstacle to be overcome or surmounted. When designing programs for the disadvantaged, program content and methods must relate to economic, human, and community development. The homemaker of a family in a dilapidated, unpainted house

surrounded by a dirt yard may first be interested in fixing something about the house or in adding some attractive accessories. Or she may be interested in learning to sew or read, or simply in getting to a doctor. One should begin with the individual homemaker and her family at the point where they are. Aim toward community effort in solving individual and group problems related to education should come after the basic needs of the family have been met (Niederfrank, 1968).

Leadership refers to that process whereby an individual directs, guides, influences or controls the feeling, thought or behavior of other human beings. Sanders (1969) states that leadership is a group phenomenon. Essential elements in a leadership situation include: (1) a group of people, (2) a leader, (3) a problem, and (4) a possible solution.

Group members will operate effectively if they are compatible and have a common problem or situation which all want to change. They may be organized into two groups: action leaders and opinion leaders. Action leaders are defined as lay people involved actively in planning, executing, and/or evaluating the Extension education programs. Action leaders may be classified as (a) program planners, (b) organizational leaders, (c) subject-matter leaders, or (d) activity leaders.

The opinion leaders include lay people who, by virtue of their social position, age, education, family reputation, wealth, prestige, or political contacts, influence opinions

on many action programs in the county or immediate area. These leaders represent the power structure of the county, either formal or informal.

Identifying Leaders

The person who is challenged to identify and select leaders should be convinced that leaders or potential leaders are available. He should also be convinced that the potential leader will gain more benefit from the leadership experience than anyone else. In many cases, according to Sanders (1966), many Extension workers looked upon leaders, particularly 4-H leaders, as assistants or helpers whose only reward was the admiration of the children and satisfaction of a job well done. This is not enough. Carter (1961) suggests that, in addition to admiration for those they have taught and the satisfaction of a job well done, people need to have their own needs and desires met. Some of the basic needs include a new experience, recognition, status, security, affection, power, and many others which can be met through active leadership roles. When one has the conviction that people are available and can derive personal benefit from a leadership role, the next task is to locate these people to serve in the various leadership capacities.

Methods of locating leaders can be placed in three classifications: (1) observation; (2) leadership development meetings; and (3) studies, both formal and informal.

The first two methods are self explanatory, the third would consist of utilizing sociometric techniques. A representative group of people would be asked a series of questions. For instance, one might ask a typical question: With whom would you consult on problems related to how to prepare a one-dish meal?

Steel (1962) SCS-USDA describes the natural leader as follows:

He does not stand out as do other kinds of leaders. He is the one that members of the group follow with respect in judgment. They have confidence in him, visit him and seek his advice. He is often a modest person, not particularly or at all conscious that he is a leader, and not always outstanding in his farming ability, specialized knowledge or other leadership traits. His leadership may not be apparent, but the potential qualities of leadership are present though not always evident.

This is the person to involve in developing a real program of action.

Home economists are provided opportunities to observe people in action and to evaluate their leadership potential in numerous community functions. Some of these might be community picnics, church functions, and other group gatherings.

Training Leaders

If homemakers are to become leaders among their peers, they must have training which will focus on teaching procedures with emphasis on adapting subject matter to the audience. In a study conducted by Sanders (1970), a

Master's Thesis completed at Texas Tech University, emphasis was placed on developing skill in using a variety of teaching techniques, and relating subject matter to the background and values of families.

A method used by many authors to secure information from homemakers has been the personal interviewing of homemakers identified as low-income to learn their needs.

Stamper (1970) and Jones (1971) used the interviewing techniques to find the needs of low-income women in consumer education and nutrition. They found that the interview or conference situations were most productive in acquiring the necessary information. Interview experiences with homemakers indicated that home economics programs can help develop literary skills, particularly in problem-centered approaches designed around individual differences in learners. Though interviews and personal counseling seemed to be excellent ways to ascertain interests of disadvantaged homemakers, there seems to be great merit in teaching in groups where there can be some discussion.

In a Pilot Study to Compare the Discussion Method and Counseling Method of Working with Culturally and Economically-Disadvantaged Mothers, Spencer (1969) reported that group discussion tends to influence attitude changes to a greater extent than the individual counseling. Putative attitude changes were found among mothers in the experimental group, especially in the areas of their homes.

Other areas of home economics have provided experiences

and training for teachers of disadvantaged individuals. Moffitt (1973), who served as Occupational Educator Consultant, Programs for Disadvantaged and Handicapped Persons in North Carolina, directed an Institute for Teachers of the Disadvantaged in 1972. She reported that teachers who attended the workshop were putting into practice ideas they had learned during the workshop. The cooperation that was developed among business people, various industrialists, and state education personnel was valuable in planning institutes and workshops. Detail is provided in the areas of funding, planning, identifying objectives, and structuring the institute. Evaluation was done immediately, six months following, and one year later. Areas of concern which were pointed out during the evaluation were as follows:

- Motivating the special needs student.
- Dealing with students who have met defeat all their lives.
- Handling racial prejudice.
- Teaching sex education.
- Correlating career-oriented activities with academic subjects.

One teacher found that her experience in an assembly line production was very frustrating to her, especially when the "inspector" sent the item back to be redone. She gained some insight into the problems frequently faced by disadvantaged individuals.

Summary

The term disadvantaged, as used in this study, is concerned with the individuals in the United States, and particularly in Oklahoma, who are within the guidelines for poverty as determined by the Social Security Administration. These levels of poverty were used by the 1970 Report of the Census and ranged from \$1,487 annually to nearly \$7,000 per household.

The conditions which influence the levels of poverty mentioned above were discussed in Chapter II. They include conditions of poverty; the work other agencies and organizations have done; aid of extension home economists to economically-disadvantaged families; contributions of other home economists; home management as an area for helping families with very limited resources; and leadership development as a technique for working with disadvantaged homemakers and their families.

Chapter III will outline the procedure employed to collect data for the study.

CHAPTER III

PROCEDURE

The procedure for the study consisted of two parts. In Phase I, the geographic areas where the study was to be made were identified; the two groups of homemakers with very limited resources, who were to be the subjects of the study, were located. A series of lessons in Home Management were planned and offered; leaders among the homemakers attending these lessons were identified, and they were encouraged to share their newly-acquired skills with individuals and groups outside of the class.

Phase II included the period in which the homemakers who had attended the classes taught their newly-acquired skills to other individuals and groups. Some of Phase II occurred during the classes.

Phase I - Location of Geographical Areas

The first step in conducting the study was to identify areas in the state where the study would be conducted. The census data for the state revealed that the greatest percentage of low-income families was located in the eastern part of the state. However, the highest incidences of poverty were found to be in the metropolitan areas and the

fringes surrounding these areas. This included the central part of Oklahoma (see map, Appendix A, page 101), which was the area chosen for the study.

The author had already conducted a pilot study in four counties in the Southeast District of the State. It was the feeling of the researcher and a panel of experts involved that, in order to get better results, the study could best be explored in one county where visits could be concentrated in one or two communities which were more accessible.

In order to locate the communities in central Oklahoma where the study would benefit the most people, the following criteria were used: (1) the communities should contain large numbers of families whose incomes were below the poverty level; (2) communities should be chosen where approval to work in the area could be attained from both the Oklahoma State University Extension Service, which provided funds for the study, and from community agencies that could provide facilities; (3) communities were selected where meeting rooms were located convenient for the homemakers who were interested in participating in the study; (4) communities were chosen where people were receptive to the idea of a leadership development program; and (5) communities were selected for their easy accessibility to the researcher.

In order to meet criterion one, selecting communities where large numbers of families lived whose incomes were below the poverty level, the Oklahoma Report of the Census

(1970) was reviewed. A metropolitan area located near the central part of the State was selected since this was where the greatest number of families lived whose incomes were below the poverty level (see map, Appendix A, page 101). The data revealed that, within this one metropolis, one of the communities ranked first in number of families with low incomes within the area and another ranked fourth. These two communities met criterion one and were, therefore, appropriate for the study.

Criterion two was that of choosing communities where approval could be attained. Since the profession of the researcher was State Extension Human Resource Development Specialist, it was necessary to clear with the State Director, Family Living Programs, in order to solicit support from that office and the office of the Vice-President for Extension at Oklahoma State University, Stillwater. The Central District administrative Extension personnel were also contacted for permission to work in a county within their district. Permission was granted (Appendix D, p. 116).

The Oklahoma County Extension personnel had previously expressed a need for assistance in teaching families with very limited resources. Therefore, the Oklahoma State University Extension Service personnel were the first of 17 agency personnel interviewed, since this agency provided funds for educational materials for the study. The purpose of the interview was to discuss with agency directors the resource people to contact as well as to learn what

resources they could provide. Ten persons, representing agencies and organizations concerned with assisting low-income families, were then interviewed in order to gain their approval and assistance to work in the area.

These included the following: (1) Project Director, Urban League Housing Counseling and Information Center; (2) Housing Counselor for low-cost housing in Oklahoma and Cleveland counties; (3) Director, Community Action Program; (4) Director, Urban League of Oklahoma City; (5) Director, Community Council of Central Oklahoma; (6) Oklahoma Department of Institutions, Social and Rehabilitative Service Personnel; (7) Director, Young Women's Christian Association (YWCA) and Young Men's Christian Association (YMCA); (8) Director, Health Center; (9) Coordinator for Senior Workers Action Program; and (1) a Coordinator for a Community Center.

The ten agency directors listed above were interviewed for the following reasons: (1) they were familiar with problems of the disadvantaged; (2) they headed organizations or agencies that have assisted the disadvantaged; (3) they were concerned about the disadvantaged; (4) they could help to inform people who needed to be informed; and (5) they could help in identifying needs of disadvantaged families. A listing of agencies and organizations that provide assistance to low-income families and the kind of assistance provided are found in Appendix B, page 105.

Criterion three related to finding suitable and

convenient meeting rooms. In one of the communities, permission was granted to hold meetings in a building that was under the authority of the Community Action Program Director. In the other community, the meeting room was provided by the Project Director of the Urban League of Oklahoma Housing Counseling Center.

Criterion four dealt with selecting communities where people who lived in the area were receptive to the idea of a leadership development program. Many agencies, organizations and individuals work with the disadvantaged. The same persons mentioned under criterion two were asked what had been done and was being done so as not to duplicate efforts but to enhance their efforts by adding another dimension to the present offerings.

Criterion five was concerned with locating a community where travel would be convenient for the researcher. The area chosen for the study could be reached in one and one-half hours from the researcher's headquarters.

Identifying Homemakers for the Study

Within each of the communities selected for the study, it was necessary to identify homemakers who were interested in participating in the program. Representatives of the Community Action Program, the Urban League Housing Counseling Center, and the Oklahoma State University Extension Center assisted in identifying neighborhoods where such groups resided. They also volunteered to assist in

contacting homemakers within these neighborhoods who could benefit from the program. The representatives accompanied the researcher on visits to the neighborhoods, at which time homemakers were interviewed to assess their interest and that of their neighbors in the program. In addition, the program was publicized through distributing flyers (see Appendix H, page 133). Radio programs, television programs, and newspaper announcements also served to inform homemakers and others in the communities about the Leadership Development Program.

Identifying Needs of Homemakers

Needs of homemakers were determined by: (1) soliciting opinions of the agency directors who gave approval for conducting the study; (2) through interviewing homemakers in the community; and (3) through general observations of the conditions in the community. The researcher's background of work with other homemakers and the literature reviewed also provided a background for working with families who have very limited resources.

Developing a Home Management Program

On the basis of the needs of homemakers with low incomes, a tentative program consisting of six lessons based on home management principles was developed. However, the final program was to be geared to meet the needs expressed by the homemakers who attended the classes. After meeting

the actual group of homemakers who would be participants, the lessons would be based on the needs expressed by the individual homemakers.

Identifying and Training Leaders

The following criteria were developed for identifying leaders:

1. Attendance at four of the six lessons.
2. Competency in at least one of the skills taught.
3. Good rapport with other members of the group.
4. Report of having shared learning experiences with persons outside of class.
5. Proof of aid to other class members who were experiencing difficulty in learning skills.

Phase II - Teaching Newly-Acquired

Skills

Phase II of the leadership development program included the period in which the homemakers who had attended the classes taught their newly-acquired skills to other people in the community. Some leadership opportunities for homemakers were provided during class periods. In preparing potential leaders to teach individuals and groups outside of classes, the following things were done in classes:

1. The researcher helped potential leaders prepare teaching materials and taught potential leaders how to work with individuals and groups.

2. The homemakers reported numbers of people and types of groups with whom skills were shared outside of class (i.e., family members, church groups, next door neighbors, or others) and reported types of skills shared.

Case studies of homemakers from each of the two centers were developed to indicate how individual homemakers responded to the leadership training. The homemaker from one group was relatively young with small children at home. The homemaker from the second group had children who were grown and away from home.

Inference as to the population in the study can be made only with reference to the given situation; thus, one cannot generalize the results to a larger population (Simon, 1962). This particular case study approach was used to obtain specific information relative to techniques for developing leaders among disadvantaged homemakers.

Summary

Chapter III described the procedure for the study. Phase I included locating the geographic areas, identifying homemakers, assessing of their needs, and planning and offering a series of lessons in home management. Phase II included the period in which homemakers taught their newly-acquired skills to other individuals and groups in their communities. Chapter IV reports the findings for Phase I of the study.

CHAPTER IV

PRESENTATION OF DATA FOR PHASE I OF THE STUDY

The first phase of the study included the techniques used for (1) locating the communities where homemakers lived who had very limited resources; (2) gaining approval to hold a leadership development program; (3) determining the needs of homemakers and their families; (4) planning and offering the leadership development program in home management to a group of homemakers; and (5) providing leadership experiences.

Locating the Areas Where Families With Limited Resources Lived

The study was limited to two communities where there was a high incidence of families with incomes below the poverty level and permission could be secured for holding classes. These communities were chosen on the basis of the five criteria presented in Chapter III.

Information regarding the two communities was secured from the 1970 Report of the Census. The first community, which will hereafter be referred to as Community X, was the most densely populated and had the greatest number of

low-income families in one of the quadrant within an Oklahoma city. Two thousand eighty-five (2,085) families, over 27 percent, had average annual incomes of less than \$3,000 and 684 had incomes under \$1,000. In addition, 3,092 persons subsisted on an annual income below \$4,000. The average family size was slightly above four with a total school population of 9,507. Three thousand six hundred seventy-six (3,676) of these were recipients of Aide to Families with Dependent Children (AFDC). Twenty-six percent of the residents of this quadrant received Old Age Assistance.

At least 35 percent of the housing in the community remained substandard despite two Urban Renewal projects in progress. However, some improvement in unemployment had been noted over the past ten years. The 1970 Census listed the unemployment total at 825 which was slightly above that of the 1960 Census.

The second community, which will hereafter be referred to as Community Y, covered by far the greatest incidence of poverty. Community Y had a poverty population of 5,494, over 8 percent of its total population of 42,181. Census figures for 1970 were incomplete and were non-existent for 1960. However, figures available indicated a mean income of \$4,000 for an estimated 630 families and showed 15 percent of the population as AFDC recipients with 20 percent receiving Old Age Assistance. The unemployment rate, based on the 1970 Census, was 3.5 percent.

Approximately 30 percent of the area housing was sub-standard. Although Caucasians made up the greatest number of the total population in the area, Blacks were the largest minority group, composing 16.1 percent of the population, with a small number of Spanish-Americans, Indians and other ethnic groups.

Securing Approval for the Leadership Development Program

After identifying the two communities where a leadership training program could be used advantageously, it was necessary to seek approval from responsible agency directors (see Interview Schedule, Appendix E, page 122). In order for the outcome of any assistance to disadvantaged groups to be successful, it is important that all agencies and groups affected be informed and their cooperation solicited. One must also be cognizant of the proper channels through which cooperation and approval are sought. Since the study was being sponsored and funded by the Oklahoma State University Extension Service, the various personnel that would be affected in that agency were first contacted. Other groups or agencies located within the area of the study, whose cooperation was essential to the success of the study, were also consulted.

The personnel contacted in each of the agencies and the order in which the contacts were made are found in Table I. There was a total of seventeen different persons contacted,

TABLE I
 SUGGESTIONS AND COMMENTS OF AGENCY PERSONNEL
 APPROVING LEADERSHIP PROGRAM

Agency	Comments
1. Director, Extension Family Living Program	Identification of leaders is needed among groups not presently being reached.
2. Vice-President for Extension	Techniques for reaching more in State needed.
3. District Extension Director	Recognized importance of program and referred to County Extension personnel for specific kind of help.
4. District Leader, Family Living Program	
5. County Extension Director	
6. County Extension Home Economist (A)	Recommended neighborhoods where the program could be conducted where groups are not being reached; requested help in areas where facilities are available.
7. County Extension Home Economics (B)	
8. Director, YMCA	Recommended programs for youth; offered facilities.
9. Director, YWCA	
10. Director, CAP	Recognized importance of program; offered facilities; recommended neighborhoods.

TABLE I (Continued)

Agency	Comments
11. Director, Senior Citizen Program	Recommended leisure time activities; making inexpensive home furnishings; activities for men; and recommended neighborhoods.
12. Director, Community Information Center - Oklahoma Council of Central Oklahoma	Recommended teaching families how to care for equipment and furnishings and to manage money; suggested neighborhoods.
13. Director, Urban League	Recognized a need for the program and referred to Director, Housing Counseling and Information Center.
14. Director, Housing Counseling and Information Center	Suggested teaching how to manage money; suggested neighborhoods.
15. Director and Social Workers	Suggested teaching families furniture refinishing.
16. Social Workers	Suggested teaching homemakers how to upholster furniture at home; suggested neighborhoods.
17. Director, Senior Citizen Center	Recommended special lessons with emphasis of interest to male participants; recommended help in providing health facilities and care; suggested neighborhoods.

all of whom expressed approval for the program. Various suggestions and comments were made during the conferences. Nine persons indicated special neighborhoods where families could benefit from a leadership program. Some agency personnel interviewed responded in terms of the overall need for the study. Others gave approval and referred the researcher to other personnel for specific kinds of help needed by homemakers with limited resources.

Needs of Disadvantaged Homemakers

The needs of homemakers with limited resources were sought in three ways. Interviews were conducted with agency directors and, in addition, observations were made of the two communities where the study was to take place and visits were made with three homemakers living in the communities.

Agency Directors' Assessments

An Interview Schedule developed by the researcher (see Appendix G, page 130) was used with the agency directors and other personnel familiar with the neighborhood. They were asked to give their opinion as to the kind and amount of help needed by homemakers in the area of home management. The problem areas identified by responses of agency directors and their associates are tabulated in Table II. All of the group recognized some areas in which help was needed.

Home improvement, home decoration and house furnishings were thought by the agency directors to be the greatest

TABLE II
 AMOUNT OF HELP NEEDED BY HOMEMAKERS
 AS VIEWED BY AGENCY DIRECTORS

Problem Areas in Home Management	Much Help	Some Help
Providing Food	7	6
Providing Clothing	6	7
Providing Home Furnishings	12	1
Providing Beauty in the Home Through Creative Home Accessories	12	1
Overall Operation of the Home Including: Money Management Time Management Energy Management	11	2

problem areas in which much help was needed. The area which ranked second highest was that of the overall operation of the home with emphasis on the management of money. Time, energy, and other resource management were not recognized as high priority items. Although the problems involved in providing food and clothing received less emphasis, they were recognized by over one half of the directors as areas in which some or much help was needed.

