

"ONE STEP FORWARD"

An Evaluation of the Home Management Anti-Poverty Program

1966 - 1967

The Experiment In Self-Reliance, Incorporated, Winston-Salem/Forsyth County,
North Carolina and the North Carolina Agricultural Extension Service
Cooperating.

DEDICATED TO

Miss Mary Elizabeth Holder, Assistant Home Economics
Extension Agent, who expired August 14, 1967 at the
age of 25.

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-FOREWORD-

"One Step Forward" is an evaluation of our first year's work with low-income families in the Kimberley Park Area, Winston-Salem, North Carolina.

We only scratched the surface with our findings this year. There is still much work to be done in order to alleviate some of the problems that face these people.

In order to make "Our Second Step Forward" during the year 1967-1968, the Home Management Department must do more concentration on its findings in this evaluation.

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HOME MANAGEMENT EVALUATION

The Experiment In Self-Reliance, Incorporated, began its Home Management Component September 1, 1966. The two Home Economists were hired by the North Carolina Agricultural Extension Service. The two Home Economists were and still are supervised by the Forsyth County Home Economics Agents.

On September 1, 1966, the two Home Economists began to work in order to set up the program at the Kimberley Park Neighborhood Service Center.

The Home Economists did some visiting in the neighborhood to observe the community and living conditions of the families. They were also seeking a house for rent that would be used as a demonstration house or a model house for the community as a teaching method for the aides to be hired. At this time, the Home Economists acquired the knowledge from a few visitations with families that the wants of these families exceed their needs. Example: (a) many of these families wanted a car or hi-fi, and bought these, while basic needs were unmet; (b) many of the families needed mattresses, chairs, food or clothes, but they did not buy this; instead, they bought beer, canned heat, wine, sodas for each meal, etc. The Home Economists realized that these families did not know where to place their goals and values and they have not been taught how to use their resources wisely. This could be because many of these families are generations of poverty. But then, too, the Home Economists realized three of the major causes of poverty, which are: that these families are in poverty because of illness or death; because of circumstance; or because this has become a way of life. The Home Economists realized that the latter group would be hardest to reach. This, then, would be the area in which

ten neighborhood people would be hired to work as aides in this department.

The aides were interviewed by the Home Economists and began to work September 26, 1966. Out of the ten aides, six had not worked at all. Five out of the six received Welfare Assistance and the sixth depended upon the small salary her husband received. Only four out of the ten had been employed before. Two out of the four did domestic work, one (male) pastored a small church and one worked for the Recreation Department one year before. Nine out of ten had little knowledge concerning the importance of a job-being on time, working with people, signing time sheets, making reports, making home visits, etc.

The Home Economists began teaching the aides needed information regarding, "Preparing for the World of Work", "Developing Philosophy for Working With People", "Your Community and Its Resources", "Decision Making Skills", etc. The aides seemed eager to work, but we realized that much was needed before they could actually make contact with the people.

Many other questions had to be asked of the aides to find what they knew about family relations since they would be working with the family and in some cases the nuclear family (or the whole family). Out of the ten aides hired, one was not married, but had three children; five were living with their husbands (wife in one case), one's husband was deceased (leaving nine children at home) and three were separated from their husbands. These three had a hostile attitude toward men because they were left to rear the children (nine in one case) alone. By observing the aides, one could hear expressions such as: "What can a man do for me but give me babies", "All men are sorry", "I want to better myself", "I was just about to jump off a bridge before I was called for an interview". This made the Home Economists wonder if this was the group of poverty people who are

in poverty because of circumstance, illness, or death.

During the first week of orientation, we had to emphasize attitude towards families in the community and among co-workers. After finding out the background information about the aides, we found they, too, were among the families that had been (and still are) deprived financially, emotionally, and socially. Five out of the ten aides did not realize the importance of family living. Then, too, these aides needed simple motivation. Three had hostile attitudes because they had been faced with nothing but hostility or no one seemed to care about their lives or the lives of their children. The Home Economists realized they would really have to gain a close relationship with these aides in order to gain their confidence.

We found that many of the families in the poverty areas trusted no one, but it was part of our job to see that the aides trusted in us. They lacked this confidence in people or what they said, "confidence in the outside world". We found that these aides and poverty families lived in a world of their own...no goals in life.

After orientation period, we began with basic family relations. We taught the aides the importance of family living, what a family consists of, values and goals and its importance with a family, child rearing practices, parent-child relationship, parent-parent relationship, child-child relationship, the family life cycle, and how one parent can rear a family. After these family relation subjects were taught (some outside agencies were used), four out of ten admitted using some form of birth control method. Six did not use any method. Two out of the six admitted that they used no method because of their husbands disapproval.

All ten of the aides (after two months on the job) expressed and

showed a change in their families and themselves. For example, the children were drinking milk, the personal appearance of the aides changed and there was a change in their attitude towards their families.

Before sending the aides into the community, the Home Economists taught the aides the importance of record keeping, how to make out reports for the Home Economists and intake reports on how to make a home visit. Much of this was taught by role playing (using situations that exists in the community) and demonstrations. Nine of the ten aides had difficulties in filling out accurate and concise reports, but after two or three weeks much progress was shown.

During the first week, ~~the~~ aides actually made home visits. They contacted a total of one hundred and twenty-seven families. Of these families contacted, seventy-five per cent had a multiplicity of problems. Some of these problems were: many were having financial problems; many were living in dilapidated houses; many lacked knowledge concerning family relations; a number of older persons in the community were eligible for benefits, but did not know proper channels to follow to obtain benefits; there were many juvenile delinquent problems; people were suffering from mental problems; many were looking for hand-outs; people did not know the proper way to rear children; some needed special training on caring for the home; some families did not have sufficient clothing; men in families who had jobs were underpaid; some women had never heard about the family planning clinic; many of the homes were over-crowded; many of the families living in dilapidated houses refused public housing due to rules and regulations of the projects; foods and nutrition problems; lack of house furnishings; and some children suffered from malnutrition.

