1972

Case study of Family Food Aides in Expanded Nutrition Program

Malati Surendra Chakravorty

Iowa State University

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Case study of Family Food Aides
in Expanded Nutrition Program

by

Malati Surendra Chakravorty

A Dissertation Submitted to the
Graduate Faculty in Partial Fulfillment of
The Requirements for the Degree of
DOCTOR OF PHILOSOPHY

Major: Home Economics Education

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INTRODUCTION

In May, 1969, the President of the United States sent a message to the Congress which indicated:

in the past few years we have awakened to the distressing fact that despite our material abundance and agricultural wealth, many Americans suffer from malnutrition. Precise factual descriptions of its extent are not presently available, but there can be no doubt that hunger and malnutrition exist in America, and that some millions may be affected.

Millions of Americans are simply too poor to feed their families properly. For them, there must be first sufficient food income. But this alone would only begin to address the problem for what matters finally is what people buy with the money they have. People must be educated in the choosing of proper foods.... (White House Conference on Food, Nutrition and Health, 1969, p. 1).

The President further stated that he was prepared to take action to help the people suffering from malnutrition including a (1) special supplemental food program to help pregnant women and infants suffering from malnutrition and a (2) food program to provide food and nutrition service to the people. The President concluded by saying, "America has come to the aid of one starving people after another. But the moment is at hand to put an end to hunger in America itself for all times...." (White House Conference on Food, Nutrition and Health, 1969, p. 4).

A sound education regarding nutrition will enable people to make wise decisions about their food choices and to acquire positive attitudes toward food. At the time of this study, there were many agencies working with people to improve their dietary habits. One example was the Expanded Nutrition Program of the Cooperative Extension Service of the United States Department of Agriculture. This program was directed toward improving the diets of low-income families.
The focus of the Expanded Nutrition Program was on hard-to-reach low-income families. The program was conducted mainly on a person-to-person basis with individual homemakers who did the food shopping and meal planning in the target families. The area director, home economists, and other local extension staff members hired, trained, and supervised the paraprofessional aides. These Family Food Aides were given concentrated instruction in food and nutrition and other areas of information needed when working with low-income families.

The author of the present study had the opportunity to meet with extension personnel of Iowa State University and the home economists of different counties in Iowa. When she discussed with them the possibility of a study related to the Expanded Nutrition Program, all agreed there was need for research to contribute knowledge needed for the continued development of this new program. Most of them suggested that the study of Family Food Aides would be of much help to them in planning training programs for the aides as well as helping them in selecting aides by suggesting personal, social, and educational characteristics to be considered. The interest and encouragement of extension personnel at Iowa State University regarding the usefulness of a study of Expanded Nutrition Program Aides made this study possible.

Thus, the first justification for conducting this research was the need for information that it could provide to those in charge of the Expanded Nutrition Program in Iowa. A second justification relates to the fact that the research was conducted as a part of a program of graduate study and hopefully would aid the researcher, a home scientist from India, in achieving her educational goals.
Nutrition education has been an important part of community development programs in India. The gramsevikas (village level workers) have been given training in nutrition and other home science subjects. Like Family Food Aides of America, the gramsevikas could be classified as paraprofessionals who work with families to bring about change in food and other home-science-related practices.

The researcher was interested in learning how a new program of community improvement was planned and implemented. The universities of India, especially the departments concerned with social work, education, and extension, have taken up projects to work with people in the rural and inner city communities to help the people to make effective use of their resources. Government grants have been made available to teachers to carry out research and implement educational programs of change in the communities. The author of the present study was in charge of such a research project for three years at Baroda University, India.

The study of the Family Food Aides in the Expanded Nutrition Program would, the researcher believed, help her to gain an insight into the kinds of problems faced by the personnel involved in such work. Thus, the experience would enable the researcher later to apply some of the basic principles of working with low-income families in an informal situation while working with the people of limited income in India.

The research experience with Family Food Aides of the Expanded Nutrition Program would also provide a better understanding of poor people in general. It would also help the researcher to learn the way the extension personnel of state, area, and county levels work together to achieve the objective of helping people to help themselves.
The researcher had experience in collecting qualitative and quantitative data in India by the use of questionnaires. The data were then analyzed by appropriate statistical methods. In most cases, the statistically significant results failed to represent the reality of the situation. For example, when a housewife was asked who made the decisions in the family, she said that she and her husband made them jointly, whereas the researcher, who lived with this family for a month, said that the majority of the decisions were made by the mother-in-law in the family.

Other directors of research in India (for example, Dr. Mattie Pattison Paddock, chairman, Ford Foundation Project at Baroda University, 1963-1966) had similar experience in conducting studies with adolescents. Prior to the time of this study, they told the researcher of the conclusion that the people of India were not ready to express their true feelings and opinions on a questionnaire.

Thus, the author of the present study chose to use the case study method because of its appropriateness for the purposes of the study and because it would give her a chance to learn this informal way of collecting and recording data for research. Its use would also provide the experience of planning, analyzing, synthesizing, and drawing conclusions about the problems and factors associated with the work of the personnel involved in a program like the Expanded Nutrition Program. A preliminary visit to the county made it clear to the researcher that such experience was possible in the situation under study.

The professional personnel involved in the Expanded Nutrition Program indicated that the case study method would provide a greater insight into the situation than any other method. The general aim of the researcher was
to identify the problems and factors associated with the work of the Family Food Aides of the Expanded Nutrition Program.

The following objectives were formulated for the present study:

1. To identify characteristics of Family Food Aides which are descriptive of the individual, family, education, and work behaviors and which are judged to influence the Expanded Nutrition Program.

2. To recognize problems which are faced by the Program Families in relation to food, housing, sanitation, education, and health of the family members and which have implications for the training of Family Food Aides.

3. To identify problems recognized by the aides, home economists, and other extension personnel in carrying out the Expanded Nutrition Program.

4. To develop criteria recommended for use in selecting and training aides.

5. To make suggestions applicable to effective teaching by aides, training of aides, and interrelationships among personnel.
REVIEW OF LITERATURE

This chapter includes several sections with the view of developing a rationale on which the present study was designed and carried out. These sections are as follows: the case study method, problems and characteristics of low-income families, analysis of poverty in different societies, problems related to nutritional status of low-income families, and paraprofessionals in expanded nutrition and other home economics-related programs.

Since the case study method was used to study the Family Food Aides as they operated in the Expanded Nutrition Program, considerations in the use of this method are discussed. Literature dealing with problems and characteristics of low-income families is reviewed since the aides were working with such families. A brief discussion of poverty in different cultures is included because the researcher had a special interest in the applicability to other situations (India) of the research experience gathered in this country. There were a variety of home economics-related programs which were utilizing paraprofessionals at the time of this study. A review of the functions of the paraprofessionals and their relationship with professionals is designed to provide a foundation for understanding the work of the aides engaged in the Expanded Nutrition Program in this study. Thus, these five sections of the review of literature were felt to be a necessary basis for the present study.

The Case Study Method

This section reviews studies related to (1) case study as a method of research, (2) purposes of case study, (3) advantages of case study in
research, (4) comparison of case study and statistical approach, and (5) limitations of case study method.

Case Study As a Method of Research

The use of case study as a method of research is not new. This method has been used by social scientists for a long time. The case study is still extensively used by researchers for studies involving the collection of qualitative evidence. This section reviews the case study as a research technique in the field of social sciences.

Sax (1968) defined case study as "any relatively detailed description and analysis of a single person, event, institution, or community" (pp. 288-289). He described:

the case study is said to be ideographic; that is, it attempts to understand the behavior and attitudes of the individual without attempting to generalize these findings to other persons or groups. In contrast, most research studies attempt to develop principles or theories having wider applicability. The attempt in research is to develop NOMOTHETIC knowledge, or knowledge that relates to larger numbers of persons, institutions, or events (p. 289).

Best (1959) stated, "The case study is concerned with everything that is significant in the history or development of the case" (p. 113). Gee (1950) indicated that the "case study method emphasizes the total situation or combination of factors, the description of the process or sequence of events in which behavior occurs" (p. 230).

Barr, Davis, and Johnson (1953) believed that the "case study is potentially the most valuable method known for obtaining a true and comprehensive picture of individuality" (p. 188). They expressed:

It makes possible a synthesis of many different types of data and may include the effects of many elusive personal factors in drawing educational inferences. It seeks to reveal processes and the
interrelationships among factors that condition these processes. Initial concepts in new fields of science frequently result from the analysis of individual cases.... Study of large amounts of descriptive data derived from observation of many individuals eventuated through application of principles of agreements and differences, in a formulation of what may for convenience be called 'types' of disorder (p. 189).

Lundberg (1942) indicated:

The case study in social research should give insight into deep-seated factors in social life not obtainable by the use of any other single method of social research.... It helps to explain causal relationships.... It is, in short, one of the distinctive methods which are of value in social research for reaching certain objectives which cannot be met as adequately by any other method (pp. 168-169).

According to Gopal (1970):

The case study is often termed a method, sometimes a technique, at others an 'approach' to social reality and occasionally, a mode of organizing data in terms of some chosen units.... The case study, thus, examines the complex situation and combination of factors involved in a given situation so as to identify the causal factors operating (p. 184).

Cicourel (1964) defined field research as including "participant observation and interviewing" (p. 39). His discussion of field research is applicable to the case study method used in the present study:

Rather than entering the research setting with an explicit theoretical scheme and design, the field researcher frequently develops his 'theory' during the study or after the data have been collected and while writing up the findings.... If the kinds of assumptions presupposed in his interpretations of what is observed are not specified, the researcher has no way of recommending the factual character of his findings, except on common-sense grounds. Accordingly, the researcher frequently uses his own common-sense to interpret his observations. The researcher, who says on the one hand that he is following scientific procedures but on the other that there is no theory available with which to do field research, suggests that he does not wish to make explicit the basis of his observations and interpretations. Without such specifications the reader cannot distinguish between scientific description of a set of events and those that could be obtained by consulting any lay members of the group studied. The fact that the common-sense constructs of everyday life are basic
to any study of social order requires that explicit attention be given to this problem (pp. 71-72).

McKinney (1967) concluded that the:

function of the case study is to describe the case in terms of the particularities that are observable. This means the intensive examination of the specific factors implicated in the case (p. 241).

Many social scientists agree that if the primary objective of the social scientists is to study human behavior, the best approach to use is to turn to a direct examination of the empirical world, and qualitative methodology is a way of accomplishing this end. To state the idea further, Filstead (1970) reported:

qualitative methodology refers to those research strategies, such as participant observation, in-depth interviewing, total participation in the activity being investigated, field work, etc., which allow the researcher to obtain first-hand knowledge about the empirical social world in question. Qualitative methodology allows the researcher to 'get close to the data' thereby developing the analytical, conceptual, and categorical components of explanation from the data itself-rather than from the preconceived, rigidly structured, and highly qualified techniques that pigeonhole the empirical social world into the operational definitions that the researcher has constructed (p. 6).

The selection of cases to be studied is an important consideration in the case study method. Gopal (1970) identified two essential elements in the selection of cases as follows:

first, selection of 'representative' units as far as possible.... Secondly, although the case study has an overall outlook, a well-defined and carefully selected problem is presumed and a social situation in concrete is being studied. It is not an aimless collection of data. There would, therefore, be a necessary circumscribing of the limits of enquiry both in number of cases and type of data. This is sometimes termed 'identifying the situation', and penetrating discrimination is required to pick out the aspect of study, particularly the operating causal factors (p. 188).
Sax (1968) expressed his view of adequate selection of cases as:

One of the first steps in conducting a case study is to select those cases which typify the major dimensions of the problem. The search is not for a random sample from some specified population, but for a case that is a relatively pure example of the phenomenon under investigation. Perhaps the best we can do in any exploratory study is to select cases that are as simple as possible and that exhibit the phenomenon being studied. Often the most useful cases in helping to generate hypotheses are those that clearly represent some extreme position (pp. 290-291).

Another important phase of the case study method is the collection of data. Gopal (1970) stated that "a great deal of social insight and understanding, sociability and participation are needed in the data-collecting personnel" (p. 190). He also reported:

In collecting data, continuity, breadth and level are important. Continuity envisages completeness and validity of data, confidential and correct recording and scientific synthesis, i.e. interpreting evidence and not merely enumerating data, with an eye to their becoming a basis for understanding causation (p. 188).

Gopal (1970) also indicated that the success of a case study largely depends on:

adequate and well-balanced records, of which the first ingredient is accuracy and objectivity. A second component is conciseness and clarity which depend on the attention paid to the selection of data. A third ingredient is the method of recording, which should be easy of reference, uniform and up-to-date. This is facilitated by recording topically rather than serially, by multiple contacts and bringing the data under major themes in the investigation (p. 189).

However, he believes, "Including strictly personal or confidential information should be done with great discrimination and proper assessment" (p. 190).

**Purposes of Case Study**

The case study method may be used for a variety of purposes including gaining insights into a complex situation, exploring and formulating
hypotheses, and observing applicability of theory in actual situations. In describing the major uses of the case study, Jahoda, Deutsch, and Cook (1951) said that the case study method evokes insight into the situation. In order to achieve this purpose, the following procedures were suggested: (1) investigator should be constantly in the process of reformulating and redirecting the inquiry toward the newly obtained information, (2) an attempt should be made to obtain sufficient information to characterize and explain the unique features of the cases, and (3) the investigator needs to draw together many diverse bits of information into a unified interpretation (p. 43).

Jahoda et al. (1951) stated:

Scientists who have worked in relatively unformulated areas, where there is little experience to serve as a guide, have found the case study approach to be a particularly fruitful method for stimulating insights and suggesting hypotheses for research (p. 42).

Gopal (1970) discussed other purposes for which the limitations of the case study method are outweighed by its values. He explained that the case study method:

draws attention to the role of each independent factor in relation to the others and provides a picture of past situations furnishing them new meanings. The study of data from different angles can point out the crises significant in the development of new attitudes and habits, spotlighting social developments in concrete.

The most important theoretical advantage is that it gives a wider and greater depth of experience valuable in interpreting the data and in furthering the enquiry ....

The case study, attempting to organize data around the unit of growth or group structure of individual life pattern does force the researcher to think in these terms rather than fall back on trait analysis alone! The investigator needs to go beyond his narrow problem.
A prior case study will give him this wider experience and may yield new insights because of the differences between the synthetic and the micro-approaches. This would minimize the danger of misinterpretation possible when abstract, isolated and disjointed facts are presented only in quantitative terms (p. 191).

Gee (1950) summarized the purposes for which case studies may be used as follows:

Case study method emphasizes the total situation or combination of factors, the description of the process or sequence of events in which behavior occurs, the study of individual behavior in its total setting and the analysis and comparison of cases leading to formulation of hypotheses.

As a method of research, case studies seem to have been first used to describe contemporaneous data from which inductive generalizations were formed (p. 230).

Sax (1968) commented that the purpose of a case study is:

to provide the investigator with hypotheses that might be difficult to obtain in other contexts. In the preliminary stages of enquiry it is often difficult to know what variables are relevant to a problem under investigation. Instead of studying large numbers of persons, events, institutions, etc., in order to study some phenomenon, it is often less expensive and simple to select a limited number of cases which exhibit the phenomenon (p. 289).

the case study may also be useful in demonstrating how a theoretical model can be exhibited in a concrete example (p. 290).

Cicourel (1964) discussed the use of case study as applied to field research as, "field research provides an excellent setting both for using and testing basic theory and for the study of how such theory enters into our knowledge of substantive areas" (pp. 71-72).

Advantages of Case Study Method in Research

Bernard (1928), Newman and Oliver (1970), McKinney (1967), Stouffer (1962), Blumer (1969), and Copal (1970) discussed the advantages of the case study as a technique of research. Bernard (1928) pointed out:
A case description is, if accurate, always a true record of what occurs, while a statistical generalization, except in those instances when all included cases are identified, is only an abstract approximation. Definiteness and concreteness of detail must in some degree be sacrificed to the more inclusive view of the statistical generalization (p. 314).

Bernard (1928) further indicated that the case method describes the situations as they are, while in the laboratory the cases are analyzed under controlled situations.

McKinney (1967) commented on the advantage of the case study method in retaining the integrity of the whole units under study:

The study of cases is an essential aspect of enquiry and is preliminary to the formulation of types and generalizations. The case study is a way of ordering social data with the view toward preserving the unitary character of whatever is being studied. It merely selects and treats some socially defined object or act as a whole. This whole constitutes the case unit, and the case unit may involve any level or phase of abstraction (pp. 240-241).

McKinney (1967) further explained:

The wholeness or unitary character ascribed to this concrete case is a constructed wholeness. There are no concrete limits to any objective or act. The limits imposed reflect the perspective and theoretical interest of the observer.... the limits defining the group may be dissolved when one is conceptualizing in terms of social order. All units are thus constructs delineated for pragmatic purposes within the limits of empirical occurrence. Whatever unit has been abstracted out may be examined and described in its uniqueness (p. 241).

This unit may be described as a case by an indefinite number of facts. These facts may be obtained from many diverse sources, depending upon what the case is. They may be obtained documents, life histories, from the individual, from informants in a group, from participant-observation.... The imputation of these facts to the case merely serves to describe; they do not have explanatory value in the comparative sense (p. 241).

Stouffer (1962) mentioned the flexibility of case studies:

Although the trend is to replace many case-study operations by quantitative techniques easy to administer, especially when prediction must be made quickly for a larger number of individuals, the case study is likely to continue to be a useful-often indis-
pensible-supplement to the work of the statistician, even in situations where the value of the statistician's methods is most obvious (p. 160).

If case method were not effective, life insurance companies hardly would use it as they do in supplementing their actuarial tables by a medical examination of the applicant in order to narrow their risks. Its great virtue in direct prediction is its flexibility, permitting an intensive study of the configuration of selected factors in a time setting (p. 260).

Blumer (1969) stressed that research results should reflect reality and that:

Reality exists in the empirical world and not in the methods used to study that world; it is to be discovered in the examination of that world and not in the analysis or elaboration of the methods used to study that world (p. 27).

He reported that the case study method provides the opportunity to study the reality of the empirical world.

The case study method is advantageous to the social science researcher in developing countries. Gopal (1970) stated, "This tool appears specially useful in an underdeveloped country where varied social institutions interact mutually" (p. 184).

Comparison of Case Study and Statistical Approach

Gopal (1970) and Stouffer (1962) compared the case study with statistical approaches to research. Gopal (1970) reported that:

The statistician's is essentially a quantitative micro-approach. His technique, no doubt, enhances the reliability of the study by increasing the total number and the representative character of the data; but it is really concerned with the nature of the common denominators and can, at best, correlate a few factors.

It is thus, inadequate for social analysis, for, to be understood and assessed correctly, social problems need a developmental, macro-approach—a kind of qualitative analysis. Social reality is difficult to conceive in the form of a mere statistical table, and is real and meaningful only when taken in the context of the particular social setting and events and the group elements which
produced it.... explanation of social behavior and problems is essential, because the full significance of any act of a person or group can be understood only with reference to the totality of the life experience of that person or group (p. 185).

Gopal (1970) indicated that in the statistical method, the person disappears from the analysis, and traits become significant in the study. Thus, person representing the wholeness of the traits is overlooked. He said, "In most social problems the 'individual' is of great significance" (p. 185) and "the perspective of the case study is qualitative, aggregative, synthetic and developmental" (pp. 185-186). He also stated, "Breadth and levels of data are to be supplemented by the dynamic factor changes in processes and over time" (p. 189).

The case study and the statistical approach have merits in achieving different purposes in research. Research, in general, can profit from advancements made through both methods. Stouffer (1962) concluded, "The statistician and the case investigator can make mutual gains if they will quit quarreling with each other and begin borrowing from each other" (p. 260).

According to Gopal (1970), case studies and statistical studies can be complementary at three levels:

First, in the choice of the units for case study. Preliminary statistical studies—perhaps in the nature of a pilot survey—may guide the selection of units for detailed case study. Secondly, a prior case study may help the statistician in developing the final questionnaire, which is necessarily selective both in the sample and in the problem; otherwise, in the process of selection, the researcher might choose items which seem outstanding to him and neglect perhaps equally important data. Finally, the analysis and processing of the material has to be treated statistically to confirm or reject the hypothesis and to determine the more precise correlation. Thus, the case study has to turn up statistics if its data are to reveal frequencies, types, trends, uniformities, patterns and so on (p. 187).
Limitations of Case Study Method

According to Sax (1968), there are some limitations and difficulties in conducting case studies:

1. It is difficult to determine which factors, historical or contemporary, are relevant to the phenomenon under investigation.

2. There has been a tendency in research using the case study approach to select convenient cases rather than those which can either yield or test hypotheses (p. 290).

Gopal (1970) also discussed the limitations of the case study method in terms of the technique, itself, and the personnel. It is difficult to obtain a sufficient number of data, and an adequate analysis calls for enormous amounts of work, time, and money. The subjective information "may not lend itself easily to quantitative checks" (p. 190). He stated:

What is of greater concern is the investigator himself. The investigator's bias is a danger in all techniques, but the danger increases in case studies, where he is in closer contact for a longer period with a smaller number of units. The records are open to errors of perception, judgment and over-emphasis of unusual events. The tendency to generalize on a few cases and to extrapolate unwarrantedly is present. The dangers of ad hoc theorizing and neglecting to test data become greater, since nobody else knows the case as thoroughly. Thus, unscrupulous and unscientific thinking has greater scope (p. 190).

Gopal (1970) concluded by saying that to "systematize the mass of data by condensation, excision, reinterpretation" (p. 191) is important.

Another limitation associated with the investigator was discussed by Bain (1960):

When someone imputes causal relationships among social events, his report must be subjected to the usual criteria of validity, even when the reporter participated in the events himself. The social scientist may be no exception to the generalization that we see what we expect to see. Having been led to assume that a neutral role helps build a good research relationship, and further assuming that mine was 'good', even in the lack of any supporting evidence, I imputed a causal relationship between the
two. It should not be necessary to add that the present disclaimer also lacks evidence. A single case study can better raise a question than provide an answer (p. 152).

Responsibility of Researcher to Human Subjects

The researcher who uses the case study method has special responsibilities toward the human subjects involved. Graubard (1969) discussed the ethical aspects of dealing with human beings in research as follows:

There is a reason to believe that ethical issues will increasingly preoccupy social scientists, and not only because of growing resistance to their research proposals. The school and the ghetto are two of the more obvious sites for experimentation with human subjects, and their inhabitants may need to be 'protected' in very much the same way that hospital patients and experimental subjects in medical research are now. Alternatives will have to be weighed so that the needs of society are taken into account while the rights of the individual are not neglected (p. vi).

Parson (1969) discussed three functions of research with human subjects, namely creating new knowledge, utilizing knowledge in the service of human interests, and transferring the knowledge to those interested in its acquisition. He identified the matters of "voluntary informed consent" and "protection of privacy" as problems. He suggested that:

these problems are continuous between the three principle functional contexts of the professional complex, and that none is altogether new.... I shall treat the question of ethics here as essentially one of social responsibility--that is, responsibility to promote or at least do no harm to the values and welfare of the social system and the various classes of its members (p. 327).

Mead (1969) expressed the view that the study of human subjects is a complex one and that the researcher needs to live among the subjects within sight and sound of their 24-hour activities. The researcher should convince the people that his or her intentions are friendly. While working with the people, the researcher should not violate their sensitivities. Mead (1969) said:
One of the principle imperatives is the enjoined respect for the people among whom we work, as members of the human race comparable in abilities and dignity with our own, carrying a culture that is the object of our greatest scientific solicitude. There is also obligation not to damage the chances of other workers in the same area... The researcher must give an account of himself and let them see the activities he was involved in (pp. 363-364).

It is important to respect the people with whom the researcher works. As Mead (1969) expressed, that the identity of the subject "must not thereby be exposed to legal sanctions, to ridicule, or to danger" (p. 364).

There is the responsibility to the group as a whole. Where customs are portrayed that contrast with the ethical standards of those who govern them or with the missionized or educated members of their own society, these must be represented in such a way that full justice is done to the cultural framework within which a given practice, however apparently abhorrent, occurs....

The obligation of the researcher to his own discipline and to the general public image of scientific work. Where the feelings run high, and where the researcher may expose conditions that are unacceptable to others, the consent of the individuals actually involved, although quite genuine, may not be enough. Public exposure of situation ... may raise grave questions (pp. 365-366).

Mead (1969) also indicated that the more powerless the subject, the more the question of ethics is raised. "The question of the ethics of experimentation reaches its highest in those cases where the researcher has the highest standing and works with the greatest academic and social sanctions" (p. 369). Usually trust follows status; therefore, more precautions must be taken to protect the trust of the people.

Any uncovering of unethical methods ... is detrimental to this trust and arouses fear that may assume paranoid proportions.... Controls over the procedures arouse anger in many research workers, who are distressed by any suggestion that the trust they place in their own professional ethics and that of their colleagues needs such external controls.... Conversely, any way in which research can enhance the status of the subjects and so increase their human dignity endows the investigation with a beneficent and trustworthy role (pp. 370-371).
Problems and Characteristics of Low-Income Families

Numerous studies have been conducted which reveal the problems and characteristics of low-income families and the poor. The present section includes only those studies which are descriptive of people and conditions similar to those with which this study is concerned. This review emphasizes (1) food and nutrition and (2) other aspects of family living.

Food and Nutrition

The present chapter includes studies which deal with the nutritional problems of low-income families. Many studies have been done in this field, but this section reviews only those which seemed to have applicability to the situation and the people under study.

The final report of the White House Conference on Food, Nutrition and Health (1969) made it clear that:

The objective of nutrition education is to improve the nutritional status of individuals. To reach this goal we must provide nutrition education, dietary counseling, education in food purchasing and preparation, as well as instruction in the principles of infant feeding (p. 41).

Six of the eight important recommendations made by the panel on nutrition education were:

1. Sound nutrition education shall be included in the curriculum in all elementary and secondary schools.

2. Nutrition education through mass media should include information about the increased nutrient requirement of the women during pregnancy and lactation.

3. Information supplied by nutrition education programs shall be aimed to reach the pregnant woman, the mother and other members of her family who may influence the food available to her and her family.
4. All federally supported programs for maternal and child care shall be required to have an identifiable nutrition education component.

5. Every State health agency shall have one or more well qualified public health nutritionists, commensurate with their needs, to develop and direct nutrition services for pregnant and lactating women and infants....

6. Knowledge of the advantages of breast feeding shall be made known to all mothers and health professionals through educational programs and materials that emphasize the importance and benefits of this form of infant feeding (White House Conference on Food, Nutrition and Health, 1969, p. 41).

The two recommendations made by the panel on food buying and eating habits were:

1. Development of approaches to nutrition education and diet supplementation that begin from the premise of optimal nutrition for the whole population. Special programs of nutrition education for poor people are small and inappropriate supplementary efforts as are chemical substitutes for normal diets. Nutrition education must be beamed at Americans in general rather than the poor alone. The panel is convinced that programs must recognize the right of families to preserve the food patterns integral to the cultural, ethnic, and religious groups from which they draw their identity. Thus, members of the panel affirm that Federal promulgation of a single dietary model for family units is unsound.

2. The panel cannot emphasize too strongly that the primary criteria for evaluating any programs designed to meet the nutritional needs of family units must be made in human terms: The preservation of human dignity, the maintenance of adequacy, the realization of the goal of a sound and healthy citizenry. ... (White House Conference on Food, Nutrition and Health, 1969, pp. 39-40).

The panel also recommended that national nutrition programs must recognize that the family is the basic distributive unit, and food should be available to all members. The pregnant woman and the infant should be given special care. The approach to the whole family unit for the increase or modification of food supplies should be encouraged.
A survey of food consumption of households made by the U.S. Department of Agriculture (1965) revealed:

Half of the households had diets that met the allowances for all the nutrients studied. These diets were rated "good". In 1955, 60 percent of the households had good diets.

About one-fifth or 21 percent of the households had diets that were poor.... The nutrients most often in short supply were calcium, vitamin A, and ascorbic acid. Seventy percent of the diets supplied the allowance for calcium, and about 75 percent for vitamin A and ascorbic acid. These nutrient shortages were associated with use of less-than-recommended amounts of milk and milk products and vegetables and fruits.

At each successively higher level of income a greater percentage of households had good diets but high income alone was not assurance of good diets (p. 3).

Among households with incomes of under $3,000, 36 percent had poor diets.... Slightly more households in the North Central and South had poor diets than in the Northeast and West (p. 4).

Stewart (1971) discussed the need for nutrition education for the people so that they will be able to select food according to its nutrient content. He stated:

People need more knowledge about food and nutrition. They need to be better informed on what foods they should include in their diets in order to satisfy their nutrient and energy requirements. They need to know how to store and prepare foods. They need direction on how to use the food made available to them through food distribution programs (p. 1).

Hungerford (1968) suggested that:

It is not reasonable to think that poor diet alone is responsible for all the health conditions but there is little question in any one's mind that substantial improvements in one's dietary intake may reduce one's chances of becoming a victim of one of these diseases.

There is direct connection between diet and multiple sclerosis, between diet and heart disease and between diet and diabetics, for example ... the degenerative diseases are more likely to appear in individuals whose vitamin-mineral intake is below standard (p. 36).
Moragne (1970) did a study to examine degrees of diversity or complexity within the household structure and organization of families residing in low-income communities of central Harlem and how food habits among these families tended to vary with household diversity. The result of this study showed that:

Families showing complexities in household structure (measures that best predicted food habits diversity) tend to also practice the more complex food habits, and the presence of two or more female adults rather than one, and residing in public project apartments rather than private tenements were the two household structure measures that best predicted food habits diversity (p. 5574-B).

Other Aspects of Family Living

Irelan (1966) described the life conditions of the poor in America as:

In our society, a continuously low income is directly associated with certain life situations. Poorer, more crowded living quarters, reduced access to education and recreation, occupational restriction to simpler, manual types of work—these and similar characteristics of the very poor are sufficiently obvious to need no understanding. The result of these circumstances is a set of life conditions which is not so obvious. They consist of four general limitations: (1) comparative simplification of the experience world, (2) powerlessness, (3) deprivation, and (4) insecurity (pp. 1-2).

According to Irelan (1966), these people seldom took part in leadership activities or went beyond the kinship and neighborhood groups. The situation on the job was usually hopeless because the poor had no means to improve their skills. Irelan (1966) concluded:

When the deprivation is defined as lack of resources relative to felt wants and needs, it is evident that America has one of the greatest gaps between generally accepted goals and the extent to which the lower class can realistically expect to attain them.... Awareness that some people have actually succeeded in the strenuous upward move makes the condition of the unachieving poor one of unremitting deprivation.... Constant awareness of their own abject status and the 'failure' which it rightly or wrongly
implies understandably leads to embarrassed withdrawal and isolation (pp. 2-3).

The poor man is more likely to lose his job on short notice. An emergency expenditure of funds may mean the postponing of rent payments and the fear of eviction. He is unable to secure for himself and his family the regular, preventive health measures which would fend off medical emergencies. He often finds that he cannot successfully navigate the channels involved in using public sources of emergency help, such as clinics and legal aid agencies (p. 3).

Irelan (1966) stated that the alienation of the poor was graphically seen in their feelings of powerlessness, meaninglessness, anomia, and isolation. The low-income people's view of man and society was different from others. The uniqueness of life which most of the people of other socioeconomic classes usually experienced, that is, conjunction of values, knowledge, and behavior which gave life unity and meaning, was less often felt by the poor. "They see life rather as unpatterned and unpredictable, a congeries of events in which they have no part and over which they have no control" (p. 3). They were likely to have pessimistic views such as, "A body just can't take nothing for granted; you just have to live from day to day and hope the sun will shine tomorrow" (p. 4).

The poor not only often did not understand the continuity of past and current experience, but they felt inadequate in controlling future events and also failed to predict them. Being unable to comprehend the society as a whole, the poor failed to understand its dysfunctions. Since they had little control over it, its impacts on them were frequently fortuitous. They were quick to credit their difficulties to fortune and chance. Being separated from the society, they felt lonely and detached. They could not identify themselves with the world or with each other, "no one to care much
what happens to you when you get right down to it" (Irelan, 1966, p. 5).

Irelan (1966) reported:

Increased sophistication of research on lower income and deprived groups is correcting a long-held impression that the poor place no value on occupational and educational achievement. While the poor do have a more modest absolute standard of achievement than do those who are better off, they want relatively more improvement in their condition. They value the same material comforts and luxuries. Psychologically, they seek the securities that appeal to other Americans. They hold, with little qualifications, to the same proprieties of social conduct (p. 5).

The lower class enjoys excitement and values the opportunity to escape routines and pressures of day-to-day existence. Spectator sports, television, visiting—all are valued leisure-time pursuits (p. 6).

Probably the most basic value held by the poor is that of security. Even more than 'getting ahead,' they value 'getting by,' avoiding the worsening of an already unstable situation. They are unwilling to take risks, and seek security rather than advancement—also a frequent pattern in economically better-off segments of the population.... Moral code of the lower class is a moot subject. It has been said that they have an entirely separate set of moral and ethical values.... They value stable marriages, perhaps even more highly than do middle-class Americans. Legitimate families are ideal, but there is also some merit ascribed to the parent who acknowledges and supports children born out of wedlock (pp. 6-7).

A sliding scale seems to exist, whereon a good common law marriage is valued less than legal union, but more than a transient arrangement (p. 7).

Irelan (1966) thought that low-income people were insecure and powerless in comparison to the rest of American society. The poor, realizing their submerged position, came to feel apart from the rest of society. They were convinced of their own helplessness; so, when they accepted typical American values, they were frequently lethargic in trying to attain them.
Stitt (1965) discussed the health status of the poor. He stated that:

ill health itself can cause or intensify poverty.... Illness pre­
vents, cramps, or destroys employability, and one can watch the
resultant economic catastrophe spread through a family as clearly
as one sees the spread of disease itself (p. 104).

low-income is often a deterrent to utilization of health care.
Low-income families are often inadequately immunized against pre­
ventable disease. They use other preventive medical services
less than do high-income families, and do not get a proportionate
amount of treatment hospital service. Even when they get such
care, it is often of a complex and extended sort for conditions
which may have reached a grievous level before receiving atten­
tion (p. 104).

According to Pond (1967), the national health survey reports that per­
sons in families with annual incomes below $2,000 have two and one-fourth
times as many hospital days and one and one-tenth times as many school-loss
days as persons in families with incomes of $7,000 or more.

Pond (1961) stated:

among families in the under $2,000 income class, only about one
out of three persons has hospital insurance coverage as con­
trasted with seven out of eight in families with incomes of
$7,000 or more (p. 971).

Irelan (1966) discussed the health of the poor as follows:

Poor seek treatment at a relatively late stage. The definition
of 'serious' illness is closely linked with a family's position
in the social structure.... Treatment of mental illness is like­
wise postponed. Occasionally, advanced mental disturbance is not
treated, simply because it is not socially disruptive (p. 55).

There is relatively little participation in community health
activities. Less is known about public health programs and
resources (p. 55).

Beyond their effect on definition of health, the hardships of
poverty seem to nudge health downward in the hierarchy of values.
When a household is operating with a minimum of material neces­sities,
first aspirations are for concrete, physical improvement—
for a better place to live, for more and better household equip­
ment, even for some luxuries. Health comes further down the list
(p. 57).
Irelan (1966) reported that the lower classes were less accepted for psychotherapy and in obtaining the public health service; it was often found that less skilled staff members were assigned to the poor patients. These people were treated for shorter periods and by less intensive techniques. Thus, poor people were less likely to improve in psychotherapy. Irelan (1966) said, "Poverty itself is a health hazard. The poor are more vulnerable to disease and less able to cope with it" (p. 56). Irelan (1966) recommended:

An obvious requirement is development of better coordination between public health and welfare operations. The recent Social Security amendments ('medicare') will expand the numbers of people eligible for federally supported health benefits and the amount of care which they may receive. Success of this and future efforts to improve the health of the economically deprived will be significantly affected by the extent to which existing knowledge of health behavior is used and extended. It may be necessary, for example, not only to make health care accessible, but actually to carry it to the neighborhoods and doorsteps of the poor-in other words, to make a present of it rather than simply being willing to supply it. Findings of communications research should be brought to bear on the problem of informing the poor of facts of both good medical care and the services to which they have a right (pp. 61-62).

In relation to consumer practices of the poor, Richards (1966, p. 67) mentioned that the people of low-income families bought goods on sale more often than others. They relied on a known dealer and bought what a relative had bought or tried to negotiate a special deal. They bought things from neighborhood stores, chain stores, and peddlers more frequently than department stores or discount houses and paid more for the goods, especially for television sets.

In discussing economic deprivation and family patterns, especially marital values of low-income families, Besner (1966) reported that:
Lower class men and women are likely to see themselves as opposed to each other and belonging to quite different worlds. There is little joint social participation either within or outside the home; family members usually go their separate ways in search of diversion. There are comparatively few instances of friends in common, and visiting as a family group seldom extends beyond a narrowly circumscribed kinship circle.... Anthropologists have ascribed a cult of masculine superiority to the lower class and this seems to be another force producing and maintaining the isolation between husband and wife.

Thus, men are described by the women as unpredictable, difficult to understand, inconsiderate, and overwhelming. Similarly, lower class husbands tend to think of women as temperamental, emotional, demanding, and irrational.... In short, the husband conceptualizes the wife's wish role as housekeeper-mother. This is antithetical to the wife's wish for emphasis on the interpersonal aspect of marriage, the friend-lover role. Her wish for open expression of affection is not met by the husband who does not see this as important (pp. 18-19).