Observations of the Two Communities

In order to further assess the needs of homemakers, the writer toured the two communities where the program was to be offered. No attempt was made to make a detailed community survey. Only a general observation was made by driving around each of the two communities. The Director of the Senior Citizen Program acted as a guide for the researcher. At several points, the two left the car and visited with homemakers.

From the observations made, some of the following were noted from the exterior of the homes. The homes lacked paint, shades were torn, venetian blinds needed repair, windows were missing, roofing had parts blown off, screen doors had torn screens or no screens, storm doors had no glass or broken glass, and handles were missing from doors.

Although some flowers were evident on lawns, most lawns lacked shrubs and grass, in others shrubs were dead or dying, and cars without wheels were parked on others and

were a decided detraction. Streets were full of holes and in need of repair. Major thoroughfares were paved, the side streets either lacked paving entirely or, if paved, were in poor condition.

There were also limited services to families available. There were no supermarkets to ease the financial burden. Food was costly and was poorly preserved because of older refrigeration units. The atmosphere was depressing. Lighting was limited. A coin-operated laundry was available but inconvenient because of its distance from many families in the neighborhood. Automatic dry-cleaning facilities were available, but the distance was too great to be useful for many of those without transportation. Transportation facilities were non-existent other than private cars or taxis. Churches and schools, as viewed from the exterior only, seemed to be in good condition.

Inadequate play equipment for children forced them to play in the streets. Also, a lack of parks and playgrounds was evident. What facilities and centers for amusement that did exist were too far away to be useful. In such environments, there are no opportunities for expending excess energy, a condition which could result in undesirable behavior, especially among youth groups.

One of the older homemakers indicated that she thought help should be provided to people who live in small towns and in areas where there are large numbers of elderly

people. She also indicated an interest in providing inexpensive furniture for use in her grandchildren's room.

Another homemaker in the community stated that transportation was a problem in her area, and she also indicated that people needed health services and medical attention. Budgeting was said to be a major area of concern for her family. Help was needed in managing money to make payments on bills in order to have money left to do some of the things they wanted to do. She also indicated an interest in providing new clothing for the family if she could learn to sew.

From observing the interiors of three of the homes in the two communities, there was evidence of a need for helping the homemakers learn how inexpensive furnishings could enhance the beauty of the home. Materials such as plywood and fabric remnants, which could be utilized for making inexpensive furnishings at little or no cost to the family, were available.

Another homemaker who was visited said,

I need help in stretching my money from one pay day to the next. Everything costs so much these days that we can't really buy the things we need. Can you help us with this? We need any kind of help you can give us. I need something for gifts that don't cost much. So many times something is started; then, the people leave and don't come back. How long will this program last?

Summary of Homemakers' Needs

Some of the same needs expressed by agency directors

were also expressed by homemakers visited. From the interviews and observations concerning the needs of homemakers in the two communities involved, it was decided that the program to be offered should include the areas of creating home accessories and home furnishings and the overall operation of the home. On the basis of this conclusion, plans were developed to present at an introductory lesson examples and demonstrations of possible skills that would interest homemakers. However, additional kinds of skills for providing clothing and food and also money management were included in the plan.

Planning and Offering the Leadership Development Program

Publicity

When the agency directors were interviewed, possible dates for offering the program were discussed. Consideration was given to the most convenient meeting time for the homemakers, the necessary arrangements to be made for meeting facilities, and the time needed for preparing lessons. The actual dates for holding the classes were decided upon.

The meetings were then publicized through "flyers" (see Appendix H, page 133); these were distributed through the agency directors to key homemakers with whom they were in close contact. These homemakers gave copies to other homemakers in their neighborhoods. Announcements of the

program were also made through newspapers and local radio and television stations.

Introductory Meeting (Lesson I)

The first meeting in each of the two communities was held in October on a Monday. Homemakers in Community X met in a Community Center operated by the Urban League. Only three homemakers came to the first meeting. After greeting each of the members and learning their names, reference was made to the "flyer" that publicized the meeting. The title of the flyer, "Stretching Your Dollars," was used as an introduction. It was suggested that the homemakers identify areas in which they need help in stretching their dollars. To help them with this identification, various exhibits were shown. These exhibits included three complete clothing ensembles; inexpensive furniture made from cardboard and plywood; and bedcovers, tablecloths, and pillows made from remnants of fabric. It was explained that, in the classes to follow, they could learn how to make the items exhibited or they could make other choices.

Homemakers were then given an opportunity to examine the exhibits. While they were examining exhibits, an informal conference was held with each homemaker. In this conference, the researcher used a survey-of-skills checklist she had developed (see Appendix I, page 141) as part of an interview schedule. Each homemaker was asked about home-making skills she could do well, her willingness to teach

the skill to another or her desire to learn the skill. This checklist was used very informally by the researcher, and information gleaned from the homemaker conference was later written into the form by the researcher at the earliest possible time. The result of the conferences will be reported in the next section of this chapter entitled "Homemakers' Response to Interview Schedule."

Then, continuing with Lesson I, a discussion followed as to ways for getting more homemakers to participate in class. It was learned from the homemakers present that in some families there were small children who could not be left at home alone and the distance to the Center was too great for other individuals. Further discussion revealed that homemakers preferred to meet within their immediate neighborhood.

In Community X, one of the homemakers volunteered to have the next meeting in her home. Her invitation was accepted. When the question of getting more homemakers to participate was raised, the same homemaker who had volunteered the use of her home suggested that the teacher visit other homemakers in the neighborhood before the next meeting was to be held. The idea was accepted enthusiastically. As a result of these suggestions, five more members were added to the class.

During the last fifteen minutes of this first two-hour class, each member was given a length of raw-silk remnant that had been donated through the United States Department

of Agriculture (USDA). Each was asked to make at least one item of her choice which could be one that was demonstrated in the class. These were to be brought to the next class meeting to share with other class members. This was a first step in encouraging leadership development. The opportunity for further leadership development was provided when some of the homemakers inquired about the cost. The reply given was, "There is no cost for the fabric. Your payment will be to share the skills you have learned with someone else." The next class meeting was planned for the following Monday.

The homemakers in Community Y met in a Community Center operated by the Community Action Program (CAP). Fourteen homemakers were in attendance at the first meeting. The larger attendance of this group was attributed to the fact that transportation in the form of a bus owned and operated by CAP had been made available. Thus, this group was satisfied to continue meeting in the Community Center. The same general procedures were followed for teaching the introductory lesson as were used in Community X.

Homemakers' Responses to Interview

Schedule

Community X - During an informal interview, each homemaker responded to the researcher's questions regarding her skills in home management (see Table III). For each of eighteen structured items, four choices were provided:

TABLE III

RESPONSES OF 8 HOMEMAKERS IN COMMUNITY X TO HOME
MANAGEMENT SKILLS AND INTERESTS BEFORE
LESSONS WERE TAUGHT

Directions: Researcher will place a check (✓) mark to the right under the statement which tells how you feel about each item on the left side of the page.

Problem Area -- Can You:	(1) Yes, can do well and can teach someone else.	(2) Can do, but don't feel I could teach someone else	(3) Can't do, would like to learn	(4) Can't do, not interested in learning	Total
1. Plan meals your family enjoys?	0	6	2	0	8
2. Plan market list and stick to it?	0	3	5	0	8
3. Shop w/out being tempted by specials (extras)?		2	5	1	8
4. Do comparative shopping - food, clothing, housing?	0	1	6	1	8
5. Make yeast rolls?	0	4	3	0	7
6. Make one-dish meal attractively?	1	3	2	2	8
7. Switch clothing in wardrobe strikingly?	0	1	7	0	8
8. Read and understand care labels?	1	2	5	0	8
9. Make simple clothing/little or no cost?	0	2	6	0	8
10. Make simple gifts/little or no cost?	0	2	6	0	8
11. Make simple home decorations?	1	3	3	1	8
12. Create bed/table covers from remnants?	0	1	6	1	8
13. Make simple home furnishings - little or no cost?	0	0	5	3	8
14. Refinish furniture?	0	0	7	1	8
15. Make creative home accessories?	0	0	6	2	8
16. Make a place mat on the sewing machine?	0	2	5	1	8
17. Dovetail homemaking tasks (explain)?	1	2	4	1	8
18. Stretch income from one pay period to the next?	0	1	7	0	8
19. List other areas you can share with others?					
20. List other areas you want to learn from others?					
(19) home canning and freezing ceramics	(20) money management house planning leather crafts				

1. Yes, can do well and can teach someone else;
2. Can do, but don't feel that I could teach someone else;
3. Can't do, would like to learn; or
4. Can't do, not interested in learning.

The interviews were conducted with three homemakers who attended the first meeting and also later with five who joined them at the second meeting. Choices three and four were the most frequent answers. The total in Table III refers to the number responding to the Survey of Skills and Interest in Home Management.

It was revealed that only four of the eight homemakers felt that they could perform any of the eighteen tasks well and could teach someone else to perform that task. The four tasks checked by one homemaker as a task she felt she could do well and could teach someone else to do were: Make a one-dish meal attractively; read and understand care labels; make simple home decorations; and dovetail homemaking tasks.

Similarly, during the first lesson the homemakers in Community Y were interviewed by the researcher. There were twelve who responded to the eighteen structured items (Table IV). Six homemakers felt competent to teach someone else one of the homemaking skills that had been included. Five other skills were added to those identified by the homemakers in Community X. These were: (1) switch clothing in wardrobe; (2) make simple clothing at little or no cost; (3) make simple gifts at little or no cost; (4) make

TABLE IV

RESPONSES OF 16 HOMEMAKERS IN COMMUNITY Y TO HOME
MANAGEMENT SKILLS AND INTERESTS BEFORE
LESSONS WERE TAUGHT

Directions: Researcher
will place a check (✓) mark to
the right under the statement which
tells how you feel about each item
on the left side of the page.

Problem Area -- Can You:	(1) Yes, can do well and can teach some- one else.	(2) Can do, but don't feel I could teach someone else	(3) Can't do, would like to learn	(4) Can't do, not inter- ested in learning	Total
1. Plan meals your family enjoys?	0	5	5	2	12
2. Plan market list and stick to it?	0	2	4	2	8
3. Shop w/out being tempted by specials (extras)?	0	2	8	2	12
4. Do comparative shopping - food, clothing, housing?	0	0	8	2	10
5. Make yeast rolls?	0	1	9	2	12
6. Make one-dish meal attractively?	0	0	8	4	12
7. Switch clothing in wardrobe strikingly?	1	0	7	4	12
8. Read and understand care labels?	1	0	6	5	12
9. Make simple clothing/little or no cost?	1	1	6	4	12
10. Make simple gifts/little or no cost?	1	0	5	5	11
11. Make simple home decorations?	0	2	6	2	10
12. Create bed/table covers from remnants?	1	0	6	2	9
13. Make simple home furnishings - little or no cost?	0	1	6	4	11
14. Refinish furniture?	0	0	6	2	9
15. Make creative home accessories?	1	2	3	6	12
16. Make a place mat on the sewing machine?	0	0	5	1	6
17. Dovetail homemaking tasks (explain)?	0	5	6	1	12
18. Stretch income from one pay period to the next?	0	4	7	0	11
19. List other areas you can share with others?					
20. List other areas you want to learn from others?					
(19) flower arrangement ceramics		(20) leather crafts money management sewing home canning house planning			

bed/table covers from remnants; and (5) make creative home accessories. Their one skill in common was "read and understand care labels."

From the homemakers' responses regarding skills and interests plus considerations of needs recommended by the agency directors, five additional lessons were further developed. These lessons were basic to helping homemakers plan more effectively for satisfactory use of their resources. Various motivational strategies were injected into the planned series to initiate participation and leadership by the homemakers who were encouraged to show and share their specific skills in management techniques.

Skills and Interest in Home Management

From the evidence provided through the interview schedules and the observations, as well as background literature, a list was compiled as to the kind of learning experiences which would be the most beneficial to low-income homemakers in the two communities where the program was offered.

Showing and sharing aided homemakers in presentation and teaching skills, thus increasing self-confidence and preparing them for the task of teaching learned and/or improved skills to other homemakers in their communities.

Needs and interests varied widely among the homemakers; therefore, the showing and sharing aspect permitted coverage of a wider scope of home management skills and techniques.

The five additional lessons in the home management series were entitled:

Lesson II - Comparative Shopping for Food

Lesson III - Cutting Cost of Simple Home Decorations;
Tricks with Terry Towels and Cardboard

Lesson IV - Creative Home Accessories

Lesson V - Making Attractive Table and Bed Covers
for Little or No Cost

Lesson VI - Making Yeast Rolls; Tours

The detail for each lesson included objectives, rationale, interest arousers, learning experiences, evaluation experiences, and resources (see Appendix J, page 145).

Characteristics of Homemakers in Study

The subjects of Community X ranged in age from 22 to over 61, with the following breakdown (see Table V): One in the 22-25 range; four in the 31-35 range; one in the 36-40 range; and two in the over 61 age range. Two of the group were men and the remaining six were women. The family size ranged from one to eight with an average family size of five.

The number of years completed in school ranged from seven to twelve: Three homemakers indicated seven to nine years of schooling completed, while five homemakers indicated ten to twelve years of schooling completed. Employment status ranged from full-time homemaker to OEO employee with a variety of other occupations: one garment factory

TABLE V

CHARACTERISTICS OF HOMEMAKERS
IN COMMUNITY X

<u>Home-</u> <u>maker</u>	<u>Sex</u>	<u>Age</u>	<u>Family Size</u>	<u>Schooling</u> <u>Completed</u>	<u>Employment Status</u>
17	M	Over 61	2	7 - 9	Minister - Odd jobs
18	F	22 - 25	4	10 - 12	Babysitting
19	F	31 - 35	4	10 - 12	Apprentice
20	F	31 - 35	5	7 - 9	Part-time grocery store worker
21	F	31 - 35	6	10 - 12	Homemaker
22	F	31 - 35	8	10 - 12	OEO employee
23	F	36 - 40	8	7 - 9	Garment factory worker
24	M	Over 61	1	10 - 12	Minister

worker, one apprentice at a manufacturing company, two ministers, and two with odd jobs.

Of the sixteen homemakers interviewed in Community Y, their ages ranged from 26 to over 61 (see Table VI) with the following chronological breakdown: one in 26-30 range, one in the 31-35 range, one in the 36-40 range, none in the 41-45 range, two in the 46-50 range, three in the 51-55 range, one in the 56-60 range, and seven in the over 61 range.

The family size ranged from one to six with an average of three persons per family. Both men and women attended classes in each group. Three families had six members while two had eight. The greatest number in family was in the 31 to 50 age range. There were nine who were over 61 in the classes. One person over 61 attended all six lessons. Though he did not complete any projects he encouraged others to attend. As to education, there was a span of elementary through four years of college. This breakdown included one completing four years of college, seven completing 7-9 years of schooling, six completing 10-12 years and two completing 1-6 years.

Employment status ranged from homemaker to youth development personnel in CAP with a variety of interweaving occupations and income sources. These included three as farmers, three on social security, three as homemaking, and one on welfare.

TABLE VI
 CHARACTERISTICS OF HOMEMAKERS
 IN COMMUNITY Y

<u>Home- maker</u>	<u>Sex</u>	<u>Age</u>	<u>Family Size</u>	<u>Schooling Completed</u>	<u>Employment Status</u>
1	F	Over 61		7 - 9	Homemaker Farm retirement
2	F	51 - 55	2	10 - 12	Homemaker, odd jobs
3	F	31 - 35	5	10 - 12	Homemaker
4	M	56 - 60	4	7 - 9	Homemaker - construction
5	F	26 - 30	2	4 yrs. college	CAP program
6	F	Over 61	1	1 - 6	Homemaker - welfare
7	F	Over 61	3	7 - 9	Social security
8	F	46 - 50	3	10 - 12	Homemaker
9	F	46 - 50	5	7 - 9	Husband - construction
10	M	36 - 40	6	10 - 12	Bus driver for CAP
11	F	51 - 55	1	10 - 12	Homemaker
12	F	51 - 55	1	10 - 12	Sells art work in home
13	F	Over 61	2	7 - 9	Blind - welfare Sells hot pad holders
14	F	Over 61	6	7 - 9	Farming income
15	F	Over 61	2	1 - 6	Homemaker - farmer
16	F	Over 61	2	7 - 9	Social security - odd jobs

Leadership Training Provided

As the lessons were taught, a continuous effort was made to identify those members of each of the groups who were exhibiting leadership potential. The criteria for identifying these leaders was:

1. Attendance at at least four of the six lessons.
2. Competency in at least one of the skills taught.
3. Good rapport with other members of the group.
4. Report of having shared learning experiences with persons outside of class.
5. Proof of aid to other class members who were experiencing difficulty in learning skills.

From the original group of 24 homemakers, ten were identified as leaders according to the criteria listed above. In Community X, three homemakers were identified as leaders and seven in Community Y.

In order to help those who met the criteria, the following techniques of praise, sharing ideas, and teaching others were used. What seemed of primary importance was to encourage every homemaker in attendance by praising accomplishment, no matter how small.

Each member was asked to share whatever she learned during each of the lessons with some other person, in other words they were asked to teach someone outside of class. The sharing could be with family members, neighbors, or

groups. This developed into each member bringing an idea to share with the class. Time was given at the beginning of each lesson for the class members to report the person or persons to whom they had taught the skills they had learned at the previous lesson.

Those homemakers who were quick to learn new skills were asked to help others in the class while others volunteered.

Summary

This chapter has included the location of the community where classes were taught; identification of needs of homemakers within these communities; planning and offering of six lessons concerned with home management; the make up of the participants of the classes in the two communities; the identification of the leaders within the classes and the leadership training provided. The following chapter will present Phase II of the study and reports which were given by selected members of the class.

CHAPTER V

PRESENTATION OF FINDINGS FOR PHASE II OF THE STUDY

The second phase of the study was to evaluate the results of the training program by the leadership provided. It included: (1) locating individuals and groups within the community who would be interested in learning the skills taught in Phase I of the study; (2) the skills taught to individuals, groups, and class members by the ten homemakers identified as leaders; (3) evaluating results of the leadership program; and (4) developing guidelines for providing assistance to homemakers with limited resources.

Locating Individuals and Groups

Phase II began first with ten identified leaders instructing the remaining members of the original groups during the class sessions. Some members of each group learned the skills more quickly than others. These members were encouraged to help others who were having some difficulty and at the same time assisted the teacher. Thus, one of the criterion for identifying leaders was fulfilled. A record was kept of those who assisted other class members and the projects with which this assistance was given.

A second way of locating individuals and groups was done by the homemakers themselves sharing their new leadership skills with family members, friends, and neighbors. One homemaker taught her neighbor to make a cardboard table; another taught her mission group how to make place mats using various designs. A third homemaker taught her children how to make refrigerator rolls.

Other groups were located through requests made directly to the researcher. One of these was to have class members demonstrate some of the skills they had learned to a senior citizens' group. Some of the homemakers demonstrated to this group how to do leather tooling. Another request came from the director of a Child Development Center. Two of the homemakers met with this group and demonstrated how to make bed covers and lap robes from fabric remnants. A third request was made to provide demonstrators for a bazaar sponsored by CAP.