We began planning a program in order to help alleviate some of the problems that were observed. What was taught, the methods and objectives used, and the results of our teaching according to subject matter are discussed in the following pages.

FAMILY LIVING:

When we began the subject matter area of Family Living, we studied the background of the aides and some of the families contacted by the aides and us before we began to teach the aides to teach others. We found that these families (aides and residents) were deprived in more ways than financially. Of the 2,000 families worked with, these families were deprived emotionally, socially, and mentally. Problems existed such as: don't-care attitudes, lack of trust in people (especially men) because of many disappointments, drinking because of its many problems, fear of birth control methods because of superstition, lack of goals because they were not able to see the meaning or advantages, low values, lack of education because of having to stop school to work and support the family, and a lack of knowledge concerning how to rear children.

These families only gave birth to the children and several children were found suffering from malnutrition and a lack of clothing. Many of these children had no knowledge regarding the family in which there was a male or father, but many know of boyfriends because this is what their mother has told them. Many common law marriages exist among poverty families. Several of the women in this community expressed openly that they had babies in order for their welfare checks to be increased. These families did not realize that the increase was not enough to support the child. In many cases where a male companion was involved, the male companion received the largest percentage of the money from their checks. This indicated that the mother needed a stronger constitution when it came to which was more important - the child or the male. Many of these problems existed because the parents were lazy, lacked interest, possessed don't-care attitudes and hopelessness after being in the

cycle of poverty for generation after generation. These families felt that there were no possibilities of ever being removed from poverty. The male in the family (in some cases), or the community had no ego. They felt that they were not men, or the only way they could prove themselves was by getting the women pregnant and in most cases drinking alcoholic beverages. This gave them the nerve to express themselves. We found that sex indulgence was their form of recreation, but the women felt that this was a duty or a must for their husbands.

Illegitimacy is high in the poverty area, but this is mostly because of environment and a lack of knowledge regarding sex education.

The various factors associated with poverty such as inadequate education, low income, limited job opportunities and poor physical and mental health both cause and are caused by each other, interacting in a manner which renders escape by the impoverished family or individual virtually impossible without assistance from the outside. These families in poverty may be viewed as a downward-circling spiral whose parts continually feed back upon each other to drive the spiral even lower. For example, unstable employment is conducive to ill health which in turn makes it more difficult to find and hold a steady job, thus causing family members to be hostile towards each other and later separation. Low family income encourages a youth to drop out of school, thereby assuring that his earning capacity will never be great. A slum, or poverty environment fosters crime and juvenile delinquency which in turn contributes to an environment of social disorganization and apathy, then the slum worsens. Thus the spiral continues downward.

After studying background information from visits and aides' reports, the Home Economists began to make plans for Family Relations, develop objectives, and try to decide what needs to be different with the families and aides and

how this would be achieved.

These objectives were used in the teaching of Family Relations:

- To have the aides and low-income families know the importance of goals and values
- To help develop knowledge and a broader attitude towards the male in the family among the aides and the low-income family members
- To help develop knowledge and wholesome attitudes towards sex education
- To have aides and low-income families know the importance of skills and education in a changing society
- To help aides and low-income families gain more knowledge regarding behavior of children
- To help aides and low-income families gain knowledge and better attitudes towards the importance of child-rearing practices
- To help develop knowledge and attitudes among low-income families and aides regarding family planning
- To have aides and low-income families know the importance of and develop skills in managing family resources
- To develop knowledge and attitudes about the needs in each stage of the family life cycle

LEARNING EXPERIENCES:

We wanted to provide an opportunity for the aides and low-income families in the community area to become aware of and change attitudes relative to goals and values; also how to make family goals. We wanted these families to see and participate in making and planning goals and how changing values can be beneficial to the families. Many of these families don't realize how important this is. We wanted the aides and families to observe

their children and see what they thought needed to be different. After observation, we found the children were victims of circumstance and/or environmental conditions. For example, the children used the hostile language used by the parents, the children lacked guidance because the parents did not possess knowledge of child guidance, pre-teen children were left at home (in some cases, kept out of school) because the mother was away (in a few cases, doing day work). The children did housework while parents slept or entertained male friends. Many of the children lived with grandparents or guardians not knowing the whereabouts of parents, and many teenagers lacked education because of their having to work. We wanted the families to know how important the children could be in this society. Then, too, we wanted the families to see and hear about birth control, sex education and the importance of their change in attitudes towards this. The Home Economists wanted these families to learn the importance of understanding the family cycle and the importance of family recreation.

METHODS USED:

Many of the methods used by the Home Economists were successful and several were not. The methods that proved to be successful were: flip chart demonstrations, field trips to observe children (to elementary schools and nursery schools), use of outside agencies such as Family-Child Service Agency, and most of all, informal round table discussions and informal panel discussions. Then again, if the aides and families believed in the person's teachings, many questions could be asked of the aides and families without fear. Nine out of ten of the answers were found to be true. They like being treated as adults.

The Home Economists found that these families as well as the aides never liked formal lectures or formal classroom settings. They enjoyed learning when they felt that the Home Economists were part of them. We found that lessons and materials had to be very simple and repeated several times. These families never liked blunt criticism; but they like to be corrected by first telling them some of the good points that you see with their families. For example: instead of saying "Miss Jones, your children need to go to school everyday"; the parent liked for you to say, "Miss Jones, there are many advantages for you and your children if they attend school everyday because...(giving the advantages).

RESULTS:

The Home Economists worked with the ten aides and eighty-seven families in the community in workshops regarding Family Relations. Although all of the families that we worked with received training in Family Relations, we are only evaluating the results with these ninety-seven families.

The age group of these families range from nineteen to sixty-eight years of age. The number of children in these families range from two to thirteen in the age group of six months to thirty-seven years. Forty-three of these mothers had never been married, ten were widowers, and forty-four lived with their husbands.