Duncan (1965) conducted a study of management in welfare-recipient families. The sample consisted of six old-age-assistance case situations and six aid-to-dependent-children (ADC) case situations. She described the home situation of one of the families receiving ADC as follows:

The house now occupied by the F family was a two-story, stucco, single family dwelling. It was typical of its era with large rooms, high ceilings, open staircase and heavy dark woodwork.... yard and front porch were cluttered by toys, tree branches and broken screen. The rooms were furnished with fairly good furniture. In the living room, for example, there were two davenport, TV set, stereo-phonograph, bookcases and occasional chairs. The rooms were disorderly and dusty with piles of clothes and other articles left anywhere they may have been used last.... inside, the ceiling showed signs of falling and the rooms were cluttered with clothes and other articles (p. 100).

In many of the families in the study by Duncan (1965), the homemakers were unable to cope with unemployment, alcohol, and infidelity of their husbands which often resulted in divorce. Some of the divorced men tried to live with their ex-wives in common-law marriages.
Duncan (1965) stated:

Mothers of the ADC families were generally untrained, and presence of children had not allowed them to get more training to qualify themselves for better paying jobs, or to get help with their personal and child rearing problems. The policy on supplementary earnings restricted the families to seek work, and since there was a risk that employment might not be satisfactory, the security of ADC income, even in smaller amount, was preferred (p. 146).

Duncan (1965) concluded the following in regard to management of resources by the families:

There was evidence of inadequate functioning in the management of resources for some of the families. They did not have a good understanding of the human resources and alternative uses for available resources. They felt their greatest need was for more income when perhaps they could come closer to achieving goals were they to manage the available income and other available resources more effectively (p. 148).

Common to all of the ADC situations was the pattern of lack of training and low educational level, marital difficulties and the large number of children. However, each case seemed unique with respect to the number of kinds of resources available to each family, the uses made of the resources, and the perceptions and attitudes toward their own situations (p. 162).

Two reasons given by the mothers for not attending any meeting to get information about homemaking skills were: (1) they could not afford to hire baby-sitters and (2) they did not always have the necessary transportation (Duncan, 1965, p. 163). Duncan (1965) thought that lack of motivation was another reason for their not seeking help with other problems.

The Bureau of Educational Research and Testing Service, University of New Hampshire (ca. 1969) conducted a study of hunger existing in New Hampshire. Some of the descriptive examples included in the study were:

Mother works in a shoe shop full time, father works half-days because of a slow period in his job.

12 children. A nineteen-year-old girl baby sits.
The house is in extremely poor condition. The roof is caving in around the doorway, floors are ripped up. Some windows have no glass, others are covered with plastic. The floor is covered with food, pots and pans, clothing, and excrement. There are two wood stoves for five rooms. There is a hand water pump and one electrical outlet in the middle of the kitchen with badly frayed wires (p. 13).

Another example given was that of an 18-year-old girl who had left school so that she could take care of the children when the mother was away. When the interviewer was in the house, a pregnant neighbor came over to visit. She said to the interviewer:

Hope the baby comes this week. It'll save me six dollars for the office call.... I think I've been eating good enough. Doctor says I'm over-weight, but that's better than under. I never took the vitamins, didn't have the money for 'em, but I guess I'm healthy enough.... my husband had better take me to do the wash tomorrow or I'll kill him.... my baby had better be healthy or he'll kill me .... (p. 13).

Even some people who have enough money don't eat right. I know a woman who saves the eggs and milk for the working men, she won't let the kids have any-thinks they did not need it. And they really have the money too. But they don't know better. You've gotta know about vitamins and those things. You need an education to know how to live right, not just the money (p. 13).

In another situation in the same report (Univ. of New Hampshire, ca. 1969), the interviewer asked a 19-year-old lady if she had enough to eat. "Ya," (p. 14) she said. But the food visible with the doors to the cupboards open was cornmeal, flour, and sugar. "All the children seen were dirty with dirty clothing. They had blank stares and were generally listless" (p. 14). Another lady expressed her opinion of the doctors by saying:

They were poisoning his (nine-year-old boy) system, you know? He was really sick. He's supposed to eat only cooked oatmeal and stuff like that, but he eats along with the rest of us. He's tough. Stupid doctors don't know nothing. He bled continuously from his gums, and it was caked all over his lips. They don't know when or how he'll get any false teeth (p. 14).
Additional examples included in the study (Univ. of New Hampshire, ca. 1969) illustrated other conditions associated with poverty. One mother living on ADC reported that she had to go several times to the welfare office to get surplus food. She said, "When you ask for something like that you just have to stick your pride in your pocket. I wouldn't want to go through reapplying. I'd just stop it cause they look at you like you're dirt" (p. 21). The same lady reported:

You know it's funny. They (welfare workers) tell us to go out. They really want us to get married so they'll be rid of us, but they say not to let your boy friend stay overnight. You're just supposed to court on dates. How are you supposed to know what the guy is like if you don't live with him (p. 21)?

The interviewer asked the lady about getting a job and feeding the children better. The reply she got was:

They (welfare worker) try and get me to go out and work. Well, I'm not about to. I've got to stay home with my kids and I am going to.

I feed them well as I can. It's beg, borrow or steal as far as I'm concerned. Those kids didn't ask to come into this world. I've got to take care of them (p. 21).

Well my kids are not going hungry, but they could be better. I guess they're okay if you like the same diet all the time. I make bread and we eat lots of potatoes (p. 22).

During the interview, "The baby's bottle kept on falling on the dirty floor and was put right back in his mouth" (p. 22). One woman described to the interviewer her experience in trying to get surplus foods for her family:

When I lived in Exeter I tried to apply for surplus foods but the woman there said I'd lived there too long for help from the county and that I'd have to go to the town. The town said to go back to the county, so I gave up. That is when my husband had to have his eye removed (glaucoma) (p. 23).

The lady said that the school doctor had asked her children to take calcium and vitamins, but she could not buy them. They were too expensive for her
to buy. Her seven-year-old boy weighed only 44 pounds for two years. The mother said, "Can't put weight on him for nothin'" (p. 23). One of the ladies told the interviewer that she had difficulty in getting surplus food because she was on ADC. There are too many people who were trying to get help, and it was not easy to get to the place to get it. She reported:

She really made you feel awful.... They tell you to go somewhere else. They just say go here or go there but they never tell you where it is or anything, so you just give up. It was hard enough to go and face THAT woman (p. 24).

We have babies that need to be taken care of. They got there somehow or other, but they're here. And they need food and heat and clothing. And they need me to be with them (p. 24).

I could not find anyone to go for me so I had to go myself. I hate to go there, it makes me so nervous (recertification). My labor pain started when I was still there. They threw the application on the floor and made me pick it up (p. 24).

Other comments by the mothers included:

I had to wait at the courthouse for three hours. There weren't any chairs (p. 25).

If I wanted the food, I'd have to take a taxi 25 miles and back. There's no savings in that (p. 25).

The CAP aids are wonderful, they bring the food right to our doors (p. 25).

The study (Univ. of New Hampshire, ca. 1969) revealed that malnutrition was associated not only with lack of quantity of foodstuffs but also with the quality of foods ingested. Some families had enough to eat but did not receive required nutrients in their diet. The report concluded by stating:

It's the children who suffer in the long run ... many of them never stand a chance. Malnutrition in the earliest months of life can produce enough brain damage, so that even if their physical condition improves later in life, they will never be able to catch up with other children in their age groups (p. 28).
Analysis of Poverty in Different Societies

Educators, sociologists, anthropologists, economists, and social-psychologists have discussed the poverty of different societies from different perspectives. This section deals with only a few reports which contribute to an understanding of the existing situations in which poor people live.

Lewis (1966) characterized the culture of poverty as follows in his study of a Puerto Rican family:

1. The lack of effective participation and integration of the poor in the major institutions of the larger society is one of the crucial characteristics of the culture of poverty. This is a complex matter and results from a variety of factors which may include lack of economic resources, segregation and discrimination, fear, suspicion or apathy, and the development of local solutions for problems (p. xlv).

2. When we look at the culture of poverty on the local community level, we find poor housing conditions, crowding, gregariousness, but above all a minimum of organization beyond the level of the nuclear and extended family.... Indeed, it is the low level of organization which gives the culture of poverty its marginal and anachronistic quality in our highly complex, specialized, organized society (p. xlvii).

3. Absence of childhood as a specially prolonged and protected stage in the life cycle, early initiation into sex, free unions or consensual marriages, a relatively high incidence of the abandonment of wives and children, a trend toward female- or mother-centered families and consequently a much greater knowledge of maternal relatives, a strong predisposition to authoritarianism, lack of privacy, verbal emphasis upon family solidarity which is only rarely achieved because of sibling rivalry, and competition for limited goods and maternal affection (p. xlvii).

Winter (1971) reported that Lewis overemphasized the negative aspects of poverty. His criticisms of Lewis included:

(1) simple derogation, as in characterizing the culture of poverty as entailing a 'poverty of culture' and the men in it as 'irresponsible' and 'generally unreliable';
(2) the use of hidden reference standards, usually the idealized practices of middleclass adults as, for example, in the citation of a 'lack of privacy' or an 'early initiation into sex';

(3) the use of analytic or theoretical systems, such as psychodynamic theory, to judge the poor as, for example, having 'weak ego structures' or 'confusion of sex identity';

(4) speculations as to subjective states of individuals, as in the claims that persons in the culture of poverty feel inferior or helpless (p. 20).

Lewis (1966) hypothesized:

The culture of poverty ... is not only an adaptation to a set of objective conditions of the larger society. Once it comes into existence it tends to perpetuate itself from generation to generation because of its effects on the children. By the time slum children are age six or seven they have usually absorbed the basic values and attitudes of their subculture and are not psychologically geared to take full advantage of changing conditions or increased opportunities which may occur in their lifetime (p. xlv).

Glazer (1971) reported that the most valuable contribution to the concepts of the culture of poverty made by Lewis was to clarify the idea that there were various ways of being poor and that some were better than others. He referred to the following discussion of the poor in India, Mexico, Puerto Rico, and New York:

In India the lower castes and the untouchables lived at a level of material deprivation unmatched in the slums of Mexico City, and certainly not equaled in the slums of San Juan. The expected social consequences did not follow. Indeed, the whole point of the culture of poverty hypothesis was that there are no inevitable social consequences of a level of deprivation. The lower castes in India were organized into social units—families, kin groups, castes—that maintained a certain degree of solidarity, and in doing so they could exercise, even at that deprived material level, some degree of power to assist the members of their group. In addition, these social forms made up part of a whole complex of forms that gave each group its legitimacy, its role, its modicum of power in the society, and even if one lived as part of the system, some degree of respect.... Sweeper also had his dignity.... There are things in traditional India that a high-caste Hindu can and cannot do to an untouchable (pp. 29-30).
Glazer (1971) further reported that:

The people living in the streets of India, sleep and wash and eat, a culture may be in process and it is not culture of poverty. Each segment of that humanity has important social ties to a village, a caste, a family, and even if none of these ties is physically evident when one walks down those awful streets, they are present in the mind of each of those individuals, guiding and controlling behavior. So work is sought, money is saved, remittances are sent back to the village, children are raised and married off (p. 30).

Glazer (1971) concluded by stating:

Obviously, the term poverty may be relative as well as absolute. ... Whatever the culture riches that may exist together with absolute poverty, absolute poverty means a primary concern with the immediate necessities of life: food, shelter, and clothing.

The traditional image of the possessions of Gandhi, who took a vow of poverty, at his death is a picture of absolute poverty; some scraps of clothing, a bowl for eating, sandals, a pair of eye-glasses. Such poverty characterizes hundreds of millions in the world today. Food for the absolutely poor consists of a staple cereal, perhaps occasional vegetables. Meat, milk, and fish for the absolutely poor are rare luxuries (p. 34).

Thus, the terrible overcrowding facilitates early sexual experience. The difficulty of acquiring the necessities of life encourages competition, double-dealing and mistrust in the family. The insecurity of life encourages an emphasis on the present and hedonism. All these themselves encourage the break up of families and the abandonment of children (p. 36).

According to Glazer (1971), during the previous ten years the number of poor in America had grown only slightly, but the number of people on welfare had increased enormously, almost tripling. Many of those on welfare were women and children who had been abandoned by husbands, male friends, or fathers. A study of a sample of families on various family programs of the New York City Department of Welfare (Aid to Dependent Children, Temporary Aid to Dependent Children, and Home Relief) indicated the following characteristics:
Husbands were in residence in one-quarter of the households, and the overwhelming majority of mothers who were without husbands were separated (forty percent of the sample) or unmarried (twenty percent of the sample). Divorce was responsible for a mother without a husband in five percent of the families; widowhood in only five percent. Thus, if welfare aid is a measure, as it seems to be, of abandonment and illegitimacy, this has increased enormously in recent years despite the fact that we find no increase in the number of the poor (p. 40).

Miller (1971) discussed the subculture of poverty and social reform. According to him, a well-defined terminology to be used in describing the low-status populations or a way of characterizing this sector of the society needs to be developed. He reported:

This failure in large part accounts for the vagueness, ambiguity, and overlap in terms used both by professionals and the lay public. A bewildering confusion of terms such as the 'working class', the 'poor', the 'working poor', the 'black poor', the 'white underprivileged', the 'culturally deprived', the 'minorities', the 'underclass', move in and out of fashion, with their scope and objectives of reference shifting, expanding and contracting to apply to different sectors of different populations at different times (p. 100).

Miller (1971) concluded saying that "failures in national policy with respect to the social problems of low-status populations were intimately related to failures in developing adequate modes of conceptualization" (p. 100).

Miller (1965) discussed the overall view of poverty in contemporary American society. In his view:

Poverty breeds poverty. Its symptoms are a lack of aspiration, illiteracy, indifference to self-betterment, cynicism about economic alternatives, and occasional hostility to change. The poor, like the rich, band together for support. Unlike the rich, once in the ghetto the poor are immobile. They find no ways in their own lives to break out of the vicious circle, and society offers little help to them apart from frequent appeals to conscience, morality, and ambition, which are assumed to be short of involuntary reflex.
Again what is poverty? Neither statistics nor definitions can tell the story. You have to see it. You have to look into the eyes of a raggedy child to see the harshness already growing deeply inside. You have to see the fear under the resolute setting of the lips. You have to feel something inside yourself. You have to see yourself as having sprung from the same soil as this child. You have to smell the stink of poverty, know its brutality and the brutes it makes of those who live in it. But even though you hate the stink and you fear the brutality, it still is difficult to understand what poverty and its handmaidens really are (p. 13).

Ornati (1965) reported three reasons for differences between poverty in the affluent society and other kinds of poverty. One of them he described as follows:

the poverty of the Affluent Society is neither individual nor collective poverty. Rather it is group poverty. The current poverty is not the result of the structure of economic activity. Rather it is the result of the structure of American society. Poverty is not the result of market failure; rather it is an outgrowth of its effectiveness (p. 37).

Georges (1971), in a foreword to a discussion of the characteristics of poor in several countries including America, stated his view of poverty in the United States as:

To discuss the culture of poverty in the United States is to discuss the culture of hell, for it is hell on earth to be poor in the United States of America. This hell is populated by outcasts who are systematically and routinely punished by systems that make escape almost impossible—systems whose task, year after year, is to devise more and more complicated mazes, labeled 'exit,' but usually leading nowhere; systems that present solutions to poverty that help the non-poor more than the poor; systems that close off the escape routes from the culture of hell and then criticize the poor for remaining poor (p. 11).

Like others (Irelan, 1966; Besner, 1966), Georges said that poverty is usually accompanied by a low level of education and unemployment. The poor children go to a school poorly equipped and, thus, receive a poor education. They live in poor housing conditions and in a poor neighborhood. He said, "More than half of the housing occupied by low income families in the coun-
try is inadequate, dilapidated, and deteriorating. Not only is slum housing substandard—it is overpriced and overcrowded" (p. 13). He reported that since the poor children had no playground, they went to the street to play where they came in contact with filth, violence, drugs, and other hazards.

Georges (1971) described the housing conditions of the poor as:

Public housing projects are inadequate in number and concept and most are highly racist in operation. They are little more than warehouses where poor people are stored by race—but only if they qualify. The family cannot be too large; we do not build units for large families. Income limits make certain that public housing projects bring together a large number of poor families to create a new kind of slum (p. 14).

I believe that poverty itself is the leading cause of broken families among the poor and the financial problems are intensified with family breakup. Added to poverty is the lack of legal service to secure a divorce (p. 14).

Allen (1970) discussed the theoretical issues in research on poverty, and according to him, the psychology of poverty can be seen as concerned with the relationship between environment and behavior. Psychology of poverty deals with the "interface" between the economic system and the individual. "The theory of poverty of research should be social-psychological: one that specifies the relationship—the interdependence—between the individual and the social and economic system in which he is enmeshed" (p. 150).

Allen (1970) reported:

The theoretical implications for social identity of the poor stemming from the poor's disproportionate enactment of ascribed relative to achieved (chosen) roles were discussed in a social learning theory, to provide a conceptual mechanism for linking psychological level variables with the objective factors in the real world via the concept of expectancy (p. 150).

Psychological research on poverty has been concerned with the process by which the psychological and social environment produce a particular set
of behaviors. "Given the existence of a particular set of psychological characteristics-regardless of genesis-their consequences upon other aspects of the individual's life can be examined" (Allen, 1970, p. 151).

According to Allen (1970), psychological problems in poverty can be studied from one of two perspectives, as independent or dependent variables. When studied as dependent variables, psychological characteristics found among poor may be viewed as consequences of a set of adverse environmental conditions to which the individual has been subjected over a long period of time. "As independent variables the same psychological factors may be studied as having contributed to the individual's present condition" (p. 150). The result of various studies showed that there is a relationship between behavior and economic conditions and significant psychological differences among groups experiencing different degrees of poverty.

In Allen's (1970) opinion:

The discovery of a relationship between background and behavior is no longer very satisfactory as an end in itself. Much more worthwhile is an understanding of the specific variables and detailed means by which environmental conditions produce the psychological dispositions which in turn are possible for a particular behavior. From merely demonstrating the existence of a relationship, investigators have progressed toward attempting to specify in detail the intervening processes that mediate the demonstrated relationship between poverty and behavior (p. 155).

The problem usually discussed is whether behavior patterns observed among the poor are due to personality of the poor (internal characteristics) or to "reality" factors, i.e. the inevitable pressures of objective life conditions. But most psychologists would agree that behavior is a joint function of the external situation and of personal dispositions, the determination of the relative weight being admittedly difficult in specific instances. In some studies, situation variables such as living conditions,
family size, household composition, and sex of child were critical factors associated with variation in maternal behavior (Allen, 1970, p. 157).

Several clusters of behavior patterns attributed to the poor have been interpreted as reflecting a personality trait or preference for immediate gratification, greater premarital sexual experience among the poor, lower educational attainment, lack of financial savings, and the pattern of consumption. Allen (1970) expressed:

poor and middle-class do differ on the set of behaviors listed above. Even so, the meaning of the behavior, that is, the alleged causal basis of the behavior, often takes one of two extremes. In one instance, a personality trait may be posited as the causal force; the poor are seen as 'impulsive' because of a trait of character. In the second instance, behavior may be attributed to the inevitable pressures of environmental forces, pressures that presumably would produce the same effect on most people living under similar conditions (p. 158).

Thus, even though there is a relationship between personality and poverty, the association is very weak.

Kosa, Antonovsky, and Zola (1969) made a sociological analysis of poverty and health. According to them, poverty is of two types, acute and chronic:

In the case of acute poverty there has been a loss of acquisitive power. The loss is not necessarily complete; in many cases it amounts to 'reduced means' and the retention of some of the privileges which may present quite a contrast to the deprivation of the chronically poor. The memory of olden days is much alive and stimulates an active desire and effort to restore the former state, and any help given in these efforts is likely to be acknowledged and utilized.

Chronic poverty is self-perpetuating and preserves all the negative traits of pauperism mentioned above. Its characteristic response to the existing state of affairs is either acquiescence or periodic and essentially futile rebellion. Acute poverty is largely free of the negative traits so shocking to the middle class, and its usual response to the existing state of affairs is either resentment at being declassed or a refusal to identify oneself as poor. The bashful person who does not apply for welfare benefits is a case in point (p. 27).
Paraprofessionals in Expanded Nutrition and Other Home Economics-Related Programs

At the time of this study, there were many educational agencies using paraprofessionals to carry educational programs to the people with assistance from professional personnel. This review includes studies which contribute to a better understanding of the work of Family Food Aides involved in the Expanded Nutrition Program.

Paraprofessionals in Home Economics

Mallory (1971), in relation to auxiliary workers in home economics in present society, stated:

In 1968 the Extension Service introduced an expanded food and nutrition education program. The fund provides training for nutrition aides to help improve the diets of low-income families through education. The program operates in 50 states, the Virgin Islands, Puerto Rico, and the District of Columbia. On July 1, 1969, there were programs in 650 counties and independent cities with 4,844 program aides serving over 597,000 persons in 126,000 participating families (p. 325).

Another indication of interest in auxiliary workers is the increase in enrollments in occupational home economics programs since the passage of the Vocational Education Act of 1963. There were 1500 enrolled in 1964 and 113,297 in 1969 (p. 325).

Mallory (1971) stated that the use of auxiliary workers can:

- Increase the scope of the activities and services of professionals in home economics.

- Provide more adequate and thus more effective services to our clients—in schools and in extension, health, welfare, and other programs.

- Provide meaningful kinds of employment that will contribute to the development of the individual and at the same time will serve the community by adding to the number of employed in the mainstream of productivity.

- Provide avenues for more people to enter the field of home economics.
Contribute to better family and community life. The education and experience of auxiliary workers in home economics programs will give them knowledge, skills, and understanding that can help them to be better family members, better parents, and better citizens (p. 326).

Beavers (1970) mentioned the acute shortage of qualified personnel faced by home economists in an overview of a national workshop conducted by the American Home Economics Association in October, 1970. The focus of the workshop was on utilizing and training auxiliary personnel. Beavers (1970) reported:

Specifically, the purposes of the workshop were:

- To increase understanding of the philosophy, preparation, and use of auxiliary personnel.

- To explore ways of extending the reach of home economics by utilizing human resources more effectively.

- To examine existing job responsibilities in the various professional home economics careers, and to identify those tasks which can be assumed by and are more attractive to auxiliary personnel in home economics, the utilization of which will be predicted upon societal needs.

- To consider existing legislation related to auxiliary personnel and to explore the need for initiating new legislation at local, state, and national levels.

- To provide direction for conferees in assuming leadership at regional, state, and local levels in the utilization and training of auxiliary personnel in the various areas of home economics (p. 83).

A recommendation made by the conference participants (Beavers, 1970) was that "an analysis of jobs was necessary to determine the use of para-professionals and encourage home economists in local areas to seek out work with agencies that have auxiliary personnel" (p. 84).
Farmer (1970) discussed the development of jobs for aides in different fields (home economics, teaching, social work, medicine, and technical) as follows:

As we begin recruiting and training auxiliary personnel or paraprofessionals, we must have career lattices and training built in so that those with the motivation, talent, and potential can move out and up--yes, teacher aides become teachers (p. 88).

Unless we deal with all aspects of the problems that affect the communities of the poor, the work we do on any one is bound to be of limited effectiveness because the services are so interrelated (p. 89).

We will not replace professionals with paraprofessionals; that would be stupidity. Paraprofessionals need to be trained and supervised by professionals. Those paraprofessionals who can make it will be provided enough training to become colleagues in the ranks of professionals, and others can then become the paraprofessionals (p. 89).

McKenna (1971) conducted a study of 166 persons in four major Connecticut cities, Hartford, New Haven, Waterbury, and Bridgeport. The purposes of the study were to identify paraprofessional positions involving home economics knowledge and skills, to determine the type of home economics knowledge and skills utilized and the extent to which they were applied in the performance of paraprofessional duties, to describe paraprofessionals and their role as perceived by professionals and paraprofessionals, and to determine the opportunity for and interest in career development for paraprofessionals within the agency. The findings revealed that:

The majority of paraprofessionals had been employed two years or less and had taken the job because they like to help others. In recruiting and selecting personnel both the professionals and paraprofessionals agreed that the paraprofessional's ability to relate to people was considered more important than job skills.

The majority of professionals and paraprofessionals agreed that paraprofessionals had changed in their attitudes toward the families served. There was a significant difference at the .001
level between the professional and paraprofessional perceptions of change in the paraprofessional's attitude toward the community.

There was a significant difference at the .01 level between the professional and paraprofessional perceptions of the paraprofessionals' major job responsibilities, with professionals perceiving these as job skills and paraprofessionals perceiving them as helping people. Home economics knowledge and skills were utilized by all paraprofessionals interviewed (p. 681).

The American Home Economics Association (1971) reported the reactions of home economists on the 1970 White House Conference on Children and its implications for home economics. In response to the question, "What may home economists infer from the Conference proceedings as a charge directed to them?" (p. 172), one of the responses from home economists to that question was:

There will be many paraprofessionals trained quickly for some of the tasks we have trained four-year graduates to do. Now our graduates must assume administrative tasks or the teaching of paraprofessionals. We must move away from many traditional views to alternative forms and life styles (p. 173).

**Paraprofessionals in Comprehensive Health Care**

The use of paraprofessionals to deliver nutrition and home economics services to low-income families receiving comprehensive health care in maternity-and-infant-care and children-and-youth projects was not uncommon as early as 1935 with enactment of the Social Security Act. Discussing the use of paraprofessionals in the field of maternal and child care, Barney (1970) said that the program using these personnel was further stimulated by the Social Security Act and the subsequent amendments of 1963, 1965, and 1967. This legislation aided in the development and expansion of health and medical-care programs for mothers and children and provided additional job opportunities for aides and other supportive personnel. The number of
aides in health and welfare services was expected to increase further after the 1967 amendment. Barney (1970) reported:

The 1967 amendments specify that by 1970 state plans ... will provide for training and use of paid subprofessional staff with emphasis on employment of persons of low income, as community service aides ... in programs of service to families and children.

In April 1969 a survey was made of the activities of nutrition and home economics aides in three selected projects. The aides in this preliminary survey were indigenous to the community in which they worked, were experienced homemakers and housekeepers, and in some instances, were mature older women with families of their own. The two major objectives of the survey were: (1) To assess the value and effectiveness of aides in delivering nutrition and home economics services to low-income families receiving care in maternity and infant care and children and youth projects; and (2) To determine whether the use of aides extends quality and quantity of nutrition and home economics services to patients (p. 114).

In describing the kinds of services given by the aides, Barney (1970) mentioned the following:

The nutritionist and home economists gave the initial instructions for both normal and modified diets needed during pregnancy. In the home, the aides taught the importance of an adequate diet for the entire family. They worked with the mother when the baby was 2 weeks, 4 months, and 9 months old, in preparing foods for the baby and in showing her how to add solid foods as prescribed. Other food and nutrition related activities reported by the aides in the three major projects were teaching food preparation and various ways of using donated foods and teaching the mothers how to prepare shopping lists, to buy food economically, and store it properly. The aides worked with patients in their home teaching them how to bake and how to prepare certain foods without salt or fat. The food demonstrations given by the aides enabled the patients to learn different ways of preparing food and, in addition, gave them an opportunity to taste a variety of foods. In addition to providing the food and nutrition services, the aides helped families with problems in home management, child care, and other household tasks. The support and guidance of the project staff were always available when needed by the aides (p. 115).

In discussing the quality and quantity of services provided through the use of aides, Barney (1970) concluded:
Since the aides were a part of the culture themselves, they could interpret to the professional staff information about the food habits of the patients and health practices and help them to provide counseling that was acceptable to the families coming to the clinics (p. 116).

She further concluded:

Because the aides were indigenous to the community in which they worked, they lived with problems similar to those of the patients, such as the limited facilities of stores and housing as well as educational and community services. With their own basic experiences as homemakers and housekeepers, plus their in-service training, they were knowledgeable teachers of homemaking skills. As they became familiar with the resources and agency services available to families, they helped families make good use of them (p. 117).

Barney (1970), in discussing the behavioral changes in families, reported:

While behavioral change in families cannot be wholly attributed to the nutrition and home economics services given by aides, the professional staff reported that such behavioral change did occur. In assessing the value and effectiveness of aides in delivering services to low-income families in the projects surveyed, behavioral changes in the families enrolled was one criterion considered (p. 117).

Paraprofessionals in the Expanded Nutrition Program

Hill (1970) reported that in November, 1968, the Secretary of Agriculture granted 10 million dollars of special funds to the Cooperative Extension Service for employing and training aides "to help improve the levels of living of low income families" (p. 1). The funds were sufficient for the training and salaries of about 5,000 aides through June 30, 1960. Funds were appropriated for 1970 to provide for limited expansion of the program.

Cook (1969) discussed nutrition education via people to people. According to her, nutrition education is one of the oldest programs of home
Cook (1969) concluded:

This expanded nutrition program is underway in all 50 states. Areas selected for the program were chosen on the basis of a large number of poor people. The basic objectives of this program are the same for all areas, but each area has adapted the program to local conditions and situations as well as the needs and interests of the target audience (p. 9).

Cooperative Extension Service (1971) described the Expanded Food and Nutrition Education Program (ENP) of Iowa. The purpose of this program is to help the low-income families to "move toward a better life through better nutrition" (p. 2). There are about 170 Family Food Aides working in Iowa. The report stated:

The aides, trained by extension home economists and youth workers, are now at work bridging the gap between those who need nutrition assistance and those who can help. Even after they are on the job, they attend regular training sessions with the extension staff.

An aide works with 35 or more families at a time, and may have contacted 100 families in a year. She finds these families through other community agencies and by doing a lot of door knocking (p. 6).

There are now 25 Iowa counties participating in the nation wide, federally funded Expanded Nutrition Program of the Cooperative Extension Service. By mid-1971, 18 counties had professional youth workers.

The Iowa ENP is a part of the Cooperative Extension Service program at Iowa State University, Ames, and of the County Extension Councils. The family phase began in the winter 1969, with the youth phase activated in the spring of 1970 (p. 8).

Paraprofessionals, Family Food Aides, have played a major role in the Expanded Nutrition Program. Stewart (1971) stated:
If all the nutritionists, dietitians, and home economists pulled their time and energy together, they still could not reach all needy individuals and families in this country. Nonprofessional paid aides, trained and supervised by professionals, are being used successfully in the effort to give nutrition education to those in need (p. 1).

Hill (1970) expressed her opinion regarding the employment of the Family Food Aides by saying:

We have a policy that we should recruit or employ aides who were well versed in the ways of low-income families. Upon questioning, we found that there was not one of those whom we employed who did not know what actual hunger was. But the key to what seems to have been a very successful program is that our aides were not just ordinary aides who knew what poverty might be. To use Maslow's theory of hierarchy of needs, the aides are above the level of having to satisfy their basic needs such as hunger. They all have that missionary spirit that is very important to reach people, and an attitude that she likes people (pp. 1-2).

Hill (1970) explained that the functions performed by the Family Food Aides included "making contacts with low-income families, providing facts about food and nutrition, demonstrating better ways of feeding the family, making referrals to other agencies, and in general helping people to help themselves" (p. 1).

Hill (1970) stated:

Aides are working in every State and in D.C., Puerto Rico, and the Virgin Islands. The funds for the program are allotted to States based on Office of Economic Opportunity formula for poverty in the United States, which includes income and size of family (p. 1).

The greatest number of aides are located in Louisiana, Mississippi, Texas, California, and New York since these States have the largest number of low-income families.

Recent figures show that there are nearly 1,000 counties and cities with more than 7,000 aides trained and supervised by county home economists who, in turn, are trained by the State staff. It is estimated that the program is now reaching over 350,000 families (p. 1).
According to Hill (1970) and Stewart (1971), the following criteria for selecting Family Food Aides were established. These were mainly based on previous experience in community programs with low-income families. Desirable qualities of aides included:

Empathy and compassion for low-income families.

Keen perception and appreciation of various values and standards of our society.

Ability to work with people (perhaps as a volunteer in church and other community activities).

Maturity and flexibility, receptiveness to new ideas, and willingness to accept supervision from professional staff.

Energy, enthusiasm, and willingness to work, even when results are minute and delayed.

Acceptable standards in homemaking skills.

Enough educational background to understand and follow training policies necessary for conducting an educational program on this level (Hill, 1970, p. 2).

Hill (1970) concluded "that success of the aide depends largely on her individual qualities" (p. 2) rather than upon any particular background. Leaders of various expanded nutrition education programs identified some of the most successful aides (1) as coming from low-income families or from the "better educated middle class group" (p. 2) and (2) as often mature rather than young persons.

Some leaders believed that the indigenous aide:

is best able to bridge the gap between the professional worker and the disadvantaged family because she (1) knows the family's language, (2) understands its problems, and (3) can get into homes of the disadvantaged more easily than the professional worker (p. 2).

A new phase of the Family Food Aide Program included training volunteer leaders by professionals for the purpose of working with youth of low-
income families. The program was designed to provide nutrition education to enable youth not only to accept adequate foods provided at home but also make good selections of foods when eating away from home.

The training and supervision of the Family Food Aides by the professional home economists has called for learning on the part of the professionals as well as the paraprofessionals. Riessman (1965) discussed some of the dimensions of training of nonprofessionals which included to:

First, put people on the job for at least half day as quickly as possible, and, when they are on the job, develop them, and supervise them closely ....

A second dimension of the training is an activity approach, a role playing approach rather than a lecture approach ....

A third is training in groups. Group solidarity, the act of reinforcing each other, is very important in the training process.

A fourth is down-to-earth teaching style. Make everything very explicit and concrete, and discuss what has been done on the job rather than abstract principles. Abstractions then can be built from the concrete discussion.

A final point we talked about a lot is the development of the individual style of the nonprofessional. Try to find out how he does it and capitalize on this. Try not to impose a style on him. He has the know how, and his style comes from his experience in the low-income community. We need and can utilize his style very effectively (p. 211).

Chilman (1965) discussed child-rearing and family life patterns of the very poor and implications for home economics. According to her, the cultural patterns were not easily changed because they had a deep emotional meaning to the poor, often associated with home and family. The following comments have implications for the training of aides by home economists:

Culture ... would change through group action. If new ways of behaving and believing are accepted by some members of a group other members may also change, especially if the new ways are found to be positively adapted to the situation in which people
live. The home economist who serves as a role-model and a leader to a group and helps this group find more effective ways of behavior may affect not only the subculture of the members, but these changes may also extend to other persons whom the members influence (p. 54).

In order to work with other people, especially with people who are different from oneself, one needs high qualities of empathy, sensitivity, flexibility, and patience. For example, the feelings, beliefs, attitudes, and values of others cannot be understood or acted upon unless the leader or teacher has a very sensitive eye and ear and can act flexibly in response to what is heard and perceived (p. 54).

Stewart (1971) stressed the need to provide learning experiences in an informal situation. She stated:

Training programs for aides vary according to the needs of the directing agency, the educational background of the aides, and the range of problems the aides must be prepared to solve. Most training programs include orientation, preservice education, and professionally supervised inservice training. Careful selection and adequate training of aides will contribute to the success of a nonprofessional aide program (p. 2).

Stewart (1971) concluded:

The aides themselves benefit greatly from these nutrition programs. They were often unemployed prior to their training and placement as aides.... Employment as aides gives upward mobility to people of limited skills, education, and training (p. 4).

Irelan (1966) stated the following precautions which have implications for home economists working with the aides:

1. The entire life situation of the poor must be considered if any part of it is to be changed. Their attitudes arise in no vacuum but are logical results of real circumstances.

2. Lower class citizens must be brought off the periphery into the structure of the community. Nothing which the community does for them can be durably effective until they are a functioning part of the community.

3. Energetic patience must prevail. The alienated adult cannot be completely reeducated. His children can be somewhat swayed. But it is with his grandchildren that one can really have hope (p. 9).
Smith (1965) concluded:

we are well aware of the fact that helping families with low incomes is not a task for one person. We might use the cliche that it requires the team approach, and a home economist who is the best team player will be the best informed one. Before she can become enthusiastic and spread her enthusiasm, she must have knowledge of needs and resources and a desire to bring the two together (p. 120).

Impact of Paraprofessionals on Home Economists and Programs

Myers (1970) investigated the impact of paraprofessionals on home economics extension personnel and programs. She agreed with many others that the use of paraprofessionals, or nonprofessionals as she called them, from the target community was a better approach than hiring paraprofessionals from higher socio-economic levels. The indigenous paraprofessional could serve as a communication bridge between middle-class-oriented professionals and the client from the lower socio-economic group. According to Myers (1970), the following purposes were served by the appointment of paraprofessionals:

(1) It can markedly reduce the manpower shortage in the social service fields. (2) It can help make the professionals' role definitions more flexible, creating an alliance between professionals and nonprofessionals to more fully play their technical roles. (3) It can provide more, better, and 'closer' service for the poor. (4) It can rehabilitate many of the poor themselves through meaningful employment. (5) It can potentially provide millions of new jobs for the unemployed in social service positions which are not likely to be automated out of existence (pp. 16-17).

Myers (1970) found that the home economists responsible for the Expanded Nutrition Program usually took direction and help from the area director; however, they also sought help from the county extension director or county program planning committee. Her study also indicated that the home economists who had worked with low-income families prior to their
appointment as home economists for the Expanded Nutrition Program had
adjusted well to the aides and had a better understanding of the work of
the aides than those who had not previously worked with such families. The
home economists in the study by Myers (1970) said that although the direct
relationship with the client was not a part of their role, family visits
with the aides had helped them to understand the situation better. Aides,
however, sometimes had difficulty in explaining the presence of the home
economist on family visits to the homemakers.

The Family Food Aides in the study by Myers (1970) indicated that
learning by doing was most effective. This gave the homemaker a chance to
practice the lesson.

The home economists reported that they had interaction with social
services, Office of Economic Opportunity, public health nurses, and the
school. The purpose of these contacts was mainly to obtain the cooperation
of community agencies in promoting the Expanded Nutrition Program.