The individuals and groups that were located are identified in Table VII. In addition to those attending a bazaar, 41 family members were taught; 141 were neighbors; and 388 were in miscellaneous groups. The homemakers were encouraged to report at each session the number of people with whom they had shared the skills which they learned in the classes.

TABLE VII

NUMBER OF PROJECTS SHARED ACCORDING TO GROUPS AND
INDIVIDUALS BY LEADERS IN COMMUNITIES X AND Y

	Leader Home- maker	Persons Attending Bazaar	Persons in Misc. Groups	Number Family Members	Neighbors	Total Partici- pating
	A	0	9	1	3	12
	C	0	0	3	9	12
	<u>F</u>	<u>0</u>	<u>5</u>	<u>3</u>	<u>7</u>	<u>15</u>
Subtotal	3	0	14	7	19	39
	I	0	4	2	4	10
	L	(200)	120	3	2	125
	M	0	20	2	3	30
	S	0	10	5	10	20
	T	(200)	50	2	73	125
	V	(200)	95	10	20	125
	<u>X</u>	<u>(200)</u>	<u>75</u>	<u>10</u>	<u>15</u>	<u>100</u>
Subtotal	7	200	374	34	122	535
Total	10	200	388	41	141	574

Skills Taught to Individuals and Groups
by Those Identified as Leaders

The leaders in Phase II were assisted by the researcher in making up a list of teaching aids and supplies necessary for effective teaching. These included making visual aids for the handicapped such as visual aids for those who could not read and models for the blind. The projects were such that the materials were easily obtainable at little or no expense. For example, for the lesson "Tricks with Terry Towels," the terry towel curtains required three bath towels or kitchen towels, 18 clip-on rings, and two curtain rods.

The procedure for each project was uncomplicated, but the end result was both practical and aesthetic. Such a procedure had ramifications, since the success of one venture led to the determination to try others. Also, the inclination toward leadership increased since self-confidence was gained.

Table VIII indicates the projects which the ten leaders completed and the number of persons with whom they shared their new skills. Home decorations and home furnishings projects made up the greatest number attempted and completed. Items such as curtains, pillows, cardboard tables, place mats, and lap robes were shared with more people than were some other projects. This was mainly because they were demonstrated in large group meetings. House plans were shared by one homemaker.

TABLE VIII
NUMBER AND TYPE OF PROJECTS LEADERS
COMPLETED AND SHARED

Home- maker	Type of Projects	Number of Projects Completed	Number of Persons Taught
A	Learn to sew, Table cover (1), bed covers (2)	3	12
C	Home decorations wall hangings (1), place mat (2), rolls (1)	4	12
F	Place mat (1), rolls (1), serving snacks (1), leather project (1)	4	15
I	Table cover (1), card- board table (1), leather project (1)	3	10
L	Ceramics (6), place mats (4), centerpiece (1)	11	325
M	Place mats (4), pillows (2), leather project (Key case, 1)	7	30
S	Table cover (1), cardboard table (1), place mats (4), pillow (1), house plans (1)	8	20
T	Bed cover (1), lap robe (1), place mats (4), card- board table (1), table cover (1)	8	325
V	Bulletin board (1), card- board table (1), wall hanging (1), pillows (2) ceramics (4), leather project (2), curtains (2)	13	325
X	Curtains (2), pillows (2), place mats (4), bed cover (1), lap robe (1)	10	300

The projects themselves may seem insignificant not to fulfill some of the basic needs. They were interesting and provided the incentive for developing leadership. Projects helped to bring the group together. Three homemakers in one neighborhood indicated that they had not reached a large number of people, but those they had helped seemed very pleased. Some 200 persons attended a bazaar during which time four homemakers demonstrated how to make the following projects: place mats, bed cover, lap robe; leather projects; cardboard table; table cover; and curtains. The new leaders were also asked to provide help in teaching skills in which they had not had training. Although these requests could not be met, they did serve as follow-up interests for future classes.

Evaluating Results of Leadership Program

The survey of skills in home management which was conducted at the close of Phase I helped to select leaders and projects for Phase II.

The final administration of the survey shows that homemakers had perfected certain skills and/or gained self-confidence in their own abilities to handle these skills as well as to teach them to someone else (see Table IX). From one to ten of 24 homemakers who checked the survey at the final administration checked all of the eighteen structured

TABLE IX

RESPONSES OF 24 HOMEMAKERS TO HOME MANAGEMENT SKILLS AND INTERESTS
AFTER LESSONS WERE TAUGHT

Directions: Researcher will place a check (✓) mark to the right under the statement which tells how you feel about each item on the left side of the page.	(1)	(2)	(3)	(4)	
Problem Area -- Can you?	Yes, can do well and can teach some- one else.	Can do, but don't feel I could teach some- one else.	Can't do, would like to learn.	Can't do, not inter- ested in learning.	Total
1. Plan meals your family enjoys?	2	14	4	2	22
2. Plan market list and stick to it?	4	15	0	1	20
3. Shop w/out being tempted by specials (extras)?	2	13	6	1	22
4. Do comparative shopping - food, clothing, housing?	3	13	2	2	20
5. Make yeast rolls?	5	13	2	1	21
6. Make one-dish meal attractively?	5	11	1	4	21
7. Switch clothing in wardrobe strikingly?	6	12	2	2	22
8. Read and understand care labels?	4	8	7	2	21
9. Make simple clothing/little or no cost?	5	7	7	2	21
10. Make simple gifts/little or no cost?	5	13	2	2	22
11. Make simple home decorations?	10	7	2	3	22
12. Create bed/table covers from remnants?	8	7	1	2	18
13. Make simple home furnishings - little or no cost?	5	8	4	5	22
14. Refinish furniture?	4	2	9	3	18
15. Make creative home accessories?	6	9	4	2	21
16. Make a place mat on the sewing machine?	13	8	0	1	22
17. Dovetail homemaking tasks (explain)?	6	10	5	1	22
18. Stretch income from one pay period to the next?	4	12	1	0	17
19. List other areas you can share with others?					
20. List other areas you want to learn from others?					
(19) bed & table coverings, ceramics & leather tooling, centerpieces, resources for building a home, decorating ideas.		(20) food from garden, patchwork, learning to sew, home canning, write letters, wood work, using what one has wisely.			

items indicating that they could perform the tasks well and could teach them to someone else.

Responses to the survey at the final administration showed an increase in the number of things that they could share with other homemakers as well as the number of activities they would like to learn from some of the homemakers. Such items as using food from the garden, doing patchwork, learning how to make simple home furnishings for little cost, learning to use what they have wisely and effectively, doing wood work and home decorating were added to their list of areas to learn from others. Table X indicates the effect of the classes taught on the evaluation of skills as reported by homemakers.

A return visit was made to each of the communities one month after the new leaders were trained. The groups continued to meet and the numbers had increased in Community Y. Those in Community X did not meet as frequently as those in Community Y. Certificates were awarded to those ten homemakers who met the criteria for leadership.

Another means of evaluation is evidenced through the case studies of two of the leaders identified. The background of these two individuals and their accomplishments in a brief period of time are indicative of the potential of homemakers with limited resources.

Homemaker C - Community X

Homemaker C is one of the younger members of Community

TABLE X
 RESPONSES OF HOMEMAKERS REGARDING THEIR ABILITY TO
 PERFORM SPECIFIED HOME MANAGEMENT SKILLS
 BEFORE AND AFTER SIX LESSONS
 WERE TAUGHT

	Number Before	Number After
Yes, can do well and can teach someone else	10	97
Can do, but don't feel I could teach someone else	50	192
Can't do, would like to learn	195	60
Can't do, not interested in learning	60	36

X, approximately thirty (30) years of age. She is a widow with three children, has two boys elementary school age, and one girl in junior high school. She is employed as an apprentice in a garment factory. She is a high school graduate. The house is small and modest, but adequately furnished. The lawn plantings are limited.

Since the classes met for a limited period of time after working hours, she was able to attend classes. The homemaker commutes to work each day. The daughter rides one bus to school while the two sons ride another. The mother had arranged with her employer to receive telephone calls from the children upon returning home from school and were given some direction on what should be done. However, each child has an assigned task to complete prior to the time that the mother returns home from work.

Mrs. C. specifically stated that she was reminded by the children that her teacher would arrive that day to show them something new. She said she replied to them, "All right. Get everything ready for my teacher and be sure to call my other friends. No, run over and tell them to come over by 7:00 P.M."

The children met the teacher upon her arrival, smiling and anxious to help get the equipment and materials. This was during the time of the announced critical energy crisis. Each homemaker expressed her concern and wondered how this would affect her job. One asked, "Do you think we will have enough gas to get back and forth to work?"

Another asked, "Do you think we will sleep cold this winter?" At this time, specific needs and interests were expressed for such things as making bed covers from remnants, kinds of emergency light and heat.

Class projects completed by Homemaker C and used as teaching material included a bulletin board from cardboard and raw silk. This was hung in the dining area for a time and then moved to the sons' room for their pin-ups. A bulletin board and wall hanging were made from cork and green corrugated board for the daughter's room.

Mrs. C was anxious to learn to make refrigerator yeast rolls, since the cost of food had soared. She expressed a desire to make rolls which could be placed in the refrigerator and her daughter could make out each afternoon upon returning from school. Thus, the family could enjoy hot bread for less cost.

Homemaker C was also anxious to learn to use her sewing machine so that she could make clothing for her children. She stated that, if she could sew and make many of their clothes, she could afford to buy shoes and other things.

Behavior observed which indicated leadership potential is listed below:

- Invited Human Resource Development Specialist (this researcher) to visit her home.
- Invited the Human Resource Development Specialist to visit neighbors to explain what the classes were about and to invite them to attend.

- Encouraged a homemaker with six children to participate and learn to use remnants from factory for bed covers for children, patchwork table covers, clothing, purses, scuffs, and other accessories.
- Invited a young homemaker to come over to help her make rolls and shared some with her to take home for her family to sample.

Class performance:

- Concerned to keep materials in order as she worked.
- Involved others present in making rolls.
- Answered telephone to explain to neighbors what the lessons were about.
- Involved youth in home management activities.
- Requested help for her children and those in the community.
- Purchased a leather tooling kit for her children so they could make inexpensive items for gifts and for themselves.
- Encouraged her children to invite neighborhood friends over and to teach them how to do the tooling.

How skills taught in class were used:

- Made curtains from towels for children's bedroom and for her kitchen.

- Taught children to make cardboard tables for their bedrooms.
- Taught daughter how to shape rolls for the dinner meal from the refrigerated dough.
- Realized that she could save money by having homemade rolls, since bread had increased in price at the local market.
- Saved money on home beautification projects and created a more aesthetic environment.
- Provided wholesome meals that were enjoyable and tasty for less cost.

Homemaker X - Community Y

Homemaker X is approximately 65 years of age and her husband is 68. They live in one of the communities surrounding the metropolitan area. Their two children are married and live away from home. There are four grandchildren, ranging from age four to twenty years. Both the husband and wife receive social security payments. The two of them attended the first general meeting in Community Y. During the following meetings, only Mrs. X attended.

Special interests expressed by Mrs. X included creative home decorations and stretching the food dollar. Class projects completed were four place mats, two bed covers, one table centerpiece from dry leaves, two pillows with fun fur and one pair of bathroom curtains from bath towels.

She taught one class member to make a cardboard table

for her bedside lamp. She also brought mixed vegetables from her home garden to share with the total group.

Class performance and participation of Mrs. X was outstanding. She seemed somewhat tense during the first class meeting, but was more at ease during the following meetings. She raised questions and offered suggestions when some class members seemed not to understand their individual tasks.

Mrs. X worked with her church members. She taught seventeen to make place mats, and two of these homemakers came with her to the next meeting in the home management series. She helped four other homemakers with problems during the class and showed the entire class the mats she completed at home with her original designs and demonstrated how she had done them. Two techniques were demonstrated for the entire class by Mrs. X: (a) making a bed cover which was finished as it was put together and (b) decorating a place mat with yarn.

Those behaviors which indicated leadership characteristics exhibited by Mrs. X included the following:

- Attended six lessons and two additional meetings.
 - (a) Community Center dedication
 - (b) Community bazaar - made a simple dress and modeled in a fashion show after learning to use a pattern.
- Participated in class by making place mats from raw silk fabric.

- At home, added design to place mats by sewing on cut-out fabric from a remnant box. Shared this experience with class members at next meeting.
- Requested help with how to utilize knit scrap remnants for making a bedspread or cover.
- Learned to do a technique which was demonstrated in class to quilt a bed cover as it is put together. Showed others in the class who did not learn during class period how to do same.
- Encouraged three other homemakers to attend class.
- Third class meeting found a pattern in local newspaper for similar technique for making bed cover as was demonstrated in class.
- Told six neighbors about comparative shopping tips.
- Encouraged two new homemakers to attend sessions.
- Made bed covers for two grandchildren.

Evaluating the results of leadership provided an unexpected bonus in that the homemakers initiated projects themselves. For example, homemakers originated the idea of making lap robes, a skill they had learned in classes, for nursing home patients. In this way, they made a significant contribution to society as well as to themselves. Many were released from their own isolation and found their lives greatly enriched.

Guidelines for Leadership Development

In light of the results of the study, the following guidelines were developed.

Planning:

1. Inform other agencies whose interest is working with the same or a similar audience.
2. Find out who people go to for specific kinds of help.
3. Avoid criticizing other organizations and agencies which are also trying to help families.
4. Enlist the help of public information personnel.
5. Define the target area.
6. Learn the competencies of people for whom leadership will be provided in the target area.
7. Involve the homemakers in the early stages of program planning.
8. Start where the people are. Begin and build on interests which the people themselves express.
9. Let homemakers determine what they want to learn within a specific framework.
10. Utilize knowledge and skills which homemakers already have to build on.
11. Time and place are important--entire families can usually attend if meetings are held in the evening.
12. Child care--arrange for care of the children during the meetings.

13. Begin with small groups not to exceed 15 to 20 persons. Success may be greater if larger groups are divided.

Teaching Techniques:

14. Develop one idea at a time.
15. Teach on the level of the knowledge and skills of the homemakers.

Teaching Materials:

16. Help supply resources or whatever is needed.
17. Utilize tangible teaching materials when possible.
18. Plan for short term projects that can be completed in early lessons.
19. Plan for a practice time for the homemaker.
20. Be alert for readiness to learn--the teachable moment.
21. The language must be one which both the teacher and the learner can understand.
22. Approach--the initial approach is important. Be sincere and show that you are concerned.
23. Be generous with praises--remember to give credit where it belongs and provide rewards.

Evolving Leadership:

24. Let homemakers share some personal experiences.
25. If new leaders are to teach groups other than those in their neighborhoods, they will seem more confident and have a feeling of security if they

work as a team.

26. Recruit those with potential that can be recognized.
27. Homemakers with similar problems may communicate better.

Evaluating Results:

28. A change in one homemaker may influence change in another (McCormick, 1974).
29. Evaluation must be continuous and related to the objectives.

Summary

Chapter V has presented Phase II of the study. The results of the training program were evaluated through the leadership provided by the ten leaders who were identified in Phase I.

Individuals and groups were located who were interested in learning the skills taught in the classes. The leaders taught the new skills which they had learned to family members, neighbors, and interested groups. Case studies describing two of the leaders in detail illustrate the accomplishments which can be realized over a short working period with interested homemakers. The overall results as seen in individual case studies and the results of other teaching provided a basis for the guidelines developed.

Chapter VI presents the summary, conclusions, and recommendations.

CHAPTER VI

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

This study was undertaken to discover if homemakers with very limited resources could use skills taught them in home management to teach to their peers, thus assuming a leadership role in their neighborhoods and communities.

The study is in two phases. Phase I related to locating the homemakers and working with them in relation to specific home management lessons. Phase II considered the homemakers in their newly found leadership roles in relation to teaching and sharing their home management skills with others in their communities.

Two communities in Oklahoma with a high incidence of homemakers and families whose resources were very limited were chosen by the researcher with the full approval of agencies sponsoring the program and other agencies assisting low-income groups who were located in the same communities.

The communities were selected where approval for use of facilities could be arranged and homemakers who could benefit from the program were interested in participating. The needs of disadvantaged homemakers were determined

through interviewing agency directors, interviewing homemakers in the two communities, and observation of the communities.

A series of six lessons were developed by the researcher on the basis of needs identified by agency directors as well as on those expressed by homemakers who attended the first session of the classes. The lessons were: (1) Introductory meeting, Lesson - Stretching Your Dollars; (2) Comparative Shopping of Food; (3) Cutting Costs of Simple Home Decorations; (4) Creative Home Accessories; (5) Making Attractive Table and Bed Covers for Little or No Cost; and (6) Making Yeast Rolls. Viewing class projects completed and touring homes were part of lesson six. Leaders were identified through the use of the criteria established prior to the class meetings. Three homemakers were in Community X and seven were in Community Y.

In Phase I, these new homemaker leaders were encouraged to teach their newly acquired skills to their peers. These new leaders spread the word about the home management class meetings and encouraged others to come to the centers for instruction in new ways of doing things. In all, eight homemakers in Community X and sixteen homemakers in Community Y participated in some of the six lessons.

The researcher encouraged the new leaders by helping them prepare teaching materials, complimenting them when a job was well done and when they taught a new skill to a class member or to someone outside of class.

The ten new leaders from the two communities involved were predominately Black, although other racial groups were included.

Conclusions

Two communities were located and some 200 projects were completed. Of great significance is the fact that some 1,000 homemakers and their family members were reached by the ten who were identified as leaders.

Even in the initial stages, some of the subjects became highly motivated and showed a keen interest in what they were doing and even requested more help than the researcher could provide during six lessons. They also expressed a desire to share their knowledge and skills with their peers. The value for Phase II lay in their newly acquired interest and ability in this direction. The practical interest generated by the leaders among their peers to improve their home management skills led toward the fulfillment of the whole program. Fortunately, too, they gained a feeling of self-confidence which not only aided them at that moment in their lives but further stimulated them to pursue future worthwhile goals.

As a part of the sixth class meeting, a bus tour was arranged in Community Y and a walking tour in Community X to observe the improvements homemakers had made, both those who attended classes and those who were taught by the leaders. No attempt was made to visit all homes, but a

total of thirty-three homes was visited in the two communities.

Certificates were provided as encouragement for the new leaders to continue their work in the communities with individuals and groups.

Notably values could be ascertained along three lines: practical, aesthetic, and philanthropic. Homemakers made lap robes for a nursing home using the new pattern idea shared by the researcher in one of the lessons. All of the class members rode over in buses to deliver them on a cold winter morning. Following the demonstration of a one-dish meal prepared and served by the researcher, the homemakers voluntarily brought one food dish to share in rotation.

Since the completion of the study, homemakers have continued to meet. More men have become involved as well as more Caucasians and other ethnic groups. Requests for additional publications have come to the State Extension Office. Upon a return visit to Community Y, the researcher found the group had increased in number to fourteen male members and twelve Caucasians, whereas, at the outset only four of each group participated. Four Indians were later involved with the group.

One homemaker who was trained has been employed in a food services occupation. She reported acquiring the job since gaining self-confidence through the leadership development program.