Of the forty-four living with their husbands, eleven of the men were disabled. Out of twenty of the forty-four women living with their husbands, we found that the women did what the men said. Their reasons for not using birth control were because the men did not approve. Some expressed they were afraid of their husbands or afraid to disobey their orders. Many of these men felt that birth control methods would affect their sex relations.

This we explained was philosophical. At the end of several months, twenty-four of these families were attending the Health Department for birth control and two discontinued. The reason was birth control made them ill.

The attitudes of these families were of such nature that the largest percentage did not accept us at first. After gaining their confidence, the families accepted us. Of these families, the wives did not work and many showed little interest in their children. After working with these families, many began to show more interest in their children.

Some results shown were in attitudes towards the Home Economists in admitting their personal situations. For example: Many expressed that their alcoholic problem existed because of family financial problems. Families admitted that family recreation did help family social problems and that their children needed education because society was changing as we had expressed. These families admitted that:

- They did not want their children to grow up as they did (in the poverty cycle)
- They had learned the importance of family planning
- They learned the importance of making goals
- That values are important to the entire family
- That their conversations and language used should be improved around children

We realized that this was a change in attitudes, but we could not stop with these families because there was still room for needed improvement.

Of the forty-three families that had possessed no male, we realized that birth control was important and that these were the women who left their children alone to be with male companions, and kept children out of

school to do the laundry and to clean house. Much improvement is needed with this group. They expressed that their male companions helped them financially and emotionally, that they lived from day to day without any goals or values and that their children needed their support. The children of these families are exposed to too many adult activities and the mothers admitted that the children should not be exposed to this.

Of the women separated from their husbands, their attitudes were hostile towards men, but this has changed. After discussions, they now admitted that they can talk about their problems freely and they need a good male companion for their children. Even the aides have begun to talk freely about family life and sex. They admit that broken homes, lack of education, and jobs cause poverty. Example: The aides gained enough confidence to apply for a job and to work daily without being absent. They admitted that working has improved their family life and attitude toward life. Four of the ten aides receive welfare assistance.

The widowers, we found, kept children that belong to the mothers who were not married. Many became guardians of these children when the child was one month old. These families admitted that welfare assistance caused many of the families' problems.

IMPROVEMENT NEEDED:

Programming is needed for the next year in Family Relations. This subject will always be needed because of the high rate of illegitimacy, juvenile delinquency, broken homes, and others. Much improvement is still needed with these families in child care, sex education, making goals (long and short term), changing values, and parent-child relations. The morals of these families will be most difficult to change unless attitudes can be changed regarding moral standards.

HOUSING AND HOUSE FURNISHINGS:

Of the 3,680 housing units in the Kimberley Park area, 63% are deteriorating and/or dilapidated, 22% are overcrowded and about 20% are housing project units. The families lack knowledge, skills and abilities regarding Housing and House Furnishings. Too many of these families that live in these deteriorating houses can do little about the deterioration of the house, but they can keep their homes clean. With the knowledge, needed skills, and ability, it was evident that these families could make improvements. Also, many of these families had a don't-care attitude, meaning if they knew what could improve their homes, the homes would remain the same. Many of the homes that were visited by the aides and/or Home Economists were almost unfit for human habitation. Some examples were:

- No beds...in some cases, family members slept on car seats, old dirty quilts or even rags on the floor
- No table or chairs in the kitchens...many family members would stand to eat
- No mattresses or insufficient mattresses...in many cases, the mattresses had been destroyed by children urinating or the mattress was extremely dirty
- No closet space or storage if lived in Housing Project, no closet doors... clothes hung on nail on the walls or in paper bags tacked on the wall, thus making the rooms even more cluttered
- No floor covering...only the old wood floor with holes...cardboard tacked over holes
- No bedding...too many of the homes visited had no bed linen and some of the children had never slept on a sheet
- No knowledge regarding window treatment...the window panes were broken and stuffed with rags, no curtains...if any, the curtains were plastic pulled back and tied in a knot. Some windows had never been washed.

- Lack of knowledge concerning re-upholstery or making slip covers...in many of the homes visited, the springs in the sofa or chair (if any) were showing
- No knowledge about selecting and using old or used furniture
- Lacked knowledge concerning wall care...seven out of ten homes visited, the color of the walls could not be determined

The families did not realize that soap, water, motivation, attitude, determination, and work could change the cleanliness of these homes. Their interest was not in the inside or outside appearance of the home, but their interest was to try to obtain items that seemed or appeared to them to be middle class or moving up. For example, they bought color televisions, cars, large stereos, etc. They felt that there was no hope for the dilapidated houses. Some of the families lived in these homes ten, twenty or thirty years. Too many of these families moved too often, and all lacked knowledge, skills and ability to improve their homes and stay within their income. Many of the families were not aware of the many ways that they could use their old furniture.

Objectives: The objectives that the Home Economists and the aides used were centered around their findings. These objectives were used in teaching the aides and low-income families in the area of Housing and House Furnishings.

- To help develop knowledge and attitudes concerning the importance of a clean and proper mattress among the aides and the low-income families
- To develop knowledge, skills and ability regarding constructing a mattress for the aides and low-income families
- To develop knowledge of the correct materials to use in mattress construction for the aides and low-income families

- To teach families and aides the importance of clean bed springs
- To develop knowledge, skills and ability regarding the proper use of top skins for bed springs
- To teach aides and low-income families the importance of floor care
- To develop knowledge, skills, and ability concerning the protection of linoleums and insulating floors
- To teach aides and low-income families skills concerning the importance of mopping and waxing floors
- To teach aides and low-income families skills and the importance of dusting floors
- To teach aides and low-income families the importance of painting
- To teach aides and low-income families the importance of certain colors that room surfaces are to be painted
- To teach aides and low-income families the importance of walls, ceilings, and their texture
- To develop knowledge, skills, and ability regarding painting of ceilings, windows, and doors
- To develop knowledge and attitude concerning the importance of clean and proper sheets, pillow cases and blankets
- To teach aides and low-income families the importance of storage in the home
- To help develop knowledge and skills regarding the construction of sheets and pillow cases
- To develop knowledge, skills, and attitudes regarding closets and shelf space
- To develop attitudes, knowledge, and skills regarding the use of cardboard boxes for storage