Myers (1970) reported that the home economists preferred the idea of
expanding the job definition of the Family Food Aide rather than having
extension employ and train paraprofessionals in other home economics sub-
ject matter areas. A positive attitude toward the concept of the parapro-
fessional and the increasing trend to employ paraprofessionals was
observed among the home economists. One of the home economists supported
the Expanded Nutrition Program by saying:

In extension we've gotten away from many of the basic things and
problems which people have. It's important that we have these
other things but it's these every day problems that people are
wrestling with that I think we need to pay attention to (p. 158).
Myers (1970) also found that the aides usually worked with food and nutrition aspects, but they had dealt with other problems when it appeared that they were of immediate concern to the clients. "Of the potentially stressful conditions of the job the aides were most bothered by the fact that the Program's objectives were limited to the area of food and nutrition" (p. 178).

The home economists recognized the special attributes of the indigenous paraprofessionals although they did not think that this was a necessary prerequisite for working with low-income families.
METHOD OF PROCEDURE

The present study was designed to obtain comprehensive information regarding the Expanded Nutrition Program of one county. The specific purposes are listed in the Introduction. The procedures are discussed in relation to the orientation visit to the county in which the Expanded Nutrition Program studies was located, the research method, selection of program and sources of data, plan for collection of data, collecting and recording data, and analysis and synthesis of data.

Orientation Visit

The researcher discussed the possibility of a study in the area of the Expanded Nutrition Program with the following personnel: the dean and associate dean of the College of Home Economics, Iowa State University; state leader and assistant leader, home economics program, Cooperative Extension Service, Iowa; an assistant professor, Food and Nutrition Department, Iowa State University; and an area consumer and management specialist, Iowa Cooperative Extension Service. The suggestion from these people was to make an orientation visit to County X to see whether such a study was possible.

As a preliminary step toward the fulfillment of the objectives, the researcher went to County X for the week of March 2 to 7, 1970. The specific purposes of the visit were: to get acquainted with the Expanded Nutrition Program in an extension setting, to discuss the possibility of carrying out the study of the Expanded Nutrition Program and Family Food Aides, to try out different methods of collecting and recording data, to accompany some aides on visits to Program Families, to get introduced to
other agencies working with the low-income families being served by the Expanded Nutrition Program, and to test the reliability of the observations and judgment of the researcher by comparing her observations and judgments with those of the area home economist (title of position is disguised).

The personnel involved in the Expanded Nutrition Program expressed their desire to investigate the factors and problems affecting the program because this would enable them to better provide necessary help to the program planners, educators, and others responsible for the program. The researcher and the extension personnel discussed the sample for the present study and concluded that focusing on the Family Food Aides as they functioned in various aspects of the program would permit identification of the factors and problems related to the operation of the Expanded Nutrition Program. The Family Food Aides, as the change agents, were interacting with the Program Families and at the same time were receiving training and guidance from the home economists. Thus, the Family Food Aide, her individual characteristics, background, and work became one of the main focal points for data collection.

The researcher was well accepted by the Program Families as judged by the evidence obtained on orientation visits to the families. Aides of County X agreed to take the researcher with them on family visits when she returned to do the study. The home economist in County X extended her help in carrying out the study. The extension director working with the Expanded Nutrition Program gave his support to the conducting of a study.
Research Method

The case study was chosen as the research method for the study. Three reasons for selecting the case study method were:

1. A case study could provide insight into the Expanded Nutrition Program.

2. A case study could provide insight into information needed by the educators and administrators of the Expanded Nutrition Program in planning, executing, and evaluating this program which utilizes paraprofessionals.

3. A case study of Family Food Aides in relation to their families, education, and work with Program Families could reveal the problems and factors affecting the operation of the Expanded Nutrition Program.

The Expanded Nutrition Program was designed to help the people who had limited resources to improve their diets. Thus, a basic part of the program was bringing about change in the attitudes and the habits of the people in relation to foods and nutrition. Changes of this nature are slow and hard to accept. The involvement of people in such a process of change is not only physical but also mental and emotional. There are many interrelated problems which are a constant hindrance to the adoption of new practices and ideas. This complex situation could not be understood well unless one lived close to it and came into contact with the participants of the program. A face-to-face interaction was necessary to comprehend the behavior pertaining to the refusal or acceptance of change. The most suitable research method was judged to be the case study.
The success of a program such as the Expanded Nutrition Program depends largely on the personnel working in it. The interaction between the personnel is an important factor in the achievement of the objectives of the program. Cooperation and understanding among the personnel was believed to be a necessary component for success. The case study method provided the opportunity to investigate the cooperation among personnel as well as the factors, problems, and action which were related to the operation of the Expanded Nutrition Program.

The Family Food Aides, being the key personnel involved in the Expanded Nutrition Program, influence the program to a great extent. The researcher believed that their work with the families requires knowledge, patience, persistence, understanding, and love and that the degree of success as a Family Food Aide depends on these qualities. A case study approach would give the researcher a chance to observe and analyze those qualities of the Family Food Aide which were judged to contribute to their success. There are many unwritten and unseen qualities of man which lead to success in human relationships, and the best way to discover such qualities was, it was believed, to be with the people and observe them in their natural setting. The case study method provided this opportunity.

Selection of Program and Sources of Data

The population from which the program to study was selected was all of the Expanded Nutrition Programs that were being conducted in Iowa in March, 1970. The Expanded Nutrition Program in County X, Iowa, was chosen as the sample of one program for the study. It was assumed that a case study of the Expanded Nutrition Program of County X would reveal many factors and
problems related to the work of the aides, home economists, educators, and directors of the Expanded Nutrition Program of Iowa. It was also thought that the study would identify some of the personnel, social, and educational characteristics of the program personnel which affect the operation of the Expanded Nutrition Program.

There were seven aides in County X at the time of data collection. Each of these aides had 11 to 55 families with whom she was working while the investigator was in the county. In the beginning of her service period, each aide had worked with five to six families and then gradually increased the number of families. Thus, the number of the families with whom each aide had worked largely depended on the period of her employment as a Family Food Aide.

Of the total of 289 Program Families with whom the aides were working, a sample of 60 families was selected to be visited by the researcher for the collection of data. Some Program Families with each of the following characteristics were selected: (1) families with whom the aide had just started working, (2) families who had made some progress through the nutrition education program, (3) families who had learned much and were about to be dropped from the program by the aides, (4) families who were eager to learn, (5) families who were difficult to work with, (6) families in which the homemaker was physically or mentally handicapped, and (7) families who were in desperate need of economic assistance.

Other sources of data selected were the area extension director of Area X, area home economist, and director and home economists of County X.
Plan for Collection of Data

Interview and observation methods were selected to be used in collecting data for the present study. The background information about the aides was planned to be collected from the record of aides in the extension office. An open-end observation-interview schedule was prepared for the use of the researcher as a guideline for the kinds of data necessary for the study. The guideline interview-observation schedule for the aides included factors related to self, family relationships, social status of the aide, education, and work. A detailed list of items in the observation-interview schedule is in the Appendix.

The guideline observation-interview schedule related to the home economists included teaching supervision of the aides, relationship with other extension personnel, and other professional responsibilities. The guideline observation schedule related to the Program Families included description of the housing, neighborhood, and health of the homemaker and other family members as observed and expressed by the homemaker as well as problems faced by the homemaker and discussed during the visits.

Collecting and Recording Data

The researcher lived in County X from June 12 to July 31, 1970, for the collection of data for the present study. The aides arranged a welcome party at the Area Extension Office for the researcher and her major professor. In this meeting, the researcher was introduced to the aides and other home economists by the area home economist. The brief introduction included background information regarding the researcher, her status as a
student at Iowa State University, and her purpose for staying at County X for seven weeks. The aides, home economists, and the researcher cooperatively made a tentative schedule for home visits to the Program Families with the aides, observation of training sessions, and conferences. The researcher and the area home economist had hoped that many of the aides would extend an invitation to the investigator to visit their homes, and they did, thus enabling the researcher to get information about the family life of the aides.

During the first two weeks of observation of the program in County X, the aides were directly under the supervision of the area home economist. In the month of July, the responsibility of supervision of the Expanded Nutrition Program was shifted to the home economist for the Expanded Nutrition Program. For several weeks, however, the two home economists worked together with the aides. From the last week of July, the area home economist shifted her responsibility to that of a consultant to the home economist in charge of the program.

The situations in which the data were collected were: home visits of Program Families with the aides, training sessions conducted by the home economists, individual conferences between extension personnel (i.e. among aides, between home economists, and among aides and home economists). Data were also collected from formal and informal social functions organized by the Family Food Aides.

**Visits to the Program Families with Aides**

The researcher accompanied the aides on their family visits. The Family Food Aide usually introduced the researcher to the homemaker and then
started her work. The researcher remained a silent observer and listened to the conversation between the aide and the homemaker. The investigator participated in the discussions when her opinion was requested by the aide. She also took part in activities when the aide asked her to do so.

The information was recorded during or after the home visits. In a few instances, the homemaker did not object to the recording of the session while she was busy cooking or talking to the aide. Such recording of sessions was done after rapport had been established by the aide and the researcher with the family. A few homemakers allowed the researcher to tape record the conversations. They were happy to listen to their own voices on the tape. At the end of each day, the researcher wrote a detailed report of the home visits and events of the day.

The researcher visited 60 Program Families with the aides. She made 5 to 11 home visits with each aide for the collection of data. The number depended on the number of Program Families each one was working with at the time of data collection. Due to the limitation of time, the researcher was able to make only one visit to each of 56 families. A second visit to four families was made at the request of the homemaker and her children. In a few cases, the researcher went to a picnic, a luncheon, and cookout parties with the aides and Program Families. A few invitations had to be refused by the researcher because of the limitation of time.

**Training Sessions for the Aides**

The training sessions for the Family Food Aides were held every week on Tuesday. All of the aides were expected to attend the class. The researcher attended all of the sessions held during her stay in County X.
Each session lasted from 8:30 a.m. to 5:00 p.m. Different subject matter of concern in the program was discussed in these sessions. A lunch was prepared by the aides as a part of each training session. Principles of meal planning, nutritive value of food, and the cost of the lunch were discussed as a part of the training in nutrition education. The tape recorder was used in collecting data during the training periods. The observation of behaviors which could not be recorded on the tape were written in a notebook while the investigator was sitting in class or helping the aides in preparing lunch.

Conferences

Individual conferences were held between the area director and area home economist, between the home economist responsible for the Expanded Nutrition Program and the area home economist, and between the aides and home economists of County X. The researcher was present for these conferences and recorded verbal behavior on tape. When tape recording was not possible, the information was recorded after the meeting.

Group Meetings

The aides organized many group meetings of homemakers and children 7 to 16 years old. The group meetings were held in the houses of homemakers or aides. On several occasions, the group of children was taken to a park, boat riding, or for a picnic. The researcher participated in the meetings and the picnics and made observations. The information was recorded that day after she arrived home. The investigator also took pictures of the group meetings and activities of the children.
Informal Home Visits

Informal visits to the homes of the aides, home economists, and the Program Families were made by the researcher. These observations were recorded at the end of the day in a notebook. Pictures of a few families were taken by the researcher. In most cases, the researcher was invited for lunch or dinner.

Informal Social Gatherings

A few picnics and luncheon parties were organized by the aides. The aides, home economists, and the director were present on these occasions. These events took place in the houses of aides, in a restaurant, and in the meeting room of the area and county offices. The discussions were tape recorded and observations were written in a notebook while attending the function or after arrival home.

Office Records

The background information about the individual aides was gathered from the area office files. These records were in the area office and were made available to the researcher. The information regarding age, place of residence, family situation, number and age of the children, type of employment of husband, income of the family, educational level of the aide, work experiences, future plans, and health condition were collected from the records.

Analysis and Synthesis of Data

A case study of each Family Food Aide was prepared. Data were analyzed for the identification of the concepts, behaviors, and generaliza-
tions related to nutrition education and other areas of concern which were judged to have an effect on the Expanded Nutrition Program. The analyzed data were organized in relation to the aide as an individual and as a para-professional working with homemakers and youth. The information regarding the Program Families was written as a part of the case study of each aide. This section included housing conditions of the homemakers and other observations and interactions that took place during the home visits. The data related to extension personnel involved with the Expanded Nutrition Program were also analyzed from the standpoint of the shared responsibility of these people.

The information related to nutrition education was pulled together from the case studies to get the reaction of the nutrition specialist and the administrator directly responsible for the Expanded Nutrition Program in the state. A meeting of the nutrition specialist, the administrator, researcher, and her major professor was held for the purpose of evaluating concepts and generalizations related to nutrition education as expressed by the Family Food Aide while interacting with the homemakers and youth as well as evaluating some of the practices of the aides. On the basis of the judgment of these people, the concepts and generalizations related to nutrition education were categorized as: (1) Accurate, (2) Some lack of precision, and (3) Partially accurate—or omission of some important information. The behaviors exhibited by the aide during the home visit or in training sessions were classified as (1) Recommended or consistent with the operation of the Expanded Nutrition Program or emphases given in the training of the aide and (2) not recommended or inconsistent with the training given the aide or the operation of the Expanded Nutrition Program.
Statements describing behaviors of aides related to nutrition education which was judged by the researcher as inadequate in terms of content or method were listed, and the same people were requested to give their judgment of those statements on the basis of their experiences in working with the Family Food Aides.

The analyzed data were then synthesized as characteristics of each aide, the aides as a group, the professionals, and Program Families as well as problems of Program Families. The analysis of the work of aides was summarized in terms of teaching practices, food and nutrition concepts, problems of aides, and learning through training and conferences.

Criteria for the selection and training of aides were developed. Conclusions and suggestions were drawn up in relation to the Expanded Nutrition Program with emphasis upon the Family Food Aide.

A Visit to the County One Year after Collecting Data

The researcher and her major professor made a visit to County X one year after collecting the data to meet with the Family Food Aides. As a result of the visit, some additional information was gathered and was recorded as Epilogues along with the case studies of each of the aides.
AIDES AS INDIVIDUALS AND AS FUNCTIONING PERSONNEL

In this chapter, the case study of each aide and her Program Families is presented. The factors and problems related to the work of the aide are discussed along with the description of the family, health and housing conditions of the aide, and the Program Families. All names are fictitious.

Case Study of Alice

Alice and Her Own Family

Age: 45 years
Race: white
Marital status: divorced and remarried
Education: high school graduate
Work experience: teacher for handicapped children for eight years, physical therapy aide for two and one-half years, waitress, and housekeeper

Number of children: one, 21 years old
Number of family members at home: three
Occupation of the husband: policeman
Income of the family: $5,000 and over per year
Own: house, air-conditioned car, television
Number of program families reached by the aide: 50

Housing condition. Alice had an air-conditioned frame house in good structural condition with large back yard and small front yard located in a residential area. Alice and her husband grew flowers and vegetables in the yard. The lawn was beautiful, clean, and trimmed. The house was of average size with two bedrooms, a living room, kitchen, bathroom, and some fin-
ished area in the basement. The floors of the rooms were clean and well
kept. The walls were light pink; furniture was bright and light in color
and in good condition. There were pictures on all walls of the rooms. The
house gave the impression of an orderly homemaker. When a training meeting
for aides was held at her home, Alice took the visitors around her house
and showed the articles in the rooms. She was very proud of her house.

Alice had a work table, a craft center, a kitchen unit, and a file
cabinet made of boxes in the neat and orderly basement. She said that she
enjoyed working in the basement after her husband and son went to bed.
Alice kept her work and teaching materials in order and could easily find
the things she wanted. The researcher made three visits to her house, and
one of them was unexpected. These visits showed that Alice was consistent
in keeping her house clean and in order.

Alice and Homemaker Alberta

Age: 29 years
Race: white
Marital status: married
Education: 12th grade
Number of children: three
Number of family members at home: five
Occupation of the husband: factory worker
Income of the family: $5,000 and over per year
Payment on house: $80 per month
Number of visits by the aide: 21
Housing condition. The house of the homemaker, Alberta, was in a poor section of the town. All of the houses in that area were old and poorly built. The paint on many houses was coming off, and a few of the houses were dilapidated.

There were an old range, refrigerator, and shelves in the kitchen. The homemaker kept the old kitchen clean and tidy. The furniture in the other rooms was old, inexpensive, but well arranged. There were inexpensive but attractive embroidered curtains at all of the windows of the house. Alberta seemed to take great pride in her house.

An eight-month-old boy was playing on the clean floor of the kitchen. The older boy came in with dirt on his feet. The homemaker cleaned the floor and the boy. She was careful so that the boy on the floor did not get dirt on his hand. The homemaker watched her children from time to time and saw that they did not put their dirty hands in the mouth or eat anything which was not clean.

Other observations and interactions. Alice and the researcher were received by the homemaker and her friend. Alice and the homemaker had arranged to make different kinds of breads and cookies that particular day. Alberta had invited her friend to attend the meeting.

Alice and Alberta collected all of the ingredients on the table near the stove. Alice had measured most of the ingredients and brought them with her. She said that this was done only when the homemaker knew the basic principles of correct measurement. She also did it for saving time during the demonstration. The homemakers read the recipes and then started mixing the ingredients. Alberta asked Alice to clarify a few things in the recipes which were not clear to her and her friend.
While the cookies were baking in the oven, Alice and the homemakers discussed eating habits of the children. Alberta said that eggs, fruits, milk, and vegetables were important for the children especially during the first year of their lives. She said that the baby food was expensive, but she had to give it to her child so that he could grow strong. (All of her children looked healthy. Alice later told the researcher that the children of Alberta did not suffer very much from serious diseases.) Alberta said that eggs were good sources of protein and iron. She asked the researcher about the diet of pregnant women in her country. She was very sorry to know that the majority of them did not get good food during pregnancy. Alberta looked concerned and said, "It is so much like here. A few people have too much and they waste, and a few have so little to eat."

The discussion continued on price and quality of food. Alice told them that the precooked rice was larger in quantity than the regular rice after cooking. Alice said that she, with the home economist and other aides, had experimented with it in their cooking laboratory at the area office. They talked about canned foods and their quality. Alice gave them a few booklets on canned foods and their prices. The discussion ended with Alice saying that canned food was easy to store and did not spoil easily.

When the cookies were removed from the oven, the homemaker prepared coffee that was served with the cookies. The cookies tasted good. The researcher observed that the homemaker as well as the aide was happy at her success. Alice said, "I knew that you could do well in making cookies, and you did." The homemaker said that her children loved cookies, and she would make them in large quantity. "It is expensive to buy cookies from the grocery."
Alice did not discuss the nutritive value of the cookies although the recipes varied in such contents as eggs, nuts, flour, butter, sugar, and milk. Alice told them about the use of dried milk in preparing snacks and other dishes.

Alice and Homemaker Anita

Age: 29 years
Race: white
Marital status: married
Education: ninth grade
Number of children: five
Number of family members at home: seven
Occupation of the husband: truck driver
Income of the family: $5,000 and over
Rent of the house: $70 per month

Housing condition. Located in a very poor section of the town, the dilapidated house was somehow standing on mud. The doors and windows were broken and unscreened. Flies were all over the kitchen. The living room was empty except for a torn sofa and a television set. The floors of the rooms were dirty. The rooms gave a pathetic picture of poverty. There were washed and unwashed clothes on the sofa. A little boy was sitting on the clothes and was eating something from a bowl. The kitchen table was full of food particles, liquid, and flies. There were two broken chairs in the kitchen, and the homemaker asked the visitors to sit on them.

Other observations and interactions. The children, who did not have many clothes on, were asking the mother to give them some money so that
they could go out to buy something to eat. The homemaker did not have any food to give to the children. She gave one nickel to each child and asked them to go out and buy something to eat. She screamed at the children and said, "Go out of this house. I don't want to see you all. Out! Out!"
The boys left the house. The homemaker was pregnant and was very nervous.

When Alice asked the homemaker, Anita, about the food situation, she said that she did not have money to buy anything that week. She had received $70.00 from her husband for groceries, but the landlord came and took the money. He threatened her saying that she had to leave the house unless the rental payments were regular. She had no money left for buying food. Anita said to Alice, "I could not see my children going hungry, so I went to the grocery and bought $30.00 worth of food and gave a fake check for it." The grocer caught her and said that he would report to the police unless she paid the amount in a month. Anita said, "I knew that I might have to go to jail for it, but I thought I had to do it for my children. I have sent the older two children to my mother's place, but I could not send them all." She said that her husband called her the previous night from a small town that he was passing through in his truck. Anita was breathing fast and was smoking all of the time.

Anita said to Alice that her husband had spent half of his salary outside the home. "He bought the television set but did not make the payments. The telephone bill was not paid so the connection will be cut off." She said to Alice that the welfare officer told her that he would take the children away unless the house was clean and the children were well fed.
Alice said, "Anita, maybe it would be good for the children to be away for the time being until you get your feet on the ground. After you pay off the bills and straighten things up, you could bring the children back."

Anita seemed to understand the situation, but being a mother, she did not want to leave her children. She looked at the children and said, "Go away; you all go away. I don't want to see you." She looked very disturbed and helpless.

The children left the house with shorts on. The youngest one had on a diaper, wet and loose. Anita did not bother to put nice clothes on the children; she left them on their own. One of the children lost his nickel in a garbage sack. Anita told him to find the coin.

She called the oldest boy and said, "Buy something for your friend's birthday. You were lucky to be invited to the party." Anita did not give the boy any more money. The researcher did not know how the boy was going to buy a present and something to eat for a nickel. She also thought that the children were like four jewels shining in Anita's dirty, broken, and dark home. The fact that she did not have much to offer them materially disturbed her. She was upset and nervous, and the only way she could project her feelings was to shout at the children whom she loved.

A dream of a mother. Anita was dreaming about the new baby who was to come soon. She said, "I dreamt last night that I got a baby girl, and she was very thin. I said to myself that it could not be my child. None of my babies were less than nine pounds at birth." Anita closed her eyes and said, "I wish it was a girl. Oh, I love to have a girl." She had a happy vision of her yet unborn child. Anita was dreaming about the new baby when in reality she was going to be deprived of her six children. She was wor-
ried about the children and their welfare. She was worried knowing that there was the possibility of her losing all of the children to a foster home. Yet, she dreamt of the baby girl yet to come. She did not think of the situation into which she was welcoming the new soul, the girl baby of her dream. She was bringing her to a world of misery, starvation, ill health, and whatever was the outcome of the poverty-stricken home. Oh, a child yet to be born, a mother's dream, a future citizen was coming into a world which was not fit for living. The researcher was disturbed and sad. She thought that if the Family Food Aide was helping the mother to provide a healthy atmosphere or living condition for the children, she was doing a great service to mankind.

A bird in a cage. Alice told the researcher that a woman had come from the welfare office on Monday and had cleaned the house for Anita; however, within a week, the house was as dirty as before, and Anita did not care much. She seemed to be unconcerned and withdrawn. The researcher got the impression that the situation was so bad that Anita did not see any way out and was disturbed and afraid. Anita knew that the inevitable was coming when she would have to give her children away, but she did not know how to prevent this from happening. She loved her children, but love alone could not make them live. She loved her husband and could not ask him to stop coming to her when he needed her. Thus, she was in a situation of hopelessness.

Alice told the researcher that the children of Anita were taken away from her once when she and her husband were sick. The husband of Anita did not give all of the income to his wife. Alice said, "Oh, that man eats steaks for breakfast when his children at home are starving." Alice
thought that Anita's husband had a girl friend in a nearby city, and he had been spending money on her. Alice said, "He is a big liar; he made a phone call to tell Anita that he was in a faraway city when some people saw him at a nearby city." Alice thought that Anita knew about it but did not admit it. She thought Anita just closed her eyes and pretended that it was not true. Alice said to the researcher, "If I was she, I would ask him to go away. What a humiliation! Do you know what that girl friend of Anita's husband said to Anita? She said, 'We all were discussing about your being pregnant again when he did not care about you, and he was out of town most of the time.' What guts that girl had to come to Anita's house and talk to her like that! I feel sorry for her. She was so simple and did not know how to protest. I told Anita that if that girl comes again, she should not let her in the house."

Alice was very angry and concerned about her homemaker who was in a desperate condition and did not know how to protect herself and her children from being hurt. She thought that the husband of Anita was not a reliable and trustworthy man. He put her and the children in a difficult situation when his duty as a father and husband was to protect them.

The researcher thought that the homemaker in such a situation suffered like a bird in a cage. The only ray of hope she saw in her dark hours of the day was the visit of a Family Food Aide who still came, listened, and made suggestions when the relatives, friends, and neighbors had closed their doors to her.
Alice and Homemaker Ablina

Age: 22 years
Race: white
Marital status: married
Education: eighth grade
Number of children: four
Number of family members at home: six
Occupation of the husband: policeman
Income of the family: $475 per month
Own: old house
Number of visits by the aide: 18

Housing condition. Ablina's house was in a residential area of the town in which most of the houses were old and in good condition, but her house was old and dilapidated. It was a small house with two small bedrooms and a kitchen. The living room was made by putting curtains around a porch. The condition of the doors and windows was beyond repair. The walls of all of the rooms had cracks which the homemaker had patched with paper and tape. The partitions between rooms were old, torn, used curtains. The house did not provide much security. The kitchen had a very old range and sink. The homemaker kept the house clean, but the old house did not shine much. The curtains were stitched in many places to mend the holes, but the result was not very successful. The rays of the sun coming through the holes of the curtains made the room brighter. The researcher remembered the saying of a Bengali author that poverty is a giant and the needle is too small an object for waging the fight against it. Ablina's situation was very much the same as in the Bengali writing. With the strength and
ability she had, she made an effort to cover up and patch things which were coming apart.

The living room had a very old, dirty, and torn living room suite. Clothes were hanging from an iron rod between the kitchen and the living room. The children's room had two cots and dirty mattresses. The flies were all around the house. The house was very hot, and Ablina had no fan. The homemaker grew vegetables and flowers in the large garden in the back yard. There were also a few fruit trees.

Other observations and interactions. Alice and the researcher entered the house of Ablina. An apparently healthy child was lying on a dirty sofa. The researcher went to get the child but momentarily could not do so because a very strong smell of urine and other dirt was coming from the baby's body. The child was smiling at the sight of the visitors. The researcher could not resist holding the child in her arms. She "closed her nose" and took the baby from the sofa. He was wet, and there were dog hairs on his body. A weak, scraggy, dirty dog came out of the bedroom. A little girl was sitting on an arm chair holding two feeding bottles in her hands. Her dress was dirty, and she was wet. She played with the bottles until the baby cried. Then Ablina took a bottle from her and gave it to the baby. She did not wash the soiled nipple. Ablina said, "See how happy the baby is with the bottle."

The researcher thought that here was a mother who did not know the potential harm of a dirty bottle. The incident was apparently not noticed by the Family Food Aide.

Alice helped the homemaker in making a list of food she needed for that week. Alice talked about the use of dried milk and its nutritive con-
tent. The homemaker told Alice that she did not have much money for groceries because her children had several sicknesses that month, and she had paid much money for the doctor.

The researcher thought that there was a vicious circle of poor nutrition, unsanitary condition of the house, poor knowledge of preventive measures, therefore, poor health. Then the increased expenditure for medicine and the doctor resulted in little money to provide a well-balanced diet to the children and the adults.

Ablina was married at the age of 16. Since the children came one after the other, there had been no time for her to enjoy life. She said that she had no time to go out; her only recreation was to watch television when the children were in bed. The large colored television set was purchased from a friend on the basis of monthly payments. Since he died after they made the first payment, they had to make no additional payments.

There was a series of bound volumes of "Educational Leadership" and a pair of shoes on the television set. The researcher wondered if those two items were the most valuable possessions in the house and were being given special care. Ablina told Alice that she and her husband were looking for a house, but they thought it was not possible to pay rent with the money he got as salary.

Ablina was very sweet. She and the children were smiling all of the time when Alice and the researcher were there. The researcher made three visits to her house and saw her always happy and smiling. She felt good when somebody was visiting her as she was not able to go out very much. She and her children stood at the doorstep and said good-by to Alice and the researcher. The researcher wondered what inner strength of Ablina made
her so strong and loving when the reality of her world was depriving her of many comforts of life.

**Pills for life.** On one occasion when the researcher, Alice, and Ablina were talking, the six-year-old son of the homemaker came in and took a pill. He said, "Oh! I have to take these pills for the rest of my life." He was sad and tired of taking pills. He was suffering from epilepsy.

**Diet and health.** Ablina and her husband had major operations three weeks earlier. Abline talked with Alice about the big medical bill she had received from the hospital. They did not know whether their insurance was going to pay the bill. All of the children of Ablina, except the seven-month-old baby, looked sick and undernourished.

One of the children was asking for milk, but there was no milk in the house. Alice said that Ablina could get some dried milk and keep it at home for the children. Alice was worried about not having milk in the house all day when there were children between the ages of seven months and six years.

Alice helped the homemaker to prepare a menu for the next day. She discussed the importance of the four basic food groups in the diet. She suggested that the homemaker could increase the quantity of milk for the children by buying dried milk which was cheaper.

Ablina did not feel strong after the operation and was slow in her work. She tired easily and forced herself to work and take care of the children, Alice thought that the family did not have much to eat.
Alice and Other Program Families

The researcher made visits to eight other Program Families with Alice. These families are not described separately because of the limitations of space. The characteristics of these families are summarized including a description of the families in general and interaction between the individual homemaker and the aide.

General background information on the families.

Age: ranged from 28 to 42 years
Number of children: ranged from 4 to 9
Income of the family: $2,000 to $5,000 a year

Most of these families were on ADC (Aid to Dependent Children). The majority of them had been married more than once. A few of these homemakers were divorced. Many of them did not own a car. The level of education of these people was below high school.

Housing condition. All of these families lived in a poor section of the town. The houses were small, old, dilapidated, hot in the summer. Most of these houses had three bedrooms, a living room, and a kitchen. The ventilation and light were poor.

Observations and interactions between Alice and homemaker Ada. Ada, a 28-year-old white homemaker with three children was eating only a piece of bread a day because she wanted to lose weight. She told Alice that she would not cook the things Alice had asked her to try out, but she would like her to come and talk to her. Alice told Ada that she could diet by taking three carefully selected meals of low caloric value. She said that she would be sick if she continued to take only bread instead of proper meals. Ada told Alice that she had lost 10 pounds and that she did not
feel like eating at all. Alice was worried about Ada who had lost 10 pounds within a week. She said that she would get sick and there would not be anyone to take care of the children.

Alice told the researcher that this homemaker was one of the hardest ones to work with. She would talk, be friendly, but not practice what she asked her to do for the children. Alice had been working with her for three months, could not make her do a thing, and she was thinking of dropping her from the program.

During the visit, Ada's friend came with her seven children. She was the homemaker of another Family Food Aide. This homemaker had been divorced three months before and was disturbed. She took two different kinds of pills for nervous tension and for losing weight. The researcher asked, "It must be costing you a lot. Are the pills costly?"

The homemaker replied, "No, I did not pay for them. I get them free. I am on ADC, and I get them free." The homemaker seemed very tired and pale.

Alice told the researcher that these two homemakers were very friendly people but did not want to listen to the aides or take care of their health. Their houses were dirty; the children were not eating well. They were suffering from various diseases. They had little money for buying foods and did not buy food stamps. Once they had arranged a birthday party for Alice. Alice said, "They are nice girls, but I cannot go on coming if they do not do anything about the food situation." Alice was frustrated with these families who wanted her as a friend but refused to cooperate with her in improving the dietary habits. In spite of her visits and instruction on
nutrition and health, they did not show any sign of progress in this respect.

Interaction between Alice and homemaker Abby. Alice and the researcher went to a house which was in a poor section of the town. The house had many critical defects, and it needed considerable repair work. The children were playing in front of the house. There were dirty rags and pets around the front veranda of the house. Abby was sitting in a dirty living room. She was smoking; a few empty Bubble-Up bottles were in front of her. A friend and her child were visiting her that afternoon. The discussion was on losing weight. Abby and her friend were trying to lose weight by not eating. Alice told them that they should not lose weight by not taking food. The proper way of losing weight was to eat a low-calorie but balanced diet. The homemakers laughed and said that they did not feel hungry. The homemaker, who had seven children, said that she was tired of doing all of the household work. Both homemakers said to Alice that they did not like vegetables and milk and could not use them for dieting. Alice gave them a few recipes for vegetables. She told them that the vegetables should be cooked in different ways to make them palatable. It was important to include vegetables in the diet especially when they were trying to reduce weight. She asked them if they needed help in buying groceries. She told them about quantity buying, but the homemakers said that their freezers were not big enough to preserve large amounts of food.

A child in pain. The researcher observed that the living room was in a mess. The dining table was full of rags, toys, and bottles. There were shoes and rags all over the living room. An aquarium and a bird were also in the room.
The children were looking very pale and weak. One of the children sat next to the researcher on a stool. When the researcher was engaged in listening to the conversation between the homemakers and the aides, she felt that someone was pulling her dress. She looked down and found that the child next to her was in terrible pain. The child drew the researcher's attention to her foot which had an infected wound. There was pus in the wound, and the toes were sticking together. The girl had eczema. She got it from an uncle who had returned from Vietnam and whom she had visited for a week. The girl was in great pain. She was not able to walk properly. Flies were sitting on the wound, so she had put her hand on the exposed wound to ease the pain.

Alice suggested that the homemaker should take the girl to a doctor "before it gets worse." The homemaker said that she would take the girl next day. She said, "The wound was bad yesterday, but it is getting better."

The researcher wondered what was preventing the mother from taking the child to a doctor when she knew that the problem was serious. Why did she not care when the girl was in so much pain and was limping? Alice thought that the homemaker did not have money and was waiting for her husband to get his weekly wages. Then she could take the child to a doctor.

A cheese sandwich or package of germs? It was 3:00 P.M. when the children came in and asked the homemaker, "Mom, can we have a sandwich?" The homemaker said, "Yes, you can." The children rushed to the kitchen.

They came out with two pieces of bread with a piece of salami in between. The mother said, "You are not supposed to eat meat but a cheese sandwich." The girl with the wound on her foot went into the kitchen. She
left the salami and brought cheese to show it to her mother. The piece of salami she left in the kitchen could be eaten by another child, thus exposing himself to disease. The girl did not wash her hands before touching the food. The homemaker did not get up to help the children to have a proper meal.

Her friend gave each child a dime, and they went out to buy Bubble-Up. The homemaker could give milk instead of Bubble-Up. The researcher did not take Bubble-Up and told the homemaker that she was on a diet herself. She also said that these drinks were not good for a person who was dieting. Alice said, "If you smoke and drink, we die of cancer, and if you don't smoke, we eat too much and die of blood pressure." The researcher thought this was not a proper remark to be made by a Family Food Aide who was trying to persuade women to have good food and better dietary habits.

In a similar situation, another aide (Bonney) said, "It is bad to smoke, but I do not know how to get rid of the habit." She told the homemakers that one of her homemakers had quit smoking when her daughter cried and said, "Mom, don't smoke! You are going to die young, and we will be without a mother."

The homemaker visited by Alice gave the impression that she did not have much interest in keeping house or caring for children. She just wanted to sit, smoke, drink, and talk. The children were neglected and were not keeping well. One of her sons had a wound on his shoulder and neck. The youngest boy had glasses with thick lenses. The other child had trouble to keep his eyes open.

They were nice to the visitors. They all came near the car and requested the visitors to come again.
The researcher saw a picture of the homemaker when she was a high school student. She looked full of energy and life, a member of a hockey team. The researcher wondered what had changed her so much. She did not have any interest left for anything. Was it poverty? or disease? or too many children at an early age? What made an energetic young lady change to a disinterested, withdrawn, noninvolved person trying to escape reality and facing problems.

**Interaction between Alice and homemaker Ann.** As the researcher and Alice approached the house of homemaker Ann, two old ladies came out to greet them. The researcher did not know who was the homemaker and who was the mother of the homemaker. They both looked alike and old. Alice introduced them to the researcher. Ann had a very old face; it was hard to guess her age from the face. Her body was thin, face was wrinkled, and she had no teeth. The researcher felt very sad to look at Ann who gave an impression of a very innocent and long-suffering soul.

Suddenly the researcher felt a warm, soft hand holding her hand. She looked down and saw the smiling, shy face of a little girl. She did not say anything but held the child's hand tightly. They communicated through their hands. Two more children came, took hold of the hands of the researcher, and asked her in. The children were between the ages of four and one and one-half years. Ann was not as old as she looked. The children were properly dressed and looked very happy to see the visitors.

Alice was helping the mother to arrange the table outside. She had a few things to cook in the kitchen. The children and researcher were in the living room. The rooms were kept clean, and the living room suite was covered with clean sheets.
The hot dogs were prepared outside over an open fire. The process took a long time. One had to hold the stick with hot dog covered with a thick coating of dough over the fire. Everybody got tired of holding them. The children quit. The researcher suggested that hot dogs could be put in aluminum foil and put directly on charcoal. It worked. The homemaker had prepared potato salad, deviled eggs, gelatin, beans, and apple pie. Alice had planned the menu with her. The children ate well. The researcher thought it was too much for a lunch, especially for a cookout party. The quantity of food was too much for the people.

Alice, Ann, and her mother were very happy with the success of the cookout party. Ann said that she was not a very good cook, but she was eager to try new recipes. Alice told the researcher that she was one of the homemakers who had tried almost all of the recipes she had given.

Later when all were inside the house, Ann showed a few colorful rugs she had made with wool. She was very proud of her home and the children.

**A Conversation with Alice on June 19**

A conversation with Alice (aide) revealed that she had difficulty in deciding when to drop a family from the program. Dropping a family was harder because there was no definite scale on which to measure the progress of knowledge the families acquired from the aides. In most cases, the family situation changed (by divorce or sickness), so the additional help was necessary.