Four homemakers have attended special interest group meetings and workshops presented by the Extension Home Economist, thus demonstrating their willingness to overcome their restricted outlook if given opportunity for success and increased self-confidence. The researcher believes there are common factors or guidelines that can be followed in encouraging persons to become leaders.

As a result of the work with homemakers of limited resources, guidelines were developed which may be helpful in working with similar groups.

Recommendations

The results of the study suggest the following recommendations. It is recommended that:

1. Further studies be made in the area of leadership development among homemakers with limited resources.
2. The study be implemented in the state and nation for working with homemakers with very limited resources.
3. Other home economists use critically the techniques included in the study and report recommendations for changes.
4. Provisions be made for care of children during the time that classes are in session.
5. Senior citizens be considered in the role of caring for children.

6. Studies be made of the characteristics of those who become leaders for the purpose of future identification of potential leaders.
7. Further studies be made in Home Management and other areas of Home Economics such as Foods, Clothing, Child Care, and Community and Resource Development.
8. Remunerable positions be found for utilizing the skills of the trained leaders.
9. The study be repeated with youth groups and senior citizens.
10. It is further recommended that professionals, agency directors, and homemakers with limited resources give continued consideration to cooperative planning in designing and implementing leadership development programs in Oklahoma and in the Nation.

This study has shown that leadership potential can be developed among homemakers with limited resources and that this leadership can be utilized to extend educational programs to other individuals and groups not presently being reached in Oklahoma communities.

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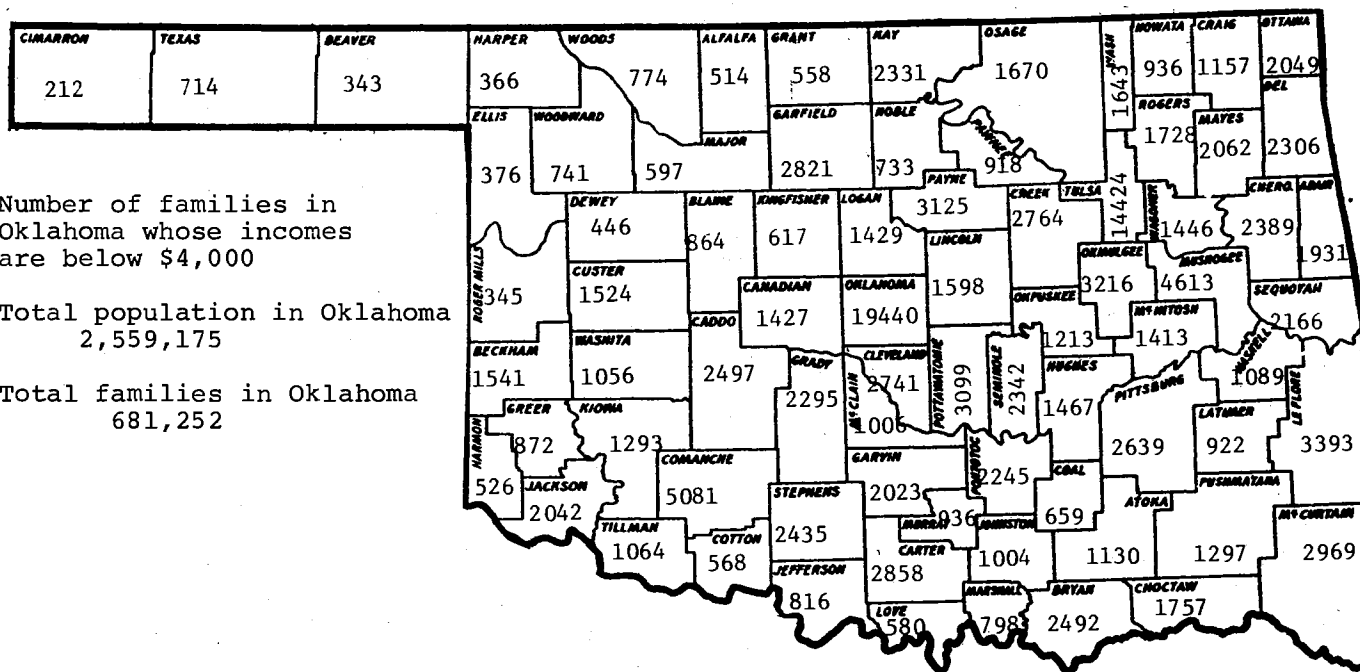
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APPENDIX A
MAPS OF OKLAHOMA

MAP I

NUMBER OF FAMILIES IN OKLAHOMA WHOSE INCOMES
ARE BELOW \$4,000 BY COUNTIES

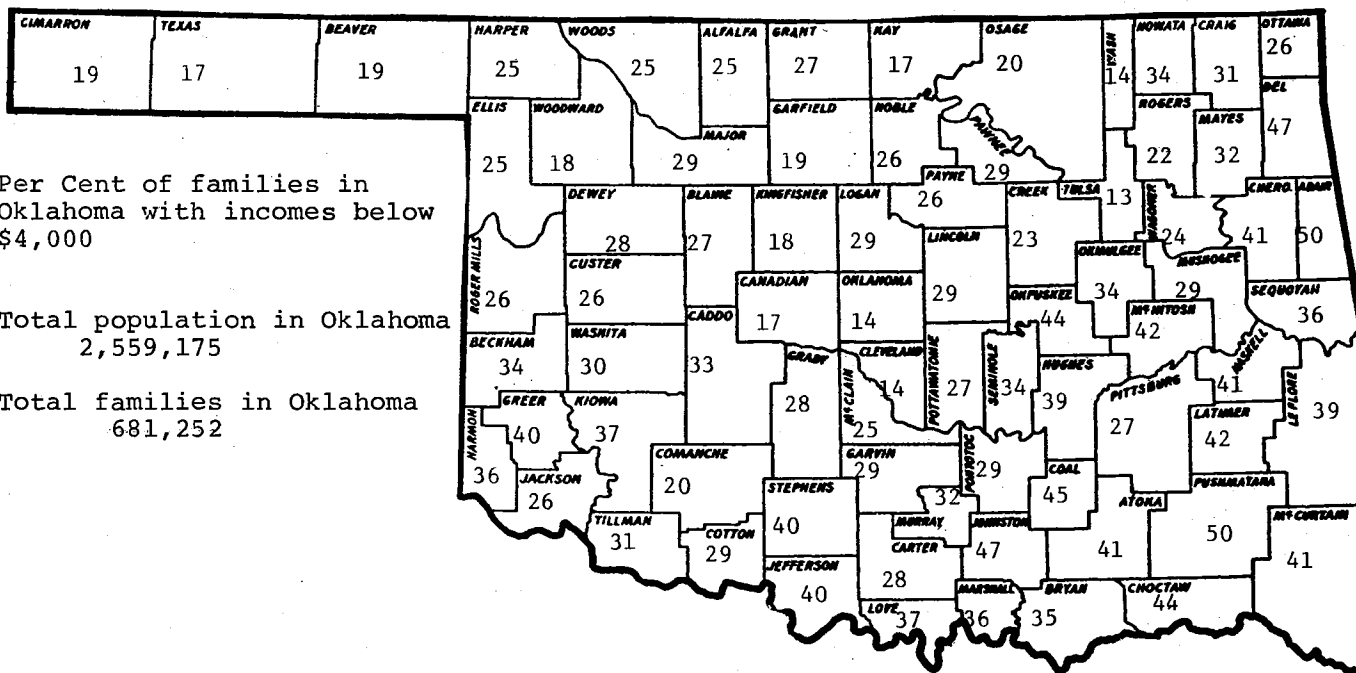


Source: U.S. Department of Commerce, Social and Economic Statistics Administration, Bureau of the Census, 1970 Census of Population, General Social and Economic Characteristics, PC(1)-C38, Issued March, 1972.

Compiled by: Willa R. Combs, Human Resource Development Specialist, Cooperative Extension Service, Oklahoma State University, Stillwater, Oklahoma, February, 1974.

MAP II

PER CENT OF FAMILIES IN OKLAHOMA WITH INCOMES BELOW \$4,000 BY COUNTIES

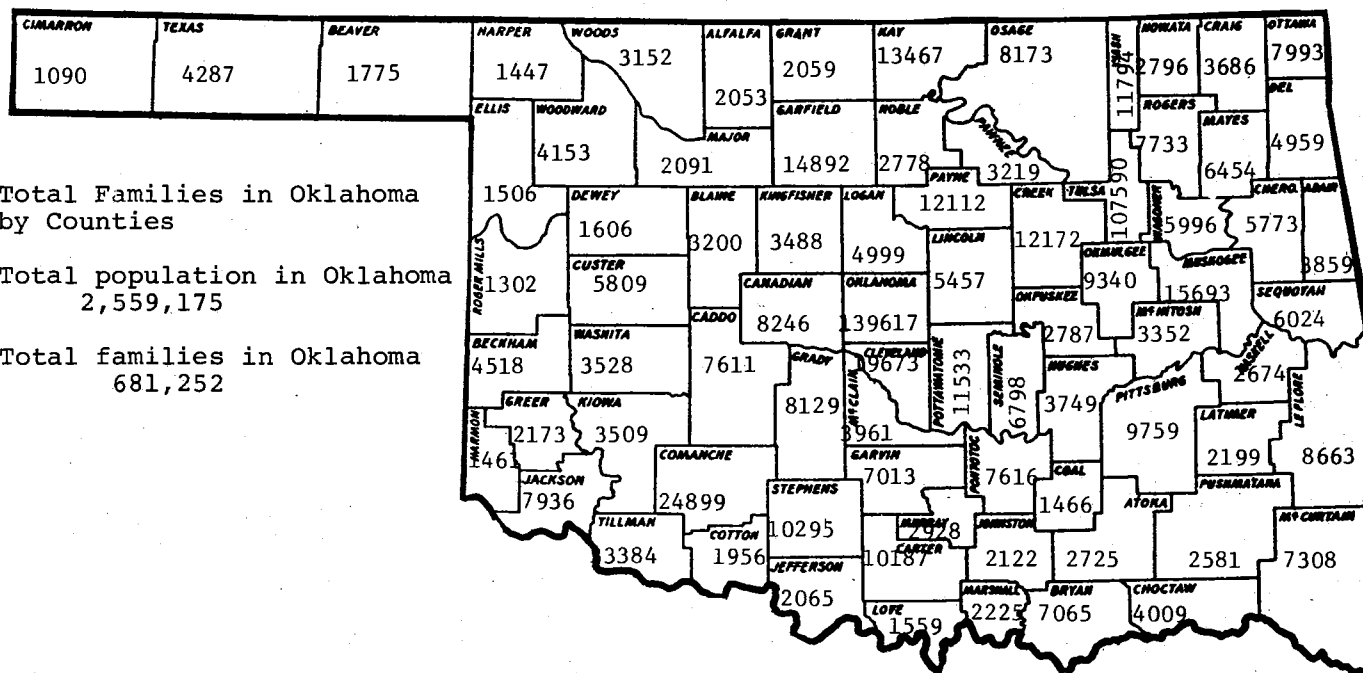


Source: U.S. Department of Commerce, Social and Economic Statistics Administration, Bureau of the Census, 1970 Census of Population, General Social and Economic Characteristics, PC(1)-C38, Issued March, 1972.

Compiled by: Willa R. Combs, Human Resource Development Specialist, Cooperative Extension Service, Oklahoma State University, Stillwater, Oklahoma, February, 1974.

MAP III

TOTAL FAMILIES IN OKLAHOMA BY COUNTIES



Source: U.S. Department of Commerce, Social and Economic Statistics Administration, Bureau of the Census, 1970 Census of Population, General Social and Economic Characteristics, PC(1)-C38, Issued March, 1972.

Compiled by: Willa R. Combs, Human Resource Development Specialist, Cooperative Extension Service, Oklahoma State University, Stillwater, Oklahoma, February, 1974.

APPENDIX B

LIST OF AGENCIES TO CONTACT

AGENCIES AND ORGANIZATIONS - POSSIBLE RESOURCES

Willa R. Combs
Human Resource Development Specialist

A list of agencies and organizations can be useful in thinking through available resources, their possible specific contributions and how, when and why they need to be contacted. Such a list can help to (a) determine priorities in scheduling contacts with agencies, and (b) avoid painful omissions. The resources may vary for any one county or city.

Agencies and organizations can make many different kinds of contributions. Some of these are:

1. General supporters, advisors, legitimizers or explainers of the program's purposes and accomplishments
2. Provide transportation, supplemental financing, home or health services in emergencies
3. Suggest potential leaders
4. Suggest families to benefit from the services of professionals and leaders
5. Provide services to families referred by leaders

A review of literature reveals that organizations and agencies have performed as checked on the following list. The list may be revised to provide one that is specifically applicable to your area by checking the first column to indicate the resources you are aware of. One might also explore resources to learn specific services offered by agencies in your community. Other agencies and the services they provide may be added to this list.

AGENCIES AND ORGANIZATIONS

POSSIBLE RESOURCES FOR

EDUCATIONAL PROGRAMS

AGENCIES - ORGANIZATIONS - OFFICIALS	Resource Potential							
	In My Community	General Support	Approval	Information & Materials	Inform Public	Help Find and Recruit Potential Leaders	Help Identify Families or Geographic Areas	Receive Referrals for Their Services
American Association of University Women		X			X		X	
B'nai B'rith		X			X		X	
Bureau of Indian Affairs Personnel (Where Applicable)		X	X	X	X	X	X	X
Business & Professional Women		X		X				
Boy Scouts		X		X	X	X	X	
C.A.P. Programs								
Senior Citizen Programs		X			X			X
Emergency Food and Medical Service		X			X		X	X
Head Start		X			X	X	X	X
Home Aides		X			X	X	X	X
Job Corps for Women		X			X		X	X
Officials and Teachers		X			X	X	X	X
Youth Programs		X			X	X	X	X
Other								
Chamber of Commerce		X			X			
Citizens Crusade Against Poverty		X			X		X	X
City or County Council of Agencies		X			X	X	X	X
Commodity Food Personnel		X		X	X		X	X
Congress on Racial Equality (CORE)		X			X		X	
County Commissioners or Board of Supervisors		X	X		X	X	X	

AGENCIES AND ORGANIZATIONS

POSSIBLE RESOURCES FOR

EDUCATIONAL PROGRAMS

AGENCIES - ORGANIZATIONS - OFFICIALS	Resource Potential							
	In My Community	General Support	Approval	Information & Materials	Inform Public	Help Find and Recruit Potential Leaders	Help Identify Families or Geographic Areas	Receive Referrals for Their Services
County or City Courts Juvenile & Family Relations		X					X	X
Department of Institutions, Social and Rehabilitative Services Case Workers		X			X	X	X	X
Department Heads - A.F.D.C, O.A.A., etc.		X		X	X	X	X	X
Supervisor of Home Aides		X		X	X	X	X	X
Employment Agencies		X		X	X	X	X	X
Extension Homemakers Councils		X		X	X	X	X	
Farm and Garden Clubs		X			X			
Farm Organizations		X			X		X	
Federated Womens Clubs		X			X		X	
Food Stamp Plan Personnel		X		X	X		X	X
4-H Leaders & Jr. Leader Council		X		X	X	X	X	
Fraternal Orders Masonic, Order of Eastern Star, Others		X			X		X	
Girl Scouts		X		X	X	X	X	
Good Will Industry		X						X
Housing and Urban Development Housing Authorities Public Authority & Farmers Home Administration		X	X		X	X	X	X

AGENCIES AND ORGANIZATIONS
 POSSIBLE RESOURCES FOR
 EDUCATIONAL PROGRAMS

AGENCIES - ORGANIZATIONS - OFFICIALS	Resource Potential							
	In My Community	General Support	Approval	Information & Materials	Inform Public	Help Find and Recruit Potential Leaders	Help Identify Families or Geographic Areas	Receive Referrals for Their Services
Indian Tribal Councils		X	X		X	X	X	
Interagency Committees on Mexican-American Affairs		X			X	X	X	
Key Lay Leaders		X			X		X	
Labor Unions (Community and Women's Auxiliary)		X		X			X	
League of Women Voters		X			X		X	
Legal Defense Fund		X			X		X	X
Legislators in the Area		X	X					
Local Colleges and Universities		X		X	X			X
Local Public Health Department								
Department Heads		X		X	X	X	X	X
Specialists		X		X				
Child Care		X		X	X		X	X
Mental		X		X	X		X	X
Other								
Supervisor of Health Aides		X		X	X	X	X	X
Visiting Nurses		X		X	X		X	X
Mayor or City Manager and City Council		X	X		X		X	
Men's Service Organizations Kiwanis, Lions, Rotary, etc.		X		X				X
Migrant Workers Leagues		X		X	X		X	

AGENCIES AND ORGANIZATIONS
 POSSIBLE RESOURCES FOR
 EDUCATIONAL PROGRAMS

	Resource Potential						
	In My Community	General Support	Approval	Information & Materials	Inform Public	Help Find and Recruit Potential Leaders	Help Identify Families or Geographic Areas Receive Referrals for Their Services
Ministerial Associations		X			X		X
National Association for the Advancement of Colored People (NAACP)		X			X		X
National Council Negro Women		X		X	X	X	
National Red Cross		X			X		X
National Sharecroppers Fund		X			X		
News Media							
Newscasters		X			X		
Newspapers		X			X		X
Radio Stations		X			X		X
TV Stations		X			X		X
Nutrition Councils		X	X	X			
Oklahoma State University Extension Staff - Local, Area, District and State		X	X	X	X	X	
Other Social Institutions							
Libraries		X			X		
Parent and Teachers Association		X			X		X
Salvation Army		X					X
School Lunch Supervisors		X					X
School Personnel		X			X		X

AGENCIES AND ORGANIZATIONS

POSSIBLE RESOURCES FOR

EDUCATIONAL PROGRAMS

AGENCIES - ORGANIZATIONS - OFFICIALS	Resource Potential							
	In My Community	General Support	Approval	Information & Materials	Inform Public	Help Find and Recruit Potential Leaders	Help Identify Families or Geographic Areas	Receive Referrals for Their Services
Settlement Houses	X				X			X
Southern Christian Leadership Conference	X				X		X	
Student Non-Violent Coordinating Committee (SNCC)	X				X		X	
Urban Leagues	X				X	X	X	
USDA Agencies and Representatives	X				X	X	X	X
Vista Workers	X		X		X	X	X	
Vocational - Technical Area School Personnel	X				X		X	
Women's Service Organizations Soroptomist, Pilots, Zonta, Altrusa	X		X					
Young Men's Christian Association	X				X		X	X
Young Women's Christian Association	X				X		X	X
Others								

Resources: City Directories, Agency Directories

APPENDIX C
CORRESPONDENCE REQUESTING EXTENSION
ADMINISTRATION APPROVAL
FOR STUDY

COOPERATIVE EXTENSION SERVICE

OKLAHOMA STATE UNIVERSITY

FAMILY LIVING PROGRAMS



UNIVERSITY EXTENSION

STILLWATER 74074

2136 West Sunset Drive
Stillwater, Oklahoma

September 7, 1973

Dr. Grace L. Spivey
Director, Family Living Programs
550 Agriculture Hall
OKLAHOMA STATE UNIVERSITY
Stillwater, Oklahoma 74074

Dear Dr. Spivey:

Thank you for your letter of September 4. As you indicated, the proposed research would be a continuation of the pilot study. The scope of the pilot study was very broad and indicated certain areas in which organized data should be collected in order to effectively evaluate the program.