- To develop knowledge and skills regarding construction of bed spreads and materials to use
- To teach aides and low-income families the importance of window curtains and draperies
- To help develop knowledge, attitudes, and skills regarding the construction of draperies and the correct materials to use
- To teach aides and low-income families knowledge and skills regarding furniture antiquing and refinishing
- To teach aides and low-income families knowledge concerning buying old and used furniture
- To develop knowledge and attitudes regarding the use and care of old and used furniture
- To develop knowledge concerning color
- To teach aides and low-income families the importance of the color wheel
- To develop knowledge, skills, and ability concerning choosing color schemes

Methods: The methods used in Housing and House Furnishings proved to be very successful. The show and tell demonstration method proved to be the most successful method used in Housing and House Furnishings. The "Low-Cost Model House" is the largest project of the Home Management Program. All subject matter taught while furnishing and decorating this house was done through show and tell demonstrations. The ten aides and some of the low-income families gained more from this method than any other. Again, formal lecture proved not successful because the aides and families became bored and they did not feel comfortable. We realize that formal lecture is good for them at times, but in order to reach these families and aides, informal lessons had to be taught. This way, we found that the families and aides

comprehended more. The aides' doing mock classes was another method that proved successful. By them conducting the classes, we could see and hear what knowledge they had or had not gained. Then, too, we could see what methods they would use to teach the low-income families. Films and film strips proved to be successful because as the aides said, this is something that they could see and hear. We also found that if the aides and families could see how to do things while they hear, they gained more knowledge and skills; then, attitudes would easily be changed.

Workshops was another method that the Home Economists found to be successful because then the aides and families could actual do in a group what had to be done. Example: mattress workshop - they feel if they actually do the work, they would appreciate what has been done and they will take care and more pride in their work.

Field trips proved to be successful because they could see what was available and how items are made.

The "Low-Cost Model House" is a project that the aides and low-income families appreciate and take care of.

Result: The Home Economists and the aides are very proud of the results of Housing and House Furnishings. The methods used in teaching the aides and low-income families were some of the methods that we could say was part of the results because by this time they expressed to us what method best suited them. Four hundred and nineteen (419) persons received training in Housing and House Furnishings. Of these families, twenty-seven persons were given educational demonstrations regarding Wall Care (including men); thirty persons were given educational demonstrations concerning Floor Care (including men); fifty persons were given educational demonstrations regarding Use and Care of Old Furniture; thirty-three persons were given educational demonstrations

and materials concerning Refinishing, Antiquing and Remodeling Old Furniture; sixty-three persons were given educational demonstrations and literature and also participated in the bedding and mattress workshop; fifty-five persons received demonstrations and participated in a closet construction workshop; forty-seven persons received educational demonstrations regarding curtains, draperies, and bedspreads; and fifty-three persons were given educational demonstrations regarding re-upholstery. These families showed great enthusiasm while participating, although improvement was shown in only about one hundred families.

After we had started the "Low-Cost Model House", the men in the neighborhood began to volunteer and take interest. They began to do some of the heavy work and after landscaping the yard of the "Low-Cost Model House", one neighbor bought a lawn sprinkler to use in the yard of the House. Of the many people who visited the House and participated in the Housing Workshops, some of the comments were: "I lived in this house and how did you get it this clean?", "After forty years, how did you get those floors looking so good?" "The sofa and chair look great", "I want to do my sofa as you have done yours", and "We want to learn how to do our furniture like you do it".

The families located in the area of the House have shown some improvement. For example: five families have built closets in their bedrooms; three families have made draperies; one family has upholstered a sofa; five families have built flower boxes; and one family is beginning to sew grass. The families in the community show great respect for the Home Management workers. The "Low-Cost Model House" is guarded by neighbors meaning to protect the House and its surroundings while workers are away.

The Home Management club members said that they have achieved many great ideas regarding Housing and House Furnishings and many of the club members have used these ideas in their homes.

While conducting some workshops such as re-upholstery, the eight out of ten aides showed great enthusiasm and worked extremely hard. Two out of the ten did not express or show enthusiasm to learn. We were told by them that the work that they were doing involved using the sewing machine. At the time the first re-upholstery workshop was conducted, these two were not as familiar with the machine as others. During the first mattress workshop, all of the aides showed enthusiasm. The two aides that did not work as hard in re-upholstery worked hard in the mattress workshop.

Before open house was held in the "Low-Cost Model House", a tremendous amount of work was done by the aides, low-income families, and Home Economists. All of the objectives that the Home Economists set were accomplished and put to use in decorating the House. We received many calls from the people in the neighborhood seeking information pertaining to the purchasing of the materials used in making draperies, bedspreads, and curtains made from tobacco canvas. Even the aides were amazed at what could be done by using inexpensive materials.

When the closet was constructed in the Model House, the aides and families expressed that this was something that they did not believe could be done. We had one man from the neighborhood to say that he wanted his closet built exactly as the one in the Model House. This he did, and the wife made the curtain around the closet and draperies to match.

During open house, we had 548 people to tour the House. Up to now, we have had a total of 777 to tour this House and many families come two and three times a week. Some people came by daily. We had one lady to say that

she started to come visit us one Sunday, but after coming half-way, she realized that we didn't work on Sunday. From this, we found that we had gained her confidence and that her attitude certainly had changed regarding House Furnishings. Home Management club members like to meet at the House because they said the atmosphere is so relaxed and we seemed like one happy family. Some of the other comments that we have heard while families visited the House were: "I am simply amazed at your mattress"; "We all have something to be proud of"; "You can look at the house and tell a lot of work was put in it". A man from the Office of Economic Opportunity said, "I have visited most of the poverty programs in the United States, but this is one of the most impressive programs I have seen". A lady wrote a letter from Pennsylvania stating that she had visited the House while here on vacation, and she had heard so many wonderful comments prior to her visit. She said, "All the wonderful comments were true", and she was deeply impressed.