Alice said that she had a family which she thought had come a long way, and the homemaker knew what needed to be done at this point. The homemaker had learned enough to take care of her food situation at home, but
Alice could not drop her because the friendship between them had grown so much that it was not possible for her to say good-bye forever. Alice thought that she would visit the homemaker twice a week and then once a month. Alice said, "I would not like it if a friend just suddenly drops me and does not turn up."

The researcher thought that many of the aides were facing the same problem of judging when to stop going to a family. By the time families made progress, the aide had become a friend whom they trusted and with whom they could discuss their problems. These families usually had problems, and they needed someone to talk to. Thus, many of the aides felt a moral obligation to these friends. But, if they did not drop families, they could not take up new ones. What would be the answer to such a situation?

**Epilogue**

The visit to the county after a year revealed that Alice quit the job of the Family Food Aide. The researcher casually asked Ms. Young, "Why did Alice leave the job?" Ms. Young explained that Alice had an undesirable influence on the new aides.

**Case Study of Bonney**

**Bonney and Her Own Family**

- Age: 42 years
- Race: mixed
- Marital status: married three times and divorced twice, remarried a black
- Education: 12th grade
Work experience: worked in small industries from time to time
Number of children: 12; ages: eight months, 10, 12, 14, 15, 16, 17,
20, 21, 22, 23, and 24 years
Number of family members at home: 10
Occupation of husband: works for construction company
Income of the family: $5,000 and over per year
Own: small house, television, and an old car
Number of program families reached by the aide: 56

Housing condition. The housing condition of the neighborhood was poor. Bonney's house was small with one living room and three bedrooms. The bare wooden floors and the walls were neat and clean. There were few pieces of furniture in the room, but furniture was in good condition. The house looked small for 10 people, but Bonney said, "We are managing well." She said that she was looking for a big house. She thought that her three teen-aged girls needed more space. Nothing was grown on the ground around the house.

Several conversations with Bonney revealed that she was in Hawaii when she met her first husband. She was only 16 years old when she married an army officer from the mainland against the will of her parents. She lived with her first husband for seven years on the west coast of the mainland. She became the mother of five children during the first seven years of her marriage. She left her first husband and married for the second time.

At the time of this study, she had been divorced from her second husband for five years and had married a man younger than she. They had a baby girl. Of her 12 children, three girls and two boys were married. The married children did not live with the parents. Bonney's husband was work-
ing as a laborer in a factory with wages of $1.75 per hour. Her oldest son was 24 years old, unemployed, married, and had two children. He was separated from his wife, who was on the ADC program, but was visiting her from time to time.

Problems bring problems. The researcher asked Bonney, "Why did you leave your first and second husbands?"

Bonney said, "They were no good. I married the first one against the will of my parents. We lived together for seven years and got five children. But as the children were growing, I felt that he was becoming selfish. We had some quarrels, and I realized that I could not stay with him any longer. I wanted to go home, but I could not go back for two reasons. First, I had no money. Second, I did not want to face my parents and say that my marriage was a failure. After some time, I met another man, and I got married. We had six children. He wasted lots of money on drink. I did not have much money left to feed the children. I told him several times to quit drinking, but he did not listen. So one day I threw him out of the house and told him not to come back. I was again with 11 children. I had no money to go back to Hawaii."

The researcher asked Bonney, "Why did you want to go back to Hawaii?"

Bonney said, "Oh, it is a beautiful place. The people are so nice. It is not like here. You can live any place you want. You know your own people are there to help you. I am so afraid here thinking that if anything happens to me, there won't be anyone to take care of my children. But if I was at home, my brother would take care of them. My children do not want to go to Hawaii, but I am sure they would have better jobs and a better place to live. My older girls would prefer to go out and live by
themselves, but I do not allow them to do so. I told them that unless they find some good boys to take care of them, I would not let them go out of sight. I don't let them go for a date unless I feel that the boy is good. They do not like it, but I am firm in this matter."

Mrs. Hart told the researcher that Bonney was too protective as a mother. She thought she should give a little more freedom of choice to her grown-up girls.

**Bonney and Homemaker Bernard**

The house of Bernard was in the country but near the town. He lived there with his 10-year-old daughter, Betty. The house was small, windows were broken and covered with plastic curtains, the doors were broken and old. The surroundings were clean except for piles of junk such as barrels, lumber, branches of trees, cans, and gunny sacks. In one corner of the yard he had pigs and chickens. An odor was coming from the pigpen. The kitchen garden in the back yard contained cabbage, tomatoes, corn, and other vegetables. The garden was drying out because watering was difficult. He had a tube well for water. The old man had a hard time to pump all of the water needed for gardening.

Bernard brought two chairs outside the house and asked Bonney and the researcher to sit. He said that he had been looking forward to seeing Bonney for the last two weeks when he had been having fever. He also wanted to make corn bread and needed help from Bonney. He gave one dollar to Bonney to buy dried milk to be used in the bread and other dishes.

Bonney tried to talk about food and nutrition, but he would not let her do it. As soon as she started to say something about cooking or meal
planning, he would come out with a complaint about his oldest daughter. At last she managed to tell him that she would come the next day with dried milk, and both of them would prepare corn bread. He said that he liked the cookies Bonney had made last time. Bonney later told the researcher that the old man tried to make her do the cooking or bread making, but she would see that he did it himself.

Bonney was concerned about the 10-year-old girl who was living with her father who did not allow her to visit their neighbors. The girl had no friends and sat all day in one corner of the yard. Bonney told Bernard that the girl needed a few more clothes. He asked Bonney to help him in this matter.

Bonney discussed the daily intake of food of the child and the father. She thought that he was doing well in menu planning and providing balanced meals for the girl.

She was worried that Bernard was over-protecting the child who was not learning much about life by being alone in the house. She was a sad child. She was flunking in school. She was not retarded but backward in class. Bonney was trying hard to make Bernard realize that it was important for the child to go out and play with other children. She arranged for her to attend a youth group of another aide. She was taking the girl to the meeting every Thursday. She thought that Bernard would take the girl to the group meetings himself as soon as he realized that she was learning many things by going to the class.

The girl did not talk with the researcher in the beginning of their meetings but after about four contacts, the girl started calling her by name. The researcher saw that she was enjoying the company of other chil-
dren of her own group. She was inattentive and did not respond quickly to her lessons. Her mind traveled far beyond the classroom. The aide wanted her to be with other girls so that she could learn by being outside of home. Bonney said that the homemaker was afraid to leave the child, but now he was glad that the girl was learning many things from the youth group. He said to Bonney, "Now I think that with your help I can bring the girl up."

Bonney wrote in her report that on her fourth visit to Bernard's home, she was able to talk about food. She talked about the four basic food groups on her sixth visit. She also wrote that he had planned menus containing milk, rabbit meat, chicken, ham, corn bread, and vegetables.

Bonney said that she was making regular visits to Bernard's house just for the girl. She said, "I have my own children, and I know how much a girl misses her mother."

The homemaker, Bernard, told Bonney that one of his daughters was in Des Moines in a foster home and was doing well. He had gone to see her. She was taking a bus to go to school and was able to do well in school.

He told Bonney that his oldest daughter did not come with him to the United States but stayed in Canada. Last month she came without informing him. She had a year-old baby and was not married. She started going out with a married man who had 10 children of his own and lived in a nearby city. She was pregnant again and was taking money from the old man and from ADC. He told Bonney that his oldest daughter came to the States without a passport and was using the name of his second daughter to get help from the ADC. He had gone to the welfare office to complain about her, but nobody listened to him. He said, "She is a naughty girl and should be in jail for coming to the States from Canada without a passport."
During the month that his oldest daughter stayed with him, she did not treat him well. She told Bonney, "My father can't stay in a house like this. You should do something to get him a good house through the welfare." Bonney told her that there was nothing wrong with the house, and the old man liked it very much. She told her that she could improve the condition of the house by cleaning it, putting curtains at the windows, and by keeping things in order for him. The girl was not interested in helping her father in improving the place. She fought with him, and one day she left.

After she had gone, the homemaker received a telephone bill for $200.00. The calls were made to Canada by his daughter. He had no money to pay the bill and was very much disturbed about the incident. He talked about it to Bonney several times. Bonney said to the researcher, "If that man was happy in his house, then I don't see why he has to go somewhere else. He has a garden, pigs, and chickens which are a great help to him and his daughter."

Bernard told Bonney that his oldest daughter was not honest and always got money by wrong doing. He thought that she had just slipped through the border to the United States. He also thought that his daughter was pregnant before she came to the States but was collecting money from an old man by saying that the child was his.

Bonney and Homemaker Brenda

Age: 29 years
Race: white
Marital status: married
Number of children: five
Number of family members at home: seven
Occupation of the husband: horseshoer
Income of the family: $228 per month
Rent of the house: $40 per month
Number of visits by the aide: 12

Housing condition. Brenda had a very old house in a poor section of the town. There were no screens on the windows, so flies were all over the house. The walls and the floors of the rooms had cracks beyond repair. Oil and other sticky substances were on the old torn sofa. The old dilapidated house was filthy and unfit for human habitation. A strong pungent odor was all over the house. The welfare officer had asked the owner of the house not to rent such a place unless it was fit to live in. The homemaker said that she had been hoping that the owner would do some repairing and painting of the house. The strong ammonia-like odor made the researcher feel dizzy. There were dirty clothes all over the floor of the living room; Brenda was trying to wash them. Her husband was watching television in one corner of the room. The television was not working well, but it was on.

As the researcher and Bonney entered the kitchen, they could see the dirty dishes in the sink. There was water on the floor of the kitchen along with food and other articles. There was an old washing machine with hand operated wringers in the kitchen where the homemaker was doing her laundry. She had borrowed the machine from a neighbor. In the process of washing, the floor was flooded with water and dirt. She said that she had no other place to put the machine.
Other observations and interactions. Brenda sat on a broken and torn armchair while the researcher and Bonney sat on a dirty sofa. The smell of filth made the researcher uneasy. The husband was lying on a dirty mattress. A little girl was on his lap. Her soiled clothes gave an odor all around the room. Brenda and her husband were not at all aware of the dirty environment.

Bonney told the homemaker that she and the children needed good food. She said that she would help her to be a smart buyer. She said that her children were thin and weak. She told the homemaker that good food was important for the children, that a balanced diet made a child grow strong. The husband of Brenda was a cook for a long time, and he knew how to prepare different dishes. Bonney told him, "Why don't you teach your wife to cook good food for the children?" He laughed and said that he had forgotten cooking. He was a laborer in a Philadelphia factory. When he was discharged from the job, he came to County X for a job but did not get one. He was working as a horseshoer. The money he was earning was not enough for the family, but he did not know what to do.

Bonney suggested to Brenda that she buy canned food which was cheap. She said that she would arrange for them to get food stamps. Brenda had difficulty in buying food for such a large family with little money.

Bonney said to the researcher, "I usually give her one or two dollars. I don't want to give, but I can't see the children starve."

There were many fruit trees in the back yard of the house. Bonney suggested that the homemaker make applesauce for the children since this would not cost her much. The homemaker told Bonney that she thought of making use of her fruits, but she did not have gas. The gas bill was not
paid for a few months, so the gas was cut off. The electricity was also cut off, but they got it back although they did not know how long they would have it. Brenda told Bonney that her husband did not earn enough to pay the bills and the rent. She said that she did not know how to get help to meet the needs of the family.

Bonney told the researcher that she thought that the house was clean, and Brenda usually kept it clean. The researcher was not convinced by Bonney's remark because it was hard to believe that the oily stain could form so badly if Brenda was keeping her rooms clean. It was a kind of dirt formed from constant negligence of the homemaker. The dilapidated house was hard to keep clean, and the poor woman had little time for house care with five children.

Bonney gave Brenda a recipe which could be prepared from dried milk. She said that the dried milk was cheaper but good for the children. Bonney invited Brenda to her bread making class. She said that she would have two other homemakers at her house, and she would like Brenda to join them. Bonney made sure that Brenda did not feel discomfort about other homemakers who were going to be at the bread making class. She said, "Oh, Brenda, you would like them. They are very nice people, and they have problems like we all do."

**Bonney and Homemaker Bess**

Age: 28 years

Race: white

Marital status: married

Education: not known
Number of children: four
Number of family members at home: six
Occupation of the husband: factory worker
Income of the family: $2,000 to $2,999 per year
Rent of the house: not known
Number of visits by the aide: 10

**Housing condition.** The small dilapidated and abandoned house was at the edge of the town near the railroad. The house was standing on damp ground with dirty grass all around it. The doors and windows were beyond repair. The condition inside was no better than the outside. The low-ceiling rooms did not have good ventilation. The plaster and paint were off in many places. The walls of the rooms were full of children's drawings of different colors and shapes. The condition of the kitchen walls was worst of all. The researcher thought that the house was unfit for human habitation.

**Other observations and interactions.** The rooms were not clean. The only place for sitting in the living room was a torn sofa. Bess had put a sheet over the sofa, but the sheet was soiled and torn. The clothes were hanging from a rod in between the rooms. One of the bedrooms had boxes piled up to the ceiling. The room was very dirty. The researcher was sure that there were insects and rats behind those boxes. Bess had complained that the rats had taken her bread many times before she could put it in proper storage. Bess and her children had speech difficulties. They all looked thin and weak.

Bonney told Bess about the group meeting she was to hold in her home. She said that she was going to demonstrate bread making to a group of women,
and she would like Bess to join them. She said that she would pick her up before the class. Bess was hesitating when Bonney said, "You need not worry about anything. You know the people, and they are simple like us."
The homemaker did not have nice clothes, so Bonney thought that she always refused to go out to meet other people. The children asked, "Where is Mommy going?" Bonney said, "Your mother is going with me to learn more about food so that she can feed you better! You skinny one! You will become healthy and strong." The children laughed as Bonney was petting them while talking.

Bonney asked Bess about the food she was giving to the children. Bess said that she was not doing much cooking because the house was too hot, and cooking made the house hotter. Bonney suggested that she use peanut butter, cottage cheese, fruits, and vegetables which did not require cooking. She gave Bess a few recipes for cold dishes.

Bonney told the researcher that she had been trying to get food stamps for this family, but she had not had any success. Bonney said, "I shall go on trying, and one day they will do it."

**Bonney and Other Program Families**

- Age: 24 to 40 years
- Number of children: two to six
- Income of the family: $2,000 to $5,000 per year
- Most of these women were on ADC. All but two homemakers had no car. They were separated or divorced. Smoking was very common to them.

**Housing condition.** The housing condition of these homemakers was very poor. The houses were old, dilapidated, and beyond repair. The plaster
and paint were off, and the walls were breeding places for insects. The flies were moving in and out through the screenless windows and doors. The rooms were small and furnished with old torn furniture. The houses were very hot in summer because of poor cross ventilation.

**Other observations and interactions.** Most of the houses were not clean. Things were scattered all over the floors of the living room and kitchen. The homemakers were usually sick, weak, or had other mental or emotional problems. The poverty was visible in the physical environment as well as in their expressions and feelings. In their conversation with the aide, the homemakers often expressed their dissatisfactions and helplessness in housekeeping and buying food for the family.

**Satisfaction in Serving People**

In one situation, Bonney and the researcher met a beautiful woman at her doorstep. She called them in with a sweet voice. The researcher and Bonney went inside the house. The rooms were in great disorder; coffee cups, bread, and other food particles were on the floor and on the sofa. The floor was sticky, rags and children's clothes were all over the floors, and the kitchen table was dirty with water, orange juice, and milk.

Bonney and the homemaker discussed the feeding problems of the children. The homemaker complained that the price was too high to buy food for a large family like hers. Bonney suggested that it was wise to buy low-cost but nutritious food for the family. She gave the example of peanut butter, carrots, and other vegetables. She said, 'I give peanut butter to my children. Why don't you try? I am sure your children will like it, too.' Bonney told that eggs were good for the children. The homemaker
said that she knew that eggs were good for children, so she had bought eggs from a friend for 55 cents a dozen. She said that each child takes eggs, cereals, and milk in the morning.

Bonney told the homemaker that the children needed protein food for their growth. She said that meat was a good source of protein. The homemaker said that she would buy meat for the children. Bonney said, "Your children are growing fast, so they need protein food to grow stronger." They talked about buying ground meat and stretching it with vegetables. Bonney told that vegetables and fruits were also required for good health.

The discussion revealed that the homemaker was aware of the four basic food groups and tried to provide foods from all four groups through different meals. She had learned about low-cost food which had high food value and the basic principles of menu planning and money management. Bonney said, "I have a big family of my own, and I know what difficulties you face to feed a family this large. I feed my eight children well by selecting food low in cost but rich in nutritive value. I stretch meat and carrots and potatoes." The homemaker was trying to talk about family problems, but Bonney brought her back to the discussion of food.

The researcher judged that the homemaker had confidence in Bonney. She asked her many things regarding her own personal problems. Bonney was a good listener and always said, "Oh, I had the same problem, and I did this to solve it.... I hope you can solve your problem, too." Bonney said that she liked the homemaker and her children very much. She said, "This homemaker is a good friend of mine, and I feel happy to be a help to her. I went through such difficulty, but nobody came to help me. I like the job, and I get satisfaction by helping families who need it."
Ms. Black. The researcher and Bonney visited Ms. Black, a black woman with six children. They lived out in the country in an abandoned farmhouse. The dilapidated house did not look fit for human habitation. The wood of the front porch was coming off the walls. The steps were broken. It was not safe for the children to play around the dilapidated porch. The daughter, whom the homemaker sent to meet Bonney at the front gate, said that her mother was busy and could not come to meet her. Bonney said, "It is all right; I won't come in, but could your mother come out to meet a friend of mine from India? It won't take long." The homemaker came out and shook hands with the researcher and Bonney.

The children were standing on the porch with torn clothes on. They were eating something. The homemaker was so thin that she appeared to have only bones in her body. She did not look healthy. She had some kind of skin eruptions all over her feet, and she scratched them from time to time. Bonney gave her a few recipes. The homemaker was concerned about the neighbor's daughter who was all alone in the house. She said to Bonney, "Her father does not allow the girl to come to my house. I would like her to learn things which a girl should know."

Bonney diverted the conversation by saying, "Say, your kitchen garden looks great." The homemaker said that she grew vegetables enough for the family. She raised pigs, so she did not buy meat from the market. She said that she knew that meat and vegetables were good for health. She tried to provide good food for her children.

Bonney told the researcher that the husband of the homemaker was working in the factory as a laborer. He did not earn enough to feed the large family, but now with the help of the kitchen garden and pigs, the family
got enough food. Bonney thought that the homemaker was doing her best under the circumstances.

*Ms. Belle.* Next the researcher and Bonney visited Ms. Belle, who was black. She had three children; one of them was retarded. Her husband had a good job, so she had money to provide good food to her family. She had some health problem and was sick for some time. She told Bonney that she could not eat any vegetables or fruits. Bonney told her, "You got sick because you did not listen to me. I had asked you to take good food which would prevent you from getting disease." The homemaker laughed and said, "I cannot eat when I cook." Bonney said, "Oh, then I shall have to come and cook for you." They both laughed. Bonney said to Ms. Belle that she would go on coming and advising her until she started taking food she had asked her to take.

Bonney was suggesting that the homemaker become a group leader. She explained to her the responsibilities involved in the work of a group leader. The homemaker agreed to take the responsibility for awhile. Bonney thought the homemaker was very capable, and she knew she would be a good group leader. The homemaker had a few years of college education.

**Lack of confidence.** The researcher and Bonney went to the home of a young mother (white) with four children. Her house was in a residential area, very clean and new. The house was neat and clean, but the homemaker told the aide that she was not doing as well as she should with the housekeeping. Bonney told the homemaker, "I think you are one of the best housekeepers I have known for years." The homemaker with her four children was quite busy, but she did not fail to keep the house clean and in order. She was a very hard working mother. The researcher and Bonney saw her
washing clothes, folding them, picking up things from the floor, and getting up to meet the demands of the children.

Bonney gave her a few recipes. They both talked about the menu for that week. Bonney looked at the menu and said that the homemaker was doing very well in providing the family good food. She said that the homemaker had improved a lot in balancing the meals.

Bonney told the researcher that the homemaker did not have much confidence in herself, so Bonney encouraged her by telling her that she was doing well. The homemaker was worried about her son who was not teething at the age of six months. Bonney told her that each child had his own time of teething, and there was nothing to worry about. Bonney said to the researcher, "Is it not so?" The researcher supported her statement. The mother looked less worried.

**Bonney with Youth Group and Ms. Young**

Bonney had a youth group of black girls of 14 to 18 years of age. Bonney and another aide were responsible for the group meeting. The home economist, Ms. Young, had helped Bonney to organize the lecture-demonstration on good grooming. A black beautician, the director of a beauty school, had come to give the lecture. The demonstration was held at the extension office. The aides brought all of the girls from their homes to the meeting.

As the meeting started, the youth group sat around the demonstration table. The guest speaker gave an excellent demonstration on wig fixing and use of makeup. She told the girls that one had to accept what she had and then try her best to make it look good.

The researcher thought that the speaker talked about wig fixing but not about hair fixing when the girls had too much of their own hair. One of the girls said, "Oh, 29 dollars for a wig! I shall have to wait 'til I get my salary." She was interested in buying a wig so costly when her
growing body needed more attention in the form of adequate meals. Later that day, the director said the same thing to Ms. Hart. He was at the meeting to take pictures of the group.

The lesson on use of makeup was useful. It was necessary for the girls of that age to know appropriate ways to use makeup. The researcher believed that it would have been more helpful for a speaker to talk about the relationship of good food, good health, and beauty. It looked as if the speaker was advertising wigs.

The researcher was sitting next to Bonney's daughter. She was holding her eight-month-old half sister when a girl asked, "Whose baby is it?"

"It is my sister."

"How many of you are there in the family?"

"Twelve, eight girls and four boys."

"Oh my! So many?"

"Yes, don't you know, cheaper by the dozen." They both laughed.

The girls were given a few booklets on good grooming. The guest speaker was taking interest in the girls, and this made them happy.

Ms. Young told the researcher that the girls had not wanted a black speaker. When it was explained to them that being a black herself the speaker would know better about the makeup of black girls, they were pleased to have her. The girls thought that they had learned much about use of makeup and good grooming.

One girl came late and was behaving strangely (making noise, screaming, and lying down on the floor). She was a disturbed girl. Bonney was trying to help her.

Bonney explained to the researcher that the girl went out with boys too much. She was afraid that she would be in trouble any time. The
girl's mother did not bother about it. The mother was away from home most of the time, so the girl went out any time she wanted to do so.

Epilogue

Bonney was, as usual, happy and full of laughter. She had reduced weight and was wearing a pant suit. Her personality had not changed much. She was still living in her old small house with her children.

Case Study of Clara

Clara and Her Own Family

Age: 35 years
Race: white
Marital status: divorced and remarried (second husband, black)
Education: graduated from high school
Work experience: seamstress, 12 months; brush cutter, three years
Number of children: three; ages: 3, 4, and 6 years. (She also had four children by the first marriage.)
Number of family members at home: five
Occupation of the husband: laborer in the junk yard
Income of the family: $107 per week (salary of the aide is not fixed)
Own: house, old car, old truck, and television
Number of families reached by the aide: 52

Housing condition. The old small house had two small bedrooms, kitchen, living room, and a bathroom. The small kitchen had an old refrigerator, freezer, and range. There were a sofa and two arm chairs in the living room. The furniture was not very stable. The living room and kitchen floors were not very clean. The homemaker tried to keep them clean,
but constant visitors in the house made it dirty. The bedrooms were very clean and well arranged.

There was a big garden as well as a back and front yard. Clara's husband grew potatoes, tomatoes, corn, onions, and other vegetables.

The back yard was full of junk which was collected by the homemaker and her husband. They sold the junk for some extra money. The grass in the front yard was littered with old rags and animal excreta. The researcher visited the house five times, and the house and yards were found clean only once.

Clara and Homemaker Catherine

Age: 38 years
Race: white
Marital status: married
Education: 12th grade
Number of children: three
Number of family members at home: five
Occupation of the husband: factory worker
Income of the family: $5,000 and over
Rent of the house: not known
Number of visits by the aide: seven

Housing condition. The house was in a residential area. It as well as all of the other houses in the neighborhood looked new. There were nicely kept lawns around the houses. Catherine's house had three bedrooms, a living room, a kitchen, and bathroom. The walls and ceilings of the rooms were clean and newly painted. The furniture showed signs of lack of
care. The arm chairs and the carpet were dirty with ink spots and other stains.

**Other observations and interactions.** Clara knocked at the door. A lady came out after some time and said, "Hello," to the visitors. Clara asked, "Are you sleeping?" She said, "No," but did not ask the visitors to go in. It was raining outside. (The researcher thought that the homemaker was not willing to have anybody go in but could not say, "Don't come in.") Clara said, "Can we come in?" The homemaker said, "Yes."

The living room was in great disorder. The homemaker had been lying on a sofa while watching television. She said to Clara that the family had planned to go for a picnic, but rain started so they could not go. Papers, shoes, rags, toys, ink, and paints were all over the floor of the living room and the kitchen. Catherine's nine-year-old son was sitting on an arm chair which was covered with a cotton cloth. The torn covers were out of place.

The homemaker appeared healthy. Her husband was earning $140 per week, and she was also working. Money was not a crisis in this home, but according to Clara, the homemaker did not take interest in taking care of the house. She said that she was working at night. In that case, she needed rest.

Clara told the researcher that Catherine had many things to learn, but she was not interested in doing anything. She would listen to Clara, take the recipes, but would not try any recipes. She thought that the children were not getting the right kinds of food. Clara felt concern for the children whose mother had the money but no interest in making the living better for the children.
Clara collected the dietary record of Catherine. She read it to her and told her that her food intake included all of the four basic food groups except vitamin C. Clara told her that orange juice, lemons, and cabbage were good sources of vitamin C. Clara told the homemaker that her children were in a growing age so they needed more of protein foods such as meat, eggs, and milk. She asked the homemaker about the recipes she had given her a week before. The homemaker told that she did not try any of them. The homemaker told the aide that she did not get time to cook last week but would do so next week when she would have more time.

Clara tried her best to communicate with the homemaker, but she was not able to persuade her to talk. Catherine was watching television and answering in monosyllables. The researcher believed that the homemaker did not want to be bothered that morning but at the same time she could not say, "Get out." The researcher and the aide felt uneasy at her manners. She covered her cold-shoulder attitude by smiling from time to time. She was waiting for the visitors to leave so that she could go back to her story.

Clara and Homemaker Camilla

Age: 39 years
Race: white
Marital status: married
Education: not known
Number of children: one
Number of family members at home: three
Occupation of the husband: laborer
Income of the family: $3,000 to $3,999 per year
Payment of the house: $70 per month

**Housing condition.** The house looked fairly new and in good condition from the outside. Inside walls and ceilings of the rooms were in good condition except for one hole in the kitchen wall. The homemaker had put a paper over the hole. The floors of all of the rooms were dirty. Shoes, rags, cans, socks, toys, old sacks, household equipment, papers, and vegetables were all over the floors. There were three newly born puppies on a blanket in the center of the living room. The homemaker was taking good care of the puppies. She told the visitors that the dog had killed three puppies so she was watching the remaining three. The blanket was full of excreta of the animal. The odor around the house was impossible to bear. The researcher took advantage of an opportunity to see some older puppies outside in the yard to escape the odor in the hot house.

**Other observations and interactions.** The researcher found the house in great disorder. The dirt of all kinds mixed together gave a strong odor which was unbearable. The beds were not made, and the sheets were extremely dirty with oily stain. The homemaker was a retarded woman. She was suffering from a stomach ulcer. She had also been in a mental hospital for a long time. The researcher did not think that the homemaker was physically strong enough to do the household work. She needed help in housekeeping. Her love for animals was so strong that she did not mind to put them on a blanket which she was using for herself. It seemed that she did not care about the unsanitary condition of the house caused by the pets. She was a very affectionate woman.
Clara had her preschool aged son and daughter with her on the visit that day. She scolded the children when they made noise, touched any toys, or did something mischievous around the house of the homemaker. Camilla told Clara, "Oh! Do not scold them. They are children. They don't do any harm to anything." Camilla had tolerance for the children and pets. She looked very happy with them.

Clara cleaned the kitchen table. She and Camilla sat around it to do the lesson. Clara said to the homemaker, "Let me see how much you have learned about the four basic food groups. I gave you the booklet on dried milk. Did you study that booklet?" Camilla said that she read the booklet but did not understand it very well. She said that she had realized that milk was necessary for the body. Clara said, "Yes, but meat, eggs, vegetables, and fruits are necessary, too." She took the dietary record of the homemaker. She studied it carefully and said, "You took cheese and milk which would meet your requirement of protein, but you need more vegetables and fruits." Camilla said that she could not take vegetables because of the ulcer. The doctor had given her a list of vegetables and fruits which she could take, but she did not understand the language of the list. Clara asked the homemaker to bring the list so that she could read it to her.

Clara explained the list of foods she could take and the foods which were harmful for her. The doctor had written "decaffeinated beverage and vegetables without roughage or cellulose" which were not understood by the homemaker. Camilla did not know the names of the vegetables like turnips, squash, and peas which did not have much cellulose. When the meanings were explained to her, she said that she could take potatoes, turnips, and peas. Clara gave her a few recipes for peas. The researcher told her that she
could take soft cooked eggs and "Jello." Clara said that she would show her how to make "Jello."

The next time that Clara went to Camilla's house to demonstrate the "Jello" making, she found that Camilla had not bought the ingredients for the day. Clara later indicated to the researcher that she was angry that she had wasted her time. She said that this was common for many of the program families; that is, they would ask the aide to do something, and when she arrived, they would tell her that they could not get the necessary ingredients. Clara said, "In a country like ours where people use so much "Jello," how can one fail to learn to prepare it?" It was hard for her to believe that the homemaker had lived so many years in the United States and did not know a simple thing like "Jello" making.

Clara was very disappointed, but the researcher could see that being a retarded child, having been brought up in a state institution, and being physically weak, Camilla could not learn many things expected of her. She was leading a simple life. Her housekeeping and cooking were simple. She accepted the help of the aide as an unexpected gift. She was eager to learn from the aide. The income of the family was limited, but there were only three members in the family. They could have done better if the homemaker had not been physically and mentally handicapped. The husband was out on the job. The eight-year-old girl was not very much help around the house.

Camilla showed the aide a rusted old can of condensed milk given by the neighbor. She asked Clara, "Could I use it or is it too old to be used." Clara said, "I cannot suggest anything unless I know how old the product is." She did not encourage her to use it.
Clara sat with the booklet on "dried milk" and asked the homemaker to read it. When she read, the aide asked her questions to see that the homemaker understood what was written in the booklet. Clara explained many words and sentences to her. The homemaker was very happy.

That was the first time the researcher saw an aide sit with a booklet and ask the homemaker to read and ask questions to see that she understood the material. In many cases, the homemakers were given materials, but the materials were not explained to them. Clara, like a good teacher, explained the information to Camilla and then asked her questions to see that she understood what she read. Camilla was an affectionate lady. She told Clara, "My mother kept the boys and gave me away."

Clara told the researcher that Camilla's mother was very poor and had three children. She knew that Camilla was not a normal child, so she gave her away to a state school. Clara thought that this action had hurt Camilla very much. She thought that because she was a girl her mother did not mind giving her away. She was very sentimental and innocent. Camilla's husband and daughter looked healthy in a picture that was visible. Clara told the researcher that she was referred to Camilla by her sister-in-law who knew that Camilla needed help. There may be many other homemakers like Camilla who need the help of an aide to carry out their responsibilities as a homemaker.

The researcher wondered if it would be better if the pets of this family and many other Program Families were taken away. In many cases the homemaker was not in a position to take good care of the pets. The pets usually were responsible for some of the unsanitary conditions in the
Clara with Youth Group

Clara had organized a youth group (black and white) whose ages were six to 12 years. She was getting ready for the class to be held in her living room. The house was organized and clean. The lesson of the day was on the four basic food groups. She had practiced projecting the slides on the wall while reading the material from the book. She spent quite some time to prepare her lesson.

The girls came in. Clara greeted them at the door. Her youngest two children were making noise, so she asked them to keep quiet or go to the bedroom. Clara asked her group members to sit in the living room. Except for her two nieces, all of the girls of the group were black.

Clara started the class with roll call. She gave a brief introduction to the subject and also summarized the previous lesson. She projected the slides on "Four basic food groups" on her living room wall. She stopped from time to time to explain the material. She asked questions of the group to see their level of understanding. If the group did not answer correctly, she projected the related slides again and explained once again. Thus, the lesson progressed slowly but surely.

One of the slides had a picture of a lunch of beans, milk, bread, and salad. One of the girls asked about the source of protein in that particular meal. Clara told them that beans and milk were the sources of protein in that meal. She then projected the picture of the protein group which had beans and nuts in it along with other protein-rich foods.
Clara explained the things to the group and asked the researcher if she could add anything else to it. The researcher told them about the combination of animal and vegetable sources of protein which was good and cheaper than using only animal sources of protein.

The lesson was very interesting with bright pictures. The girls were eager to learn. Clara made sure that the girls learned their lesson well. The researcher thought that the lesson was too long for the young age group. They could not concentrate for a long time. After the first 40 minutes, they started giggling, but Clara asked them to behave. Clara was very serious and wanted her group to be serious about learning.

The researcher thought that the lesson on four basic food groups was well organized, and the information was very important. Clara had taught the same basic information on nutrition to the mothers of these youth. When the mothers and daughters receive the same information from the aides, their communication with each other in relation to food should be easier. It would be easier for the homemakers whose children had some understanding of nutrition to introduce a new recipe at home.

Clara taught the youth group about a nutritive snack (salad on a stick). She served the snack to the girls after the class was over. The researcher thought that it was a good idea to have a chance to observe the reaction of the group to a new but nutritious snack. All but one girl liked the snack. Clara told the group that a snack of that type was more useful for health than candy or pop. The girls had related the snack to the lesson they had learned that day. The researcher believed that the discussion made the girls realize the difference between a good and a poor
snack. Clara told the group that the milk, nuts, and fruits in the snack made it a good snack.

When the girls had some difficulty in taking the frozen salad from the cup, the researcher suggested that they rub their hands around the cup, that this would loosen the contents from the cup. Clara thought that the idea given by the researcher was great. She said to the group, "See if you have more years in college, you know more." The researcher thought that the idea was a practical application of a scientific principle rather than something she had learned in college.

Clara told the group about the next class, and she took them home. Clara had a baby-sitter for her two younger children while she was busy with the class. The baby-sitter was obese, and her dress was torn in an embarrassing place. The dress could easily have been repaired.

Clara's younger daughter and son were very dirty. Neither the baby-sitter nor the mother cleaned their faces or their clothes. Clara disciplined her children by asking them to do the things in the right way. Her oldest boy banged the door hard and went out. Clara called him and said, "Son, this was not the way to shut the door. Do it the way it should be done." He looked at his mother's face and followed her order.

Clara said that she did not like for her children to get mixed up with neighbor boys in doing some mischief. She was planning to buy some outdoor games for the children so they could play in the back yard instead of going to the park with the other boys. When a visiting neighbor boy was very noisy, Clara asked him to go to the bedroom and behave himself. Clara told the researcher that she would like to help her stepdaughters who were very
naughty because of the negligence of the mother, but usually they were very rude to her.

After 12 days, the researcher made her second visit to Clara's house to attend the youth group meeting. The house and yard were cleaner than before. The children had clean clothes on. Clara told the researcher that her oldest child was with the "Operation head start" and that this had helped him to do well in school. He was in the upper 10 percent of his class.

Clara had arranged an educational tour to the "Fritos" factory for the children of her group. She was expecting 15 children, but only seven of them came. The group was thrilled about the trip. The guide of the factory explained the processes involved in making "Fritos" from corn. This was an enriching learning situation for the children. The girls asked questions about the processes. They were surprised to know that so much was involved in making a package of "Fritos." As the group ended the tour, they were given three packages of "Fritos" and chips. The children were happy. Bonney, another aide, said that she was going to bring her youth group for the trip.

The group then went to a park to have fun. Clara called them all around a picnic table. She discussed the exhibits the girls were going to make for the county fair. She divided the responsibilities among the group members. She told them that she was going to the hospital the next week but that her niece would be taking the responsibility of the group meetings. The girls liked the idea of not missing the class while Clara was in the hospital.
After the meeting was over, Clara gave them a piece of cake and Pepsi Cola. The children played while Clara explained things to her niece about the next meeting. The children, who did not have many chances to go out in the park and play, looked very happy as they ran around, screamed, and laughed loudly. Mr. Bernard's daughter, who was a quiet girl at home, did the most running and screaming. Clara's idea of combining play and a lesson was good. The learning combined with game and picnic seemed to be very appealing to the young group.

On the way back home, Clara’s niece told the researcher that all but two of the girls of Clara’s youth group did not behave well. Once she heard them saying, "We feel like going out and getting drunk." The girls of the group were between the ages of 10 and 13 years. It seemed to the researcher that they were trying to imitate their elders. They must have heard the phrase somewhere and repeated it, thinking it was really a "smart" remark. An educational program with the aide can help these children to understand things better and behave properly.

I Have Come a Long Way

On July 9, the researcher made a few home visits with Clara. At noon they reached Clara’s home where the researcher was to meet Bonney. Bonney did not show up. Clara told the researcher that she would take her home after lunch.

Clara fried chicken for her husband and later served it with tomatoes and salad. She gave a salami sandwich and milk to the children. Her husband came home with two friends. They had their work clothes on (boots and dirty shirts). Clara's husband took a beer from the refrigerator. His
friends did the same. They sat around the kitchen table and started drinking. They did the same thing the previous time the researcher had visited Clara's home. Clara's husband took a cookie from the table, tasted it, and then threw it away after the first bite.

Clara made a salad for lunch, but she did not wash her hands before cutting the vegetables. Her children were about to eat food with their dirty hands when the mother reminded them of washing hands before eating. She said, "Use soap, children."