The purpose of this study is to determine the extent to which disadvantaged homemakers, who will be taught skills in home management, will teach the same skills to others among their peer group. A group of interested disadvantaged homemakers will be provided leadership training in specified areas of home management for which they have expressed a need.

It is hoped that, from the results of the study, implications can be drawn for implementing educational programs in Family Living, particularly in home management, for disadvantaged homemakers. The guidelines for developing leadership among the homemakers should be of assistance to other groups in addition to the professional home economist.

The assistance needed includes the following:

1. Permission to conduct the study through Extension in two communities of either Creek or Tulsa County.
2. A place for holding meetings with facilities such as heat, lights, rest rooms, tables and chairs (for use in the event meetings are not held in homes).
3. Use of duplicating services for simple, step-by-step lessons.

Dr. Spivey
September 7, 1973
Page 2

4. Use of audio-visual equipment such as overhead projector and slide projector.
5. Photo and graphic arts services for educational materials such as transparencies and simple line drawings for lessons.

Since I do not have specific costs for these materials and services, it is estimated that the total cost should not exceed Two Hundred Fifty Dollars (\$250.00). The materials developed would become the property of Oklahoma State University Extension Service.

I shall appreciate your supplying any part or all of the materials and services listed above.

Thank you for your interest and assistance. I look forward to hearing from you. Should you have any questions, please do not hesitate to call me.

Respectfully yours,

Willa R. Combs

cc: Dr. Harold Casey
Dr. Elizabeth Hillier

COOPERATIVE EXTENSION SERVICE

OKLAHOMA STATE UNIVERSITY
FAMILY LIVING PROGRAMS



UNIVERSITY EXTENSION
STILLWATER 74074

2136 West Sunset Drive
Stillwater, Oklahoma

August 21, 1973

Dr. Grace L. Spivey
Director, Family Living Program
550 Agriculture Hall
OKLAHOMA STATE UNIVERSITY
Stillwater, Oklahoma 74074

Dear Dr. Spivey:

The past semester of study has been both work and a rewarding experience. Your encouragement keeps me going.

During the time that sabbatical leave was confirmed for me, you and Dr. Casey expressed an interest that I consider doing a research problem related to some phase of Extension. You will recall a rough draft on which you and Dr. Casey made some helpful comments some time ago. A revised copy of my proposal is enclosed for your review and comments.

While Miss Myra Whitehead served as District Program Leader in the Tulsa area, we discussed conducting a research program with limited resource families in Creek County or in Tulsa County. I am interested in pursuing this further.

My graduate studies have progressed to the point that I am ready to complete the research portion and would like your approval for same. I shall appreciate receiving a letter from you relative to this matter, in order to proceed immediately with details.

Thank you for your consideration.

Respectfully yours,

Willa R. Combs

Enclosure
cc: Dr. Harold Casey

APPENDIX D

CORRESPONDENCE GRANTING EXTENSION

ADMINISTRATION APPROVAL

FOR STUDY

COOPERATIVE EXTENSION SERVICE

OKLAHOMA STATE UNIVERSITY

OFFICE OF THE VICE PRESIDENT
FOR EXTENSION



UNIVERSITY EXTENSION

STILLWATER, OKLAHOMA 74074
405-372-6211, EXT. 212

September 4, 1973

Mrs. Willa Combs
2136 W. Sunset Drive
Stillwater, Oklahoma 74074

Dear Mrs. Combs:

We have received your letter of August 21, requesting the opportunity to do research for your graduate program in the specific area of Creek and/or Tulsa Counties. Attached to your request is the final proposal for your research which was signed by your graduate committee and dated May 11, 1973.

Let me assure you that we are in agreement with your concept of doing research meaningful to Extension for your Doctoral program. As I read your tentative research proposal, it seems basically the same as the pilot program you conducted on full-time basis in your job for two years in five areas in the Southeast District of Oklahoma and for which you wrote a report. Classification of some of the items under management seems to reflect more scope than depth.

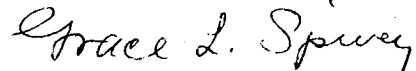
How do you propose operating in the selected county? By that I mean, what help do you perceive you need that we can assist you with in any county that would be selected? Can you identify these factors in specific detail so that we can talk with the district personnel (now for Tulsa and Creek Counties, Mr. Gregory and Miss Brannan) and perhaps they would even want to visit with county staff in making plans.

Will you please identify carefully how you think we can help you and then we can get together with the district personnel. Perhaps you can meet with us after I have received your list and cleared some things with administration.

Mrs. Willa Combs
letter: 9/4/73
Page 2

Your progress is moving right along and I look forward to receiving your detailed outline of needs so we can think together on how to help you move ahead.

Most sincerely,



Grace L. Spivey, Director
Family Living Programs

GLS:jc

cc: Dr. J. C. Evans
Dr. Harold Casey
Dr. Elizabeth Hillier
Mrs. Ladora Smith
Mr. Edward Gregory

RECEIVED

COOPERATIVE EXTENSION SERVICE SEP 13 1973

FAMILY LIVING

OKLAHOMA STATE UNIVERSITY

OFFICE OF THE VICE PRESIDENT
FOR EXTENSION

UNIVERSITY EXTENSION

STILLWATER, OKLAHOMA 74074
405-372-6211, EXT. 212

September 10, 1973

Dr. J. C. Evans
Vice President for Extension
201 Whitehurst
C A M P U S

Dear Dr. Evans:

Attached is Mrs. Willa Combs' request for assistance from Extension in developing her graduate research. I have reviewed this request and it seems very reasonable. I would recommend that we provide this assistance, if you feel it is advisable.

If you can agree to this procedure, I will work with Mrs. Combs in following through with district personnel to get her program into operation. In the event Tulsa and Creek Counties cannot be used, then we will seek other counties.

Most sincerely,

Grace L. Spivey, Director
Family Living Programs

I agree that Mrs. Combs' request for carrying on research for her doctoral program be granted.

9-12-73
Date

J. C. Evans
Vice President for Extension

GLS:olc
Enclosure

COOPERATIVE EXTENSION SERVICE

OKLAHOMA STATE UNIVERSITY

OFFICE OF THE VICE PRESIDENT
FOR EXTENSION



UNIVERSITY EXTENSION

P. O. BOX 1008, STILLWATER - 74074
405 - FRONTIER 2-6211, EXT. 212

October 10, 1973

<p>Mr. L. B. McClure and Mrs. Clara Kelley Oklahoma County Extension Office 930 N. Portland Oklahoma City, Oklahoma 73107</p>	<p>Mr. Ed Gregory District Extension Director 200 N.W. 4th Oklahoma City, Oklahoma 73102</p>
---	--

Dear Co-Workers:

We appreciate so much your meeting with Mrs. Combs and me on September 26 to talk about an area in which she can work in Oklahoma County with low-income families in regard to her research for her doctoral program. We are especially pleased that you will be in a position to go with Mrs. Combs on the initial visit to possibly one of three areas which seems appropriate for her to explore: the East Side Y, Dunjee, and Hampton Courts.

We also appreciate your taking time to introduce Mrs. Combs to people and let her explain her program. She can go back then, and work on her own schedule.

Also, we think it would be helpful if Mrs. Combs can provide you with information that you may find helpful in your own program.

Mrs. Combs is aware that she may use the facilities and equipment by prior scheduling at the OSU Extension Center in Oklahoma County. In addition, she will communicate to the County Extension Director and Home Economist findings that she thinks may be beneficial to them from time to time, and will provide them with a summary of her study of whatever area is selected. This information is in addition to that which was provided and the comments that Mrs. Combs made stating that the subject matter area which she wishes to delve into more deeply is the area of management. When she decides upon an area, she will try to work with local people and the county Extension personnel on what particular area of management that would be most appropriate to study.

Page 2, letter to Gregory, McClure & Kelley (10/10/73)

Again, we appreciate your cooperation in providing Mrs. Willa Combs the opportunity to do research in your county.

Most sincerely,

Grace L. Spivey

Grace L. Spivey, Director
Family Living Programs

GLS:jc

cc: Mrs. Willa Combs ✓

APPENDIX E

CORRESPONDENCE REQUESTING AGENCY

DIRECTORS APPROVAL FOR STUDY

COOPERATIVE EXTENSION SERVICE

OKLAHOMA STATE UNIVERSITY

FAMILY LIVING PROGRAMS



UNIVERSITY EXTENSION

STILLWATER 74074

October 15, 1973

Mr. Harvey A. Roach
Project Director
Housing Counseling and
Information Center
2218 North Eastern
Oklahoma City, Oklahoma

Dear Mr. Roach:

Thank you for taking the time to visit with me last week relative to programs for homemakers in the Oklahoma City area. Your interest and assistance for involving families in educational programs related to home management is greatly appreciated.

The proposed lessons will be planned around the needs and interests which are expressed by family members on Thursday evening of this week. Copies of a letter are enclosed which you may share with families who express interest in the area of home management. Four broad areas of concern are covered.

Stretching the dollars spent for:

1. food
2. clothing
3. simple home decorations
4. overall home operations

Please feel free to invite any members of your staff who may be interested to attend the first meeting. During the first meeting a total overview will be given of the Extension Family Living Program, and the services which are available.

I look forward to seeing you and homemakers on Thursday evening, October 18, at six o'clock, in the Atkins Building, 2218 North Eastern Avenue.

Sincerely yours,

Willie R. Combs
Human Resource Development
Specialist

COOPERATIVE EXTENSION SERVICE

OKLAHOMA STATE UNIVERSITY

FAMILY LIVING PROGRAMS



UNIVERSITY EXTENSION

STILLWATER 74074

October 22, 1973

Mr. Harvey Roach, Project Director
 Urban League of Oklahoma City, Inc.
 Housing Counseling and Information
 Center
 2218 North Eastern
 Oklahoma City, Oklahoma

Dear Mr. Roach:

The flyers for the Home Management Leadership Development meeting for October 29, 1973 are enclosed. I brought them by today, but was unable to leave them due to the holiday.

One of the homemakers whom I met in your office, on last Monday evening, indicated that she would hand deliver some of the announcements to neighbors in her community. Your co-worker, who also was in attendance on October 18, stated that she would like to send notices to homemakers in Moore. The others you may distribute as you think best. If you need more copies, please let me know.

Thank you for your interest and assistance. I look forward to seeing you on Monday, October 29, at 7:00 p.m., in the Housing Counseling and Information Center. If you have any questions or need further information, please call or write for same. You may reach me at the address and telephone numbers listed below.

Sincerely yours,

Willia R. Combs
 Human Resource Development
 Specialist

2136 West Sunset Drive
 Stillwater, Oklahoma 74074
 (405) 372-3967, or
 (405) 372-6211, extension 486

WRC/ct
 Enclosures

COOPERATIVE EXTENSION SERVICE

OKLAHOMA STATE UNIVERSITY

FAMILY LIVING PROGRAMS



UNIVERSITY EXTENSION

STILLWATER 74074

October 23, 1973

Dr. Thomas E. English, Director
Oklahoma County Community Action Program
331 West Main Street
Oklahoma City, Oklahoma 73101

Dear Dr. English:

Thank you for taking the time from your very busy schedule of activities to visit with me relative to conducting a leadership training program with people who have very limited resources in Oklahoma County. The ideas you shared with me will be most helpful. Mrs. Baucum and I visited centers in several communities. This was a most rewarding experience for me.

Since current census data points out that the greatest percentage of poverty exists in the rural areas, Mrs. Baucum and I felt that the greatest number of rural people could be reached by working through the City-County Center for Senior Citizens at Dunjee. Mrs. Davis has indicated her interest and that of people in surrounding areas to participate in the leadership training program.

My plans are to pursue only the areas of interest as expressed by the participants themselves. Your approval for the leadership development program through the Dunjee Center facilities is greatly appreciated.

The proposed six lessons will be conducted over a period of six to seven weeks. Each session will last approximately two hours, on Monday of each week, beginning at eleven o'clock a.m., with a short break.

It was felt that greater interest and increased participation would result if the sessions were not opened too early following a busy weekend.

Dr. Thomas E. English
Page 2
October 23, 1973

We are sincerely grateful for the bus services which your office provides on this day of each week. Again, thank you for your interest and assistance.

Should you have any questions or need further information, you may contact me at the address and telephones listed below.

Respectfully yours,

Willa R. Combs
Extension Human Resource
Development Specialist

2136 West Sunset Drive
Stillwater, Oklahoma 74074
(405) 372-3967, or
(405) 372-6211, extension 486

WRC/ct

APPENDIX F
CORRESPONDENCE GRANTING AGENCY
DIRECTORS APPROVAL
FOR STUDY

October 10, 1973

Mr. James Burleson
Department of Housing & Urban Development
301 North Hudson
Oklahoma City, Oklahoma 73102

Dear Mr. Burleson:

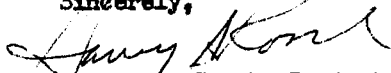
Mrs. Willa R. Combs of the Oklahoma State University Extension Center of Stillwater, Oklahoma has asked the assistance of the Housing Counseling and Information Center on an experimental project of homemakers budgeting among low-income families.

This assistance will involve helping to find homeowners that have been referred that will participate in the project and facilities for group meetings. These meetings will not interfere with normal working conditions. There will be approximately six 2-hour sessions for a 6-week period from 6 p.m. to 8 p.m.

We feel this project will be very helpful to homemakers seeking a more economical way of stretching the family dollar.

We ask your support and endorsement of this project as another vehicle of helping to solve homeowners financial problems.

Sincerely,



Harvey A. Roach, Project Director

HAR:ec

cc: Leonard D. Benton
✓Mrs. Willa R. Combs

OCT 12 1973



COMMUNITY ACTION PROGRAM OF
 OKLAHOMA COUNTY, OKLAHOMA COUNTY, OKLAHOMA COUNTY, INC.

5th FLOOR - CENTER BUILDING - CENTER BUILDING - CENTER BUILDING
 331 WEST MAIN 331 WEST MAIN 331 WEST MAIN
 OKLAHOMA CITY, OKLAHOMA OKLAHOMA CITY, OKLAHOMA OKLAHOMA CITY, OKLAHOMA

October 12, 1973

Mrs. Willa R. Combs
 2136 West Sunset Drive
 Stillwater, Oklahoma 74074

Dear Mrs. Combs:

This communication is to inform you that we are pleased to grant you permission to work with Ms. J. Davis at City-County Community Center, Stillwater, Oklahoma, in the area of leadership development for citizens.

It is the feeling of this office that your study in the area of leadership development will be beneficial to the community. This agency greatly appreciates your interest and participation in these activities.

With best wishes,

Sincerely yours,

Thomas E. English
 Dr. Thomas E. English,
 Executive Director

TEE/nd

TEE/nd

TEE/nd

APPENDIX G
INTERVIEW SCHEDULE
AGENCY DIRECTORS

INTERVIEW SCHEDULE
COMMUNITY AGENCY DIRECTORS

1. What has been done by other groups in your community/county with families with very limited resources?

2. Do you feel that the program was
 - _____ little value
 - _____ some value
 - _____ very helpful?

3. Could you give reasons for your answer?

4. Was your agency involved in any way? _____ Yes _____ No

5. If your answer is yes, how?

6. In which of the following areas is management a problem in your community? Is help needed?

<u>Areas</u>	<u>Little or No Help</u>	<u>Some Help</u>	<u>Much Help</u>
a. Providing food	_____	_____	_____
b. Providing clothing	_____	_____	_____
c. Providing furnishings	_____	_____	_____
d. Overall operation of the home (utilities, time, energy, money, etc.)	_____	_____	_____
e. None of these	_____	_____	_____

- f. Can you think of other areas of concern among disadvantaged families in your community?
7. Would you approve a Leadership Development Program for homemakers with limited resources in one of the neighborhoods in the area represented by your office? Yes _____ No _____
8. When you have had time to visit with your staff relative to the program, would you let me know of your decision to participate by sending a letter to the Oklahoma State University Extension Office in Stillwater? Yes _____ No _____
9. In which geographic location of the county do you think this kind of help should be provided first?
10. Could your agency cooperate? (Provide such things as space, facilities, tables, chairs, fabrics at reduced rates if needed, etc.)
11. If you would like to be informed, I will provide you with the results of the study.
- Yes _____ No _____

(Interview was kept short, partly due to busy work schedules of persons being interviewed.)

APPENDIX H

MEETING ANNOUNCEMENTS

COOPERATIVE EXTENSION SERVICE

OKLAHOMA STATE UNIVERSITY

FAMILY LIVING PROGRAMS



UNIVERSITY EXTENSION

STILLWATER 74074

October 22, 1973

Dear Homemaker:

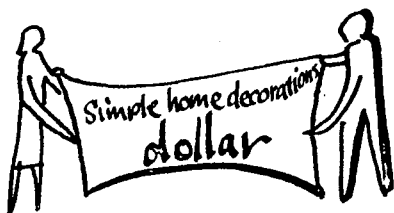
You are invited to come and learn some new skills. You can let us know the things you want to know more about. Are you interested in learning ways to help you, or someone you know, to stretch the dollars you earn?

Come and bring a friend. We will share ideas and decide what will be of interest to the most people. We are looking forward to meeting you.

Date:

Time:

Place:



Sincerely yours,

Willa R. Combs

Willa R. Combs

Human Resource Development Specialist

WRC/ct

COOPERATIVE EXTENSION SERVICE



HUMAN RESOURCES DEVELOPMENT

OKLAHOMA STATE UNIVERSITY STATE UNIVERSITY OF OKLAHOMA STATE UNIVERSITY OF OKLAHOMA

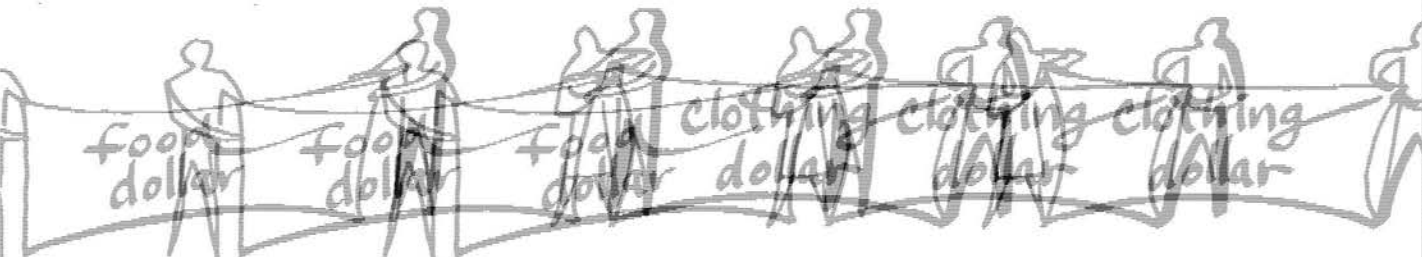
October 10, 1973 October 10, 1973 October 10, 1973

Dear Homemaker: Dear Homemaker: Dear Homemaker:

Are you interested in learning more about the things you, or someone you know, do to solve the problems you face? Do you know the things you want to know more about? Do you want to learn some new skills?

Come and bring a friend. We'll discuss the things you want to know and decide what will be of interest to you. We'll be looking forward to meeting you.