Most of the comments made about the house were very impressive ones. The few critical comments made were those we appreciate because they came from specialists such as: "Clean the door knobs and one set of curtains were just a little too long".

We had many people signing up for different workshops and all workshops could not be scheduled until the early part of the fall.

Again, we did find that if the families trusted the worker and gained confidence in us they would participate in workshops. One aide stated that it takes a person with a glowing personality and real smiles to work with poverty families. She also stated that the reason she said real smiles was that these families can tell a false smile; then, too, they have been disappointed too many times in life.

We had an elderly man to tell us not to do the House perfect, because the families would get a feeling of defeatism or feeling that this was something they could not do. We found this to be true in a few cases where the families did not participate in the workshops, but saw only the finished product, such as re-upholstery, mattress, or drapery workshops.

What is needed: The Home Economists and aides have been asked by the families to have more workshops in all areas of Housing and House Furnishings. We have observed that this is needed and more families need to participate in workshops such as mattress, storage, re-upholstery, slip covers, floor and wall care, simple house cleaning techniques, curtains, draperies, and bedding. We feel that by the families asking for this showed a great change in attitudes which was extremely hard to change.

MANAGEMENT AND CONSUMER EDUCATION:

The Home Economists realized, after observing and reviewing statistics, that 69% of the families in the Kimberley Park Area had an income less than \$3,000.00 and the medium school years completed was the sixth grade. From this, we knew that these families did not have the knowledge nor the ability to manage their family, community and financial resources wisely. Many of the older families could not read or write, and many live on incomes that were not fixed incomes. For example: they leave home after having been told they would make \$5.00 for the day...making \$2.50. In most cases, bus fare is taken out of this. These families have very little to manage off of. Many express the fact that they live in dilapidated houses because the rent is cheap such as six or seven dollars a week. Then, there are those who live in these houses because this is all they are acquainted with or because of ill health or because this is where they want to live. They don't feel secure in venturing out beyond familiar surroundings.

The families had little knowledge, if any, regarding legal matters, credit, insurances, birth certificates, etc. These families lack knowledge, skills, and ability regarding banks because generation after generation had dealt only with finance companies. David Caplovitz's book, *The Poor Pay More*, is an excellent example of the many pitfalls in which we found these families. They bought from dealers and other businesses that catered to the poor. These businesses have extremely high interest rates and the product did not qualify for the price that they paid. But, these families did not realize or know otherwise. Others had no knowledge as to what they were paying for items. A good example of this was a man selling dresses in a truck. The dresses were made from cheap materials and cost more than if bought from a downtown store and the dealers showed little

respect for these people.

The families lacked knowledge concerning buying foods, clothing, and managing non-human resources. Household management was among the area that they knew least about. Many of the families actually did not care about the management of the home, while others were victims of circumstances.

When the aides started to work, their family income ranged from \$127.00 to \$250.00 per month. The only aide receiving \$250.00 per month was the one receiving Social Security for a family of twelve. She knew very little regarding budgeting. The aide receiving \$127.00 a month had an income that was not a fixed income because the \$100.00 was received from the father of her children and she could not depend on this. The \$27.00 was a welfare supplement. Three other aides received A.D.C. (Aid for Dependent Children), and four of the aides were not employed.

The Home Economists observed that the aides and low-income families needed learning experiences regarding when to use credit, the advantages and disadvantages of credit, different terms used in credit, contracts and other legal matters, also, the use of large and small equipment, and how to manage family resources, both human and non-human.

Objectives: The following objectives were used by the Home Economists and aides in some cases:

- To teach aides and low-income families about credit
- To develop knowledge and make aides and low-income families aware of the different terms used in contracts such as: add-on clause, installments, and deceptive contracts
- To help make families and aides aware of the rules for contracts
- To teach families and aides educational rules regarding before signing a contract

- To help develop knowledge and attitude concerning bank and finance companies
- To develop knowledge and attitudes of aides and low-income families regarding advertising
- To develop knowledge regarding shopping in general and shopping in low-income neighborhoods
- To teach aides and low-income families knowledge concerning guarantees and warranties
- To help teach and develop attitudes of aides and low-income families regarding door-to-door salesmen
- To help develop knowledge and attitudes regarding foods and how and where to complain
- To develop knowledge regarding legal matters (using attorneys)
- To help develop knowledge and attitudes of aides and low-income families regarding the importance of budgeting
- To develop knowledge and attitudes of aides and families regarding the importance of insurance and medical care
- To develop knowledge and attitudes of aides and low-income families regarding use and care of large and small household equipment
- To develop knowledge, skills, and ability of aides and low-income families concerning household management such as laundry, cleaning, etc.
- To teach aides and low-income families to save money, time and energy

Methods: The Home Economists realized that these families needed to see how a family's income was budgeted and have them participate in the activity. Other activities we found that the aides needed to see and actually participate in were with contracts concerning legal matters (using

mock situations) and to see and use large and small household equipment.

Again, we found that show and tell demonstrations, film and filmstrips, flip charts, mock classes and role play were excellent methods of teaching. Another method for teaching that proved successful was informal lectures and families and aides actually filling out contracts, blank checks, surveying different stores and comparing prices. Panel discussions also proved successful. The aides and low-income families were able to gain knowledge from these methods. By them participating and taking part in the lessons, their attitudes seemed to change easily. When conducting formal class lectures, these aides and families said they felt as though they were being preached to or condemned for their wrong doings. The Home Economists also observed that through listening to the aides and families, many teaching techniques were brought. Example: one neighborhood lady said, "It all depends on the attitude and personality of the teacher". These aides and families were found to be touchy and did not accept what they called "outsiders".