The researcher was sitting in the living room when Clara's husband called her. He said, "Please come and have lunch with us."

The researcher was not very comfortable about the invitation. She said, "Oh! I am not going to work in the afternoon so I need not eat lunch. You have to work hard, so you eat well. I shall eat later with your wife."

He said, "Please come and have a little with us."

The researcher thought that if she did not join them, he would think that the researcher was avoiding them or was not liking to sit with them. It was very difficult for the researcher to accept the invitation to dine with three gentlemen in their work clothes. But she got courageous and went to the table. She tried to be natural although she was very nervous. She was always fussy about taking food anywhere she went. She took a piece of tomato.

Clara sat with the researcher to make the situation easier for her. Clara knew the people very well so she was not uneasy at all. Clara's husband asked the researcher about farming in India. He said that he would like to buy some land and be a farmer. He was afraid of flying, so he said, "One day I shall go to India by ship." His friend was an old man.
He asked the researcher many questions which she could not understand well. She shook her head. They were very eager to know about India and its people. They did not have much time, so they went back to work.

When the men left, Clara told the researcher, "Let us sit and relax." She was eating her meal while talking with the researcher. She said, "Do you know that I was married before?"

"No," said the researcher.

"Yes, and I have four children by the first marriage, two boys and two girls."

"How old is your first born?" asked the researcher.

"Seventeen years," she said.

"Are they going to school?"

"I think so; they are supposed to," she said with a sad tone. She took a deep breath and said, "I think they are in school."

"How did you meet your present husband?" said the researcher.

"It was my first husband who took me to a club to meet him," she said with a little anger and disappointment.

"Later that day, I came to know that he was interested in a black woman," said Clara. "My husband was visiting a colored woman, so he wanted me to get interested in some of his friends. We had fights about his going to another woman. We decided to get a divorce. He told me that I should take the children because it was the duty of a mother to bring up the children. I thought he was right. We were separated. I was living in a house with my children on ADC. Then Chuck (her present husband) started seeing me. One thing leads to the other; we started liking each other. When my husband came to know about it, he became very angry."

"My lawyer told me that I would get the children but later he said that my husband would get them. I think the lawyer had been bribed by my
husband. The lawyer did not charge me any money for the service which
means he received money from my husband. I was separated from my first
husband in 1961 and married Chuck in 1964. My first husband is very cruel;
he does not allow me to see my children."

"Why do you think trouble started between you and your first husband?"
asked the researcher.

Clara said, "It all started with his mother. He was very young when
his father died. My mother-in-law was staying with us. I did not mind her
being with us, but she would not see anything wrong with her son. She
always came between us. She thought I was always wrong. Me and my husband
had fights, but we could work it out together if she did not interfere."

"Who is taking care of the children after you left?" asked the
researcher.

Clara said, "His mother is taking care of the children. I am not sure
that he has remarried. I don't know anything about him or my children. I
hope my children are going to school."

"My marriage to Chuck was interracial, so you can imagine what I had
to go through. It was difficult for both of us. My doctor told me 'What
you both went through is just enough to break your nerve, but because you
are strong, you are standing up to it."

"I came a long, long way since 1961. I was married to Chuck so none
of my relatives came to see me. I have been cut off from everybody. I
don't see anything wrong in what I have done. It says in the Bible, 'All
men are equal.' Though the color is different, men are men. They are
human beings. I don't see anything wrong. I am this way. If I see
nothing wrong in things I want, I get it anyway. I don't care what others
say, but I do what I feel is right. I have two brothers; one of them is a
clergyman. He is supposed to be a preacher of humanity. Then why did they
not treat Chuck well? Why do they think I did wrong? They do not say, 'Hello,' to me when they meet me on the road or in the stores. During the last three months, my brothers' wives have been saying, 'Hello,' to me, but my brothers have nothing to do with me."

She continued, "You know what? I heard that my brother-in-law was mad at me because of my marriage, but three weeks back, his daughter, my niece (now 20 years old), came to my house. She told me that her parents would like us to go to their place for dinner. She said that after dinner we could bring the hog we were planning to buy from them. I had seen the girl so small, and now she was so grown up and beautiful. I was very happy to see her. I called her in the kitchen and said, 'Are you sure that your parents asked us to go to your place? I mean your father has asked for us?' The girl said, 'Of course, it was Dad who wanted you to go to our house.' I never felt so happy in my life. I told my husband about the invitation, but he refused to go. I felt hurt! So hurt! This was the first time after my marriage to Chuck that someone from my family had asked us to go have dinner with them. Oh, how hurt I was for him not accepting the invitation."

"After a few weeks, my niece came to tell me that her parents were very disappointed. They were waiting for us. She said that it was her father who was more anxious to receive us than her mother. My niece said that her parents were coming to my place to deliver the hog we wanted to buy from them."

"Last Sunday at 10:00 P.M. there was a knock at my door. I opened the door and found my sister and brother-in-law standing there smiling and happy. They came in and were introduced to my husband. My brother-in-law said to Chuck, 'I have been thinking whether to shake hands with you or not.' Oh! I was so afraid and shocked at the remark of my brother-in-law. I thought what was he doing. Standing in Chuck's house he spoke to him
like that. Oh! Blood ran through my head thinking what was going to happen next. But to my surprise, my brother-in-law said, 'You know that you have disappointed us by not coming to dinner. Now that we have come to your place, you should visit us.'"

"Chuck had seen them off. He and my brother-in-law had a glass of beer. I was afraid that my Sunday school teacher would not like this beer drinking, but she did not say a thing. We brothers and sisters were very close to each other. We laughed and pulled each other's legs which my husband was not used to seeing. My sister and husband did not change. They were just like before."

Clara had a great sense of pride. She said that the visit had made her happy and meant a lot to her.

The next Sunday, Clara's husband told her to get ready to go to visit her sister. They were greeted by her brother-in-law at the farm. Her brother-in-law took Clara's husband around the farm while "I was talking to my sister. My niece's little boy came to Chuck and sat on his lap. They were friends. My brother-in-law asked Chuck, 'Why did you not come for dinner the other day?' Chuck said, 'I did not know the treatment I would get from you. I was afraid.' My brother-in-law said, 'If we did not like you, we would not be sitting in this room together. Please feel free to come here.'"

Clara's sister had told Chuck that it was all right now that she knew him and knew that he was taking good care of Clara and the children. She had said, "If you do not do anything wrong, we shall like you well." The family had a happy reunion. Clara felt good because her sister had told her that her brother-in-law was furious about the marriage.
Clara said that two of her sisters had now started coming to visit her. The oldest sister gave her a few used dresses. She did not need to buy clothes now that she was getting them from her sister. Clara said, "I came a long way."

"I understand Chuck's feelings. He was born in a poor family who did not have much to offer him. His mother died when he was three years old. His father remarried and left him with relatives. He roamed around until the age of 10. Then an aunt took him with her. She brought up the child along with her four children. He was the black sheep of the family. He has said to me, 'I was the unwanted one in the family.' I understand his feelings. Nobody was concerned about him. Things got worse when he married a woman who did not treat him well."

Clara said, "He does not show any concern about anybody. I am going to the hospital, so he does not want to talk about it. He just asked me what the doctor told me about the operation. He is afraid of the hospital. If he visits me twice in the hospital, I will be very glad. I told him that we are not going to fight for these few days before going to the hospital. He seems unconcerned about me, but I know that he is not. That is what I do not understand about him. He says that I howl at him, but I don't. His past experiences are such that he cannot bear even a little loud voice in the house. His children by the first wife want to come and visit him, but his previous wife does not allow the children to come. Oh! How cruel a mother can be not allowing the children to see their father. Oh! My previous husband and Chuck's first wife treated us very badly. Oh! I came a long way."
"Does your husband show any affection towards his children?" asked the researcher.

"He does," said the aide. "He has to take care of them while I am in the hospital. One day I wanted to talk to him about the operation, so I called him in the bedroom. He was mad with me for calling him from his friends. He thought that way I had insulted his friends. I told him that I could not talk about my illness in front of his friends. He thinks that that way I have treated him badly. He is nice most of the time."

"I took the job of Family Food Aide last year because we were much behind in payment of bills, especially for the house. He worked for a farmer and was doing well. But once a few things were stolen from the farm, and someone blamed Chuck for it. They did not inquire for the truth. They took the man's word and fired Chuck. My husband got a job in a junk yard. He does not like the job, but we are behind again with the payment of bills. He gets $107 per week. He works eight hours a day. He likes construction jobs, but that did not pay much. It is not very secure, also."

"Is his present job secure?" asked the researcher.

"Yes," she said.

Clara went to the junk yard one day to get the paycheck of her husband. The researcher was with Clara and was curious to see the place. Clara took her inside the yard. Clara's husband was standing in a big truck of junk. He and a man were unloading the truck. The place was full of cables, parts
of machines, and metal pieces. There was a railroad car on the other side of the yard. The junk in big barrels is loaded onto railroad cars. The researcher had a close look at the place where the men were spending eight hours a day. The place was full of dirt, dust, and odor. No wonder a person spending so many hours a day in a place like that would feel worse when he returned home. There was no place to sit or water to drink. The boss was standing there so they had to work until the break.

Clara's husband gave importance to his friends. His fighting with Clara was mainly because he felt that she did not treat his friends well. He loved to spend time with friends and to drink. He did not allow his wife to go out leaving the children behind. He thought that man should go out while woman should stay at home to take care of the children. Once Clara told her husband that he did not care for her. He said, "If I did not care for you, I would not give my check to you." That was the way he was expressing his love for her. Clara said that she would like him to fuss over her, but he did not do so which made her mad.

Clara said, "We were four brothers and sisters. We used to scream and fight and laugh. We threw things at each other. My mother would say, 'I am not being able to teach you people any manners.'"

Clara was glad that the home economist had asked her not to worry about the work but to go to the hospital and get cured. Clara said, "I cannot help thinking about the Program Families. Some of them need my help very much."
Clara said that her bills were paid and now she had a little money to buy dresses for herself and the children. She bought a few old pieces of furniture with the money she had earned. Her husband said that she could quit work, but she wanted to work so that she could have some money to go to school. She knew shorthand and typing. She was thinking of going to school as her children were out in school. She would like to learn about a secretarial job.

Clara's son came and said, "Mom, don't let her go. She could have dinner with us." It was already 5:00 P.M. We had not realized the time had passed during our conversation of sharing each other's life. The researcher felt very close to the family when she heard the story of Clara's sufferings.

The researcher wished that everything would go well with Clara and her family. The younger generation would not feel the same way about her marriage. Clara said, "I broke the ice for the family though I went through hell. My nerves are weaker, but I am happy to think that under a similar situation, most anyone would get a nervous breakdown."

**Epilogue**

Clara was dressed in a new pink garment. She said that she bought it on sale. She looked very attractive. She had her hair done. She sat quietly when the researcher had to go and talk. She was not very free to talk to her colleagues, but she talked freely to her teachers.
Case Study of Diana

Diana and Her Own Family

Age: 55 years
Race: white
Marital status: widow
Education: high school graduate and six months of college
Work experience: teacher aide, one year; survey work, one year; sales lady, two years
Number of children: two; ages 15 and 25 years
Number of family members at home: two
Income of the family: $2,000 to $2,999 per year
Own: car, house, and television
Number of program families reached by the aide: 49

Housing condition. The house, in a residential area of a small town, could be classified as a small house with two bedrooms, a living room, and kitchen. The kitchen and the bathroom were very small. It was an old frame house but in fairly good condition. The doors and windows were in good shape.

The window curtains in the living room were white with a beautiful floral design in the fabric. There were two low tables in two corners of the living room. On one table she had the picture of her married daughter with her family. On the other table she had decorative articles. The carpet was very clean and of light gray color. There was one picture and a clock on the walls of the living room. The room gave the impression of an artistic appreciation on the part of the homemaker. The room looked beautiful and not crowded.
Diana had a large bedroom with large windows. She had pink curtains and bedspread. There was a big dressing table across from the foot of the bed and two side tables with drawers in the bedroom. The walls of the bedroom were light pink. The bright pink color of the curtains and bedspread reflected on the light pink walls and gave a shining bright light to the whole room. The researcher was pleasingly impressed by the sight of the room. The room was large and spacious with a few pieces of relatively new furniture.

Diana took the researcher to her daughter's bedroom which had blue and green curtains and bedspread. She had a dressing table and a bookcase in the room. The room was in order, and Diana told the researcher that the curtains were made by her daughter. The green lights on the dressing table reflected on the walls, and the room looked green. Simplicity and elegance were blended together in decorating the beautiful room.

The kitchen was very small, and Diana complained about the space being so limited. She had a small dining table in one corner of the kitchen. The kitchen had new cabinets and new wallpaper. Diana said that her daughter had put the wallpaper on the walls of the kitchen.

"The bathroom is old fashioned, so it is not very easy to keep it as clean as I like," she said. The bathtub was old, and there was no shower. The old plumbing system usually gave her trouble, but she said that it was too costly to replace everything.

Diana had a beautiful lawn with different kinds of flowers and a kitchen garden at the back of the house. All the houses in the neighborhood were in good shape and had beautiful gardens.
Diana and Homemaker Delia

Age: 35 years
Race: white
Marital status: married
Education: not known
Number of children: eight
Number of family members at home: 10
Occupation of the husband: farm laborer
Income of the family: $4,000 to $4,999 per year
Rent of the house: house was free from the employer
Own: few acres of land, pond, and hogs
Number of visits by the aide: 16

Housing condition. The old, small house was out in the country. There were no other houses in the neighborhood. There was a big pond in front of the house. The view was beautiful. The rooms were small but neat and clean. The wooden floor was clean. The bathroom and the kitchen looked new. The small kitchen was hot in the summer. The house was in good condition.

Other observations and interactions. The homemaker, Delia, was very fat. She looked very happy with her four teen-age daughters and younger children around her. Her children looked healthy and happy. Her older daughters were beautiful and full of life. The children helped Diana to carry the things inside the house. They also helped her with the demonstration. The demonstration was on "Salad on Stick." Dried milk, sugar, coconut, eggs, and fruits were used in the preparation. The older girls and the homemaker read the recipe before they started making the stick. The
aide and the homemaker were preparing the snack together while the girls helped them. They all talked and laughed together.

The homemaker told Diana that she bought food in large quantity from a retail shop and stored it in the freezer. The researcher saw 20 packages of bread, milk, and meat stored in the freezer.

The homemaker made a glass of cocoa as instructed by the aide. She gave it to the children who liked it very much. Diana gave her the recipe for the cocoa mixture for future use.

The homemaker and the aide discussed a few recipes she had tried last week. Delia said that she liked most of recipes. She had no trouble in following the instructions on the paper or preparing the dishes according to the recipes given to her.

Diana was happy about the progress of Delia in meal planning and buying food. The homemaker and her older daughters listened to Diana very carefully. They were eager to learn. They enjoyed cooking and baking. Delia told the researcher, "Do you know Diana comes here to have fun, but we give her a hard time. It is a fun house, don't you think?"

There was a very warm relationship between the children and Delia. They teased each other and enjoyed working together. The little one was eager to help the mother when she asked for help. Delia told the aide that her family was doing well with the food situation. She was raising hogs which supplied the meat for the family. She bought a few pounds of ground meat from the market when it was on sale. She said that she usually bought foods when they were on sale. There were a few packages of chicken near the sink which Delia intended to prepare that night.
The researcher asked about the dating system of her daughters. Delia said that she did not allow the girls to date yet. She thought that the girls were not ready to date until they were 17 years old. The second daughter liked a boy of a family friend, but she did not allow them to see each other unless the parents were with them. She looked at the girl and said, "She can go with him next year when she will be 17 years old, but we get together and go for picnics when the children get a chance to see each other."

Diana told the researcher that the father of the children was very strict. He did not like for the children to get mixed up with other children of the city. He brought the family into the country so that the children would be under his supervision. He thought of keeping them from trouble by not allowing them to go out unless he took them.

Diana told the researcher that the children and the homemaker were very lonely. She said that they eagerly waited for her visits to the farm. They came near her, touched her, and talked to her. She said, "I want them to work, but they like to talk. I don't like the children to touch me, but they will not listen. They make too much noise, and I get a headache."

The researcher thought that the children were very nice, and the noise they were making was perfectly normal for the age group. They came near to the visitors, touched them, and asked questions. They giggled, screamed, and laughed loudly. The surroundings were so natural, and laughter of the children just fitted in. They were healthy, young, and full of life.
Diana and Homemaker Denise

Age: 32 years
Race: white
Marital status: married
Education: not known
Number of children: nine
Number of family members at home: 11
Occupation of the husband: factory worker
Income of the family: $5,000 and over per year
Rent of the house: free from farmer who considered demolishing it

Housing condition. The house was on an abandoned farm. The dilapidated frame house was beyond repair. The paint and siding were falling off the walls. The window openings were covered with plastic. The house had old furniture, dirty and torn. The water source was a pipe outside the house. A rubber hose was attached to the pipe to carry the water inside the kitchen. There was no gas in the kitchen. The house was surrounded by a large area of land which was not cultivated for gardening. Diana told the researcher that she had asked the homemaker to grow vegetables in the open space, but she did not show any interest. There were nine kittens sitting on the doorsteps. They looked sick and dirty.

Other observations and interactions. The homemaker was not at home so a son had opened the door. He stood at the door and did not ask the visitors in. The 14-year-old son of Denise was baby-sitting for the younger brothers and sisters while his mother was visiting her sister in the city. Diana asked him, "When is your mother coming back?"

"I don't know," said the boy.
"Did you have anything to eat?" asked the aide.

"Not much," he said.

The children looked very thin, sick, and dirty. They were playing while the oldest one was baby-sitting for them. Diana wrote in her family record report, "The house was filthy and dirty. The homemaker does not bother to clean it. She does not stay at home. The children are left alone in the farmhouse all by themselves."

Diana told the researcher, "Oh! I just don't feel right about the children being alone in the country all day." The homemaker left the house with her husband in the morning. She visited her two sisters in town when her husband went to work. She came back with her husband in the evening. Diana told the researcher that Denise's sisters were very clean. They have nice houses in the city. They did not like Denise's occasional visits to town while the children were alone on the farm. Diana tried to convince Denise that it was important for her to be with the children. If anything went wrong, the 14-year-old boy would not be able to handle the situation. Diana said, "But I cannot make her realize that yet."

The children did not have much to eat. Diana had arranged for them to get food stamps, but the husband refused to sign the papers. Diana said, "It is good to have self-pride, but I would prefer to give it up to feed my children." Diana was very concerned about the children. She did not know what she could do to help them.

Diana told the researcher that the homemaker and her husband took this unfit-for-living-in house because they got it free. They did not realize that it would do so much harm to the health of the children.
Diana and Homemaker Deborah

Age: 48 years
Race: white
Marital status: widow
Education: not known
Number of children: four
Number of family members at home: three
Occupation of the homemaker: farming (deceased husband left some property)
Income of the family: $3,000 to $3,999 per year
Own: house and land

Housing condition. The house was out in the country. It was small and old but in good condition. Except for the rug of the living room, all the other furnishings were neatly kept. The windows were big. The furniture looked moderately costly and well kept.

Other observations and interactions. The homemaker's youngest child was playing in the living room. The homemaker told Diana that she had a big medical bill to pay ($500), and she did not know how to pay it. The homemaker was trying to get some help from the welfare agency but had not obtained any. Deborah looked sick and weak. Her son and she were living on the farm. They grew tomatoes, potatoes, cabbage, and other vegetables. The homemaker canned the vegetables which she had used throughout the year. The boy was eating tomatoes from a basket kept on the dining table. The aide told Deborah that she would get her vitamins from the cabbage and other vegetables. She told her that peanuts were good sources of protein.
A Visit with Diana at Home

At 5:00 P.M., Diana and Ms. Hart came to the apartment of the researcher. Ms. Hart had just visited a home with Diana, and she was upset at the conditions she had seen in that house. She was shocked at the sight of the filthy house. She discussed the possibility of controlling the cockroaches and other insects in that house visited by Diana. The homemaker was very difficult to approach, but Ms. Hart and Diana were determined to do something about the insects detrimental to health.

The researcher heard Ms. Hart say to Diana, "You have done a tremendous job by reaching a family so desperately in need of assistance." Diana was upset because the homemaker told her to go away as she did not feel like talking to her. Ms. Hart said that she was pleased to hear that a homemaker was so free to express her feeling to an aide, that it was an indication of an intimate friendship between the homemaker and the aide. She thought that such a relationship could rarely be found between an aide and her Program Family.

The homemaker had many serious problems but lack of money was the most disturbing one of all. Diana had asked Ms. Hart to help her think through ways of working with the homemaker effectively. Ms. Hart visited the home with Diana to see for herself the seriousness of the problems which prompted the request for her special help.

Ms. Hart called the researcher and asked, "How many houses are that way? How many families that you have visited were in such desperate need of help?" She sounded disturbed and sad.

"Most of them," said the researcher.
Ms. Hart said, "The total income of the family does not tell us the whole truth. We do not get the real picture of the situation. The filth, dirt, and sickness of the people are not reported." The home economist was concerned. She wanted to help the family any way she could. They talked for one and one-half hours before reaching a decision about how Diana could attempt to reach this family so that she could help them in their problems.

At 6:30 P.M., Diana and the researcher started toward Diana's home which was 25 miles from the county seat of County X. The researcher was going to stay overnight and visit Program Families with Diana the next day.

As Diana was driving a short distance from the city, she remembered that she needed to buy a few things from the grocery. She turned back to the city. She waited for the light to change at an intersection so that she could turn right to go to a grocery. Suddenly she changed her mind and turned left, ignoring the light. The researcher said, "Did you not see the light change?" "Yes," she said, "I thought of going to the right, but it is all right. I shall go to the left though I will not be able to get the things I want in the grocery at the left." The researcher said, "Let us go back to the right." She said, "No, I don't like to go back." She had forgotten the list of things she was going to buy for the group meeting and had a hard time to remember what was needed for the demonstration. Diana made another mistake in picking up a book which she needed.

All of the way to her home, Diana talked to herself. Once the researcher asked, "Did you say anything to me?"

She said, "Never mind my talking; sometimes I talk to myself." This was true of Diana. The researcher did not see her quiet while driving. She talked about her daughter and her fiance. Diana said that she had a
birthday the previous week. Her fiance told her to take money and buy whatever she wanted. Diana said, "I told him why should I take money. Let him find out what I like and buy it."

Diana said that the other day she was angry with herself so she called him and told him, "You do not care for me. You are not concerned about me. When I get mad, I get rough with him." She laughed and said that he was a good man.

The researcher asked, "Does he get angry with you?"

"No," she said, "That is the the reason I could get angry with him." She had a mischievous smile and seemed sure of his affection for her. She said, "Once he was angry and did not come to see me for a week. I rang and said that he did not care for me. Then I hung up."

The researcher smiled and said, "Did he come to see you?"

"Oh, yes," she said.

Diana did not have an air conditioner in the car so was complaining about the heat. The researcher asked, "Why don't you buy an air conditioner for your car?"

"It is too expensive. I am planning to buy a new house so I cannot buy both," said the aide. She said that her fiance had an air-conditioned car which he did not drive much, but she hesitated to ask him to use it.

The researcher asked when she was getting married. She said, "I don't know. I have so much to do. I cannot think of marriage now. He is anxious, but I have too much to do."

Diana decided to go to the Dairy Queen after dinner and take her daughter home. When we reached the home, the daughter was there. Diana said, "You are at home? I thought you would be at work. Oh, how forgetful
I am. I should know better. Today is your day off." Diana was talking all by herself. Her daughter did not say anything. She was lying on a sofa while television was on. Diana introduced the researcher to her. She got up, shook hands, and went back to the sofa.

Since the daughter did not try to talk to the researcher, she took the newspaper and read it. Diana was giving a running commentary of her day's events to her daughter who did not care even to listen. Diana said that she was tired and complained of a headache.

Diana went to the kitchen to prepare dinner, but the sink was full of dishes. She washed a few dishes and started cooking. She prepared hamburger which was served with salad and bread. The banana bread had been made by Diana's daughter. Diana's daughter had eaten her dinner, so the researcher and Diana ate the meal in the kitchen. Diana said, "I like meat. I know that I should take two servings of meat a day. I have carbohydrates and vitamins by taking bread and salad. I am afraid that I did not take meat for lunch. I took milk and salad. I would like to have two servings of meat a day."

The researcher told Diana that if she had taken milk with every meal, then her protein requirement was met. She would not have to worry about two servings of meat a day. She forgot to drink water, so she went back to the table and took a pill. She said that she was having a headache. She said, "I am tired. My car is too hot. I worked 12 hours. This heat is killing me." She said that she would do the dishes later. We both went to the living room.

Diana showed the researcher two unfinished dresses she was making for herself. She said that since she worked 12 hours a day, she was too tired
to do any sewing, but she was determined to finish the garments next weekend. Her wardrobe was full of dresses of different colors and fabrics. She said that she made most of them. Her daughter's wardrobe was also full of clothes made by the daughter. She kept them neat and clean. Diana told the researcher that her daughter took good care of her things. Diana took great pride in her daughter's efficiency in dressmaking.

Diana told her daughter that a girl in the neighborhood was telling that she had more clothes than other girls of the neighborhood. Diana's daughter replied, "She has more clothes than I have. Of course, I make them, and she buys them."

Diana said, "Maybe, but that is what she told me."

Diana decided to do the dishes. The researcher extended her help. Diana's daughter was watching television and was brushing her hair. She did not make an attempt to help her mother even though she had complained of being tired.

When half of the dishes were done, Diana's friend came with her husband. Diana switched off the light of the kitchen and hurried to the living room with the researcher.

The husband of Diana's friend was a farmer, so he was interested in knowing about the lives of farmers in India. He asked about the people and the government of India. He asked the researcher, "Do you think that aid to dependent children should be stopped?"

The researcher said, "I am not in a position to say anything about it, but I have realized that ADC is keeping many children at home that would be on the street. If we had ADC in India, then many of our children would not be on the street. They would have a home and would be able to go to school."
If I were a taxpayer who helped these families, I would not regret it. I would know that my little contribution had given them a decent living."

Diana's friend said that it was a rare opportunity for small town people to know a foreign student and talk to her. Diana told them she thought the same way and brought the researcher to her place. They wanted to put the picture of the researcher in the local paper.

The researcher believed that the friend of Diana did not think that ADC program was good. Once an extension person had expressed a similar opinion to the researcher. They thought that the ADC program made the homemakers lazy. The researcher could not agree with them. She thought that the homemakers were willing to work to earn a living provided someone took care of their children. In many situations, the homemakers could provide for the family herself, provided the husband was at home to look after the children. The homemakers could work a few hours a day to get the money while the welfare office provided them with a day care center. There were many families who had unemployed sons or daughters who could be babysitters for the children for a few hours. One of the visitors said that President Nixon had similar plans for the ADC families.

Diana's daughter was putting curlers in her hair as she sat in her room. Diana asked her, "Do you want to sleep on the sofa in the living room or our guest could sleep there."

She said that she would sleep in the living room. The researcher said that she could sleep in the living room so Diana's daughter would not have to go out of her own room. Diana said that her daughter liked to sleep in the living room so that she could enjoy the air conditioner.
Diana said that she would not rush the researcher to bed, but she would leave her alone in the living room for doing things she would like to do. Diana said that no matter how tired she gets, she could not go to bed without reading the paper. Diana listened to the news on television for a few minutes. When the news was over, she switched off the television and went to the bedroom to read the newspaper. The researcher went to bed but could not sleep immediately. She heard Diana talking to her daughter who was sitting on the front porch. They talked for a long time.

The researcher got up and found Diana's daughter still asleep. Diana and her daughter did not get up until 9:00 A.M. The researcher was eager to have an early start so that she could visit many families. After the breakfast, Diana decided to do the dishes which were not washed the previous night. Later Diana sat down to do her record work which she had intended to give to the home economist that evening. She had lost her pen and was upset over it. The researcher gave her a pen and helped her a little to get things together for the home visits.

At about 10:30 A.M., Diana was ready to leave. Diana was complaining of a headache. She told the researcher that she was worried about her daughter who would not talk much with adults. She had her own friends with whom she went out to have fun. Diana's fiance had tried to talk to Diana's daughter, but she did not respond well. She refused to talk to him. Diana thought that the fact that her daughter had not had a father since childhood caused her trouble in relationships with adults. There was a gentleman in the neighborhood whom she liked. Diana had been happy knowing that her daughter was close to a man with whom she could talk freely. The death of the old man last year shocked her daughter very much. Since then she
had not made any attempt to be friendly with any adults. She preferred to be left alone. Diana said, "She was only two years old when my husband died. My husband came back from the war when my oldest daughter was 10 years old. The younger daughter was born a year after his return from war. He was crazy about the new baby. He did not have a chance to play with the older one so took all the opportunities to be with her. He got cancer so he knew he would be dying. He stayed home with the child when I went out to work. There was a great attachment between the father and the little girl." Diana thought that somehow her husband's death had affected the little girl very much. Diana said that she had complications during the birth of the first child, so her husband did not want any more children. But when the young girl was born, he was extremely happy. The girl was very bright in school; she was at the top of her class in grades.

At 11:30 A.M., Diana and the researcher reached a small town 20 miles from Diana's hometown. On the way, they stopped at the home of Diana's mother. The 80-year-old lady lived by herself in an old but neat house. She told Diana that she had gone to the city to pay the bills and buy groceries. The elderly lady had a difficult time to keep her house in order, but the researcher thought that she did well in that respect. Diana was worried about her mother's walking to and from the town with a weak heart. The doctors had told her not to walk much especially up and down hill. Diana said, "I don't have time to come to see her often, but when I come, she will not stop talking. She does not allow me to leave when I want, so I don't come often." Diana's mother told that she has two sons, and Diana is the only girl. She was very affectionate.
The researcher and Diana were on the road again. The sun was bright; the day was extremely hot. Diana was very uncomfortable. She said to the researcher, "Oh! I cannot drive any more. Let us go back." The researcher said to Diana, "Oh! I know it is hard, but I won't have a chance to visit any families with you as I have to leave County X very soon." Diana laughed and drove fast toward their destination. When Diana's car reached the small town, the children along the roadside greeted her.

Diana stopped her car in front of a big, old plantation-type house. The three-storied building was coming apart in many places. The paint was off, and dust was all over the steps and porch. There were pieces of paper, match boxes, broken arm chairs, cans, and other material all over the steps and porch. Diana knocked at the door of the house. A beautiful, neatly dressed lady came out. The researcher did not expect such neatness in a homemaker whose house was so untidy and unclean. She welcomed the visitors inside the house.

The living room was full of antique articles of different kinds. The homemaker was an antique collector. She had huge collections of saucers, cups, jugs, spoons, flower vases, chains, window shades, knives, and other art pieces. All of the rooms of the first floor and corridor were full of her collection. She pointed out a few articles to the visitors and told the history of their origin.

The homemaker told the visitors that she had been collecting the articles since childhood. She had sold many of them a few years back when her younger daughter was very sick, and they did not have money to pay for the medical bills. She petted her youngest child as if she was worth the sac-
rifice of the long-term collections. All of the articles were cleaned and put in their proper places. Most of them were on glass shelves.

Youth Group Meeting

Diana had arranged a group meeting at the homemaker's place. The meeting was at 1:30 P.M. Diana decided to have a little lunch at a nearby small cafe. She ordered a cheeseburger. The waitress had moved away from the table with the order when Diana called to her that she would like to have a bacon and tomato sandwich instead of a cheeseburger. When the lady went in, Diana told the researcher that she should have taken a chicken sandwich which would supply her requirement of meat. She did not feel right to change the order, but she was not very happy about her choice. She complained about the place not being good for eating. She took another pill for her headache and said that it was too much work to write those reports in the morning.

The researcher told her, "Why don't you write them every day instead of waiting until the last day for submission?" Diana told the researcher that she tried to do so but some things came up which made her fall behind in writing. She had to go out twice last week with her friends and fiancé to celebrate her birthday. Later she did not have enough report forms so that held her back in finishing the reports.

There were about 22 children and four adults in the group meeting. They were going to make different types of cookies that day. The class was delayed in starting because Diana had forgotten to bring milk and peanut butter. Diana said to the homemakers, "I am sorry. I had such a headache
that I could not remember to bring everything." She said to the researcher, "Why did not you remind me?"

The researcher said, "How am I to know that you were planning to bring milk and peanut butter?" They all laughed. Two children were sent to bring the remaining ingredients from the grocery.

**Group action in cookie making.** Two homemakers were helping Diana with the group of children. They made four different groups, and each one was supervised by an adult. The children were very happy to work together. There was cooperation and understanding among children and the adults. The researcher saw a tremendous bond between the children. The older girls were helping the younger ones to handle the things. The children knew each other. The cookies were made to sell in the town for the collection of money to pay for the children whose parents were not able to provide for their children's boat trip. They all worked as a big family. The place was noisy, but work went on well.

Most of these children had experienced cookie making at home or in 4-H Club. The fact that they measured liquids first and then solids made the process a little complicated. The researcher thought that Diana needed to give a demonstration on measuring principles and sanitary practices in handling food. The children were petting their dogs and cats and then handling food. There was some confusion in what to add when, but the cookies came out well.

Since Diana had had a birthday, she got a surprise birthday present from the group. They made a birthday cake which cost them only $1.25. They bought a cake mixture for four dollars and made four cakes. The chil-
children sat around a big table and ate the cake. There were no spoons or napkins.

Diana gave a sheet of paper to each child which said "Clean up." She read the paper and explained the points to the children. The children and the adults together cleaned the place. A few children went door to door to sell the cookies. Diana sat with the homemakers to discuss the planned boat trip.

*Up in the bedroom.* The daughter of the homemaker asked the researcher to go to her bedroom to see a doghouse made by her uncle. All of the bedrooms were on the second floor. The rooms had nice cots and clean bed sheets, but they were not spread properly. It looked as if the people had just gotten up from the beds. The floors of every room were full of dust and toys. The carpets were dirty. One could not put a foot on the floor without shifting the articles on the floor. There were books, crayons, chalk, pencils, paints, and papers on the floor of the children's room. There were no odors in the rooms. One daughter of the homemaker had a beautiful dollhouse in her bedroom and a huge collection of buttons of different colors and shapes. There were thousands of buttons neatly organized on cardboards. The girl explained to the researcher the differences in the buttons and the material used in making them. She said that she would sell them to go to college. She asked the researcher the cost of going through college and was surprised to know that it cost so much, but she was glad that she had the buttons to help her go through college. Her sister was collecting toy animals made of clay or other materials.

The son of the homemaker had a microscope in his bedroom. His hobby was to make slides and study them. His room also was in great disorder.
Cleaning the house is not that important. The researcher got the impression that the homemaker was a woman who wanted to help her children to form good habits of collecting things and studying them, but she did not give much importance to helping them to keep their own rooms in order. The researcher did not know why it was not important for the homemaker to keep her house clean which would make her collections look much better.

Later Diana told the researcher that the homemaker used to spend much time in cleaning the big house, but her husband did not like her spending much time in house cleaning. He wanted her to do other things than cleaning. The homemaker had said to Diana, "If he thinks that other things are more important than cleaning, then why not do the things he thinks are important in life."

The homemaker was an intelligent women who had good ideas, but Diana did not think that she could convince her about the importance of cleanliness. Diana told the researcher that the income of this family was just enough so that careful planning in buying was needed. Diana helped the homemaker with budgeting and buying of food. They discussed the four basic food groups. Diana thought that the homemaker had knowledge of nutrition. She always tried to provide balanced food to her family members. The homemaker's husband was working for the railroad which was going out of business. They had a great fear of his losing the job.

Back to the County Office

Around 4:30 P.M., Diana and the researcher headed for the county seat of County X. When the car was on the highway, Diana said, "Oh! I forgot to do something important, and I have to go back to the town. I have to
meet a homemaker and tell her that her children can go on the boat trip. Now they can provide the expenses from the money they got from the sale of the cookies. This homemaker was very poor; her husband had not had a job for two months. Diana was planning to reach County X before 5:00 P.M. She was tired and nervous, but yet she thought that this work was important. She turned back toward the town. She said, "The other homemakers asked me to do this job, and I have to do it. Why do I forget things like that," she said.

**Symbol of self-pride.** We reached a very poor section of the town. The houses were old and dilapidated. The homemaker was standing in front of an old, small, and broken house. The space around the house was dry and full of wild grass. The homemaker was talking with two other homemakers of the neighborhood. She was a strong young woman, but her clothes were dirty and torn. She looked tired from a day's hard work.

Diana called to her and told her with a low voice, "Are your children coming with us on the boat trip? We can pay for them as we got money by selling cookies. If you cannot pay, we can pay, but I wanted to ask you. We are good friends, so I knew that I could ask you myself."

The homemaker said, "No, I would like to pay for my boys. You know my husband; he will never accept the help. He would pay it himself. He went to work last week so we have money to pay for the trip. The children are so thrilled about the boat trip that I will not disappoint them. If I did not have the money, I would accept the help, but now that I have the money, I would like to pay for it."

Diana said, "Yes, I know how your husband feels about things, so I wanted to ask you first. I hope you feel the same way."
The homemaker said, "Yes, I do. You know my husband; he has too much self-respect and self-pride. He won't let it happen. He would rather pay than accept help from outside. Shall I pay just now?"

Diana said that she could send the money to the homemaker who was arranging the trip. The homemaker said to Diana that her husband went back to work. She said, "It is long story. I shall tell you later on."

Diana told the researcher that the homemaker's husband was a too-proud man. He did not accept any help from outside during the two months when he did not have a job. Diana said that she would like to extend help but not hurt someone's feeling and pride. She thought this was an important qualification for a man to feel that way for his family. She said that the homemaker had difficulty in buying food for the family, so Diana had helped her in planning for use of the little money she had. She said that she was worried about the children who were not getting the right food. She was glad that the homemaker's husband got a job and that now the family would be in good condition.