DATE: PLACE: DATE: PLACE: DATE: PLACE: TIME: TIME: TIME:



Sincerely yours, Sincerely yours, Sincerely yours,

Willa R. Combs *Willa R. Combs* *Willa R. Combs*

Willa R. Combs Willa R. Combs Willa R. Combs
Human Resource Development Specialist

WRC/sh WRC/sh

WRC/sh

Willa R. Combs
OSU Human Resource Development Specialist
(405) 372-3967 Stillwater, Oklahoma 74074

HOME MANAGEMENT CLASSES HELD AT CITY-COUNTY SENIOR
CITIZEN CENTER FOR LEADERSHIP DEVELOPMENT

SPENCER--Men and women in the City-County area are invited to attend classes each Monday from 11 a.m. to 1 p.m. in the Senior Citizen Center, at 1200 N.E. 42nd Street, in Spencer.

Those unable to attend should contact neighbors who are attending. They will be delighted to share some of the ideas and knowledge which they have gained.

Homemakers are participating from numerous communities surrounding the center. Both male and female class members share a new idea with the rest of the group and their friends and neighbors.

Mrs. Willa R. Combs, instructor, places special emphasis on managing dollars and other resources spent for food, clothing, simple home decorations and the overall home operations.

Persons wanting further information should contact Mrs. Juanita Davis, City-County Senior Citizen Center, or (405) 427-0038, or Mrs. Clara Kelly at (405) 236-2727, Extension 256. Classes will be held December 3 and 10.

Persons taking part are from Luther, Jones, New Chance, Dunjee, Green Pastures, Coconut Grove, Liberty-Hicks, Wright, Star, and the northeast quadrant of the City. But anyone in the City-County area is welcome and encouraged to come and bring friends with them, says Mrs. Juanita Davis, City-County Center Coordinator, and Mr. Harvey Roach, Project Director, Housing Counseling and Information Center.

Willa R. Combs
OSU Human Resource Development Specialist
2136 West Sunset Drive, Stillwater, Oklahoma
(405) 372-3967

FINAL SESSION OF LEADERSHIP DEVELOPMENT CLASS

SPENCER--The final session of the Leadership Development Class will be on December 10, 1973, at 11 a.m. in the City-County Senior Citizen Center in Spencer.

Instead of the regular lesson, a tour will start at the beginning of the regular bus route.

Homemakers who have participated in the program will see what other families have done to improve their homes and surroundings. The tour is to point out ways homemakers have managed their incomes and other resources to get things they needed and wanted.

Following the tour, inexpensive holiday gift ideas and foods will be displayed at the City-County Center during a luncheon planned by the group. Those who have attended at least four of the six lessons and have shared what they have learned with someone else will receive a certificate, says Mrs. Willa R. Combs, instructor.

During the afternoon, the following persons will be recognized by Mrs. Juanita Davis, Center Coordinator: Dr. Thomas E. English, Director, Oklahoma County Community Action Program; Mrs. Anna Baucom; Mr. L. B. McClure, County Extension Director, Oklahoma County; Mrs. Clara Kelly, County Extension Home Economist (for providing educational materials and services); and Mrs. Alexander Jones (for providing transportation for the tour).

Willa R. Combs
OSU Human Resource Development Specialist
2136 W. Sunset Drive
(405) 372-3967 Stillwater, Oklahoma 74074
ADULT LEADERSHIP DEVELOPMENT CLASSES

OKLAHOMA CITY--Energetic homemakers are learning ways to manage their family incomes so they can enjoy things they need and want. They say the fun comes when they share what they have learned with their neighbors.

With the high cost of things today, you might say the homemakers are developing an inflation-survival kit, according to Mrs. Willa R. Combs from Oklahoma State University Extension, instructor for the classes.

Men and women attending each Monday session learn to manage the dollar and other resources for food, clothing, simple home decoration, home improvement, and the overall operation of the home.

The classes are held in the City-County Senior Citizen Center, 1200 N.E. 42nd Street, each Monday, from 11 a.m. to 1 p.m. through December 10.

Classes are also held in the Urban League Housing Counseling and Information Center at 2218 North Eastern in the Atkins Building. These meetings are held from 7:00 p.m. to 9:00 p.m. each Monday evening through December 10.

RADIO PROGRAM

K O S U

January, 1974

8:45 a.m.

"Family Focus"

Ruby Moore
Instructor, Home Economics
Oklahoma State University
Stillwater, Oklahoma

Willa R. Combs
Human Resource Development Specialist
Oklahoma State University
Stillwater, Oklahoma

The information which was sent to the Radio Station was also mailed to the local newspaper in the area.

TELEVISION PROGRAM

KOCO-TV 5

Oklahoma City, Oklahoma

November 25, 1973

Ben Tipton
News Reporter

Willa R. Combs
Human Resource Development Specialist
Oklahoma State University
Stillwater, Oklahoma

APPENDIX I
INTERVIEW SCHEDULES
HOMEMAKERS

Phase I

Used by Researcher with Neighborhood Homemaker

INTERVIEW SCHEDULE

I need to know a few things about you and your family. Will you answer the following questions as best you can?

I. Where do you live?

1. _____
address
2. _____
county

II. How old are you? Circle the numbers that tell how old you are.

1. Less than 16
2. 17 - 21
3. 22 - 25
4. 26 - 30
5. 31 - 35
6. 36 - 40
7. 41 - 45
8. 46 - 50
9. 51 - 55
10. 56 - 60
11. Over 61

III. How many people live in your home?

1. Girls _____ Ages _____
2. Boys _____ Ages _____
3. Adults _____ Male _____ Female _____
4. Grandparents _____ Male _____ Female _____

IV. How far did you go in school? Circle the words that tell the grade completed.

1. Elementary--Grades 1 through 6
2. Junior High--Grades 7 through 9
3. High School--Grades 10 through 12
4. Adult Classes
5. Vo-Tech School
6. College--1 year, 2 years, 3 years, 4 years
7. Other (Name) _____
8. Status of employment

SURVEY OF SKILLS AND INTEREST
IN HOME MANAGEMENT

Directions: Researcher will place a check (✓) mark to the right under the statement which tells how you feel about each item on the left side of the page.	(1) Yes, can do well and can teach some-one else.	(2) Can do, but don't feel I could teach some-one else.	(3) Can't do, would like to learn.	(4) Can't do, not interested in learning	Total
Problem Area -- Can You:					
1. Plan meals your family enjoys?					
2. Plan market list and stick to it?					
3. Shop w/out being tempted by specials (extras)?					
4. Do comparative shopping - food, clothing, housing?					
5. Make yeast rolls?					
6. Make one-dish meal attractively?					
7. Switch clothing in wardrobe strikingly?					
8. Read and understand care labels?					
9. Make simple clothing/little or no cost?					
10. Make simple gifts/little or no cost?					
11. Make simple home decorations?					
12. Create bed/table covers from remnants?					
13. Make simple home furnishings/little or no cost?					
14. Refinish furniture?					
15. Make creative home accessories?					
16. Make a place mat on the sewing machine?					
17. Dovetail homemaking tasks (explain)?					
18. Stretch income from one pay period to the next?					
19. List other areas you can share with others?					
20. List other areas you want to learn from others?					
(19) Bed & table covers using what one has, leather tooling & ceramics, flower arrangements & center pieces, decorating ideas, resources for building a home.	(20) Canning & freezing foods, making projects from wood, writing letters, learning to sew and doing patchwork, using what one has wisely.				

APPENDIX J

SERIES OF SIX LESSONS

LESSON I

USE YOUR SENSE TO STRETCH YOUR DOLLARS

Objectives: Participating homemakers will:

- a. identify areas in which they need help in stretching dollars to meet family needs.
- b. specify areas of greatest needs.
- c. identify skills developed as a result of displays, demonstrations, and lecture-discussion.
- d. verbalize ways to coordinate wardrobes of family members to stretch clothing dollars.
- e. share ideas in which neighborhood cooperation can stretch family dollars, i.e., car pooling, exchange babysitting, group shopping trips.

Rationale:

Being able to get the most of one's dollars is almost every homemaker's cry. To be able to use each dollar wisely will aid in eliminating some of the homemaker's problems.

Interest Arouser(s):

Display of switchables--three complete ensembles that can be coordinated for eight changes for stretching the clothing dollar.

Bulletin of child care services.

Learning Experiences:

Illustrated lecture presenting an overview of management processes--using available resources to accomplish family goals. Lecture is illustrated with transparencies,

models, bulletin board, and wasy to read and follow pamphlets and hand-outs.

Take two lessons to show a wide variety of exhibits such as furniture or bed covers, table covers, cardboard table and plywood table.

Participating homemakers are involved in the discussion by sharing experiences, needs, and problems.

Sources of information are discussed, displayed, and shared.

Evaluation Experiences:

Homemakers share areas of greatest needs. These areas are discussed and ranked according to preferences of the homemakers; thus deciding how the lesson series will proceed.

Resources:

Bratton, Esther C. Home Management, Is . . . Boston, Massachusetts: Ginn and Company, 1971, pp. 88-102, 162-177.

Fitzsimmons, Cleo and Nell White. Management for You. New York: J. B. Lippincott Co., 1958, pp. 339-414.

Fetterman, Elsie and Marjorey L. Kabot. "Stretching A Buck." Journal of Home Economics, Vol. 64, No. 8, (November, 1972), 13-17.

Harvey, Robert H. (Ed.). "How A Practical Family Managed Its Money." Changing Times, Vol. 25, No. 5. Washington, D. C.: The Kiplinger Washington Editions, Inc., (May, 1971), 6-11.

_____. "What's Behind the Ads?" Changing Times, Vol. 25, No. 5. Washington, D. C.: The Kiplinger Washington Editions, Inc., (May, 1971), pp. 29-30.

Mork, Lucille and Minnie Belle McIntosh. "The Family Budget." Consumers All: The Yearbook of Agriculture, Washington, D. C.: The U. S. Government Printing Office, 1965, pp. 162-64.

LESSON II

COMPARATIVE SHOPPING FOR FOOD

Objectives: Participating homemakers will

- a. compare newspaper advertisements of weekend specials.
- b. compare food prices at different kinds of markets--i.e., neighborhood grocery, quick trip shops; discount stores, supermarkets.
- c. choose foods in form most suited to use--i.e., fresh, dried, canned, frozen, whole, diced, parts.
- d. compare unit price of food products.
- e. read and explain labels for content and preparation directions.
- f. compare quality of foods as to price, form, and brand.

Rationale:

Every homemaker should be able to shop comparatively. Knowing what are best buys and integrating this knowledge to provide nutritious family meals are a plus in family management strategies.

Interest Arouser(s):

Bulletin board--"Which Way?" displays various forms, brands, and prices of foods.

Displays of dishes prepared from different forms of foods.

Learning Experiences:

Taste and test foods prepared from various forms of food products. Discuss effect of different forms used. Cans of three different price ranges of corn, peas, and tomatoes.

Compare prices of different food forms, different food markets and different prices according to forms.

Study and discuss chart of peak season for different foods.

Evaluation Experiences:

Plan family shopping to meet needs--consider form, use, price, and where to buy.

Defend reasons for your choices.

Share choices and defenses with group.

Resources:

Boyd, Jacques. "Food Labeling and the Marketing of Nutrition." Journal of Home Economics, Vol. 65, No. 3 (May, 1973), pp. 20-24.

Budget Saving Recipes. Chicago, Illinois: The Quaker Oats Company.

Family Meals at Low Cost. Agricultural Marketing Service, U.S.D.A., PA 472.

Food Shopping in the Computer Age. Chicago, Illinois: Libby, McNeill, and Libby, XN-31.

Harvey, Robert H. (Ed.) "What It Takes to Be A Smart Shopper." Changing Times, Vol. 21, No. 9 (September, 1967). Washington, D. C.: The Kiplinger Washington Editors, Inc., pp. 39-44.

Peterkin, Betty B. "When You Buy Food." Consumers All: The Yearbook of Agriculture. Washington, D. C.: The U. S. Government Printing Office (1965), pp. 416-40.

Petermann, Ruth. One Dish Meals. Stillwater, Oklahoma:
Extension Service, OSU. Circular E-736.

Udvari, Stephen S. and Janet Liable. "Smart Food Shopping."
Buying Guides. Austin, Texas: Stech-Vaugh Company
(1973), pp. 21-46.

LESSON III

CUTTING COST OF SIMPLE HOME DECORATIONS:

TRICKS WITH TERRY TOWELS

AND CARDBOARD

Objectives: Participating homemakers will

- a. identify items that can be used for decorating homes.
- b. discuss functional uses of decorative ideas.
- c. check needs of home to determine how available and/or inexpensive resources and skills can be used to decorate the home.
- d. identify uses that can be made of terry towels and cardboard.
- e. make an item out of terry towels for the home or a family member.
- f. observe the making of cardboard table.

Rationale:

Homemakers often want to change the appearance of some areas of the home, but insufficient funds, know-how and time may prevent such changes. An awareness of a variety of alternatives plus the know-how and skills can help homemakers effect desired changes.

Interest Arouser(s):

A display of inexpensive, easy-to-make home decorations and wearing apparel made from terry cloth such as beach robe, beach slippers, window curtains; cardboard or plywood tables, and tables and stools from cable spools.

Learning Experiences:

Examine items on display; read and discuss directions for making items; and compare costs of items.

Discuss how some of these items can enhance the appearance of the home.

Plan for the construction of an item for the home using one of the fabrics and/or materials displayed.

Evaluation Experiences:

Examine and display finished products. Assess products; discuss skill that can be improved--what can you do to improve the product?

Resources:

Combs, Willa R. and Pat Lewis. "Tables and Stools from Cable Spools." Family Living Tips, A 6401. Stillwater, Oklahoma: OSU Extension Service.

_____. "Cardboard or Plywood Tables." Family Living Topics, T-6402. Stillwater, Oklahoma: OSU Extension Service.

Combs, Willa R. "Tricks with Terry Towels--Terry Robes or Beach Coat." Mimeographed.

_____. "Tricks with Terry Towels--Terry Slippers." Mimeographed.

_____. "Tricks with Terry Towels--Window Curtains." Mimeographed.

LESSON IV

CREATIVE HOME ACCESSORIES

Objectives: Participating homemaker will

- a. examine possible low-cost accessories.
- b. study and observe processes for making home accessories--i.e., place mats, fun fur pillows, pillows from remnants, pictures and wall hangings with jar rings, fabrics, novelties, embroidery hoops, candles.
- c. identify uses that can be made of inexpensive accessories.
- d. make an inexpensive home accessory.

Rationale:

A well-furnished home needs accessories as does a well-groomed individual. Many such accessories can be produced with a little effort and imagination on the part of the homemaker.

Interest Arouser (s):

Exhibit of creative home accessories with directions for making. Include such items as fun fur pillows; decorative place mats; pictures from jar rings, curtain rings and embroidery hoops; wall hangings using flowers, jewelry, fabrics, etc.; leather tooling; and candles.

Learning Experiences:

Examine displayed items. Read and discuss directions for making displayed items.

Check homes for items that can be used to make creative

accessories for home and family.

Choose an item to make.

Review construction directions and seek needed information for making item. Make the chosen accessory.

Evaluation Experience:

Compare the accessory you made with direction for making and a well-constructed accessory and rate.

Share problems encountered in construction and discuss ways of handling problems.

Share creative ideas you may have gotten while working out the experience.

Resources:

Autry, James A. (Ed.) "Arts and Crafts." Better Homes and Gardens, Vol. 41, No. 2 (February, 1963), p. 59.

Combs, Willa R. "Creating Wall Plaques." Mimeographed.

_____. Handouts prepared by the researcher.

Dieffenderfer, Ruth. "How to Set a Pretty Table--From the Very First One." Forecast for Home Economics, Vol. 19, No. 4 (December, 1973), pp. 6-7, 27-28.

Hauser, Margaret (Ed.) "Home Furnishings--The Individual Touch of Accessories." Forecast for Home Economics, Vol. 18, No. 9 (May-June, 1973), pp. 34-35, 56.

LESSON V

MAKING ATTRACTIVE TABLE AND BED COVERS

FOR LITTLE OR NO COST

Objectives: Participating homemakers will

- a. identify fabrics that are attractive, appropriate, and durable for table and bed covers.
- b. check cost of remnants that can be purchased by the pound.
- c. compare cost of remnants with cost of other fabrics and covers that are ready made.
- d. read and interpret directions for making table and bed covers.
- e. construct a cover for a bed or table.

Rationale:

Attractive table and bed covers enhance the appearance of the room, thus creating a more desirable and pleasant atmosphere for family living. Being able to incorporate attractive items in the home increases satisfaction and quality of living for the homemaker and her family.

Interest Arouser(s):

Project "before" and "after" transparencies in color, showing the differences that can be effected by the use of attractive table and bed covers. Display samples of table and bed covers and/or inexpensive fabrics from which they can be made.

Learning Experiences:

Investigate samples displayed. Compare quality,

construction and price of constructed products.

Discuss construction techniques, skills, materials, and equipment needed for constructing a table or bed cover for the home.

Construct a table or bed cover.

Evaluation Experiences:

Examine, evaluate, and display constructed bed or table cover.

Share ideas used to individualize covers.

Resources:

Combs, Willa R. and Bertha C. Nickel. "Creating Your Own Bedspreads from Remnants."

Hauser, Margaret (Ed.). "Buying Fabrics for Home Fashions." Forecast for Home Economics, Vol. 19, No. 2 (October, 1973), pp. 46-47, 110.

Hettich, Arthur (Ed.). "The Newest in Crafts and Needlework." Family Circle, Vol. 84, No. 2 (February, 1974), pp. 67-75.

Keller, Patsy. Floor-Length Round Tablecloth. Cooperative Extension Service, University of Arkansas.

Pattern books:

McCall
Simplicity

Various catalogues:

Sears Roebuck
Montgomery Ward
J. C. Penney

LESSON VI

MAKING YEAST ROLLS AND TOURS

Objectives: Participating homemakers will

- a. compare steps for making yeast rolls with steps for making quick breads.
- b. identify recipes that can be used to make dough for refrigeration and those for making master mix.
- c. demonstrate skills for making rolls.
- d. tour areas and observe results of home management skills that are displayed by participating homemakers.
- e. share benefits of home management skills that have resulted from participation in this series of lessons.
- f. project ideas for using learned home management skills.

Rationale:

Yeast breads are delicious, nutritious, and allow the homemaker to show her creativity in home baking. Yeast breads can enhance any family meal. A batch of refrigerated dough can save time and money for the average homemaker.

Interest Arouser(s):

A demonstration in roll making. The demonstrator may have a batch ready for shaping and show this aspect to the group. While these rolls are rising and being readied for baking, the demonstrator may go through the steps of making rolls. In this manner, even limited time will allow her to

bake rolls for participants' tasting and testing.

Learning Experiences:

Observe demonstration.

Discuss steps in making rolls--i.e., measuring, mixing, kneading, rising, refrigerating, shaping, and baking.

Question steps as needed.

React to taste test.

Collect recipes for rolls; compare ingredients, and time required for making.

Choose a recipe and make rolls for your family.

Evaluation Experiences:

Rate your rolls; cite areas in the process that can be improved for a more nearly-perfect roll.

Participate in the planned tour to view home management skills that are being displayed by participating homemakers.