Results: The results of Management and Consumer Education proved successful with the aides and about 47% of the families with whom we worked. More work is definitely needed. Three hundred and ninety persons were given educational demonstrations, literature, and information regarding Management and Consumer Education. Seventeen families (husband and wife) received educational information and literature regarding budgeting. These seventeen families were referrals from the Domestic Relations Court and State Probation Officers. The 1,840 people participating in the Home Management clubs also received educational training in budgeting, spending your food dollar wisely, household management, credit, contracts, use of large and small equipment, etc. They visited neighborhood grocery stores,

chain grocery stores, different department stores, etc. Of the three hundred and ninety persons worked with (not including club members), forty-one persons were given individual counseling in money management. These persons were not in groups. We found that by working with them as individuals, they would reveal to us their financial situations. Two hundred and forty-nine persons were given educational information and material regarding Home Management. These families participated in activities such as laundry, cleaning the house, managing the children, saving time and energy. Fifty-one families (including men) received training in legal matters, credit, contracts, and consumer education. During these classes the families were taught by the lawyers from the Legal Aid Society. The many problems of these families were brought out and the lawyers were able to solve many of them.

The aides worked with many families in which the man nor the woman could read or write. Two examples were: one family was receiving Welfare Assistance...by them not being able to read or write, a teenager was cashing the check and paying bills. They had only fifty cents left out of their check for that month. They had no insurances and the bills were months behind. After the aides worked with this family, they were able to save money and take out insurance.

One family was taught how to budget their money and as a result, they were able to install a telephone which was needed because of an ill child.

The aides have been able to open saving accounts, have extra spending money, and manage their household better. Many of the families that had only one to two cooking utensils were able to buy other cooking utensils. The aides made field trips to Piedmont Gas Company and Duke Power to receive training in the use and care of small and large household equipment. Nine

of the aides expressed the fact that they did not know that that many items existed.

Forty-seven per cent of the families worked with in Management and Consumer Education expressed themselves in this way:

"I will cherish what I have learned".

"The lessons on legal matters, credit, and contracts have taught me a lesson".

"I don't think I will buy from a door-to-door salesman again".

"I have certainly learned how to clean my house and save time".

"I am going to re-decorate my house and not buy anything but the paint".
(This person did this by using what she had learned in Housing and House Furnishings).

"I now know what to look for before I buy food, clothing, and house furnishings".

"I'll never sign another contract without reading it or having a lawyer read it".

Of the four aides who had been receiving Welfare, none of them are receiving Welfare at the present time. Of the four aides that were living in the housing projects, only two are living in the projects now. The two who decided to move have very neat homes in nice neighborhoods.

What needs to be improved: We know, and the aides have expressed that the families could never learn too much about Management and Consumer Education.

During the coming year, we plan to put more emphasis on Consumer Education because the knowledge of the low-income families regarding this is very limited.

CLOTHING:

The Home Economists found that many families in the Kimberly Park Area were inadequately clothed mainly because of the lack of education, ability, and skills concerning clothing.

In many instances, there were no clothing and shoes for the children regardless to the season of the year. If there were clothing, they were improper and insufficient for the season. In most cases, children had on only a shirt or some article similar, no underwear, pants, shoes, or socks. In one home visited, one little boy wore an old dirty t-shirt for pants, held on by a string around the waist. These families had nothing better and had no knowledge of how to improve themselves.

These families had no knowledge of the buying and fitting of foundation garments, or why it was necessary to buy them. They gave no thought of being well-groomed. Shoe heels were run over or worn down and unpolished, socks had large holes at the heels, clothing was worn soiled or without buttons or proper fasteners, safety pins were used when the fasteners broke off. There was no mending done because many of them did not know how.

These families had no places to store their clothing because of the small cramped rental houses that had no built-in closets. They hung their clothing in bags on a nail behind the doors in the house. Other garments were stored in paper bags. In some homes when the laundry was done, it was left unironed in a box or chair and ironed as needed. Some articles were worn unpressed. Many clothes were ruined because of the lack of knowledge on laundering.

These families felt that there was little hope of rising above their handicap and seemed to have no interest in their appearance.

Objectives: These objectives were used in clothing:

- To develop an awareness of knowledge, skills, and ability regarding Buymanship for the aides and low-income families
- To develop knowledge concerning principles and techniques of clothing construction
- Become aware of the use and care of sewing machines
- To develop interest, knowledge, and ability concerning proper storage for clothing for the aides and low-income families
- To develop an interest in and knowledge of and the importance of the proper care of clothing
- To become aware of pre-treatment of clothing before laundering
- To develop some knowledge concerning the use and importance of foundation garments
- To become aware of improvement in appearance because of good foundation garments
- To develop clothing techniques and principles concerning clothing renovation

These were some of the teaching objectives used for the aides and low-income families.

LEARNING EXPERIENCES: The Home Economists in working with the low-income families in the Kimberley Park Area, and the aides, found that there was a great need for the education and training of these families in Buymanship and construction of garments to help the family's economy. These families also needed help in good grooming. They were totally unaware of the importance of the proper laundering and storing of clothing to ensure longer wear.

We wanted to provide an opportunity for the low-income families and the aides to see and participate in buying clothes for families. We felt that each family's economy would be greatly helped if they could learn to use a sewing machine and to construct simple garments. We also wanted them to learn to be able to renovate usable clothing on hand.

These families and the aides needed to learn the importance of caring for clothes, how and why clothes should be care for, and means of storing them.

These families lacked the knowledge and interest in the wearing of foundation garments. The Home Economists wanted to provide an opportunity for the families to see foundations and how they are used.

We felt that these were the main areas in clothing that the low-income families and aides needed help in immediately.

METHODS USED: The clothing show and tell workshops were most enjoyable for the clients and aides. The open workshop atmosphere was quite accepted because there was a variety of activities going on at all times-sewing, cutting, fitting, and demonstrations on techniques. There was physical participation - no lectures or formal classes.

They also accepted with enthusiasm the field trips to the department stores, fabric centers and sewing shops. This gave them an opportunity to see the different types of fabrics and know how and when to use them and to see and learn how to use sewing equipment and machines. On the trips to the department stores, the aides were shown the foundation garments and ready makes.

There were also lectures which were not well received. They tended to bore or frighten some of the clients who looked on them as classes.