Diana was expressing the situation as if she, herself, had experienced the hardship with them. She was happy to know that the homemaker was ready to talk with her about the situation.

Diana again took a wrong road so had to go back to be on the right road. Diana said, "I have been driving so long along this road. Still I made the mistake. I am going without thinking. I would not be able to make it today. My head is aching. Oh, those children were so noisy. I could not take it any longer. The group was too big. I have to divide them." She took two more pills for the headache.
Diana's Youth Group on a Boat Trip

Diana had arranged a boat trip on the river with her youth group. On her way to the city, Diana stopped at her daughter's house to pick up her granddaughter who was to go on the trip. Diana's daughter had a new house in a new residential area of town. She had kept her house very clean and in order. Diana's daughter and her husband were working while the children were with the baby-sitter. Diana asked her daughter to fix her hair although the researcher thought that Diana's hair was done as well as was needed for a boating trip. The daughter and the mother were talking about the family problems while dressing the girl. Diana was very free and close to her older daughter. They discussed things just like two friends.

The children were brought to the riverside by a few homemakers who had big cars. Diana, her granddaughter, and the researcher sat in a cafe near the riverside to have lunch. The order was given, but suddenly a few cars arrived with the children. Diana said, "Oh! I have to go." The researcher canceled the orders and went out to meet the group. It took another half hour for everybody to board the boat. There were 71 children 6 to 14 years of age. Diana made each homemaker responsible for 10 children. The trip was at 12:45 P.M. Diana did overall supervision and made sure that everybody was in the boat. Each homemaker took her responsibility quite seriously and did well. The children, as well as the homemakers, were thrilled about the trip. One 45-year-old homemaker said to the researcher, "This is my first boat trip. I never had a boat trip in my life before though I am so near to the river." All of them looked very happy. They stood around the railings while enjoying the view of the city.
A few of them said that they would like to swim in the river. They bought popcorn and soft drinks on the boat.

The children wanted to go to the rest room, but it was not possible for 71 of them to go to the single rest room which was available. There was much confusion. The children were impatient. A gentleman came and told them that he could not let everyone use the rest room, so the group decided to start for home. On their way back, they took ice cream cones provided by the extension office. Diana had told the group to go to the Dairy Queen, but many of them did not show up. Diana was upset and nervous about it. She said, "If I told them one thing, why do they have to do the other? I am angry, and I am going to talk to the homemakers who did not show up."

**Conversation between Diana and a Homemaker**

Homemaker: "I chopped the bananas, fried it, and served it with syrup."

Diana: "I did not know that you could cook banana except in pie or pudding."

Homemaker: "Yes, you can do. Cook them in oil until it gets dark. Fry them just like potato chips."

Diana: "I am glad that you have tried most of my recipes. How is your gardening doing?"

Homemaker: "My plants are not doing well because of the shortage of water."

Diana: "I am sorry to know that. I hope it rains today."

Homemaker: "What else do you do besides helping the homemakers with food situation?"
Diana: "I have a youth group. I meet them once a week. We make cookies; we stitch. Sometimes we go for picnics. I talk to them about four basic food groups and their sources. The children learn fast."

Researcher: "Are you taking much of vegetables? You have such a big garden."

Homemaker: "I like raw salad. I can take fresh vegetables from the garden and add it to the salad. I take two meals a day."

Researcher: "You have so many tomatoes in the house. Do you use them much?"

Homemaker: "Yes, I take it with salad."

Researcher: "You can take tomato juice with your breakfast."

Diana: "Yes, if you take it with breakfast, you don't worry about your vitamin C requirement for the day."

Diana talked about lemons, potatoes, vegetables, honey, and peanut butter with her homemaker. The homemaker asked Diana to tell about the Expanded Nutrition Program.

Diana told a little about the Expanded Nutrition Program including, "Now the emphasis of the program is more on the youth phase. Lots of money has been granted by the Federal government to assist the Expanded Nutrition Program. My youth group is making crafts to present at the county fair. They also learn to make cookies and pudding by the use of dried milk. The children are very enthusiastic. They come back which means they like it. They enjoy working together."

Diana: "The other day, two teams of the youth group went to the neighbors and collected fruits. They made fruit salad and fruit cakes from the collection of fruits in the youth meeting. They think that
they are learning some things. I have a meeting tomorrow. I don't know what they will do. I have two or three ideas. I am thinking of teaching them how to make tuna burgers from leftovers."

One of the homemakers asked Diana, "Do you tell what is good or what is bad?"

Diana: "Yes, I do. One day the researcher made a dish and brought it for all of the aides. Everyone said that it was good."

Researcher: "Did you like it, Diana?"

Diana: "No, I did not like it. It did not look good. The color was dark. I cannot eat something which does not have the right color. I tried it. The taste was good, but why was the color so bad? What did you put in it?"

Researcher: "I put eggplant in it which usually gives a dark color to the vegetable."

Diana: "Oh! The color was awful. It was hot, too. You know what I think? I think if it does not look right, you can't eat it."

The researcher thought that she should have been careful about the color of the food, especially for the next time.

Homemaker: "Yes, I agree to that."

Diana: "I take lots of cabbage, so I get vitamin C."

Homemaker: "I like grapefruit, but I would like to get my vitamin C from tomato juice."

Diana: "I get lots of vegetables like tomatoes, radishes, cabbage, carrots, and potatoes. Potatoes have vitamin C."

Diana told the homemaker that dried milk is good, and only the fat was removed from the milk. The homemaker complained about the shortage of
rainfall which had destroyed most of her vegetables. She said that she usually could store vegetables in the freezer.

Epilogue

There was no change in Diana. She looked very much the same. She complained of a headache.

The researcher asked, "Did you get married?"

"No, I am still engaged." She showed the ring. "I am thinking of getting married." She said that her daughters were doing well. The researcher found Diana talking to her teachers and with new aides.

Case Study of Emily

Emily and Her Own Family

Age: 32 years
Race: white
Marital status: married
Education: 12th grade
Work experience: key punch operator, three years; demonstrator of toys, three years; sales work, one year (cosmetic)
Number of children: five; ages: 5, 6, 6, 9, and 12 years
Number of family members at home: seven
Occupation of the husband: works for the railroad
Income of the family: $5,000 and over per year
Own: house, car, air conditioner in the living room
Number of families reached by the aide: 12
Housing condition. Emily had a nice little house in a new residential area of the town. All of the houses in the neighborhood looked new. Emily told the researcher that these houses cost between $15,000 and $16,000. The walls, doors, and windows of the house were in very good condition. There were three bedrooms, a kitchen, a living room, and bathroom. Emily had a big garden where she grew cucumbers, tomatoes, eggplants, green beans, corn, and other vegetables. The vegetables looked very healthy and were in large quantity. Emily told the researcher that she had not bought vegetables from the market for the last few months. Emily's children sold cucumbers to earn their pocket money. Emily had distributed vegetables among friends, teachers, and neighbors. She was very proud of her garden. Her front yard was used as a playground. She had beautiful flowers in the back and front yards. Emily kept the house and garden very clean. The furniture was inexpensive but in good condition.

**Emily and Homemaker Edith**

Age: 33 years

Race: white

Marital status: married

Number of children: five

Number of family members at home: seven

Occupation of the husband: carpenter (homemaker sells toys)

Income of the family: $1,000 to $1,999 per year

Rent for the house: $60 per month

Number of visits by the aide: 19
Housing condition. The house was big, two story, old, and dirty in a section of the town where most of the houses were in similar condition. The houses looked old, neglected, and dilapidated. The dry uncut grass around the house made the place unattractive. There was a note on the empty porch saying "No Disturbance." There were two living rooms, a room full of toys, and a kitchen on the ground floor of the house. The bedrooms were upstairs. All of the rooms except the toy room were dirty, full of rugs, paper, dirt, and other materials. The furniture of one of the living rooms was very dirty, old, and torn. The walls of all of the rooms had oil and fingerprints on them. There were no rugs on the floors, and the wooden floors needed cleaning.

Other observations and interactions. The homemaker opened the door for the visitors. Since she did not look very happy, the researcher was apprehensive about entering the house. Emily had introduced the researcher, but the homemaker did not smile or say anything in response. The researcher took the youngest child of the homemaker on her lap and tried to make some conversation with the homemaker. The homemaker looked very tired. She spoke very well. She took the visitors to a room full of toys. She explained the way each of them worked. She enjoyed showing her toys to people and appeared interested in her sales job. After the demonstration of toys was over, the homemaker and the researcher felt at ease with each other. They felt free to talk about each other's work and interests.

The researcher had a chance to see the kitchen which was disorganized. Unwashed dishes were on the sink. The homemaker told Emily that she did not have much money to buy groceries. Emily read the booklet, "Smart Buying," and suggested that the homemaker could buy canned food which might
not cost her as much. They discussed the menus of the last and next week. Edith told Emily about the dishes she had tried the previous week. She cooked some cereal for the baby and fed him while talking to Emily.

The visitors were ready to leave when the homemaker told the researcher to wait and meet her children. The children came one by one to meet the visitors. Except for the oldest and youngest children, the other children looked very frail. The second son of the homemaker was handicapped. He could not see properly. He could not walk straight or talk much. Emily told the researcher that the boy was very sick two years before. He recovered from the sickness, but he was having "pain in the liver" most of the time.

The children asked the researcher about her country and the children. The oldest girl said, "Will you come to spend a day with us?"

The researcher told the girl, "I am busy with my studies, but if I have time, I will be glad to spend a day with you all."

The girl said, "Oh! Please come. I shall keep the house clean. If my mother does not clean it, I shall do it. It won't be like this, dirty."

The researcher told the girl, "Don't bother with the house. I know it is hard for your mother to look after all the children, work, and then clean up the house." Edith said that she would like to get a picture of the researcher, but she did not have a camera to take one. The researcher told her that she would come again and take a picture of the family.

Emily later told the researcher that the homemaker was in real trouble with money. "Her husband broke his back from a fall in the shop a few years back. He could not take a job which involved hard work or lifting. He did not have a job for a long time, but now he had one which did not pay
much to take care of the bills. They did not pay the rent on the house for a long time, so the landlord asked them to leave the place. Edith is trying to get some help from the welfare office to pay the rent. The state office agreed, but the county officials did not agree with the state, so the rent was still unpaid."

Emily was very worried about the financial condition of Edith. She thought that Edith did not sleep well because of the family situation and that inadequate sleep might lead to illness. Edith was trying hard to manage the family affairs, but Emily thought the problem was too complicated to be managed by the homemaker. Emily thought that the children did not eat well. One day she saw Edith collecting whatever was in the refrigerator and boiling it together to make a soup for the children. Emily thought that the children were not getting enough food. Edith's mother-in-law sometimes sent vegetables. The homemaker was buying food stamps, but even with this assistance, there was not enough money to meet the food requirements of the family. Emily told the researcher that the children did not have enough clothes, but they were expecting their grandmother to send a few garments before school started.

Second visit to Edith's house. The day before the researcher was leaving County X, she made a visit to Edith's house with Emily. Edith's husband opened the door for the visitors. He looked very worried and preoccupied. He went back to the living room and talked over the phone. He looked very disturbed while talking. He spoke very softly so the researcher did not know what he was talking about.

Nicely dressed in a cotton dress and with her hair up, Edith came down the stairs. She looked beautiful and worried. She talked to her husband
for a few minutes and then tried to call other people. A friend of her husband came. He took the phone and started talking to the person on the line. The researcher heard him say, "Yes, he is an honest man, and he works hard." The homemaker's husband looked hurt and said, "That is all right," and he hung up.

He sat quietly when Edith made a few more calls. Since she did not have a car, she asked someone to give her a ride to a hotel where she was to give a toy demonstration. She was in a hurry. She said to the visitors that she was sorry that she did not have time to talk. The children came one by one and looked worried and unhappy. The atmosphere of Edith's house gave the impression that something was wrong, but the visitors did not know what it was.

The homemaker and her family gave time for the researcher to take a picture. The homemaker told her daughter, "You have a present for her. Where is it?" The girl took a bead necklace from her neck and gave it to the researcher. She felt bad to take it, but the homemaker and her children insisted on her taking it. The researcher had presented the girl a red sari.

Emily could not teach anything that day. She talked to the oldest daughter of Edith. She explained a few things to her about the recipes she had left for the homemaker. The children were asking for breakfast, but the mother ignored the fact and left the house. Emily thought that there was nothing for breakfast.

Emily told the researcher that Edith was her classmate in school. They worked together for some time. The researcher said to Emily, "Don't
you think that Edith could be an aide?" Emily said, "Yes, but she will not be honest with such a job."

Later Ms. Hart told the researcher that Edith was drinking a lot and wasted much of her money for that. Her situation was so helpless that everybody wanted to help but did not know how.

The researcher asked the aide, "Do you think under the circumstances the homemaker will leave her husband so that she could go on ADC?"

Emily said, "The time is very hard on her, but I don't think she would do something like that. She would rather suffer than leave him." She thought that Edith loved her family and would work something out. The researcher wished that some help could come from somewhere so that the homemaker would not have to leave her husband and go on ADC.

Emily and Homemaker Ella

Age: 40 years
Race: white
Marital status: married
Education: not known
Number of children: five
Number of family members at home: seven
Occupation of the husband: factory worker
Income of the family: $5,000 and over per year
Own: house and car

Housing condition. The moderately large house was in a residential area of the town. The doors and windows were in good condition. The house had a big living room and kitchen downstairs. The rooms were not clean,
but there was no unpleasant odor. The kitchen table was full of bottles, boxes, cups, and glasses. There were attractive but inexpensive curtains in the living room. All but one bedroom was upstairs.

**Other observations and interactions.** The homemaker was cleaning the house when Emily and the researcher arrived. She did not appear very healthy. She told Emily that she did not have time to try out the recipes she had given to her but would try them soon. She said that she was doing very well with groceries. She was happy because she thought that she had been feeding her family better than before. She had learned much about nutrition.

Ella's husband came with two big bottles of milk which he had bought from a wholesale distributor. He told Emily that the place was a little far, but he did not mind driving knowing that his children would have more milk to drink. The children looked very healthy and energetic. Emily said that she was also buying milk from the same place.

Ella's husband sat in the living room while the children were all around him. He was teasing his wife saying, "You must go to India where the women are not allowed to smoke."

The homemaker said, "You should go so that you could stop smoking, too."

He said, "But men are allowed to smoke." They both laughed. The children were fondling his hair while the little one sat on his lap. He paid attention to all of them. He encouraged the boys to ask the researcher questions about her country. He asked about the condition of the factories in India. He held the little girl up in the air, and all of
them laughed. The house had an atmosphere of happiness. The father was very affectionate.

Emily gave a few recipes to Ella. Ella and her husband talked to Emily about their grocery buying for the week. Ella's husband asked, "What should I consider in order to buy a good product with a reduced price?" The aide gave him the booklet on "Smart Buying" and explained the contents to him. He did most of the buying for the family.

Emily later told the researcher that the family earned enough, but last year the homemaker was in a mental hospital. This cost them a great deal. They were still paying the medical bills. The homemaker found it difficult to pay off the bills and buy food for the family. Emily was helping the homemaker in this respect.

Researcher with Ella's Daughter

On the day of a crazy-day sale in County X, the researcher was walking along the street when a little girl called to her. She was the daughter of Ella. She showed the things she had bought for herself. The researcher took the girl to her apartment and gave her a cold drink. The day was very hot, and the girl was tired. She told the researcher that her family liked to drink milk. Her youngest sister would ask for milk most of the time.

The researcher asked, "Which meal do you like best?"

The girl said, "Dinner. I like dinner most because we usually get good things like steaks and other meat. I like vegetables, too. So do my brothers and sister. My mother cooks lots of vegetables." She said that the family loved to eat, and they eat well.
Ella's daughter said that she loved to study, and she was doing well in school. She was thinking of going to college in the future. The researcher presented her a book and then put her on the bus.

At night the researcher got a phone call from Ella who said, "My daughter thinks that she has earned a million dollars today." Her daughter was happy because the researcher had remembered her, had given her a book, and promised to write to her when she was big. Ella invited the researcher to go to her house one day for lunch. She was canning food so she was busy.

Emily and Homemaker Emma

Age: 31 years
Race: white
Marital status: married
Education: not known
Number of children: two
Number of family members at home: four
Occupation of the husband: factory worker
Income of the family: $5,000 and over per year
Own: house and car
Number of visits by the aide: 19

Housing condition. The house was very new and of medium size. The lawn around the house was full of green grass and flowers. The inside of the house was as beautiful and clean as the outside. Emma had bought the house a few months before and was now decorating it the way she wanted. The matching curtains and carpet blended very well with the color of the
walls and the ceiling. The furniture was new and in good condition. The house gave the impression of good taste and neatness on the part of the homemaker. The kitchen and the living room were on the ground floor. The bedrooms were upstairs.

Other observations and interactions. Emma was a friend of Emily. They lived in the same locality. Emily asked Emma about the groceries. Emma said that she bought meat and vegetables enough for the week. She said that she would like her children to eat a nutritious meal rather than lots of food which did not have much nutritive value. She said, "My children are growing, and growing period needs all the nutrients in adequate quantity." The researcher was surprised at Emma's use of terms in relation to nutrition. Emily later told the researcher that the homemaker had two years of college education, and she had studied home economics in high school.

The researcher asked, "Where did you learn so much about nutrition?"

She said, "Some from books and some from Emily." She did not have any difficulty in understanding the material distributed by Emily. She said that she had learned a lot by trying recipes given by Emily. Emma and Emily sat close together and prepared a balanced menu for the week. Emma had bought two nutrition books and was trying to learn more about food and its use. Emily said that Emma had learned enough so that she would be dropping her from the program soon.

The researcher took a picture of the homemaker. Emma said, "Please don't use it for anything. My husband will kill me." The researcher said that she was going to keep it in her album.
**Emily and Homemaker Ethel**

**Age:** 50 years  
**Race:** white  
**Marital status:** married  
**Number of children:** two, not at home  
**Occupation of the husband:** factory worker  
**Income of the family:** $5,000 and over per year  
**Owns:** house, car, truck, and few acres of land around the house  
**Number of visits by the aide:** 12  

**Housing condition.** The old house was in good condition and was surrounded by a large tract of land. The living room, kitchen, and dining room were large. The bedrooms were upstairs. The furniture was old but attractive and clean. The kitchen had a number of pieces of electrical equipment.

**Other observations and interactions.** Ethel was having tea when the visitors entered the house. She told the aide the things she had bought last week. She said that she had tried the recipes Emily had given her, and they turned out good. She talked about losing weight and the food she was planning to have in order to do so. Ethel was suffering from arthritis. She could not move very much, so she had arranged her kitchen in such a way that she could do most of the things by sitting. Emily helped her in handling things. The researcher judged that Emily not only helped the homemaker with food but also with household work when she was there.
Epilogue

Emily looked very changed. She had more confidence than before. She had her training with the new aides. She had improved in relation to dress, too. She went around and worked with the new aides. It looked as if she was sure of herself in doing things. She was worried about her homemakers and especially one who had to leave her house. She did not get any help from welfare. At present, she was living in a small house on the other side of the town.

In this particular case, the researcher was able to observe the aide before and after the training. The training in nutrition education made her sure of herself.

Case Study of Freda

Freda and Her Own Family

Age: 46 years
Race: white
Marital status: widow
Education: eighth grade
Work experience: maid for five years and counselor for servicemen's wives
Number of children: 10; ages: 7, 9, 11, 12, 15, 16, 18, 20, 23, and 26 years
Number of family members at home: seven
Income of the family: $2,000 to $2,999 per year
Own: house, old car, and television
Number of families reached by the aide: 36
Housing condition. Although located within the city limits, the house appeared to be in the country with much space around it. It was not sturdily built. There were cracks in the floors of the rooms. The walls of all the rooms, especially the kitchen, were very deteriorated. All of the bedrooms except two were upstairs. Freda had put clean cloths over the living room chairs. The rooms were very clean. The bedroom of Freda was very colorful and neat. The researcher felt that the house was damp inside. The furniture in all of the rooms was simple. There were books in the living room. Freda's daughter told the researcher that Freda did much reading at night.

An educational tour. Freda took her four daughters and the researcher on a sight-seeing tour of the city. She had borrowed a car from her son-in-law for a few hours. When she stopped in a dime store to buy film, her youngest daughter wanted to go to the store to spend the dollar she had earned that day. Freda did not allow her to do that so the child started screaming. Freda said that the girl, being the youngest of 10 children, was a little spoiled, and she needed firm handling. Freda took the group to many historical places around the city. Freda explained the significant events attached to each of these places. The researcher thought that it was a very good educational tour for the children and her.

At 5:00 P.M., Freda stopped her car at a snack bar and gave each child a dollar to buy their dinner. They bought hamburgers and milk shakes.

A visit to the hospital. After taking the children home, Freda took the researcher to the hospital to see her son-in-law. Freda's second daughter was pregnant, and the baby was due that week (doctor told her so). Her daughter was with her husband when Freda said to her, "You have sent
your husband instead of you coming to the hospital for the delivery." They all laughed.

This 18-year-old daughter had been married a year; her husband was 20 years of age. He was a cook in a club. He had been without health insurance for a long time, but only a month before he became sick he had made the first payment on a policy. They were not sure about the money they would get from the insurance. It was his second day after surgery, but they were willing to take him home because of the money situation.

Freda, her daughter, and the researcher went to the hospital cafeteria to have dinner. The daughter took meat loaf, green beans, potatoes, butter, green salad, and a piece of pie for dinner. She drank milk with the meal. The researcher thought that she selected a very balanced diet for a pregnant woman. Freda took a serving of fish and a green salad because she was on a diet to lose weight.

Freda told the researcher that she learned much about balanced diets after she took the job of Family Food Aide. She said that she knew more about nutrition and was able to stretch her money to get good food for her children. She went once a month to a nearby city to buy her groceries from a store which was cheaper but had food of good quality. She said that except for milk and fruits, she bought the food supplies for a month. She said that she was buying better food for her children now than before she was a Family Food Aide.

Freda was having problems with her old car, so she borrowed a car from her friend to go for the visits to the families. She said that she needed a car, but she did not have the money to buy a new one or a used one.
A responsible and affectionate mother. One day after class, Freda told Ms. Hart that she would like to invite the researcher for dinner so that her children would have a chance to meet her. Ms. Hart asked the researcher and set a date for her to go to Freda's house. Freda came to get the researcher in the evening and said to Ms. Hart, "I shall bring her back safe."

After leaving the paved street, Freda drove through a muddy road until she reached the house. The place was damp, and the house was very cold (early March during preliminary visit to County X). The children were sitting around the television. Freda introduced the researcher to her children and a few of their friends.

The girls asked questions of the researcher. One of them said, "What age do the girls usually get married in your country?"

The researcher said that the average age for marriage of the girls was 14. One girl said, "I wish I was in your country. Then I would be married in a year." She was 13 years old.

The researcher asked, "Why do you want to marry so soon?"

"Oh! I don't want to go to school," said the girl.

"There are more responsibilities to carry as a wife than as a student," said the researcher.

Later Ms. Hart told the researcher that one of the sisters of the girl was married a short time before, and she received many presents. The girl was thinking that if she was married, she would get many presents.

Freda was working in the kitchen, and none of the children went to help her. The researcher thought that Freda wanted her children to ask questions and learn more about the country of the guest. Ms. Hart said
that Freda always took such opportunities to help her children to learn. Freda said that her children were doing well in school, and she wanted them to study "as far as they could go."

Dinner was served on the table decorated with flowers and a lace tablecloth. One of the older girls said, "Oh, Mother, you never take this silverware out."

Freda said, "We have a friend from another country tonight." All sat around the table. Freda asked the only boy (friend of her third daughter) at the table to say the prayer. The food was delicious and plentiful. Each of her children ate well. Freda got up many times to get more food from the kitchen but did not allow any of her children to get up from the table. Ms. Hart told the researcher that Freda was the only Family Food Aide who bought all supplies of staple foods for a month, and she saw that her children had enough to eat.

Freda requested the guest and her children to eat well. She said, "I don't want anything to be left on the table. Please eat well." She told her younger daughters not to spoil anything but to eat well.

After dinner, all sat in the living room and discussed religion, school system, and social customs. They asked the researcher about the poor people of her country. One of them said, "I heard the poor people in your country live outside. How can they do it? Is it not cold out?"

Freda took a few pictures of her children with the researcher. She said, "I want a few pictures of you with my children so that they can show them to their classmates. Their classmates wouldn't believe that they had a guest in their house from a faraway country." The party was over at 10:00 P.M.
Freda told the researcher that her husband died when the littlest girl was only a year old. She did not have much money to go on. She could not feed them well. Now she was happy that she had the job which provided her with the knowledge of nutrition and money.

Freda and Homemaker Florence

Age: 23 years
Race: white
Marital status: divorced
Education: not known
Number of children: two
Number of family members at home: five (mother and brother of homemaker are living with her)

Income of the family: $2,000 to $2,999 per year
Payment of the house: $80 per month
Number of visits by the aide: 17

Housing condition. The house was very old and dilapidated. The walls were cracked in many places. There was oily dirt on the walls and on the front porch. The porch was covered with rags, broken chairs, papers, and logs. There were a few dogs and cats all around the house. Their excreta was making the house dirtier. A strong pungent odor of filth was making the visitors uneasy and sick.

Other observations and interactions. An old lady, the mother of the homemaker, opened the door for the visitors. As the visitors entered the dining room, a strong odor made them sick. The room was extremely dirty and disorganized. The four kittens had urinated all over the floor. When
the mother of the homemaker tried to sweep it outside, the odor in the room became stronger. There were dirty dishes, glasses, and other items on the dining table.

The homemaker came out of the bedroom with her two little girls. The girls looked very weak and unhealthy. Their wet panties gave an odor to their bodies. The older girl was coughing all of the time the visitors were there. She came nearer to the researcher and said, "I got a very bad cold." Freda asked the homemaker about the food situation at home. She told Freda that she could not buy much food that week because of the shortage of money. Freda told Florence about canned food and dried milk which was cheaper.

The children got some milk from the kitchen and drank it with doughnuts. The researcher thought that it was a poor breakfast for a four-year-old and a two-year-old child. They were hugging the kittens and with the same dirty hands were holding the doughnuts. The dirty kitchen had things scattered all over the place. The range had black and oily dirt on it.

Florence told Freda that her mother had bought a new living room suite for $600 and a new refrigerator for $300. These articles were to be paid for on monthly payments. The brother of the homemaker got $600 as a retarded child pension for three years; this money was used to pay for the suite. The suite was beautiful, but the room in which it was kept was dirty. The center table of the living room had all kinds of things on it including glasses, cans, plates, papers, toys, coat hangers, and towels. The mother of the homemaker told Freda that she had seen the living room suite through the window and could not resist buying it. She had found it very difficult to make the monthly payments on it, but now the problem was
solved when her son had paid for it. The homemaker and her family were very proud of the new furnishings they had bought.

They requested Freda to look for a better place for them to live. Freda said that she would ask the home economist about the possibility of their getting a house through the low-income housing project. Freda told the homemaker and her mother to get rid of the kittens which were making the house unfit for living. They laughed and said that they would do something about it. Freda told the homemaker to give food to the children who were in "growing ages" and who needed good food of right quantity. She told her to read the booklet, Four Basic Food Groups, and see that her children got the right foods. She urged the homemaker to eat well because she had been through surgery recently. Freda gave her a few recipes and explained the material in the booklet, Smart Buying.

On the way back to the researcher's apartment, Freda told the researcher that she had cleaned the house of Florence twice last month and urged the homemaker to keep it clean. But she was disappointed about the housekeeping of Florence. Freda said, "My work and instructions had no effect on them. I told them to pick up things from time to time, that this would be less tiring for them than cleaning up after too many things were scattered around the house. They did not listen to me. I get discouraged but go on trying and trying so that one day they may listen to me. I hope there will be some change in their way of thinking and doing. I told them about money management. I told them that it was better to keep things they have clean and organized than going and buying new furniture. I said to them that the people who come to see you come because they want to see you and not your furniture." Freda was hurt and angry that her advice or sug-
gestions did not prevent the homemaker from committing a blunder like spending $600 for a living room suite.

The homemaker had gone to Illinois for a visit. When she did not have money to come back, she borrowed money from the welfare office in Illinois to come home. The welfare office had reduced the monthly payment of $150 to recover the borrowed money. Now the homemaker was in trouble in terms of managing the home with very little money.

Freda and Homemaker Flora

Age: 48 years
Race: white
Marital status: married
Education: high school graduate
Number of children: three
Number of family members at home: five
Occupation of the husband: truck driver
Income of the family: $5,000 and over per year
Own: house, car, and television
Number of visits by the aide: 13

Housing condition. The house was in a residential area. The lawn around the house was beautiful. The doors, windows, and walls were in very good shape. There was lack of order around the house, but no filth or dirt or odor. The homemaker appeared healthy and happy. The house had three bedrooms, kitchen, and a living room.

Other observations and interactions. The homemaker received the visitors at the door. She was just up from the bed and was trying to clean up
the house. There were unwashed dishes in the sink. The homemaker said that they had not had water that morning. The kitchen table was cleaned by the homemaker to let the visitors sit at the table.

Freda and the homemaker discussed the recipes for different dishes which the homemaker had tried. She told Freda that she had tried to make mayonnaise last week but the eggs curdled. Flora asked, "Why did it happen?" Freda told her that she did not know the reason for the change, but she would ask the home economist and let her know the cause. Flora said, "Don't forget to ask the home economist and bring the news to me next week." Freda wrote the information in her small notebook so that she would not forget the request of the homemaker.

Flora talked about her grocery buying and meal planning. She said, "Oh! I am learning all right." She said that she made wine at home. She gave Freda a little homemade wine. Freda said that it was good. Flora made it for her husband who liked the homemade wine better than the ones from the market. When a phone call provided the message of a death of a friend of Flora, the visitors left her house.

Later that day the aide told the researcher that Flora was very clever. She was learning things faster than others. She was the only child of her parents who liked her to be involved with the activities of boys such as hunting rather than learning cooking. She used to accompany her father in hunting. When she got married, she did not know anything about running a home. Flora did not know about nutrition or meal planning before she met Freda. Now she had learned about these subjects. Freda thought that she could quit working with her as she felt that she was doing well in providing good food to the family.
The homemaker and her husband were interested in going for a trip which took most of their money. Her mother-in-law usually helped her with extra expenses. The homemaker had money, and now with the help of a Family Food Aide, she was able to provide the right kinds of food to her family.

Freda and Homemaker Fidelia

Age: 48 years
Race: white
Marital status: married
Number of children: two
Number of family members: three
Income of the family: $3,000 to $3,999 per year
Occupation of the husband: on pension
Owns: house, a little land, a few hogs, and chickens

Housing condition. The house was old and small. It was out in the country. The land around the house was decorated with flowers of different kinds. There were many fruit trees. The chickens and hogs were kept in a place far away from the house. The walls were papered and very clean.

Other observations and interactions. The homemaker welcomed the visitors at the door. She was very obese but a gay and happy person. She was washing clothes and canning at the same time. There was a fresh, cool air all over the place. The rugs, curtains, and beds were inexpensive but clean. The homemaker had everything in order. The house gave the impression that with a little work, one could make it attractive and livable.

The homemaker said that she grew vegetables and fruits in the garden and raised hogs and chickens. She did not buy meat, fruits, and vegetables
from the market. Her husband was on a pension, so he was looking after the livestock. The homemaker and her husband gave detailed information about their vegetables and animals to the aide. She showed Freda a tomato which was spoiled due to the lack of rain. Fidelia said, "I wish it would rain." My vegetables are dying." She said that she would not invest so much of her money in growing vegetables next year. She and her husband had strong feeling for their plants. The researcher felt happy when it started raining late that very evening.

Freda gave a few more recipes to Fidelia and explained the details to her. The homemaker was trying to lose weight so the aide gave her a list of low-calorie foods. She also helped the homemaker to plan her diet. It was easy for the homemaker to take low-calorie food as she had vegetables and fruits in her garden. She suggested that the homemaker reduce weight gradually.

The aide and the homemaker discussed canning vegetables and fruits from her garden. Fidelia said that she had some difficulty in keeping the canned foods for a long time. She was following the instructions given by the aide on canning, but she had a little trouble in preserving the cans and jars for a long time. The aide said that she would discuss the problem with the home economist and let her know the solution.

The homemaker's daughters were going to business school. Her 19-year-old son was married and was living with his "in-laws." The homemaker was worried about him as he did not have much money to maintain a family at his age. Later Freda said to the researcher that the homemaker was her classmate. She had introduced her brother to the homemaker and later they got married. They were still very good friends.
Freda said that her boy friend was in Vietnam, and he was coming in December. She wanted him to go to school in a nearby city. She was eagerly waiting for his return.

Epilogue

Freda looked very much changed. She had lost weight and had a very pretty dress on. She was quite responsive and affectionate. She helped the new aides in arranging the luncheon party. She said that she was doing well with her work. Her children had asked for the researcher to make a visit to their home before leaving for India.

Case Study of Gladys

Gladys and Her Own Family

Age: 34 years

Race: white

Marital status: married and separated from husband

Education: high school graduate

Work experience: factory work, seven years; switchboard operator, three and one-half years; and clerical work, one and one-half years

Number of children: three; ages: 6½, 9½, and 12 years

Number of family members at home: four

Income of the family: $2,000 to $2,999 per year

Own: house, car, and television

Number of program families reached by the aide: 34

Housing condition. Gladys' house was in a newly built residential area of the town. The house was in good condition and had a living room,
kitchen, bathroom, and three bedrooms. The furniture was new and well kept. The decoration of the rooms was simple but artistic. The lawn around the house was well kept. The houses in the neighborhood were similar in type. There was a swimming pool in the neighborhood and some play equipment in Gladys' back yard.

Gladys' children were attractively clothed and looked healthy and happy. There were a dog and a cat in the house. The pets were clean.

**Gladys and Homemaker Gail**

- **Age**: 26 years
- **Race**: white (Mexican-American)
- **Marital status**: married
- **Education**: not known
- **Number of children**: five stepsons
- **Number of family members at home**: four
- **Occupation of the husband**: factory worker
- **Income of the family**: $132 per week

**Housing condition.** The dilapidated old house was in a residential area of the town. All the houses around were old and dilapidated. The walls, doors, and windows were coming apart. There were cracks in the walls and the floors of the rooms. The homemaker kept the old house clean. It was very dark and hot inside the house with the kitchen being worst of all; however, Gail made the effort to keep it clean and orderly. Things were kept in their places and well organized. The dish towels and the vessels used for bread making were very clean. The furniture was in good condition.
Other observations and interactions. The homemaker was in her ninth month of pregnancy. She told Gladys that she had lost four babies, and this was her fifth pregnancy. A health nurse was visiting her every week to see that she did not have any difficulty this time. Gail told the visitors that her husband was worried about the baby. The doctor told her husband that it was her last chance to have a baby. If this one was dead, she would not have any more children.

Gladys had arranged to conduct a bread making class in Gail's house. Three different kinds of breads were made that day. The homemaker and her friend read the recipes well and then started mixing ingredients in a bowl. Gladys went on saying, "If it does not turn out well, I shall have to leave the job. I wish Alice was here. Oh! I just don't feel comfortable." Gladys was afraid that the bread might not turn out well. The researcher told her that she had made it before, and she had followed the instructions in the recipe so there was no danger of failure. Gladys said, "Oh! At least you are here (meaning the researcher). Oh! I hope they come out well."

Since Gail did not have butter, they decided to add vegetable oil. Gladys said, "Oh! Wait a minute. I am not sure that it will do." It appeared that bread making would not be possible unless the butter was obtained; however, the grocery stores were far away and nobody wanted to go. They had already mixed the other ingredients together.

The researcher told them, "Anyway, the recipe says 'add fat.' It does not say butter or oil, so let us add oil. I am sure it will turn out well. If not, we may have a new product." They all agreed to the idea, so the
vegetable oil was used. Everyone took her turn in mixing the bread well, and then it was put into the oven.

Gail made tea for the visitors. Gladys said, "Gail, I hope your husband comes a little late today." She was watching the time.

The researcher felt that Gladys did not want to meet the husband of the homemaker. The researcher saw Gladys in another situation in which she left the homemaker knowing that her husband was on his way home. Once she did not enter a house knowing that the homemaker's husband was at home.

Gladys asked Gail about her meals. Gail said that she had been taking meat, eggs, milk, vegetables, and fruits. Gladys looked at Gail's menu and said that she was eating well for a pregnant mother. The homemaker was going to cook chicken for dinner, and Gladys promised to make gravy for it.

The researcher requested Gladys to take her home. Gladys said, "Oh, no, I cannot leave this place. I have to be here. Oh! I am not sure that it would turn out all right. I feel awful."

The researcher told her that the breads were going to come out well. Gladys said, "Oh! I know it will, but it is just that I have no confidence in myself." That was the fourth time that Gladys had made bread with a homemaker, but still she was afraid. The homemakers, Gladys, and the researcher waited while the bread was in the oven. The homemakers were happy to work with Gladys who always laughed and joked.

Gladys told the researcher that the homemaker was having trouble with money. Her parents had money, but they did not help her because she was married to a Mexican immigrant.

The homemaker's friend was pregnant, too. She wanted to know more about nutrition from Gladys. She was not married but was staying with a
man in a hotel. She had three more children. The friend did not appear worried about her not marrying the man. They were to have been married the previous Sunday, but they were not. The man came to pick her up at Gail's house.

**A Day with Gladys and Alice**

The researcher had planned to go for home visits with Gladys. The researcher met Gladys and Alice. They were having breakfast at the Safeway. Gladys was asking Alice to accompany her on home visits. After a long debate, she agreed to go with Gladys. The researcher thought that Gladys was not feeling secure enough to take her on home visits alone. She was afraid of driving, too.