Check the number of families that have been influenced by the participation of neighboring homemakers.

Resources:

Breads, Cakes, and Pies in Family Meals: A Guide for Consumers. Washington, D. C.: U.S.D.A. Home and Garden Bulletin No. 186 (1971).

Kierman, Barbara. Fleischmann's Bake-it-Easy Yeast Book. New York: Fleischmann's Yeast Test Kitchen, 1973.

Petermann, Ruth. How to Make Yeast Breads and Rolls. Oklahoma State University Extension Service, FL C-3301.

Tate, Dorothy E. Master Mix Recipes. Oklahoma State University Extension Service, FL C-3303.

APPENDIX K
SAMPLE OF TEACHING
MATERIALS

TRICKS WITH TERRY TOWELS

Willa R. Combs

Human Resource Development Specialist

Terry towels come in beautiful solid colors and prints. With towels and wash cloths at your finger tips and some imagination you can have many items you want and need. A few minutes, a little money, or a few notions can turn towels into beautiful curtains.

Towels may be sheared or looped pile. Some are jacquard-woven. The usual fibers are cotton, rayon and polyester. Sometimes a blend of two or three fibers is available. The towel edges are usually hemmed, bound, or fringed.

Window curtains can be made in less than half an hour using terry towels. Here is one way to brighten up your kitchen or bathroom in a matter of minutes. Materials you will need are listed below.

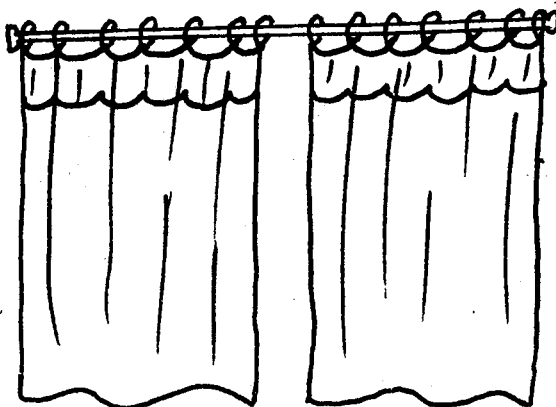
3 terry towels four to six inches longer than the window you plan to cover.

18 clip on rings for cafe type curtains.

2 curtain rods. The spring action type does not require a nail.

Directions:

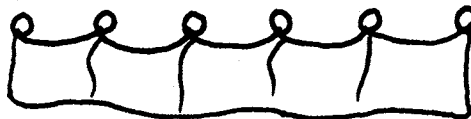
Fold the top of two curtains (the extra 4" to 6") over to one side. Secure the clips at the top of the fold. Slip onto curtain rod.



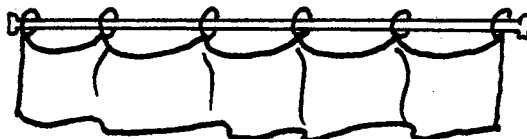
Fold the third curtain length wise.



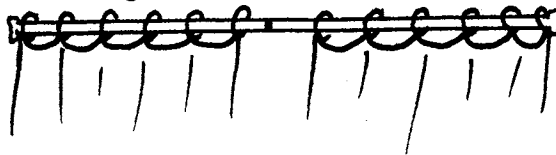
Fasten the remaining six clips to the fold.



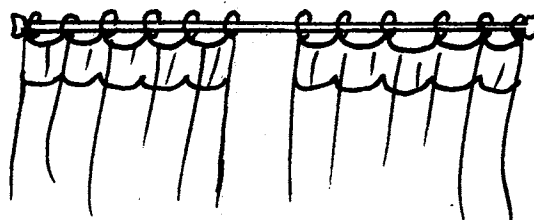
Slip this onto the second curtain rod.



Hang the curtain in the window. With the spring action rod no nails are needed to hold the rod up. Tighten the rubber tipped ends into the window casing by turning the right half of the rod until both edges are secure.



Hang the valance in the same manner above the curtains.



The bath towels absorb moisture from the kitchen or bath and are easily laundered. When you decide to change your decor, the towel-curtains can take their place in the linen closet for family use as others go to the windows.

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TRICKS WITH TERRY TOWELS

Make Your Own Terry Slippers

Willa R. Combs

Human Resource Development Specialist

Terry slippers are worn to keep feet off the floor. They are especially handy when stepping out of the bath tub, swimming pool, and when you take off your regular shoes.

Materials you will need

- 2 wash cloths
- 2 pieces of elastic 12 inches long and $\frac{1}{4}$ "- $\frac{1}{2}$ " wide
(or two 36" long shoe laces)
- 1 spool thread, size 50 to match wash cloths
- 1 safety pin
- 2 buttons for trim if desired
- cardboard, $\frac{1}{2}$ " foam or inner soles
- sewing machine or needles for hand sewing

Directions

1. Fold the wash cloths lengthwise and stitch the heel end $2\frac{1}{2}$ to 3 inches from the folded edge with a slight curve (Figure 1).

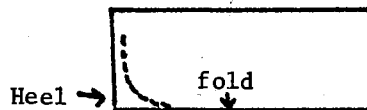


Figure 1

2. Sew the toe end the same distance as the heel up from the fold $2\frac{1}{2}$ to 3 inches, but do not curve (Figure 2).

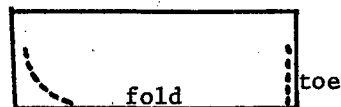


Figure 2

3. Press seams open.
4. Turn the seams to the inside. Fold the edges over

to the outside and sew a casing $\frac{1}{4}$ inch wider than the elastic (Figure 3).

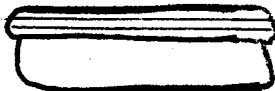


Figure 3

4. Use the safety pin to run elastic through casing and fasten securely in back of sluffs by tacking by hand or on the machine (Figure 4).

secure elastic

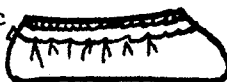
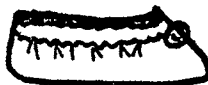


Figure 4

5. Decorate as you choose. The button can represent animal eyes (Figure 5).



button

Figure 5

6. The cardboard should be cut the shape of a shoe inner sole and a size to fit the foot. Place inside each slipper.

The size of wash cloth selected determines the size of slipper. Other decorations for the toe can be made from scrap yarn, applique, designs cut from fabric remnants or old garments.

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TRICKS WITH TERRY TOWELS

Terry Robe or Beach Coat

Willa R. Combs
Human Resource Development Specialist

Terry towels can be used to make inexpensive robes or beach coats. The size and length are determined by the size of the towels. Towels may be hemmed or fringed. Some towels are solid color, others printed, striped or bordered. If the towels are not cut they can be ripped apart and put back on the shelf and a new pair made into another robe or beach coat.

Materials you will need

for a medium sized robe or coat

2 terry towels of any color desired - 22 inches wide
and 44 inches long.

1 spool thread, size 50 to match color of towels

1½ yards cotton or polyester cording

dressmakers pins

needles for hand sewing or a sewing machine

Directions

1. Lay the two towels on a flat surface with the right sides together. One on top of the other (Figure 1).

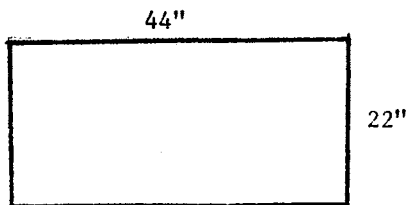


Figure 1

2. Fold the towels lengthwise (Figure 2).



Figure 2

3. Mark ten (10) inches for neck opening (5 inches from the folded edge and mark with pins (Figure 3).



Figure 3

4. Measure ten (10) inches from the shoulder line down the side of the towels for the armhole (Figure 4).

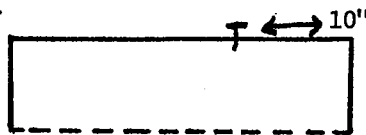


Figure 4

5. Open the towels to a flat position. Pin and sew sides to within five inches of bottom. Sew shoulders leaving ten inch opening for neck (Figure 5).

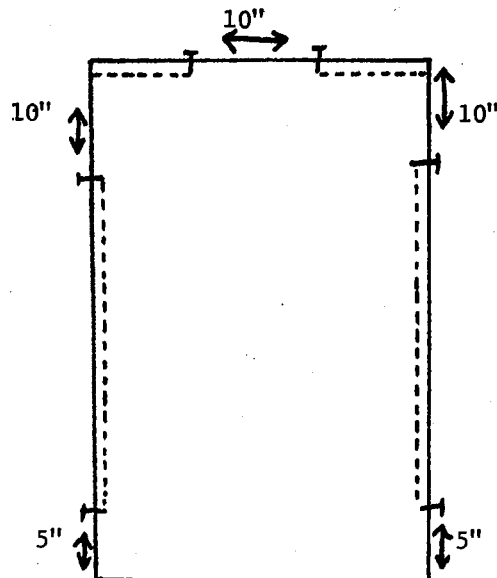


Figure 5

6. Press seams open (Figure 6).

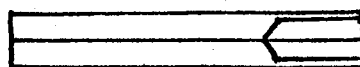


Figure 6

7. Tack edges in place at armhole and neckline.
8. Turn to right side.

9. Tie knots in both ends of cording to prevent raveling (Figure 7).
10. Applique, patchwork, embroidery or other trim may be used if desired (Figure 7).

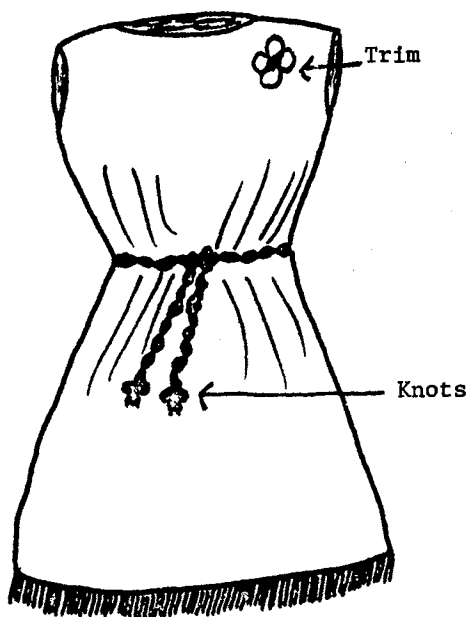


Figure 7

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FAMILY LIVING TIPS



*Home
Economics
Serving
Families*

A 6401

PUBLISHED BY OKLAHOMA STATE UNIVERSITY • DISTRIBUTED THROUGH COUNTY EXTENSION CENTERS

Table and Stools from Cable Spools

by

Willa R. Combs

Human Resource Development Specialist
and

Pat Lewis

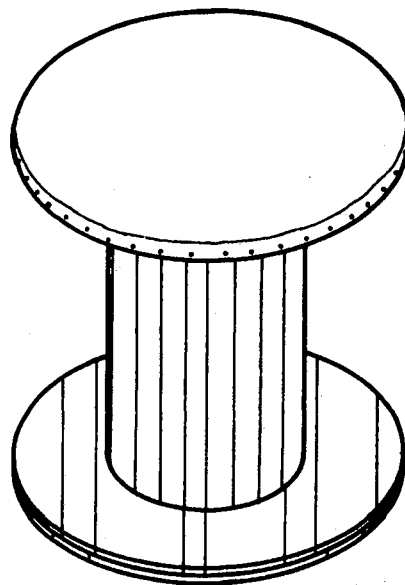
4-H Specialist, Agricultural Engineering

Attractive and useful furniture can be made from cable spools. These are usually available from electrical companies and telephone company warehouses for little or no cost. The spools may be painted or covered with material.

Individual stools and a table, or a table with a set of stools can be made using one large spool and several small ones.

Materials

- 1 spool with cable removed
- 1 piece foam or other padding to cover top of spool
- 1 piece of material (naugahyde or other upholstery fabric) large enough to cover top of spool with 3" overhang
- 1 small box carpet tacks
- 1 - 2 packages upholstery tacks
- Upholstery tack hammer (other hammer will do)
- Scissors
- Sand paper
- 2" paint brush
- Paint or stain of desired color
- Newspaper and old cloths
- Kerosene or other substance for cleaning brush



Completed Table

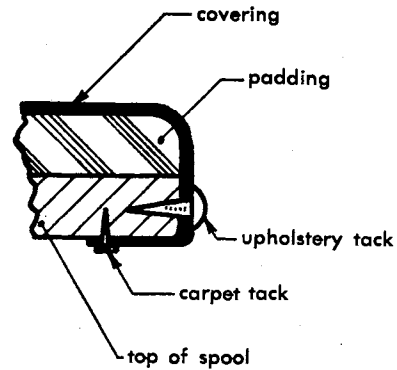
(See other side for directions for making this table.)

Directions

1. Sand the spool to desired smoothness or take off rough places.
2. Fasten padding to top with cement or glue.
3. Stretch the naugahyde or other fabric over padding and tack underneath.
4. Work from opposite sides first to get fabric centered on the spool.
5. Pull any fullness underneath and tack so that no pleats show on the top or at the sides of the spool.
6. Use upholstery tacks for trim around top edge of spool.
7. Paint or varnish the exposed portion of the spool and let dry.

If the stools and table are to be used outside be sure to use an outside finish.

The stools and table may be used in the family room, the patio or porch, the lawn or any room in the home.



Section of Cover Installation

Family Living Topics



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Cardboard or Plywood Table

Willa R. Combs

Human Resource Development Specialist

Drawings by

Pat Lewis

4-H Specialist, Agriculture Engineering

A cardboard or plywood table is ideal for use beside a bed, to hold a lamp, or as an accessory for any room in the home. This can be an inexpensive and useful item.

The materials and equipment you will need for the cardboard table and the plywood table are listed below:

Cardboard Table

2 pieces of cardboard — 26" long and 17" wide

1 piece of cardboard — 18" in diameter

1 small roll duct tape — 2" wide

(Rubber cement or glue may be used)

Scissors

A sharp knife for cutting cardboard

Directions for Cardboard Table

1. Find the midpoint of the 17" width leg by measuring $8\frac{1}{2}$ " from the side. Cut slot thickness of cardboard that is 13" long in each leg 17" x 26". (Figures 2 and 3)
2. Slip one slot over the other to form the base for the table.
3. Place the top on the base and tape or glue in place. (Figures 4 and 5)
4. The table may be covered with a 72 inch round table cloth.

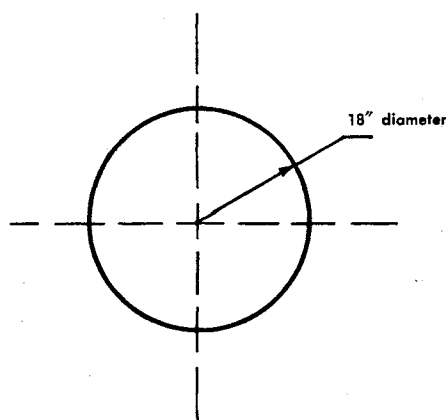


Figure 1

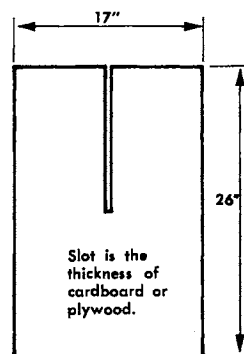


Figure 2

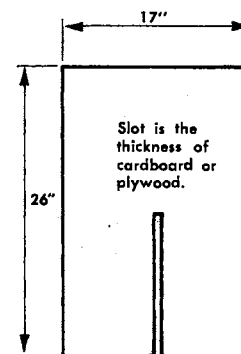


Figure 3

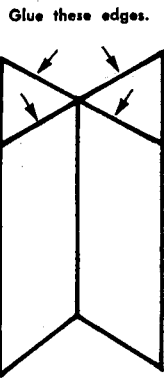


Figure 4

Plywood Table Materials

2 pieces of $\frac{1}{2}$ " plywood — 26" long x 17" wide
 1 piece $\frac{1}{2}$ " plywood — 18" in diameter (or square)
 Cross cut saw (compass saw if materials are not pre-cut)
 12 — No. 6 penny finish nails
 hammer
 sand paper
 (Varnish or stain if desired)

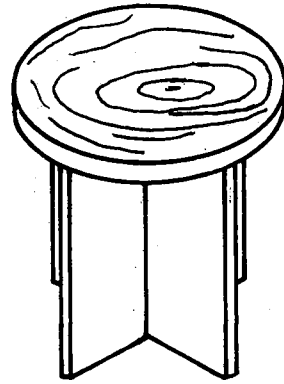


Figure 5

Directions for Plywood Table

The plywood table is assembled in the same manner as the cardboard table except instead of using duct tape or glue, use nails to fasten the top to the base.

Sand the surface until smooth.

Stain or varnish if desired or use a 72 inch round table cover.

Family Living Topics



Home
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PUBLISHED BY OKLAHOMA STATE UNIVERSITY • DISTRIBUTED THROUGH COUNTY EXTENSION CENTERS

Make Your Own End Table

by

Pat Lewis

4-H Specialist Agricultural Engineering

and

Willa R. Combs

Human Resource Development Specialist

Simple, inexpensive end tables can be made right in your own workshop area.

Materials You Will Need:

(All boards are one inch thick.)
1 square board 1" x 12" x 12"
2 boards 1" x 1½" x 11½"
4 boards 1" x 1½" x 18"
¼ lb. No. 6 Finish nails

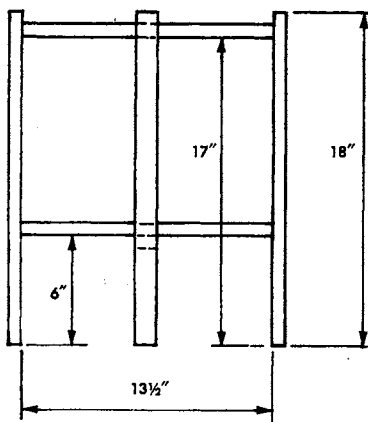
Equipment You Will Need:

Crosscut hand saw
Claw hammer
¼ lb. No. 6 Finish nails
Sand paper
Paint, Varnish
Paint brush (2")

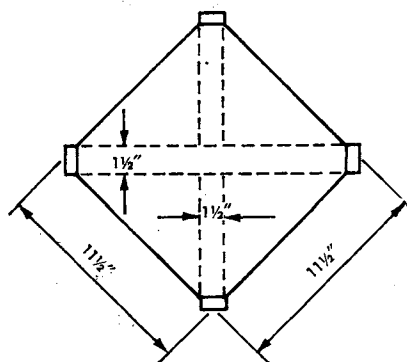
Assemble the table as shown in the diagram.

A second shelf may be substituted for the crossed boards underneath the top.

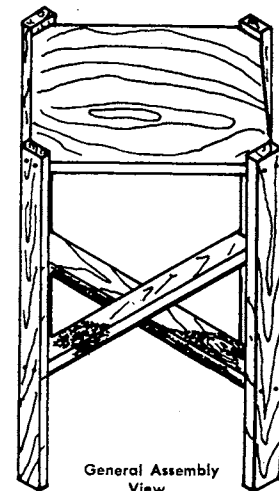
This table may be used beside a sofa, bed, chair or any place a table is needed in your home, on the lawn or patio. Use outside finish materials if the table is to be used on the patio or lawn.