The filmstrips went over well because of the informal way they were presented to them. This method was especially successful in the workshops on laundry and care and storage of garments because they could actually see the whole picture step by step.

RESULTS: Of all the families contacted, about 75% of them and the ten aides participated in the clothing workshops. These families showed improvements in various ways. While some were not interested in constructing simple garments, we were successful in getting them to be more conscious of their appearance and the care of their families. They learned the proper way to sew on buttons and mend garments.

Most of the clients and the aides have been very successful in Clothing Construction. Many have new wardrobes as a result of participating in the clothing classes. One client who had to rely on relatives to sew for her was determined to learn herself in order to sew for her family and herself. She has made a lovely new wardrobe for herself and has finished each garment as a professional would have. Another client who was in poor circumstances financially, had no clothes until she started attending the clothing workshops and has completed at least eight garments.

About 50% of the clients had never sewn anything before and many of these have made lined garments such as suits, coats, pants, and other articles for their families.

A great number of the clients have purchased their own sewing machines through an economical plan worked out with the Singer Sewing Machine Company and Home Economists in order that they might be able to sew at home for the family.

WHAT IS NEEDED: Though 75% of the low-income families have been reached, there are still other who have not participated in the clothing

workshops. Still those who have profited by the program need more advanced techniques in Clothing Construction. More programming on Clothing Construction and Good Grooming is needed. Though some families have improved their storage and closet space by building one in their homes like the one at the "Model House", there are still others who need more workshops in this area.

In all, this has been a very rewarding area as far as results are concerned but there is still much more work to do.

FOODS AND NUTRITION:

Most of the families in the Kimberley Park Area and the aides had very little knowledge of the proper planning of meals and how to get the most from their food dollar. We found that most of these people could qualify for the Food Stamp Program but only 2% participated. Many of them had heard of Food Stamps, but could not budget their money to purchase them.

The families were not aware that planning meals ahead could save money and time because they were accustomed to "running to the corner store daily or each time they needed an item".

There was absolutely no concern over the importance of planning and preparing nutritious meals for the family. There was an evidence of the lack of Vitamins A, C, and D. Some of the children suffered from malnutrition and many were plagued constantly with colds. Instead of buying milk, fruit and vegetables for the family, they would buy sodas, cookies, candies, beer, liquor, and sandwiches or anything that they "wanted" as long as the money lasted (Welfare checks or other subsistence money) and for the remainder of the month they ate skimpily or on credit at the neighborhood store. The diets were high in carbohydrates because of poor management. They could not afford meat and did not like vegetables. Some of the families cooked one pot of food, maybe rice and bread or beans and bread or whatever they could afford. Some only cooked in one pot because this is all that they had.

The families in this area knew nothing about table setting, serving a meal to the family, or the proper use of silverware. In some homes, there were no tables and chairs to sit down to and no silver to eat with. The children ate with their hands and the adults and larger children ate with spoons or whatever silverware available. The families never sat down at

the table together, but served their plates from the stove and ate any place in the house, consequently, no table manners were observed.

These objectives were used in Foods and Nutrition:

- To make families aware of how to apply for Food Stamps
- To make families aware of the foods which provide Vitamins A and C
- To motivate people to consume more dairy products and the importance of dairy products
- To develop knowledge and ability regarding how to spend the food dollar wisely
- To develop knowledge of the importance of conserving food nutrients
- To develop know-how concerning properly stored food in order to conserve food value
- To create an awareness of how much more enjoyable mealtime is when properly carried out
- To create ability, skills, and know-how in table manners

There were some of the objectives used in teaching the aides and some of the low-income families.

LEARNING EXPERIENCES: We found that though some families had heard of the Food Stamp Program, few understood it and did not know how to go about applying for them. We wanted the people to learn through participation how to go to the certification office and get qualified for the program.

It was evident from observations that the low-income families in this community lacked the knowledge of the importance of good nutrition. We also wanted these families and the aides to see how to prepare food with Vitamins A and C and to know the importance of these vitamins to the body and to include milk in some form in the diet each day.

We wanted to provide the aides and low-income families with the opportunity to learn how to plan well-balanced meals from the basic family groups, select the best food for their money, prepare it to conserve the food value and to store cooked and uncooked food properly. This, we hoped would alleviate some of the malnutrition that was found in the children.

The aides and low-income families had very little knowledge if any, concerning table setting and serving a meal. The most common implement for eating was the teaspoon and in most cases, the hand for the children. We wanted them to see and participate in the proper table setting demonstrated by the Home Economists and know how to use the silverware and how to serve a meal. We also wanted them to see the importance of knowing how to conduct themselves at the table during mealtime.

METHODS USED: The aides and low-income families showed a marked enthusiasm for the show and tell demonstration, especially where they could participate. They liked the informal workshop atmosphere where there was no lecture. They greatly enjoyed the method of learning by filmstrips.

The Home Economists invited some school teachers and social workers of children in the target area to come and observe the aides and some of the clients, in order to offer suggestions as each of the aides and some of the clients set a table giving the how and why of the proper use of each piece of silverware.

Several specialists came to the various workshops: Mr. Yountz from the United States Department of Agriculture, in charge of Food Stamp Program, offered valuable information on Food Stamps.

Miss Langley from the Forsyth County Welfare Department was a resource person for Food Stamps. Miss Kay Dillon, area nutrition, was a resource

person helpful with meal planning and preparation; Mrs. Ora McHan of the Dairy Council brought very interesting information on milk and dairy products; and Mrs. Eva Ekvall, nutritionist who demonstrated low-cost recipes in cooking workshops. All of these resource persons offered valuable, informative demonstrations to the aides and the low-income families.

The aides were taken on field trips to the grocery stores in order to get first hand experience in buying and selecting food.

RESULTS: 80% of the low-income families including the ten aides participated in the Foods and Nutrition workshops which proved to be very rewarding. Over 50% of the clients improved in various ways, for example, more of them started drinking milk or buying more for their children. Some of them began trying foods that were new to them such as carrots and lettuce. One client's child who had never eaten any lettuce before was given some to taste at a workshop and liked it so well she asked for more.