The first visit by the researcher, Gladys, and Alice was to the house of Ms. Grace. The house was in the country far from any other house. The old dilapidated house looked as if it was going to fall down any time. The ground around the house was covered with grass, excreta from animals, and rags.

A boy 12 years of age came out to answer the door. Gladys asked, "Is your sister home?" He said, "Yes, but she is sleeping. She will be up soon."

Gladys said, "It is O.K. We won't disturb her. I just came to give this invitation. I may come again later today." She gave the leaflets to him. The researcher wanted to wait a few minutes and go inside, but Gladys did not want to wait, so we came out.

Gladys told the researcher that Grace, the homemaker, was a girl 23 years old. She was living with a man 43 years old in this old broken-down
house. He did not give much money to her, so most of the time she went hungry. He did not treat her well, and the poor girl was suffering. She had been with him for two years. Gladys and Alice laughed and said, "What Grace needs is a psychiatrist and not a Family Food Aide." Gladys said that she had been helping Grace with meal planning and buying food.

The next house Gladys went to was that of Ms. Greta. She was very obese. She had four children. The front porch of the house was full of shoes, cans, rugs, toys, and broken chairs. The inside of the house was clean well kept including throw rugs and other articles. She had a few fresh flowers in the living room.

Greta, who was on ADC, told Gladys that her youngest daughter was having breathing difficulty. She had requested the welfare office to provide her an air conditioner for her sick daughter, but she did not think that they would give her one. She was divorced with four children aged 6 to 14 years. The researcher saw a man walking around the house. Gladys told the researcher that the man was the homemaker's boy friend who lived with them. He was getting a disability pension.

Gladys gave Greta the recipes and told her about the new things she had been trying. Gladys talked much more about children and family than about food.

**Gladys and Homemaker Gilda**

- Age: 25 years
- Race: white
- Marital status: married
- Number of children: three; ages: 2, 4, and 6 years old
Number of family members at home: five
Occupation of the husband: works for grain store
Income of the family: $2,000 to $2,999 per year

The house was very small but was clean and in good condition. Gilda said that she had a hard time to pay the bills and buy groceries for the family. She had a part-time job at the laundry, but her heart condition did not allow her to stay on the job.

Gladys gave the homemaker a few recipes and explained them. They also talked about the dishes Gilda had made last week. Gilda was very eager to learn. She talked about the sources of protein, carbohydrate, vitamins, and minerals. She said that she was careful in providing all the basic four food groups in meals. She wanted her children to grow strong and healthy. Gilda said to Gladys, "You are my friend. You can come to my home any time, even if my husband is at home."

The researcher noticed that in addition to Gladys' avoiding entering a home if the homemaker's husband was at home, she always asked the permission of the homemaker or their children before she entered. She looked hesitant, and many times Alice had to encourage her to go in or knock at the door.

Gladys attempted to visit three more homemakers that day, but none of them came to answer the door. One of them had a boy friend inside the house.

The next house we went to was that of Ms. Gene. The house was old, dilapidated, and dirty. There were plastic covers on the windows. The presence of a car in front of the house indicated that the homemaker was in.
Gladys knocked at the door several times, but nobody answered. She left a note at the door saying, "Sorry to miss you today. I shall see you again."

Gladys said to the researcher, "Don't get shocked at what I am going to tell you. The homemaker is sleeping, and her boy friend is inside. She works at night in a factory and sleeps in the daytime. She is divorced. She does not like for me to see her when she is with her boy friend. I don't care to come, but I do because of the children. They do not get proper food. They are weak and neglected."

It was a very hot day, so Gladys and the researcher could not make any more visits. Once Alice told the researcher, "Poor Gladys! She has awful homemakers. She does not have much experience to deal with such difficult people, so I help her."

Gladys with Youth Group

Gladys had arranged a group meeting at the park with 12 children aged between 6 and 12 years. Four homemakers were helping her with the group meeting. One homemaker, a group leader, was conducting the class. The meeting was held in a park. The children had a snack before the class including marshmallow, crackers, chocolate, and fruit juice. The children roasted their marshmallows in the open fire on the park grounds.

The children sat around two picnic tables to paint the models of different fruits. As the lesson on painting was going on, the children were asking questions like, "What color is a banana? What is the color of grapefruits? What vitamin is in apples? Are oranges good for health?"

The researcher observed the action of Gladys who was nervous and not sure of herself. She would always say to the homemakers, "Please do it."
You know better than me. I am not sure that this color will come out right." Once she added some more color to a cup to make it brighter. When this came out right, she was very happy and said, "Oh! It did come out right. I was not sure as I never did it before."

The homemakers and the children were very happy to work with Gladys. They were telling jokes and laughing happily. The homemakers were very cooperative. One of them was very good in conducting classes, and Gladys relied on her to a great extent. The children were from trailer houses near the lake.

**Gladys in Group Meeting of Homemakers**

Gladys had arranged a bread making class for four homemakers in her house. Ms. Hart and the researcher were at Gladys' house to attend the meeting. Gladys greeted the visitors at the door. Ms. Hart said to Gladys, "If I had known you were going to wear slacks, I would have done so, too. It is easier to work with slacks." Ms. Hart made Gladys feel at ease so she was free to discuss her work with her before the others came.

Alice, another aide, brought the homemakers to the class. The homemakers were introduced to the visitors. Gladys said to the homemakers, "She is my boss," pointing to Ms. Hart. They all laughed at the remark. Ms. Hart made everybody feel at ease by talking to them.

Everybody went to the kitchen when Ms. Hart had divided the work so that every one would have a chance to work with bread making. The homemakers read the recipes, collected the ingredients, and then started the mixing. Ms. Hart and Alice did the overall supervision. They all worked together in mixing the dough. After the bread was put into the oven, every-
body sat around the kitchen table and had coffee. Ms. Hart brought up the subject of buying coffee and other foods. She told the homemakers how they could have a better buy for their money.

The researcher found Gladys a simple person who was concerned about the comfort of the people in her house. She saw that her guests were comfortable and felt at home. She was nervous about the group meeting, and she needed encouragement from others. She seemed to have less confidence in herself. She said, "Oh! Alice come and see. I think my bread is not going to turn out right." Ms. Hart told her several times that she was doing well. Ms. Hart praised Gladys for keeping her range and kitchen clean.

Gladys always needed support and encouragement from others. She asked for help from Ms. Hart and Alice most of the time. She was shy to express herself in class or in group meetings with the homemakers. For example, Ms. Hart asked her to tell about the group meeting held in her home. Gladys said, "Oh! I have a bad cough. I will not be able to say anything."

Ms. Hart said, "No, say it slowly. We understand your difficulty, but we are eager to know all about your bread making class. It was wonderful, and many others may try the same thing. Your group meeting showed that if we are interested in doing something, the homemakers will cooperate." Gladys then described her meeting with the homemakers.

The researcher thought that Gladys needed encouragement and that she had been getting it from Ms. Hart and Alice. Ms. Hart told the researcher that Gladys' husband used to do everything for her. She depended too much on him. Now that he was no more at home (he was in jail), she found everything hard to do on her own. She had a fear of failure and was embarrassed
about her husband's behavior. She married him against the will of her parents. Her children did not know that their father was in jail, so she had constant fear that someone might tell them the truth.

Epilogue

The researcher asked Ms. Young, "Where is Gladys?"

Ms. Young said, "Oh! She quit the job."

"Why?" asked the researcher. "Is it because Alice left?"

"No, I don't think so," said Ms. Young. "As you know her, she was not feeling like working and when her husband was back from the jail, she did not feel like working. I let her work in the office, but she was not so good at that either. She was not so effective as an aide."
AIDES AS GROUP MEMBERS IN TRAINING

Excerpts of some of the training sessions are reported. Emphasis is on the behavior of aides in the classroom.

Training Session A

Diana and a few other Family Food Aides had asked Ms. Hart to arrange a class on low-calorie diets and diets of a diabetic and the person suffering from heart condition. Ms. Hart had invited a dietitian to speak at the meeting.

The specialist gave a comprehensive lecture on diet therapy with special reference to the three kinds of diets the aides had requested information about. After the lecture was over, the aides asked questions such as the following.

Diana said, "This homemaker has been suffering from diabetes for a long, long time, and she is tired of eating the diet prescribed by the doctor. How can I help her?"

Alice asked, "What are the low-calorie foods?"

Bonney asked, "Are the food plants going to have to have approval of the state? Is it a requirement?"

Alice replied, "Yes, it is."

Diana stated, "Requirement is different in different states."

Ms. Hart said, "The requirement is there, but I don't know whether it is in the law or not. I shall find out and tell you next week."

Bonney said, "There are a few like Blue Star Campbell Soup. I won't touch them."
Ms. Hart suggested, "We can arrange a visit to the Blue Star plant. It will be a very good learning experience. One thing we should understand is that the manufacturers have their problems, too. Keeping the price down is not an easy thing to accomplish. But still there is a limit beyond which they could not go."

The group discussed different stores in the city and the price and quality of food. They also discussed the reliability of grading of food.

Alice said that she took her homemaker to a store to buy groceries. When the homemaker picked up a package of sliced meat, she told her that it was more expensive than the unsliced, that it was a no no. Her homemaker picked up a package of sliced cheese which was 20¢ more than the unsliced one. She told her that it was a no no.

Clara said that she saw a few items labeled, "This is not a sale item." "Serg has milk three cents less than the market price," said Clara.

Alice said that in different stores she had seen many packages of lunch meat made of the same ingredients but of different prices. She did not know the percentage of the ingredients in the meat, but they were the same kind. She said that she usually got the variety package.

Ms. Hart summarized the ideas expressed by the speaker.

Ms. Hart said, "The use of whole cereal is important. Most of the breads are not made of enriched flour. When we remove the outer cover of the grain, we take vitamins and minerals out to a great extent."

Ms. Hart asked the group, "After this discussion and the lecture by the dietitian, do you think you have to be a doctor or can you remain..."
within the framework of the Family Food Aide and still do this type of work?" Ms. Hart meant talk about diet and disease.

Freda said that her son-in-law was on a bland diet which he did not like. Diana said that her diabetic homemaker disliked restrictions on food.

Ms. Hart said, "We know about weight control diets, but we don't want to change our practice. To bring about change in behavior is difficult."

Freda said, "One of my homemakers is pregnant, and the doctor told her to eat good food but did not tell her to include four basic food groups in her diet. He gave her a list of foods but did not explain to her."

Ms. Hart stated, "Now one thing we should remember that we must trust the doctors because they are the ones who will take care of the sick person. We could suggest but not talk against the doctor."

Alice said, "Doctors just say don't give this and this but do not give all the information. Even the nurses don't tell anything."

Ms. Hart asked, "Do nurses get enough information about nutrition?"

The dietitian explained, "The staff nurses get one full semester of nutrition courses."

Diana said, "One of my homemakers is a diabetic, and she is bored with her diet. She wants change. I want to know more about the diet of such persons so that I could advise them."

Ms. Hart asked, "Who is her doctor?"

Diana replied, "I don't know, but she wants variety. Of course, she does not take potatoes."

The dietitian said, "One of the difficulties is that the diabetic person does not have too many foods to choose from. You can fit the pat-
tern if the doctor says that they can have those foods. They may not understand the list."

Diana said, "I saw the list given to the homemaker by the doctor. Can you help in this respect?"

The dietitian said, "Yes, I could if it is on Mondays."

Training Session B

On Tuesday, June 16, 1970, an inservice training session of the Family Food Aides of County X was held at Aide Alice's house. It was a training session and luncheon party for all of the aides, home economists, director, and the researcher. The class was arranged in the back yard under the tree. The guests arrived one by one. Alice greeted each one at the entrance of the picnic-classroom area. Her husband was with her. Bonney and Emily were very late.

Ms. Hart said, "Let us start our class." Everyone pulled their chairs up and sat around the picnic table. Ms. Hart told the aides about the researcher's purpose for being in County X. Diana reported on group activities she had conducted that week. All of the other aides listened to Diana and gave their comments. Alice did not look very interested in the discussion. Bonney reported on her group meeting with a youth group. Bonney and Gladys looked very free at Alice's house. All of the other aides were somewhat quieter than on other days.

Alice saw that everybody was comfortable in her house. She had completed most of the luncheon arrangements before the guests arrived.
The director came to the meeting just before the class was over. He requested the attention of all of the aides because he wanted to give them some news. He addressed the group and said, "You all know what the Expanded Nutrition Program is and how important it is for the low income families. Thus, your service as Family Food Aides is very important, too. Ms. Hart has been working with you as a home economist because we did not have a home economist especially for the Expanded Nutrition Program at the time the program started, and she agreed to work with you until we got one. Her work as a specialist (in one phase of home economics) is also an important service to the people. Now that we have obtained Ms. Young as a home economist, we would like for her to take over the responsibility of the Expanded Nutrition Program. Ms. Hart loves to work with you, but she will have other responsibilities. From now on, Ms. Hart will not be directly responsible for your supervision. Ms. Hart wanted to work with you, but I asked her to give up the responsibility so that we can use her talent as a specialist. Ms. Hart will be there to help you if you need her." He also said, "Your work is important; you should work as hard for Ms. Young as you did for Ms. Hart." He said that the Federal government had granted a few more million dollars for the ENP; therefore, they would have more aides and home economists for the year to come.

The group had very mixed feelings about the news of Ms. Hart's leaving. They did not want her to leave. They had grown up as aides with her; they enjoyed working with her and respected her as their "mother." Bonney said, "I knew it was coming." She told Ms. Hart, "I shall never bring my baby to you."
Ms. Hart said, "I shall go to see her myself." Ms. Hart "baby-sat" for Bonney's nine-month-old daughter when she was not able to get a baby-sitter to go to work.

Bonney said to Ms. Hart, "You sneaky one."

Alice said to the new home economist, Ms. Young, "We will harden you up. Now come and make the salad."

The director said, "I am sorry if I have spoiled your lunch by breaking the news." He said it because the aides were upset about the change.

One of the aides said, "You should have broken the news after the lunch."

The meal was ready so everybody tried to be busy with food in order to avoid the unpleasant circumstance. Ms. Hart said that Ms. Young was very good, and she would be a greater help to them as she had more food and nutrition courses in college. But the researcher thought that the aides did not listen to her comments about the new home economist. They were unhappy but did not say much because of Ms. Young's presence at the party. The researcher thought that it was a very good judgment on the part of the director to make the announcement in the presence of both Ms. Young and Ms. Hart.

The food was good, and everybody ate well. Alice and her husband were sitting on each side of the director. The researcher felt that Alice or her husband did not pay much attention to other guests at the time of eating. The director made an attempt to talk to everyone and to make them feel happy. The director left just after the lunch. All of the others got busy in cleaning up. Gladys helped Alice the most that day.
Under the circumstances, the new home economist, Ms. Young, did well. She helped the aides to set up the party. She told them that she would try to do anything for them which would promote their better service as an aide. She said, "People are different, and I may not do as well as Ms. Hart, but I will try."

Ms. Hart was standing at one corner of the table when others were inside the house. Diana came near Ms. Hart and said, "I am heartbroken." She started crying.

Ms. Hart told her, "Diana, you should not let these things bother you so much. You are a good worker, and a simple change like this should not upset you."

Diana said, "You are leaving me at a very difficult time."

Ms. Hart said that she could still come to her if she needed help. Later that day when the researcher was with Diana on a family visit, she talked about the change in home economists to the homemaker and cried. The reactions of other aides were not so apparent, but none of them was happy about the change.

Training Session C

Ms. Hart explained, "There is a need for organizations to work together for the people. The community centers of many places have approached the home economists in regard to carrying out their work of helping families. This shows that the community organization can work through the existing program to the benefit of the people. Now I shall try to pull out the ideas discussed about the solution of poverty and malnutrition. I have a few articles on this subject and would like you all to read
so we could discuss it. I also have articles on food inspection, Ms. Peanut, and others mostly from the weekly Consumer News."

Later they all discussed the preservation of peanuts by different methods. The aides talked about cooking of turkey and maintenance of temperature. Clara, Bonney, and Diana contributed the most in the discussion. Ms. Hart told them that the cooked turkey could be preserved in the freezer. All of the aides were talking with each other when Ms. Hart said, "Let us discuss the group meetings you all had. Diana, you report first." Alice said that she and Emily had a group meeting, too.

Ms. Hart said to Diana, "Yours if first. You did a wonderful job. Do you know what I said to the area director? I said, 'You would have been proud of Diana. She did a very good job in the group meeting.'" Diana reported on her group which mainly discussed grading of different foods and comparing prices. She had many displays ready for the class. She showed slides on different cuts of meat and their nutritive values. After showing the slides, she gave a small test. Diana said, "They missed a few, but they did well. They would not have done better before the lesson was given to them." Some of the group members said that they had vegetables in the garden, but they did not know all about nutrition to make better use of them. The mothers were accompanied by their children. They were engaged in playing while mothers were busy in learning. The children liked the toys, so they played. "The homemakers liked the informal situation better than formal meetings," said Diana. Alice agreed with her.

Ms. Hart said, "What did you make the second time?"

Diana said that they made pudding. "The children liked the pudding very much."
Ms. Hart praised Diana in the presence of the group saying, "You all should have seen. Everything went well."

Clara reported about her group meeting. She said that she was in the bank when a girl came and asked, "What do you do?" Clara said, "Job of a Family Food Aide." Clara gave a little introduction of the ENP program to the girl. Next time when they met in a park, the girl came and said that she and her three friends were interested in knowing more about foods and nutrition. Clara said, "They were unmarried girls 17 years old, but I think they should know about nutrition and homemaking." She discussed the possibility of having a group meeting with these girls at the area or county office. She said that she could have it at her house at night if Ms. Hart thought that it was all right.

Ms. Hart said, "Clara, your family may use your living room at night. Let us see the possibility of doing it in the county office." Clara said that she had asked her husband and he had no objection.

Ms. Hart said, "Bonney, you can help Clara because you went through the same process to get the country office."

Ms. Hart asked Clara, "What are you going to teach?"

Clara said, "I don't know. I shall ask them what they want to learn."

"That is a very good idea," said Ms. Hart. "This is the way to start." Clara asked Ms. Hart when she was free so that she could bring the group into the county office and meet Ms. Hart. Ms. Hart said that she was free on Wednesday.

The aides told Ms. Hart that there was a growing need for a first aid class. Bonney said, "We went to a few houses where accidents had occurred,
but we were not in a position to help except to ask them to lie down. If we knew first aid, we could be better help to the families."

Alice said, "My husband did not know first aid. One night he had to deliver a child, but he could not cut the cord. So we should know how to take care of such emergencies." Ms. Hart said that she would explore the possibility.

Clara said that her youth group wanted to make cookies and chips. Later she asked, "How do you soak your beans?" A few of them said that they just put the beans in water and let them stand overnight.

Ms. Hart said, "Some people add soda which spoils a few vitamins, especially thiamine. We should know the loss of nutrients by the addition of soda before we use it. All these incidents show that you are doing something important, and you are reaching more and more people."

Alice said, "One of the homemakers said that she knew bread making so I took her to a bread making class. The homemaker did a very good job of showing bread making to a group of homemakers. Now I shall take her to Alberta's house where she could demonstrate bread making to a group of homemakers.

Emily reported her youth group who made bread. She also talked about Red Cross volunteer workers. Ms. Hart said that she was aware of that and she knew that many of these voluntary workers were rewarded.

Ms. Hart said that she had been engaged in some programs where voluntary, government, and community organizations were working together to help the people. She said that she would like for some of the aides to visit these organizations. These agencies usually talk to the people such as, "Do you know such and such is available? Do you know where to go for help?"
Later Gladys reported on her group meeting. At first she refused to do it, but Ms. Hart said that it was a wonderful group, and she should share the experience with all of them. Gladys had a bad cold, but she reported on her bread making class. They all discussed the use of yeast in bread making.

Ms. Hart said that one had to be flexible in preparing a recipe as many of the instructions were not clear enough. She said, "You can teach people by giving a demonstration, but you could ask them to prepare it and learn by doing. Often times people who are involved learn more; however, the way you feel makes the difference. Everybody is not the same; their moods are different. As long as they are willing to learn; that is what counts."

Training Session D

The meeting was scheduled for 9:15 A.M. All of the aides except Freda were present. Ms. Young came 10 minutes late for the class. As she entered, a few of the aides said, "You are late."

Ms. Young said, "I am sorry." She was embarrassed.

Bonney said, "If you are late on the first day, what are you going to do later?"

They discussed the party that they would like to give to honor Ms. Hart. They decided to have the party in a restaurant.

Freda arrived and said that one of her brothers-in-law passed away. She had to go back soon.

Ms. Young gave a thoughtful speech on the work of Ms. Hart and her good relationship with the aides. She said, "I know Ms. Hart means so much
to you. Let us give her a party. What do you say?" Freda and Clara were a little disturbed about the cost of going out for lunch, but they also agreed. The cost was $5.00 each.

The researcher thought that it would have been appropriate for the aides to cook and give a party to Ms. Hart. She thought that showing their love and respect would have been better by doing something for her.

Later in the class, they discussed breakfast. Ms. Young showed a chart to the group which described the calorie expenditure per pound of body weight for different activities. The researcher believed that the chart was too complicated for the aides to understand. Ms. Young did not relate the chart to any practical situation or to that day's lesson. She showed three film strips which were very appropriate for the lesson. Only Clara took any notes. There were many generalizations in the film strips which the aides needed to record in their notebooks according to the judgment of the researcher.

The work of preparing the breakfast was divided among the aides. Clara and Bonney were busy telling about their Program Families. Ms. Young was talking to Alice, and Diana went out to see her doctor. Only Freda and Gladys were preparing the breakfast when Clara joined them. Freda was assigned to wash the dishes, but she joined the others to help prepare the breakfast. The breakfast consisted of pancakes, cinnamon syrup, and orange juice.

The researcher thought the breakfast had too many calories when most of the aides had weight control problems. The home economist did not discuss the merits and demerits of the breakfast. During the preparation of food, Freda was very careful while Gladys was most careless in working.
Gladys spilled a little batter on the table while pouring it into the pan. She said to the researcher, "Oh, I am not good at this kind of thing. Please ignore me. I hate Freda for doing things so well." But she was gay all of the time. The aides laughed and giggled while preparing the meal. They forgot their worries and enjoyed every minute of working together. The researcher thought that a learning situation like this cooking laboratory that provided such an atmosphere of warm friendship and happiness really was an accomplishment for the people involved in the program. Clara, who always looked serious, concerned, and worried, also joined in this laughter.

The aides were teasing Freda saying, "Freda, when is your boy friend coming home? When are you going to get married?" Freda said, "Oh, nobody is going to get me. I had enough." Yet she talked about her boy friend and showed his picture to all. He was in Vietnam.

Once when Freda's sister was with Bonney, she said, "Oh, Freda will never get a man to marry her."

Bonney said, "Why?"

Freda's sister said, "Nobody will put up with her. She spoils things. She throws many edibles away instead of preserving them. Her husband was a nice person, so he put up with all these things, and nobody else would do it."

Freda did not look extravagant as her sister had described her to be. The researcher had a chance to observe her in the classroom as well as at her home. Whether the sister had evidence to support her conclusion was not known.
The researcher observed that Bonney was wearing a new cotton dress. Although Alice and Diana had worn a number of dresses of different material and designs, all of the others dressed very simply and seemed to have a more limited wardrobe.

Ms. Young said, "When the new girls come, the older ones should work hard to set an example." The researcher saw the aides in their work and thought that they had been working hard. Each of these aides was different with her unique personality and family crises, and it would be a mistake to judge one group (old) against another (new).

Later in the conference with the researcher, Ms. Hart said, "The family reports of the aides show how much each one is working. Each aide is a different person, and we shall have to live with their differences. You cannot measure this kind of work by hours. One may just sit and listen to a disabled lady for an hour without talking nutrition."

The researcher remembered a situation when the children were taken from the mother by the welfare officer, and the mother started crying on the shoulder of the aide (Bonney). The aide has to listen and wait.

Alice prepared her lesson and showed it to Ms. Hart. She was going to deliver the lecture the next day to a group of women from WIN program. In the process of preparation of the lesson, Ms. Hart and Alice exchanged ideas. The researcher observed that Alice had very good ideas, and she was quickly understanding comments by Ms. Hart. Ms. Hart said, "We have to teach people to prepare new dishes from leftover food."

Alice named a dish which Ms. Hart said was expensive. Alice said, "But we could tell them that they could use potato chips left in the dish by the children instead of something expensive."

Ms. Hart said, "Oh, Alice, you are sharp. This is a very good suggestion, especially when many chips are crushed in the box, and children refuse to eat them. They could be used in making a new dish."
Training Session E

The lesson was on protein. Ms. Young explained the different sources of protein. She also said that protein from animal sources has eight essential amino-acids and is called complete protein. The lesson was well given, but the researcher was not sure that the aides knew much about amino-acids. In case they had a lesson on amino-acids, the teacher could revise the lesson. The teacher said that the black coating of the egg when boiled is ferrous sulphide. She talked about emulsification of milk. The aides did not know how to spell the word "emulsification." In a similar situation earlier, the researcher observed that Ms. Hart wrote the words on the board. The aides, being adults, felt too shy to ask.

Ms. Young asked, "Girls, do you know what that layer is at the top of the milk?" The girls did not reply. Then she said, "It is casein, the milk protein."

Diana said that she read much about eggs last week, so she was bored to death in the class. Later that day when Ms. Hart and Ms. Young discussed the situation, Ms. Young was upset at Diana's remark. Ms. Hart said, "This is the way Diana reacts. She acts as if she knows all about the subject, and that bugs the other aides. It is Diana's hang-up, and you have to put up with it." She advised Ms. Young not to get upset. She also said, "Alice cannot respect the individual differences. She cannot get along with Diana and Bonney because she thinks that she is the one doing things in the right way and she has no faults. Alice is over-organized, and Bonney is under-organized. Bonney comes to the meeting late and says things which bug Alice."
The researcher made a few observations about the aides who were engaged in preparing lunch for the group. Ms. Young asked, "Who will volunteer to prepare the dishes you have learned about lunch for today?" Nobody responded to her.

Then Freda said to the researcher, "Would you help me? Then I shall do it." Alice and Gladys said that they would do the fruit salad. Emily had started cooking.

They asked Diana to boil the broccoli which she did not start cooking immediately. She continued to talk to the home economist until she told her that she should go and prepare the vegetable. Diana put the vegetable into the oven too late, so it did not turn out all right. It was not done, but she served it because the people started eating.

After the lunch was over, the aides said, "Let us see the film first. Then we can do the dishes." Freda went to the sink and started washing dishes. She had finished doing all of them before the film started. The other aides said, "Freda, leave them. We shall do it later." After the film, Freda went to the sink and cleaned and dried the place. She also put the dishes in place.

All of the other aides said, "Oh! Freda, you could wait. We all could help you."

Diana said, "Freda is ambitious." Freda said that she would like to go home early as her children were at home. She said, "It was not much work." Three of the other aides left as the film was over because they had work to do. But it was Freda who, alone, thought of doing the dishes in a hurry.
The class discussion was on breakfast. The aides were to bring menus to the class for the discussion. The researcher observed Alice sitting in the class but doing some writing. Ms. Young called for her attention. She said that she was working on a paper which she was to show to Ms. Hart after the class was over. This was regarding a lesson she was to give to a group of WIN program mothers the next day. Ms. Young asked all of the aides to read their menus in the class for discussion. They all did.

The researcher saw Alice preparing the menu sitting in the class when others were reporting. She told Ms. Young that she did not know that she was to bring the menu to the class. Ms. Young praised her menu which consisted of toast, coffee, orange juice, and eggs. Freda had included cereals, poached eggs, toast, orange juice, milk, and coffee. She had also calculated the cost and said that the breakfast would cost only 27 cents per person. Diana gave a menu of cinnamon rolls and milk for breakfast. Gladys had a menu of toast, milk, and poached eggs. The discussion that followed focused on the importance of breakfast. Ms. Young showed a few slides to the group. The slides illustrated different kinds of breakfasts and their usefulness. The researcher thought that the lesson was well planned.
Ms. Hart and Alice were talking. Alice said, "I have been trying to reach that lady (a homemaker), but I could not do so for the last few weeks."

Ms. Hart suggested, "Give her a call before you go."

Alice replied, "I shall do that next time."

Ms. Hart said, "When talking to the homemakers, you could discuss nutritive buying, meal planning, how food affects health, and check the intake of food, lunch, and other food habits."

Clara said that she would like to get a map of the United States with all of the crops that grow in different places. Ms. Young said that she would inquire about it and let her know at the next meeting.

The class discussion was on milk requirements of different age groups. They discussed breast feeding. All of the ladies said that they breast fed their children, and they thought that healthy mothers should do so. One of the aides said to the teacher, Ms. Young, "You won't know about it, being an old maid."

Ms. Young said, "I am not an old maid because I was married, and my husband died. I have sisters-in-law, and they prefer breast feeding. Did any of you use evaporated milk?"

Bonney said, "I am also interested to know about nonfat dried milk. Do you put it in the refrigerator?"

Ms. Young explained, "It has been taught in school that once a bottle or can is opened, we should put it in the refrigerator, especially in hot weather. The riboflavin or vitamin B_2 gets spoiled in heat or by sunlight. In order to get best flavor, it is better to use the canned milk within
three to five days, dried milk within three weeks. Peanut butter and cheese should be used in three to five days," Ms. Young also said that the aides could suggest that the families with children use nonfat dried milk which was cheaper than regular milk. She discussed the different types of dried and evaporated milk and the cost of the milk per cup.

Later that day, the senior aides were asked to share their most rewarding experiences as Family Food Aides with the new aides in training. Ms. Young addressed the senior aides and said, "Would you like to share your most rewarding experience with us? Bonney, will you start?"

Bonney said, "Most rewarding experience or shocking one?" The class laughed loudly at Bonney's remark. "You get satisfaction in serving them. You feel that you are helping someone who needs help. When I went through such hardship, no one helped me. So I feel happy when I can help someone."

Ms. Young asked, "Where have you seen the most good or most progress?"

Diana said, "There was this lady with five children in a lonely farmhouse out in the country. She had no one to talk to. Her husband came home very late at night. She thought that she was going out of her mind. She wanted to see a psychiatrist. I told her that there was nothing wrong with her, and she should not go to see a psychiatrist to spend money. I suggested for her to move to the city so she would have neighbors to talk to. She could have a baby-sitter for an hour and leave the children at home and go for shopping. These outings would help her settle her mind. She has moved to a city now, and she is happy. She has settled in her new big house. I told her to include orange juice in the breakfast which would take care of her vitamin C requirement for the day. She had a cold so I told her that vitamin C will help her to get rid of the cold. After a few
days when I went, she was free of her cold. She was happy and told me, 'Diana, you really helped me through.' This homemaker of mine did not have much confidence in herself. She asked, 'What do you think of me?' I told her that I thought she was a very capable girl. She was taking good care of her children and the house."

Diana said that she received a letter from the homemaker. She told that she was grateful to Diana for helping her, and she would like to see her more often. Diana said that it was a very rewarding experience for her.

Ms. Young asked, "Emily, would you tell us your experience?"

Emily said, "There was this lady who did not have much money to buy groceries for her large family. I sat with her and planned the menu and made a list of things we wanted to buy. I took her to the grocery and helped her to choose food cheap but good in quality. Now she has learned to do it by herself. I am happy that I could help her to provide better food for the family than before."

Ms. Young said, "How about you, Alice?"

Alice replied, "I had this homemaker who would tell me that she would see me, but when I went to her home, she would not be there. She was very polite over the phone and would ask me to come, but when I went, she was gone. I was tired of chasing her. So one day I went without calling. There she was, grabbed me by the arm, took me inside, and I talked about nutrition. Now she is such a good friend and homemaker that I cannot get rid of her. It was a kind of rewarding experience for me that the homemaker refused me in the beginning, but now she is too fond of me. She has learned a lot, and we always do something together."
Training Session for New and Continuing Aides

The aides, with the new group of trainees, were present in the meeting. The new aides had gone for their first family visits a few days before accompanied by the senior aides. One of them attended the youth group meeting in the county office conducted by one of the senior aides. She reported that out of 20 girls who were present in the youth group, only three of them had regular meals the day before. All of the other girls were "on coke or popcorn." A few of them did not take anything. The aide had conducted the class on (1) tie and dye method of fabric design and (2) making buttermilk out of dried milk.

One of the new aides, who had visited the Program Families, reported to the class. She said, "The house was very dirty. Clothes were hanging all around the house. The family had collected the old clothes thinking that these would be a help when things were bad at home. The older girls could use some of these old garments by making little adjustments." The aide thought that the girls needed some help in making additions to and alterations on the garments. One of the girls 15 years of age had damaged her brain by taking strong drugs and had a brain operation. One of the girls had bed wetting problems.

Ms. Hart said that there were a few other agencies who could help these people with their problems. The juvenile delinquency and public health organizations usually helped with retarded children or adults.

Ms. Hart said that Freda had worked with a family who did not have anything to eat. Freda had reported the case to the Salvation Army and got emergency help for the family. Thus, aides could work with other agencies.
as well. The purpose of most of these agencies was to help the families so all of them could work together to achieve the goal.

Graduation Day for the New Aides

The researcher saw Clara and Emily talking about each other's family problems. Once Clara turned to the researcher and said, "Oh, you must come and cook some dishes at my house. My husband likes food from different countries. This (reference to earlier visit by researcher) is the first time he ever talked to a stranger. I don't know why. He said that he just liked to listen to you. It's the way you speak that he likes."

Later that day, Ms. Hart and Ms. Young were discussion Clara's spend­ing too much time with record keeping. They told Clara, "You have to organize time so you don't have to spend too much time in record keeping. We shall help you in planning. Maybe you are complicating your life with too much record keeping."

Clara looked worried, but she managed to sit through the conference. She said, "Oh, you are going to cut me into pieces."

Ms. Young said, "Because of this, I did not send your hour slips to Iowa State University. They may question them thinking that other girls did not spend so much time in record keeping." She returned the hour slips to Clara and asked her to revise them. She was told to give more service to the families than to records.

The researcher told Ms. Hart that she did not think Clara had cheated with time as she had seen her spending time in preparing for classes. She would rehearse the whole lesson alone before she gave it to the class. She would write down everything that happened in the class.
A Conversation with Alice and Gladys

Alice was getting ready for her class in the afternoon with ADC mothers. She had asked Gladys and the researcher to help her. The researcher went to have lunch with these two aides in a small cafe. Alice said that she was happy with the work of an aide. Gladys did not say anything.

The researcher said, "I think Clara is very concerned and involved with her work, and she worries about the Program Families."

Alice said, "Oh, I doubt if it was work but other things. She takes too much drugs to get over her problems."

The researcher said, "Clara worries about her children by her first marriage."

Gladys said, "Yes, I believe she suffers for those children."

Alice said, "It is her fault. She has created a situation where the children will be prevented from coming to see her." (Clara, a white woman was married to a black. It was her second marriage.)

Gladys said, "The oldest girl of Clara is big enough, and she could come to see her if she wanted."

Alice said, "That is right. I don't blame the children. How can they come to such a situation?"

The researcher said, "Freda's children (white) go to Clara's house, and they are very comfortable."
Alice responded, "I don't know. Freda does not like it, but she does not say it aloud, also."

The researcher asked, "Where did Clara meet the man she married the second time?"

Alice replied, "Oh, her ex-husband had introduced her to the man, I believe. They were friends." Alice and Gladys laughed loudly and said, "They are not friends any more."

The researcher observed that Alice and Gladys ate lunch together most of the days. Sometimes they ate breakfast together, also. Alice said that her son did not eat lunch at home, and her husband made his own and ate. He did not like to prepare it, but he had no choice. The researcher noticed that Alice had a big meal for lunch. Alice seemed to take advantage of a chance to eat out when she could have gone home and eaten lunch with her husband. The researcher thought that Alice had money to spend, and this was one way she chose to spend it. When Alice and Gladys were together, they joked, laughed, and giggled.
SOME SHARED RESPONSIBILITIES OF PROFESSIONAL PERSONNEL

This chapter includes excerpts from (1) a discussion between Ms. Hart and Ms. Young, (2) a meeting with Ms. Hart and Ms. Young on June 15, (3) a meeting between Ms. Hart and Ms. Young on June 19, and (4) selection of new aides on June 29. The purpose of this chapter is to include pertinent data which were revealed during the discussions between the professional personnel of the Expanded Nutrition Program. The discussions indicated many characteristics and behaviors of individual aides as observed by these people.

The selection of new aides by the home economists and the director indicated criteria which they were using in looking for a promising Family Food Aide. The evidence in this chapter also explains the cooperation and understanding that existed among personnel.

Discussion between Ms. Hart and Ms. Young

Ms. Hart and Ms. Young were planning the schedule for the training session for the new aides with the researcher present. In the middle of this discussion, Ms. Young said to Ms. Hart, "Diana said that she did not learn anything from the class that morning."

The researcher asked, "When did she say that?"

Ms. Young replied, "When she came up to see me in the office, I asked her, 'Diana, did you get anything out of today's class?' Diana said, 'No, you see I was bored to death. Perhaps you noticed that I did not take any notes.'"

The researcher said, "But I saw her taking down notes all the time."
Ms. Young said, "I went home depressed and told my family about it. They told me, 'Oh, she wanted you to know that she had been studying.'"

Ms. Hart said, "Don't you remember? I told you about Diana. She has learned things in 4-H Club like the use of Crisco, Del Monte green beans, etc., and she won't do otherwise. This was the way she learned it, and this is the way she will do it."

Ms. Young said, "The other day she went to the cupboard and said, 'I want to see if you have any shortening which I may take for my youth group meeting.' One of the cans of shortening was Crisco and the other was Swiftnin. One can had not been opened; the other was partly used. I said that the opened can should be used first, but Diana said, 'No, it is no good.' She took the unopened Crisco can."