Side View



Top View



General Assembly View

FAMILY LIVING TIPS



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PUBLISHED BY OKLAHOMA STATE UNIVERSITY • DISTRIBUTED THROUGH COUNTY EXTENSION CENTERS

Creating Your Own Bedspread From Remnants

Willa R. Combs

Human Resource Development Specialist

Bertha C. Nickel

Housing Interiors Specialist

A bedspread is a cover for a bed. It is used for beauty, protection and warmth.

Styles of Bedspreads

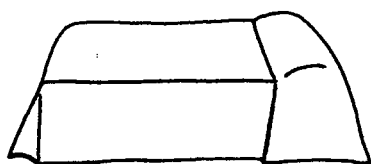
- The type of bedspread may be determined by the amount of fabric required.
- The time you have may determine the bedspread style.
- It takes longer to make some styles than others.
- Some people prefer straight lines while others want fluffy ruffles. (Figure 1)

Choosing a Color

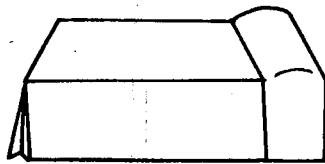
- The colors in a room may be repeated in the bedspread.
- Red, yellow and orange tend to warm and brighten rooms.
- Blue, green and violet can help create cool, restful rooms.
- A bedspread of favorite colors can add "personality" to a room!

Selecting a Fabric

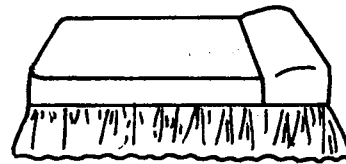
- Fabric should be strong enough to wear well.
- A bedspread should be easy to clean.



a. Throw Bedspread



b. Tailored Bedspread



c. Coverlet and dust ruffle

Figure 1

Common fabrics	Characteristics	Care
Cotton	durable color fast will shrink	washable warm water hang to dry
Linen	durable soft sheen dries quickly	washable warm water mild suds
Rayon	durable soft may fray	washable warm water mild suds do not wring
Dacron, nylon and other manmade fibers	strong no stretching no shrinking no wrinkling quick drying	washable warm water mild suds gently squeeze out water

Fabric Needed for a Throw (See Figure 1 A)

Choose the style and measure the bed for which the spread is to be made. (Figure 2) Sales people can help you select the correct amount of remnants for the bedspread.

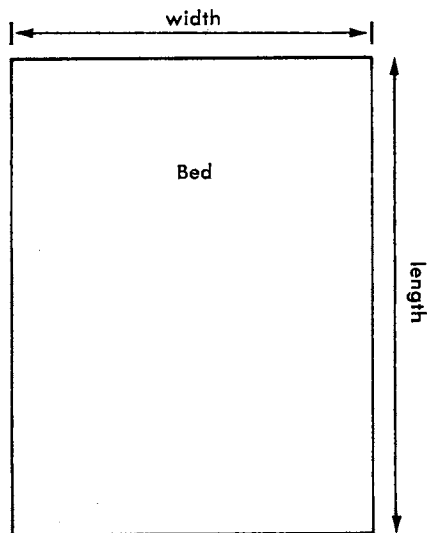


Figure 2

Remnants are sold by the pound, bundle or piece. Some bundles have fabric for making a double bedspread. Other outlets stock smaller bundles. Two of these may be needed to make a double bedspread.

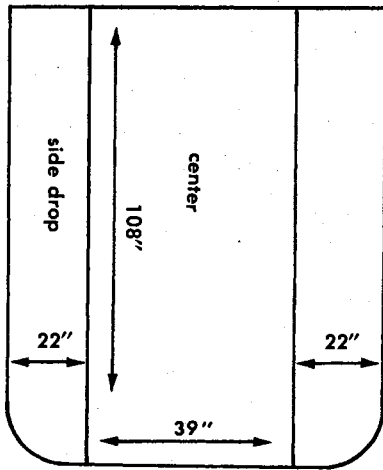
Equipment Needed

Scissors
Seam gauge
Tape measure
Dressmaker pins
Pincushion
Thimble
Hand sewing needles
(varied sizes)
Machine needles
(varied sizes)
Cording or zipper foot
for sewing machine
Heavy duty thread
(Mercerized, size 50, 2 spools)
Cording (if desired)
Box for equipment

Mattress and Bedspread Measurements

Type of Spread	Mattress Size	Spread Size
Twin Throw (Fig. 3)	38" x 75"	83" x 108"
Regular King, Throw	78" x 80"	118" x 120"
Dual King, Throw (Fig. 4)	80" x 80"	112" x 120"
Double Bed, Throw (Fig. 5)	53" x 75"	102" x 108"
Queen Bedspread Throw or Tailored	60" x 80"	105" x 120"

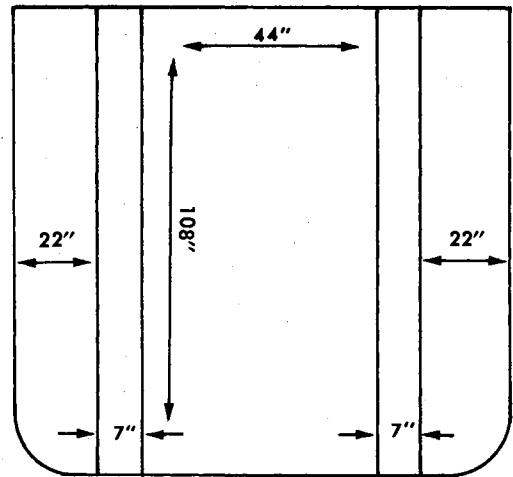
Twin Throw



Spread size: 83" x 108"

Figure 3

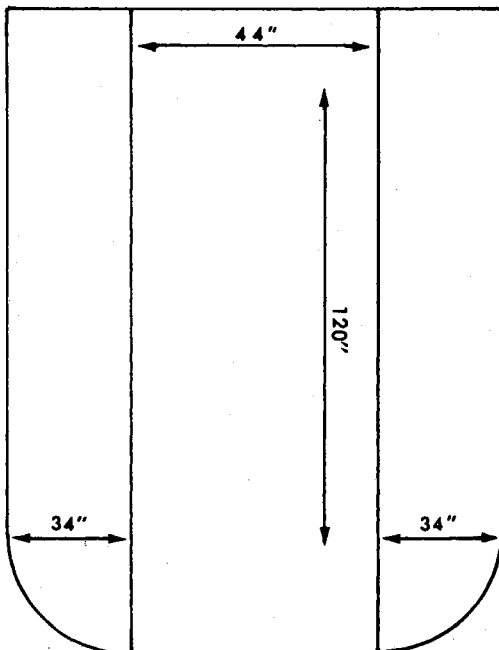
Double Bed Throw



Spread size: 102" x 108"

Figure 5

Dual King Throw



Spread size: 112" x 120"

Figure 4

Making a Throw from Remnants

Fabric remnants come in different shapes and sizes.

Corner Pieces:

1. Place right side of fabric together and pin or baste on the wrong side.
2. Sew a plain seam $\frac{3}{4}$ " from the edge on the straight side. (Figure 6)



Figure 6

3. Using a cardboard guide, trim darkened area to form a square. (Figure 7)

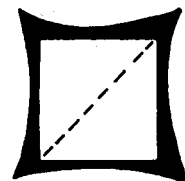


Figure 7

4. Sew the squares together to form strips. (Figure 8)



Figure 8

5. Arrange the strips to form the design and size of bedspread. (Figure 9)

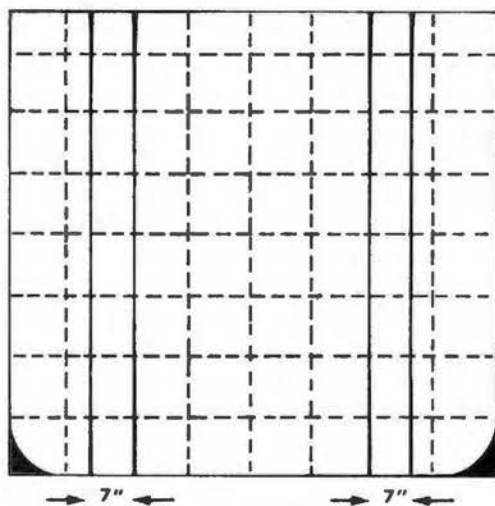


Figure 9

6. Sew strips together making bedspread.
7. The corners may be rounded if desired. (See Figure 9, darkened area)
8. The spread may be hemmed on the sewing machine (Figure 10a) or by hand using the catch stitch (Figure 10b). Cording may be used in the fold of the hem to make a rolled edge.

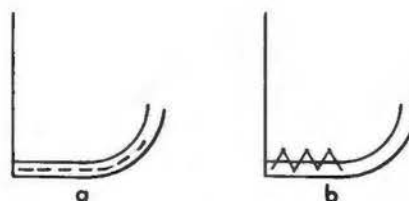


Figure 10

Completed bedspread shown in Figure 1 a.

Some remnants can be purchased in strips the length of the bed.

See step 5, (Figure 9) for putting these together.

Publications for other styles of bedspreads are available from the Extension Home Economist at your OSU Extension Center.

Appreciation is expressed to the following extension home economists for their suggestions: Ann Coffman, Marshall County; Dorothy Doakes, McCurtain County; and Carole Wood, Hughes County.

Oklahoma State University extension programs serve people of all ages, regardless of socio-economic levels, race, color, sex, religion, or national origin. Issued in furtherance of Cooperative Extension work, acts of May 8 and June 30, 1914, in cooperation with the U.S. Department of Agriculture, J. C. Evans, Vice President for Extension, Director of Cooperative Extension Service, Oklahoma State University, Stillwater, Oklahoma. FL A 6402 0374 7.5M 05 (Rev.)

FAMILY LIVING TIPS



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PUBLISHED BY OKLAHOMA STATE UNIVERSITY • DISTRIBUTED THROUGH COUNTY EXTENSION CENTERS

Checklist for Baby Sitters

Willa R. Combs
Human Resource Development Specialist,
and
Dr. Thomas Cunningham
Family Life Specialist

The following checklist may be helpful.

Name and address of parents:

Mr. and Mrs. _____

Telephone Number _____

Time to arrive _____

Time to leave _____

How to get there and return _____

(Should you arrange transportation or will they?) _____

Name (s) and age (s) of child (children)

Rates per hour _____

Where to contact parents:

Address _____

Telephone _____

A relative _____

Fire Department Telephone Number _____

Doctor's Telephone Number _____

Police Department Telephone Number _____

(Or dial the Operator and request the
Police Department.)

Jobs to do:

(a) Feed the child _____

(Will you prepare foods? Any special
directions.)

(b) Bathe the child _____

(c) Play until _____ o'clock

(d) Read a story _____

(e) Put to bed at _____ o'clock

(f) If the child cries (special instructions)

(g) Special toy to take to bed _____

(h) Where to leave a telephone message

(i) Are you expected to do any extra jobs,
prepare meals or snacks—wash dishes,
ironing, etc. _____

You should become familiar with your sur-
roundings.

Door Bell _____

Telephone _____

Light switches _____

The bathroom _____

Special equipment in the kitchen or other rooms _____

Entrances and exits to the house _____

Clothing, diapers, food, bottles, pajamas, toys, first aid kit, etc. _____

You should learn your privileges for use of such things as:

- _____ (a) Inviting a friend to keep you company
- _____ (b) Television or radio
- _____ (c) Record player
- _____ (d) Telephone
- _____ (e) Refrigerator
- _____ (f) Range
- _____ (g) and other items in the house

You may find it helpful to have some wallet sized cards to take with you each time you babysit. (See example below.)

Where to contact parents:

Address _____

Telephone _____

A relative _____

A supply of these cards is available from the Extension Home Economist at your OSU Extension Center. To get a supply of the billfold size cards, ask for number A-230/a.

Family Living Topics



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Tips for Job Interview

Willa R. Combs
Human Resource Development Specialist

Plan and think ahead to feel at ease during a job interview. Think of what might be discussed. Decide how your qualifications might fit the prospective employer's needs.

When going for an interview, give yourself enough extra time for parking your car or other personal emergencies. Be in the employer's office a few minutes ahead of time.

If unavoidable delayed, telephone and explain why you'll be late.

Put your best foot forward during the interview. The employer will be evaluating you from the moment he sees you until the interview is completed.

When being interviewed, adjust to situations and be flexible. Be patient and pleasant if someone else is ahead of you.

Dress attractively but comfortably and use grooming aids and makeup carefully. Too much makeup or inappropriate dress can ruin your chances for getting the job.

Know something about the job you're seeking and qualifications required. Be prepared to tell your educational background, work experiences and other facts related to the position.



Be relaxed and responsive.



Have self confidence and be optimistic.

Have a resume sheet available, giving education, experience, references and personal data. List hobbies, community activities, honors, achievements and talents.

If asked to name a salary, be prepared to give a range. Take into consideration long range opportunities and benefits. Know the standard of living you must maintain and living costs in the community where you will be living.

Let the interviewer know if you're interested in the job and thank him for his time and consideration. Be sure to leave your correct mailing address and telephone number so you can be contacted.

When you get home, you might send a brief follow-up note to the person who talked with you.

For additional help with preparing for a job interview or other family topics contact your county extension home economist.

A sample resume form is included on the reverse page of this publication. It shows how a form should look when completely filled out. The blue type indicates the information normally requested on most resume forms. When completing one of these forms use a typewriter. If one is not available use ink and print in the information clearly.

SAMPLE RESUME

The following is a completed "Application For Employment" sample. The names and numbers are fictitious.

PERSONAL DATA

NAME: Smith Kim A.
(last) (first) (middle)

ADDRESS: 1948 Main Street - Longview, Oklahoma 70004

DATE OF BIRTH: June 10, 1944 PLACE OF BIRTH: Walker, Oklahoma

HEIGHT: 5'5" WEIGHT: 115 HEALTH: Good SEX: F

CAR OWNER: YES NO DRIVER'S LICENSE NO. 9999999

MARITAL STATUS: (Circle One) Single, Married, Divorced, Widowed

DATE: February 1, 1972

444-44-444
 SOCIAL SECURITY NO.

TELEPHONE: (111) 999-8999

WILL YOU ACCEPT LESS THAN FULL TIME EMPLOYMENT
 YES NO

Number of Dependents: 1

EDUCATION (List in reverse chronological order)

DATES ATTENDED	SCHOOL	DEGREE	MAJOR
1967-1971	Oklahoma State University	BS	Home Economics
1963-1967	Central High School - Walker, Okla.	Academic	----

WORK EXPERIENCE (List last job first, then proceed backward)

DATES	EMPLOYER	KIND OF WORK	RESPONSIBILITIES
1/70	Lee's Fabric Store	Clerk	Ordering sewing notions
4/67	First National Bank	Cashier	Check orders

EXTRACURRICULAR ACTIVITIES

SCHOOL: Glee Club, Girls Quartet and Drama Club

COMMUNITY: Town and Gown

HONORS AND ACHIEVEMENTS

SCHOOL: Outstanding Drama Student Award

COMMUNITY: Choir leader, Mother of the Year, President of Professional Women's Club

INTERESTS, SKILLS AND HOBBIES Sewing, piano and social work

REFERENCES (Name at least one instructor, employer and personal friend.)

	NAME	COMPLETE MAILING ADDRESS	OCCUPATION
1.	Mildred Strong	1203 West 5th Street - Walker, Okla.	Drama Instructor
2.	G. L. Harris	609 Sunset Boulevard - Longview, Okla.	Bank President
3.	Mrs. James Kahn	713 East Elm Street - Walker, Okla.	Housewife
4.	Mrs. Susan Maynard	522 Circle Drive - Walker, Okla.	Dean of Women
5.	John Lee	2252 B Avenue - Longview, Okla.	Fabric Store Owner

AN EQUAL OPPORTUNITY EMPLOYER

Signature of Applicant

Kim A. Smith

RESUME

PERSONAL DATA	
NAME: _____ (last) (first) (middle)	DATE: _____
ADDRESS: _____	SOCIAL SECURITY NO. _____
DATE OF BIRTH: _____	PLACE OF BIRTH: _____
HEIGHT: _____ WEIGHT: _____ HEALTH: _____ SEX: _____	TELEPHONE: _____
CAR OWNER: YES <input type="checkbox"/> NO <input type="checkbox"/> DRIVER'S LICENSE NO. _____	WILL YOU ACCEPT LESS THAN FULL TIME EMPLOYMENT YES <input type="checkbox"/> NO <input type="checkbox"/>
MARITAL STATUS: (Circle One) Single, Married, Divorced, Widowed	Number of Dependents: _____

EDUCATION (List in reverse chronological order)

DATES ATTENDED	SCHOOL	DEGREE	MAJOR

WORK EXPERIENCE (List last job first, then proceed backward)

DATES	EMPLOYER	KIND OF WORK	RESPONSIBILITIES

EXTRACURRICULAR ACTIVITIES

SCHOOL: _____
 COMMUNITY: _____

HONORS AND ACHIEVEMENTS

SCHOOL: _____
 COMMUNITY: _____

INTERESTS, SKILLS AND HOBBIES _____

REFERENCES (Name at least one instructor, employer and personal friend.)

	NAME	COMPLETE MAILING ADDRESS	OCCUPATION
1.			
2.			
3.			
4.			
5.			

AN EQUAL OPPORTUNITY EMPLOYER

Signature of Applicant _____

Other Information That Might Be Necessary for Your Interview**Notes**

Oklahoma State University University Extension



HAS PARTICIPATED IN THE
LEADERSHIP DEVELOPMENT PROGRAM

AND EXHIBITS INCREASED KNOWLEDGE AND SKILL IN REACHING
AND TEACHING OTHERS IN THE COMMUNITY ON THIS _____ DAY
OF _____ IN THE YEAR OF _____.



County Extension Director

Extension Home Economist

Human Resource Development Specialist

VITA

Willa Mae Ryan Combs

Candidate for the Degree of

Doctor of Education

Thesis: DEVELOPING LEADERSHIP SKILLS AMONG HOMEMAKERS WITH LIMITED RESOURCES

Major Field: Home Economics Education

Personal Data: Born in Oklahoma City, Oklahoma, August 11, 1925, the daughter of Mr. and Mrs. William Ryan. Married to Sylvester Combs, April, 1947.

Education: Graduated from Dunbar High, Shawnee, Oklahoma; received the Bachelor of Science degree from Langston University in 1947; received the Master of Science degree, in Home Economics Education, in 1955 from Oklahoma State University; did further study at Colorado State University; completed the requirements for the Doctor of Education degree at Oklahoma State University in July 1974.

Professional Experience: State Extension Human Resource Development Specialist, Oklahoma State University, Stillwater, Oklahoma, since 1966; taught Home Economics, Oklahoma-Vinita, Chandler, Slick High Schools, 1947-1966; Southern University, Baton Rouge, Louisiana; College of Home Economics (taught Housing and Home Management), 1960-1961; study tour of West African Countries - Liberia, Ivory Coast, and Ghana via Portugal and the Canary Islands; studied Consumer Economics as it relates to cultures, family living patterns and education, 1972.

Professional Organizations: Oklahoma and American Home Economics Associations; Oklahoma Education Association; American Association of University Women; President's Equal Employment Opportunity Committee, Oklahoma State University; Phi Upsilon Omicron; Phi Delta Kappa Fraternity; and Alpha Kappa Alpha Sorority.