Other clients began using the same types of food that they ate each day in a variety of ways to break the monotony of eating the same foods prepared in the same ways, for example, pinto beans were used to make chili, macaroni made into a salad. They also began trying new dishes using leftovers.

Some of them became interested in cook books and how to follow directions in preparing new recipes. They began dropping by asking the Home Economists how to make certain dishes or how can they give their children milk each day on their budget or what they could substitute for certain food that the family disliked.

The eating habits of this 80% of the low-income families have improved in some cases greatly, in others, slightly, but they are aware of the importance of good nutrition.

WHAT IS NEEDED: The low-income families and aides have been introduced to the importance of good nutrition. They need a continuous program in Foods and Nutrition, especially in the inclusion of Vitamins A and C and milk. There is also a need for more workshops in Budgeting the family dollar and in including the Food Stamps in the household budget.

Our clients seem to profit more from the see and tell demonstrations on the planning and preparation of low-cost meals. We need more money appropriated in the demonstration supplies' budget in order that we might be able to provide them with an opportunity to see that these meals can actually be prepared.

Some of the people in the Home Management Groups were among the low-income families who participated in the different areas of Home Making that has already been evaluated in this report.

In an effort to organize the groups, the aides found that 90% of the people contacted had never participated in groups. The people did not want to participate in any other group except the one in their street block.

After three weeks of knocking on doors with the purpose of organizing small groups, eighteen groups were formed. These groups were composed of five to nine people and meetings were held in the homes of individuals each week.

We felt that if small groups were formed, the people could be worked with almost as individuals, and then, too, they would not be reluctant to participate because of educational background.

Although eighteen groups were formed in three weeks, at the end of the year, there was a total of thirty-eight groups in full operation. These groups participated in all home making activities.

The male groups participated in legal matters, credit, house furnishings, and budgeting. These groups' participation was extremely good and they participated in many activities carried out in decorating the "Model House".

Now, after a year, Home Management groups are in great demand by the people because the people discovered what and how much they could learn, and how effective and rewarding it was to work with their neighbors and other people.

The activities of the thirty-eight groups have been evaluated in this "One Step Forward".

Here are a few quotes showing how the aides feel about Home

Management:

"I have learned many things concerning Home Management, for example, Housing and House Furnishings, Refinishing Old Furniture, Mattress Making, Floor Care, Wall Care, Clothing, and Foods and Nutrition. In Foods and Nutrition, I have learned the basic four food groups, the importance of having a balanced diet, the essential of food to the body such as milk for bones, blood, muscles, eye sight, skin, etc. Consumer buying, family planning, health and welfare organizations of the community, legal aid insurance and urban and welfare organizations of the community, and insurance and urban renewal all have helped me in my family life because I have further knowledge and there are some things that I did not have until I received it through my training. I know what's best for my family when I am serving their meals. Saving money and time has really helped me financially. I am able to purchase things that I never dreamed of having before. Now I have a brighter outlook on life."

"It has given me a better outlook on life. One thing it has taught me is to be more thankful for what I have, and to work harder toward my goal. Since I have learned many things, I feel that I have been stimulated to the point that I can help others and know that some of the information I have carried out has been helpful and that they have benefited from it. I have learned the meaning of the four basic food groups, mattress and mattress making, floors and floor finishes, draperies and bedspreads, sewing, grooming, budgeting, upholstery, furniture and refinishing and many facts concerning calories".

"In the three months that I have been employed with the Home Management

Department, I have learned how to mix and get along with a group of other people. I have also learned a great deal about sewing, re-upholstering, painting a room, and caring for floors and furniture properly. I have also learned how to go out into the neighborhood and get the people together so that they can be organized, and to help them to help themselves to get the things that they need.

By accomplishing these things, it has helped my family spiritually, morally, and financially. With my husband's salary, there wasn't enough money for necessities for my children and myself. By working, I have accomplished some of the things that we need".

"For the past twelve months, I have learned many things concerning Housing and House Furnishings, how to finish old and new furniture, mattress making, floor care, wall care, and clothing.

In making new clothes, I have learned how to sew the new and easy way. This helps to save time and money and energy. In Foods and Nutrition, I have learned the basic four foods and the importance of having a well-balanced diet every day. The parts of the body and how it relates to food. I have had special study and learning in Consumer Buying, Family Planning, Health and Welfare Organizations of the Community, Legal Aid and Insurance. This has helped me in my family life because I have more knowledge than before in all aspects. I now have training that will always last. All the learning that I have received has given me a brighter outlook on life and has given me the desire to move even higher in my education. My family is happier and more relaxed than before because we have some of the things that we have always wanted including clothing and food".

"During my training in the Home Management Department, I have learned more than I could ever write or express. But there are two things that I have really got some helpful hints from. The first thing is Housing and House Furnishings. During my training in this area, it has made me more aware of the beautification of my home in which I live. It has inspired me to buy more furniture and odds and ends for my house, along with the color scheme.

The second thing is that I try to use some of each from the basic four foods in the area of Foods and Nutrition. I have also learned a lot about sewing, taking into consideration that I didn't know anything about sewing. The most important thing is that I have learned how fortunate I am, compared to the people in the neighborhood that we have contacted and also how to work and get along with them."

"Upon working with the children on Wilson Street and children of other areas during the summer program, I learned that there are many children, if taken the proper time with, would have some very extraordinary minds.

I also learned that some of the children in the program had been taught very little manners. They had no value of how important it was to take care of materials. They also had a bad habit of using profane language in the presence of other children and of adults.

Another thing is that the children need a very good lesson in grooming. The children did not seem to know that a combed head, clean body, and clean clothing is a daily chore.

Many of these children came with an odor and a very unclean body. But, by working with them, many improvements began to show. The Dutch girls and I, along with my co-worker had a very amusing summer with the children."

We would like to express our appreciation to all of the resource persons who helped the Home Management Department with all of the problems they faced during this year.