Ms. Young continued, "But I tell you the other day she made broccoli, and she goofed. I told her to boil the water first and then put in the broccoli, but she put the water and broccoli in at the same time."

Ms. Young continued, "When I told Diana about it, she said, 'Why did I do that? I never do it at home.'"

Ms. Hart explained, "You see, this is Diana. She had to maintain certain kinds of face."

Ms. Young and Ms. Hart then discussed the plans for the training sessions for the new aides.

Meeting with Ms. Hart and Ms. Young on June 15

The researcher and Ms. Hart went to see Ms. Young in her office. After the introduction, Ms. Hart and Ms. Young started discussing the work of the aides. Ms. Young said that the aides were getting prepared for
their youth group meetings, and she had prepared a file full of leaflets to be handed to the aides for their use. Ms. Hart looked through the file and said that the idea of giving leaflets on the basic four food groups and smart buying to members of the youth group was very good. Ms. Hart also suggested that the chart of inexpensive foods should be given to the group along with the four basic food groups. "The homemakers were given the chart of inexpensive foods. Now if their children get the same chart, that will show the consistency in teaching, and it will be easier for the children and the homemaker to understand." The children were to learn that inexpensive sources of nutrients were as good as the expensive sources. Ms. Young thanked Ms. Hart for her suggestions. It was natural for Ms. Young, who was new in the job, not to see as many of the factors that needed to be considered as Ms. Hart could see, but she was ready to accept the suggestions and guidance.

Ms. Young talked about the youth group of Bonney (aide) which was to meet that night. Ms. Young showed a few leaflets on good grooming, and Ms. Hart suggested that the children should be given some leaflets on good food habits to show the relationship of good health and beauty.

Meeting between Ms. Hart and Ms. Young on June 19

The discussion was on snacks. Ms. Young said that many mothers believed that potato chips kept the children's teeth clean. Ms. Hart said that the home economists were not in a position to verify the truth of the belief. A dentist would be a source of information.

Ms. Hart told Ms. Young how to place orders for the requirements for the class. Ms. Young asked how much help the county extension office
should provide for the Expanded Nutrition Program. Ms. Hart said that the aides are important to the program, and they should get all the help they needed from the specialists.

Selection of New Aides on June 29

The director, Ms. Hart, and Ms. Young interviewed the prospective new aides. Ms. Ida was the first one to be interviewed. She came a little early so the researcher had a chance to meet her and talk to her before the interview. She was nervous and tense. She smoked and drank coffee and was watching the time.

The interview started at 9:00 A.M. After the introduction was over, the director asked Ms. Ida, "Why are you interested in this job of an aide?"

Ida said, "I have been baby-sitting for a long time (seven years) because my husband did not like me to take any other kinds of jobs. But when I told him that I could take the job of an aide, he did not object."

The director asked, "Do you like to work with people?"

Ida replied, "I don't know, but I guess I do."

The director asked, "What would you do if you knocked at the door of a homemaker and she said, 'I have my boy friend at home and will not be able to see you'?"

Ida kept silent and did not respond.

The director asked, "Would you like to work with the people who do not have the same moral values that you do?"

Ida replied, "Yes."
The director said, "It is the children who are important and the health of the family members which is important, so we have to work with families no matter where they are."

Ms. Hart and Ms. Young had visited Ida at her home, so they did not ask many questions of her. When the interview terminated, Ida left.

The second lady who was interviewed entered the room. Janet was in her middle forties, gray haired, appeared healthy, and looked very mature. The director asked her the same question he had asked Ida. Janet said that she had been working with people of limited income through the church group. She said, "I, myself, went through difficult times, and I know what it was. I did not have carpet on the floor for a long time, but I did not borrow money to buy one. I waited 'til I got some money at hand to buy it. I said to myself that my friends come to my home to see me and not what I have."

Janet's husband was a carpenter, and they lived in a poor section of the town. Ms. Young visited her house, and she said that Janet had kept her house very clean and neat. She was very active in her church group. Many housewives came to her for help.

Ms. Kate was interviewed in the afternoon. She was very neatly dressed. She answered all of the questions with a relaxed mood. She said that if one homemaker closed the door on her face the first time, she would make arrangements to see her sometime later.

The researcher had a chance to visit the home of Ms. Kate. She had a beautiful house with flowers and clean lawn around it. Her house was in very good condition, and she kept it neat and in order. She was living with her third husband. Her first husband died, and she remarried and divorced. She had five children by her first two marriages.
The director asked Kate who entered the room, "So you have five children?"

Kate replied, "Yes, two of them are out, and three of them are staying with me. I have a daughter age 14 and two boys ages 7 and 8."

The director asked, "How did you find out about the job?"

Kate said, "I saw the advertisement."

The director asked, "What in the ad struck you most?"

Kate replied, "The word 'Extension.'" "Why did the job fascinate you?"

Kate said, "The hours. I worked in an office and rigid timing bothered me. I liked the idea of working with people. I did some extension work as a 4-H member."

The director said, "In extension you worked with girls, food and nutrition, clothing, and home improvement, etc. What do you think about its role in 4-H?"

Kate responded, "Most drawback is we did not have any follow-up program for the girls after they had learned something in the club."

The director asked, "Do you think the eight- or nine-year-olds will be interested in food?"

Kate said, "No, I think the nutrition class should be for the older group. Many young boys and girls leave the club because they are forced to learn things they are not interested in."

The director asked, "Do you like cooking?"

Kate said, "Yes, very much."

Later in the discussion, the director said, "Would you like to work with people who are different from you? Except for the time spent in train-
ing, you will have freedom to schedule your working hours. It would be your responsibility to plan your time to put in 30 to 40 hours per week in your job. Sometimes you may have to leave your children and go to meet a homemaker at 6:00 or 7:00 P.M. Would destitute conditions of the house bother you? The house may not have been cleaned for a week."

Kate replied, "No, because I have been to such houses where I could not put my foot without picking up things from the floor or from chairs."

Ms. Hart said, "Maybe you have to start your work by washing dirty dishes for the homemaker."

The director stated, "You may knock at the door of a homemaker, and she comes out to tell you that she will not see you because her boy friend is at home. Is that going to bother you?"

Kate replied, "No, I shall try to see her some other time."

The director explained, "The point is that these things will happen, but you are concerned with the children and you cannot leave them." "It does not happen in India," he said to the researcher.

The researcher said, "Oh, yes, it happens there, also." All of them laughed.

The director asked, "If you decide to work, would you like to work with the youth group?"

Kate said, "Yes, I enjoy working with youth groups. The children do not bother me. My daughter was dating a boy whose father was alcoholic and whose mother was a baby doll. He was very glad to see that my daughter had a nice family, and he loved to come to our house."

The director said, "Do you have any questions?"
Kate replied, "No, except my husband was asking about the salary. Is it monthly?"

The director answered, "Every fifteenth of the month we send the time-card, and then the money comes. You get your salary every 15 days after the first month of your work."

After Kate was excused from the room, the interviewers decided that the candidate was good, and she would be taken for the job. The director said that the fund for the Expanded Nutrition Program was going to be increased. The program would increase, and they could hire one more home economist. There would be more aides hired for the program.

The interview of the prospective aides was followed with a discussion between the personnel involved in the selection. They all agreed that Ms. Janet was the best among the three new candidates. They liked Ms. Kate, also, but they thought that Ms. Ida was not very attentive. She was lost in her thoughts. She looked like a person who would not go through hardships of life. She might quit after realizing that the work of an aide was hard. She had two children (17 and 7 years old). Her financial condition was not bad. The director said, "I shall take a chance with her." He said that some of the previous ones were worse than Ida, and now they were doing well. Thus, all three of the new ladies were selected for the training.
SYNTHESIS

Important findings recorded in the three previous chapters are synthesized in this chapter. This synthesis is designed to help the reader identify the characteristics of Family Food Aides and problems related to their work more easily than could be done from the examination of the individual case studies and other situations described. Thus, the following sections are included in this chapter: characteristics of each aide, characteristics of Program Families, work of aides as paraprofessionals, and conclusions, generalizations, and recommendations.

Characteristics of Each Aide

The characteristics and behaviors of each aide were synthesized and organized under four main categories: (1) general characteristics of aide, (2) characteristics related to family and home, (3) characteristics and behaviors related to work with homemakers and youth, and (4) characteristics exhibited in training sessions with other aides and home economists.

Alice

General characteristics of Alice (age, 45; race, white) were that she:

- Had a pleasant personality and apparently good health.
- Had confidence in herself and was self-reliant.
- Dressed well and carried herself well.
- Seemed to have good relations with her neighbors.
- Showed maturity in controlling her emotions.
- Was an extrovert, understandable, friendly, reliable, and hard working.
- Could not admit mistakes easily.
- Tried to prove to herself and others her ability to work.
- Had sets of values of her own and always judged others against her own values.
- Talked softly, laughed loudly, and listened carefully.
- Was very alert.
- Was kind and helpful but became angry when things did not turn out the way she wanted.

In relation to her home and family, she:
- Practiced what she taught to the homemakers.
- Managed to get her way in spite of her husband's domineering behavior.
- Seemed to get along well with her mother, husband, and son but not with her mother-in-law.
- Kept her home neat, clean, and organized.
- Took great pride in her family and home and took good care of them.

In relation to her work with homemakers and youth, Alice:
- Was able to keep calm under desperate conditions and make valuable suggestions to the homemakers.
- Had sympathy for the people who wanted to help themselves and did not like the people who would not listen to her suggestions.
- Did not get upset or show anger in front of the homemakers.
- Had a definite schedule for family visits and followed it strictly.
- Was conscious of time while visiting the families (sometimes overly so, judged the researcher).
- Always made a plan for her work and followed it.
- Kept her files and other materials in order and did not waste time in looking for them.
- Did preplanning and precooking in order to save time.
- Helped homemakers when they asked for it.
- Listened to her homemakers carefully and paid attention to the children when they demanded it.
- Faced her homemakers and sometimes their husbands without fear.
- Could approach families easily and sometimes helped another aide to get into the house of the homemakers who were difficult to work with.
- Acted more like an advisor than a friend of homemakers.
- Missed many teachable moments.
- Read newspapers, magazines, and other books. She collected informative articles and distributed them to her homemakers.
- Knew how to make things out of waste materials (crafts).

During training sessions and in other contacts with home economists and other aides, she:
- Was prejudiced against two of her colleagues but got along with others.
- Demanded respect from others and sometimes made too much of it.
- Had strong likes and dislikes for certain colleagues and Program Families.
- Had respect for rules and demanded that others should be punished for not obeying the rules.
- Was ambitious and worked hard to achieve her goals.
- Could not see other people's point of view.
- Attended all of the inservice training sessions held from June 12 to July 31 and was always on time.
- Was regular in submitting her reports.
- Took her work very seriously, and her teachers thought that she did well in her job.
- Was cooperative with her teachers and some of her colleagues. Kept her promises and appointments.
- Had established a good rapport with her teacher and with homemakers.
- Was attentive to her teachers and supervisors.
- Always helped the teacher when she asked for it.
- Had leadership qualities, and many times her colleagues elected her to do things for the group or represent them in committees or in other work.

**Bonney**

General characteristics of Bonney (age, 42; race, mixed) included the following. She:
- Was healthy and full of energy.
- Looked happy and gay most of the time.
- Had a great sense of humor.
- Could be very serious if she wanted to be but usually was not serious long at a time.
- Was liked by people, and they wanted to talk to her.
- Became the center of attention in many of the gatherings.
- Was friendly and easily approachable.
- Adjusted to a new situation very quickly although she made sharp remarks about the things she did not like.
- Was empathetic and compassionate.
- Needed to be needed and felt better when she got attention from others.
- Did not have many dresses but was always clean.
- Admitted her faults with humor.
- Smoked too much but admitted that it was not good for her health.
- Expressed emotions easily and admitted her mistakes gracefully.
- Was a dynamic person and saw that everyone reacted to her in a group situation.
- Involved herself in many activities at the same time. This sometimes created confusion, but at the end she managed well.
- Accepted inadequacy or failure in a positive manner.
- Could control her concern regarding problems and be at ease in her work.
- Liked to postpone her work until the deadline approached. Then she worked speedily and long hours.
- Was very careful in spending money. She did not eat out or buy things she did not need.
- Followed through on responsibilities given to her.

Characteristics related to home and family included that Bonney:
- Had a very good relationship with her husband and children.
- Had problems with her children and feeding the family, but these were not evident when she was at class or at work. The researcher believed that sometimes Bonney let her mind wander but not for long periods of time.
- Lived in the past and thought that conditions were better in her early years of life with her parents.
- Worried about her children, especially the unemployed son.
- Was respected in her community (black), and her daughters were also respected.
- Took suggestions from others when she thought that they were valuable for her family situation.
- Liked to eat and did not allow anybody to waste anything.
- Was over-protective of her grown-up daughters.
- Talked to her children sweetly and made them work or do what she wanted
  them to do.
- Had self-respect, self-confidence, and took great pride in her children.
- Was worried about the conflicts between her children by previous mar-
  riages and her present husband.
- Was afraid that her children may not get a good job or a good person to
  marry.
- Got suggestions from her daughters regarding grooming.
- Wanted to move to a larger house but could not find one suitable for the
  family's needs.
- Did not want her children to get mixed up with groups which she did not
  approve.
- Loved her children very much.

Behavior and characteristics related to work with homemakers and youth
included that Bonney:
- Was not organized or well prepared but did well in situations.
- Had friendly relationships with Program Families.
- Was able to use the teachable moments very well.
- Was attentive to the children of the Program Families, but at the same
time, she was able to take the opportunity of conveying the message of
good nutrition to the homemaker.
- Saw that the homemaker talked about more food and nutrition problems than
  other kinds of problems.
- Followed through immediately and effectively when homemakers had serious
  problems.
- Was very quick but accurate in her teaching.
- Did not do much preplanning or prethinking about a situation but reacted well under the circumstances.
- Made appropriate suggestions to the homemakers.
- Sold the news of good nutrition very well to the homemakers.
- Extended her help to any homemakers who asked for it; sometimes she sacrificed her own rest in order to help others.
- Appreciated the work of others and gave recognition to others for their creativity.
- Was more of a friend to the Program Families than a worker.
- Took the opportunity to talk to the husband of the homemaker when she needed help from both of them to solve a problem.
- Did not do much reading outside of what had been given to her from the extension office.
- Did not obey rules very strictly. She preferred not to be rigid with rules. She loved exceptions rather than rules.
- Earned the respect of the home economists for her work with the homemakers.
- Was persistent to see that the homemakers did their work. (Mr. Bernard wanted Bonney to make the bread for him, and daughter Brenda said, "I have a baby, please do it for me." In both these cases, Bonney made the homemakers do their work.)
- Did not get tired on family visits and did not take much of a break between visits.
- Was persistent with the homemakers who did not want to help themselves.
- Was well adjusted with her youth group members. They treated her as a friend.
- Approached people without fear.
- Had a strong positive feeling for the families with whom she was working.
- Could keep her promises if she wanted to, but usually was careless about this.
- Teased and laughed with the homemakers and sometimes with their husbands and made the atmosphere happy and gay.
- Paid close attention when things got serious and did try to bring the best possible solution to the situation.
- Had troubles with her old car but managed well with family visits.

In relation to her colleagues and teachers, Bonney:
- Had good relationships with her colleagues and teachers.
- Made everyone happy with her humor.
- Liked to get attention from her teachers.
- Teased her colleagues and teachers.
- Had the ability to adjust to any group without much difficulty.
- Never became angry with her homemakers or colleagues but told things she wanted them to hear in a way that it did not hurt the person.
- Was not regular in submitting her reports or records.
- Was late most of the time for a meeting or class.

Clara

General characteristics of Family Food Aide Clara (age, 38; race, white) were that she:
- Was a considerate person and accepted her weaknesses.
- Had a wonderful way of avoiding unpleasant situations.
- Looked unapproachable but once the ice was broken, she was an easy person to get along with.
- Was stubborn and had strong determination about the things in which she believed. She could suffer but could not give up easily.
- Had health problems but did not pay much attention to them unless pain was unbearable.
- Took pride in her ability to struggle and set things straight.
- Constantly tried to improve herself.
- Sometimes looked lost.
- Did not dress well mostly because she was wearing her sister's used dresses. Her husband did not appreciate her good grooming.
- Had a fear that others might not accept her, so she did not make the first move.
- Loved to be with people and wanted to be recognized by others.
- Felt happy and satisfied when someone showed a little kindness or consideration toward her.
- Sometimes became overanxious and tense about things and felt relieved when the event was over.
- Was affectionate, kind, and wanted to help others.
- Was able to work under emotional stress and strain.

Characteristics related to Clara's home and family included that she:
- Scolded her children for wrongdoing and praised them for their work which was done well.
- Had a hard time to keep up with her husband's moods and his friends' occasional visits. She did not show any anger about this.
- Wanted attention from her husband and got upset when she did not get it.
- Tried hard to please her husband.
- Managed to provide good food for her family.
- Made her friends and relatives feel free to eat at her place whenever
  they wanted to do so.
- Was kind to her stepdaughters and liked to have them visit her, but they
  usually hurt her on those visits.
- Was worried about her four children by her first marriage (she was not
  able to see them).
- Was disturbed because her brothers and sisters did not come to see her
  and did not approve of her interracial marriage.
- Suffered from uncertainty of her husband's job and his love and affection.
- Was concerned about her oldest son's going out with boys who were "mixed
  up with trouble."
- Disciplined her children and helped them to learn good manners.
- Was upset when her husband went out with his friends to drink. He spent
  money in drinking.
- Was very sensitive about any remark anybody made about her husband.

  Characteristics related to work of Clara with homemakers and youth
  included that she:
- Was organized in keeping records and other materials.
- Was slow in her work mostly because something else came up which needed
  immediate attention.
- Saw that the time during family visits was spent in learning or teaching
  rather than just gossiping.
- Understood the Expanded Nutrition Program well and felt committed to
  teaching the families.
- Took maximum responsibility for her teaching and invested much time and energy in advance preparation and planning.
- Made sure that her students understood the ideas clearly. She was persistent in her teaching.
- Did not hesitate to enter a house, and sometimes this took some persistence.
- Made a homemaker respond to her teaching no matter how much the homemaker tried to avoid her.
- Was not repulsed by the filth in the homes of some Program Families.
- Made suggestions to the homemaker to keep her house clean.
- Spent time in preparing lessons and preplanning for her class.
- Was a very good teacher and repeated what was needed so that the students could remember.
- Used audio-visual aides in making her lessons interesting and less complicated.
- Understood what she was teaching.
- Had empathy for others and was determined to help the families who needed help.
- Usually got nervous before starting anything but did well.
- Had confidence in herself and her homemakers.

Characteristics and behaviors exhibited in training sessions with other aides and home economists included that Clara:
- Was very serious as a teacher of her class and as a student in inservice training.
- Always made notes and did not make any noise in the class.
- Was very attentive in her class and asked questions.
- Revealed little of her reaction in her outward behavior when her colleagues made jokes about her being sensitive and serious about things.
- Made sharp remarks more on the defensive than to hurt anyone.
- Resisted in her own way if other people tried to hurt her.
- Was not very regular in attending the inservice training sessions. Reasons were illness or family troubles.
- Did outside reading and had several cook books.
- Sometimes missed the appointments with her teachers but mostly because of family troubles or car break-down.
- Listened to her teacher very carefully and was attentive in class.
- Did her laboratory experiences well but always waited for her teacher to tell her what to do.
- Did not talk in class unless someone asked her a question.
- Did her homework although she could not attend many sessions. She borrowed notes from Bonney.
- Asked questions and clarified her ideas in the training sessions.

Diana

General characteristics of Diana (age, 55; race, white) were that she:
- Was a very emotional and sensitive person.
- Gave the impression of a proud person who thought too much of herself but that was not true once you knew her well.
- Was a simple person and did not like complications.
- Was very organized as far as work tasks were concerned.
- Felt inadequate to do a job but she did all right.
- Verbalized self-criticism when she made mistakes.
- Expressed her feelings very freely and directly.
- Talked most of the time and sometimes to herself.
- Got upset easily, especially when the things did not go the way she wanted them to.
- Was hard working.
- Had better ideas about solving a problem but hesitated to use them.
- Got physically exhausted easily but pulled herself together to work.
- Needed emotional support from home economists.
- Kept secrets well.
- Did not take failure easily and needed support from the teacher to overcome the situation.
- Compared her own hard days with those of the Program Families and was sympathetic about it.
- Did not strongly criticize anybody.
- Ignored the situation or conversation which she did not like.
- Had self-respect and confidence.
- Was honest, loyal, and committed to the job.
- Was slow in her work.

Characteristics related to home and family included that Diana:

- Loved cleanness and kept her house, clothes, and other things clean and tidy.
- Loved her children and grandchildren very much.
- Was more friendly to her elder daughter than with younger one.
- Was always ready to please her younger daughter who ignored her most of the time.
- Loved to talk about her fiance (she had been engaged for two years but could not make up her mind to get married).
- Found it difficult to manage home and the job at the same time.
- Hesitated to do anything without asking her younger daughter.
- Gave a report of day's events to her younger daughter when she came home.
- Was worried that her younger daughter who would not talk to any adult male members of the community or relatives.
- Was worried about her 80-year-old mother who was living alone and whom she could not visit most of the time.
- Was conscious of her social status in the neighborhood.

In relation to Diana's work with homemakers and youth, she:
- Seemed confused with her work and responsibilities, but she managed well.
- Got too involved and got tired which resulted in headache and anxiety.
- Was friendly and had a way of making other people work for her.
- Was engaged in many activities, but her work came before anything else.
- Lost too much time in driving to reach families.
- Was slow in her work because she could not make quick decisions.
- Had a big group (22 to 30 youth) which was not easy to manage.
- Conducted many activities with the youth group.
- Was loved by the youth group members, and they eagerly waited for her arrival.
- Was very careful not to hurt the feelings of the homemakers or their husbands.
- Saw that the activities carried on at homemaker's house or in a group meeting were nutrition-education oriented.
- Was a friend to the homemakers.
- Kept her promises to the homemakers.

During training sessions and in other contacts with home economists and other aides, she:
- Always had something to say in discussion of any issue and gave the feeling that she was never happy about the decisions made by others.
- Felt happy when her teachers or colleagues praised her for her performance.
- Liked to get involved but felt insecure about the commitments; however, she did not give them up.
- Loved to read books, papers, and newsletters.
- Kept her teachers informed of her activities with the homemakers and groups.
- Talked to everyone in her class and did not try to be too friendly to anyone. Did not care if anyone avoided her.
- Neglected her share of work in the laboratory which made her classmates angry, but she did not bother about it. Classmates laughed behind her back.
- Praised her colleagues when they did something good.
- Was not able to express her thoughts briefly.
- Took part in discussion, and she was attentive to her teacher.
- Did her assignment but sometimes she forgot to bring it.
- Was late in submitting reports.
- Spent too much time in going and coming or discussing and did not know whether to include that many hours in her record or not.
- Did not volunteer for laboratory work but was willing to do whatever work was given to her.

- Would rather have someone to work with than to work alone.

- Told her teacher that she did not get much out of the lesson as she already knew what was taught, but her teacher thought that this was just her frank way of speaking.

- Did not feel very easy with her colleagues.

- Talked to the teachers more than anyone else in the group, and her teachers thought that sometimes she talked too much.

- Was disorganized as far as record keeping was concerned.

- Was late in submitting reports.

- Was late for the training sessions, but she did not miss them.

Emily

The general characteristics of Emily (age, 32; race, white) were that she:

- Was a strong and healthy person.

- Was mild in her nature and was very easy to get along with.

- Was very reliable and took her responsibility very seriously.

- Was a very contented person and was not overanxious about anything.

- Liked to share things with others.

- Was a calm person and maintained her calmness most of the time.

- Did not get very excited easily.

- Laughed quietly.

- Had respect for others.

- Had self-confidence and self-respect.
- Was honest, loyal, and emotionally stable.
- Understood other people's point of view.
- Was a good listener.
- Was kind and helped others.
- Sometimes went unnoticed in her group.
- Preferred taking a smaller responsibility and doing it well rather than taking a big job and not doing it well.
- Did not complain about anybody.
- Did not make any excuses.
- Could maintain her calmness in a serious or desperate situation with Program Families but let them work out their own problems.

The characteristics and behaviors related to home and family of Emily included that she:
- Was very happy with her family and friends.
- Loved her children and helped them to have various experiences related to their mental and physical development.
- Was very affectionate with her children and their friends.
- Took good care of her children by providing them good food, education, and other experiences.
- Encouraged her children to take part in games in school and community.
- Kept her moderately new house clean.
- Improved grooming of herself and her children.
- Grew vegetables at home which helped provide good nutrition for her children.
- Had good relationships with her neighbors.
- Sometimes was too much involved in helping her children.
- Sometimes she took her children on family visits.
- Made new dishes and cookies for her children and husband.
- Said that her husband was very considerate and understanding.
- Met family crises courageously and calmly.
- Worried about her children's health.

In relation to her work with homemakers and youth, Emily:
- Did not get overly involved with the families.
- Was very nice to her homemakers, and they liked her very much.
- Did not spend time in talking about useless things with the homemakers.
- Did not overwork or underwork. She did whatever was to be done.
- Did not give any false promises.
- Told the homemakers what she felt was right.
- Was very alert, and friends sought information and guidance from her.
- Was confident of herself, especially after the training.
- Did not impose learning on homemakers but waited patiently for them to ask for help.
- Did her work in time and was regular in submitting her reports.
- Never had troubles with her teacher or with her colleagues.
- Was a hard working person and carried her work well.
- Did her work carefully and neatly and did not care if anybody praised her or not.
- Read her notes and materials carefully.
- Was soft-spoken and had strong feelings for her homemakers.
- Was helpful and was always ready to help others when she was asked.
During training sessions and in other contacts with home economists and other aides, she:

- Brought practical examples into the discussion in training sessions.
- Was willing to share her experiences with others.
- Did not speak unless someone asked her to do so.
- Was a little slow in her answers and her work.
- Did not have strong likes and dislikes for anyone in her class.
- Was attentive to her teacher and did not talk much.
- Remained silent most of the time but she talked when the others asked questions.
- Was a serious learner.
- Had good relationships with her colleagues and teachers.
- Was eager to learn.
- Could not express herself well.
- Was mostly left alone in the class.
- Did not show any attachment to any of the colleagues.
- Did not try to impress others.
- Was a good listener.

**Freda**

General characteristics of Freda (age, 48; race, white) were that she:

- Was a very considerate person and used reasoning in making decisions.
- Was a very trustworthy person. Her teachers and colleagues trusted her with several responsibilities.
- Did not get angry easily.
- Did not talk much but listened to others very carefully.
- Was very open minded, and she made friends very easily.
- Did not have difficulty in making friends with younger people.
- Believed in living within her means. She thought that it was better to take care of the things one had than buy things and not take care of them.
- Had prejudices but tried not to show them, and she also tried to overcome prejudices.
- Was tolerant of a difficult situation.
- Was easily approachable.
- Did not pass any remarks to hurt others.
- Did not criticize others. She gave the impression that such behavior was not for mature people.
- Did not try to dominate others but did things the way she wanted.
- Made decisions spontaneously rather than waiting to listen to others and then decide.
- Was a harmonizer in conflicting situations.

The characteristics related to Freda's home and family included that she:
- Was a widow with six children at home.
- Took pride in her children's achievements in games and studies.
- Was very attentive and careful about her children. Children treated her more like a friend than an authoritative figure in a household.
- Wanted to provide good food and good education for her children.
- Encouraged her children to form good habits and hobbies.
- Took them for educational trips.
- Saw that the children had all the facilities (books, paper, pencils, other) pertaining to good education.
- Kept her house clean and well organized.
- Was in constant touch with her married children in and out of her hometown.
- Bought attractive and less expensive clothes for her children and usually saw that they were well dressed.
- Loved to take pictures of herself with children and show it to the visitor with pride.
- Spent as much time as possible with her children.
- Was worried about her son who came back from Vietnam wounded and was recovering.
- Tried her best to keep up with the demands of her children.

Characteristics related to work with homemakers and youth included that she:
- Gave the feeling that her work was enjoyable and not an unpleasant responsibility to be done.
- Preferred teaching when the people were ready to learn.
- Understood the overall Expanded Nutrition Program and not just her responsibility as a Family Food Aide.
- Made arrangements if she could not carry out a responsibility herself.
- Was a good teacher and always made a list of things she had to do for the homemakers.
- Worked well and did not outwardly seek appreciation or recognition.
- Read books, magazines, and other materials.
- Taught well and did not give any information she did not know well.
- Understood the family problems of the Program Families and gave help.
- Was frustrated when the homemaker did not listen to her suggestions and was in financial problems.
- Helped the homemakers to teach them "learning by doing" but was disappointed when they did not keep it up.
- Was more a friend to her homemakers than just a paraprofessional.
- Missed teachable moments.
- Was concerned about the homemakers' problems but was not involved with their difficulties.
- Sympathized with homemaker but made constructive criticism also.
- Did not spend time in unnecessary talk with homemakers.

Characteristics and behaviors exhibited in training sessions with other aides and home economists included that Freda:
- Was a very responsible person, and her classmates and teachers trusted her ability to do things without much help.
- Was understanding of others and helped others when she was asked.
- Did not resent the instructions given by the teachers. She always tried to follow the rules.
- Was attentive to her lessons but sometimes left early for other work.
- Was often late for her class or conference. She did not have a good car.
- Tried to show originality in her work rather than copying or imitating others.
- Did not show any preferences and colleagues liked to work with her.
- Did not make decisions for her classmates unless she was asked by them.
- Had no fear of being rejected or accepted by the group or by the teachers.
- Was often selected by her colleagues to represent them in carrying out different responsibilities.
- Was relaxed in her work with the homemakers and in training sessions.
- Was cooperative with her colleagues.
- Did not ask many questions.
- Had confidence in herself in carrying out a responsibility well.
- Avoided unpleasant conflicts with colleagues and teachers.
- Was respected by her colleagues.
- Made everybody around her at ease in talk or discussion.

Gladys

General characteristics of Gladys (age, 34; race, white) were that she:
- Did things for herself but someone had to tell her that she was doing well.
- Did not enter a house knowing that the husband of the homemaker was at home.
- Laughed with her homemakers and made them feel free to express themselves.
- Was concerned about her homemaker's welfare.
- Got tense with her work and worried a lot.
- Did not do her job very neatly.
- Sometimes appeared helpless which amused the homemakers who helped her and cooperated with her.
- Had many able homemakers in her group meetings and recognized their abilities.
- Used the resource persons around her.
- Felt happy when things turned out all right.
- Was a good demonstrator of practical procedures but not a good teacher of the abstract content.
- Was not creative in her teaching.
- Let the homemakers talk about other things and did not try to divert the conversation to nutrition.
- Could not handle a complicated situation herself and always asked help from Alice.
- Needed encouragement while approaching a family, and she would prefer that Alice go with her.
- Felt very comfortable when Alice was with her.

Characteristics related to home and family included that Gladys:
- Kept her house clean and organized.
- Was an affectionate mother and took good care of her children.
- Took care of the people who came to her house.
- Always depended on others and liked it when others extended their help.
- Did not tell her children that her husband (their father) was in jail.

In relation to her work with homemakers and youth, Gladys:
- Talked, giggled, and made jokes most of the time.
- Gave a happy appearance although she had worries and fears.
- Had a sense of humor.
- Was polite with other people and never got angry with anyone.
- Tried to avoid a problem rather than face it.
- Was afraid of other people and sometimes she told them things just to please them.
- Was very insecure about her status, ability, and knowledge.
- Was not sure of herself and was nervous in doing her work.
- Was easily dominated by her colleagues and sometimes by the homemakers.
- Made everybody happy around her.
- Was helpless in an unfamiliar situation.
- Was not positive about her own performance.
- Did not use the teachable moments.
- Was eager to distribute recipes but not to teach nutrition.
- Was good in demonstrations but she usually preferred Alice's presence in the group.
- Was more a friend to a homemaker than a teacher.

During training sessions and in other contacts with home economists and other aides, Gladys:
- Always extended her help to Alice.
- Would change her opinion about something because Alice did not have the same view.
- Did not express her opinion well even though the teacher was encouraging her.
- Hesitated to ask questions of her teacher.
- Avoided answering in the class or taking part in the discussions.
- Was friendly to all of her classmates and teachers.
- Was not very attentive in the class.
- Did her laboratory work always with Alice or someone else.
- Took help from the capable homemakers and others to conduct her youth group activities.

Characteristics of Program Families

A few general characteristics of Program Families were synthesized from the case studies, especially from the sections on aides with homemakers and other observations and interactions. These characteristics are
categorized as follows: (1) personal characteristics of the homemakers of Program Families and (2) learning related behaviors exhibited while interacting with Family Food Aides.

**Personal Characteristics of the Homemakers**

Most homemakers:

- Were separated from their husbands or divorced or remarried.
- Had two to five children (range was from 2 to 10).
- Were trustworthy, sincere, friendly, and helpful.
- Wanted to be recognized and appreciated for their performance.
- Did not take failure easily.
- Were sensitive and affectionate.
- Had great pride.
- Were very tolerant when faced with difficult situations related to their housing conditions or money problems.
- Respected and tolerated their neighbors' remarks.
- Were easily approachable.
- Did not try to hurt the feelings of the aides.
- Preferred learning by doing rather than by reading or listening only.
- Had fear of failure.
- Were hesitant to accept new ideas or practices.

Some homemakers:

- Were able to take group responsibilities and exhibited leadership qualities.
- Had a great sense of humor.
- Were nervous and unsure of themselves.
- Had self-confidence.

**Learning-Related Behaviors Exhibited while Interacting with Family Food Aides**

Most homemakers:
- Loved their children and tried to understand them.
- Were very cooperative and eager to learn.
- Were worried about their husbands, their children, and about money.
- Enjoyed working with aides.

Some homemakers:
- Carried out the responsibilities given to them by the aides very carefully and efficiently.
- Tried to improve the physical condition of their house.
- Were quick in learning.
- Were negligent with their household work, especially cleaning and cooking.
- Discussed their problems with the aides very easily.
- Liked to do things their own usual way (e.g., measuring ingredients the old way).
- Were very organized while preparing food.
- Had well-kept storage.
- Exhibited managerial skills.

**Housing Conditions**

The housing conditions of the Program Families were classified into four broad categories: (1) poor structural condition and poor maintenance, (2) poor structural condition but good maintenance, (3) good structural
condition but poor maintenance, and (4) good structural condition and good maintenance.

**Poor structural condition and poor maintenance.** The houses in this category were usually situated in a poor residential area of the town. They were usually small, old, and dilapidated with two bedrooms, kitchen, and a living room. The framework of some of these houses was beyond repair. The paint and siding were falling off the walls. The window openings were covered with plastic. Dry, uncut grass and littered bare ground surrounded these houses.

The floors of the rooms were dirty. There were rags, papers, shoes, vegetables, other food particles, and liquid on the floors. The walls were cracked and usually patched with paper and tape. The curtains were old, torn, and dirty. The houses usually did not provide much security. The living rooms of these houses usually had a few old, torn, and dirty armchairs and a television set and usually gave a pathetic picture of poverty. The kitchen usually had an old broken range and a sink. The kitchen tables were full of food particles, dirt, and flies. In many of these houses, there was no provision for gas or it was cut off because the bill was not paid. There was a lack of order. Clothes were hanging from doors or from a rod between the rooms. The unsanitary conditions of these houses was worsened by the dirt of the household pets (puppies and kittens). A strong pungent odor was common to most of these houses. Out of 21 families whose housing conditions were described in the case studies, 10 fell in this category.

**Poor structural condition but good maintenance.** The houses of this type were in poor residential areas of the city. They were usually old,
small, and dilapidated. The construction was weak, and doors and windows were not strong. The paint was off in many places. The law around the house was well kept. There were flowers and vegetables in the garden. Livestock was kept away from the house.

The walls and the floors of the rooms had cracks, but the homemaker made a real effort to improve them. There were clean, inexpensive, simple curtains at the windows. There were a few simple and worn pieces of furniture in the living room, but they were covered with clean sheets. The things in all the rooms were well organized. The beds were made with clean covers on them. The old range and the sink were clean.

The houses of three of the aides and five of the 21 homemakers were in this category.

**Good structural condition but poor maintenance.** These houses were in a newly built residential area of the town. The lawns were well kept. There were vegetable gardens near these houses. The structural condition was good. The walls were well decorated, and the floors were carpeted. The matching curtains blended well with the color of the walls. The furniture was new and in good structural condition.

The floors and the carpet were full of dirt, ink, and oil stains. There were papers, shoes, and food particles all over the floor. The furniture was dirty, and clothes and other articles were lying on it. There was evidence that the homemaker did not take good care of the house.

Two homemakers had houses in this category.

**Good structural condition and good maintenance.** These houses were new and in a residential area of the town. The houses had beautiful, well kept lawns. The structural condition was good. The walls and the floors were of light color. The furniture was new and well kept. The range and the sink were new and neat. The house gave the impression of good taste on the
part of the homemaker. The homemakers expressed pride in their well-
organized houses.

Out of 21 Program Families, only four fell in this category. However, the houses of four of the Family Food Aides were in this category.

Kinds of Problems

The problems of the Program Families recognized by the researcher, the aides, and the home economists were synthesized as problems related to: (1) food and nutrition, (2) health and sanitation, (3) housing and storage, (4) family relations, and (5) money and management.

Food and nutrition. Examples of problems included:
- Diets in most of the Program Families consisted more of cereals and less of meat, milk, vegetables, and fruits.
- Homemakers "stretched" very small quantities of meat by adding water, potatoes, and other vegetables.
- Analysis of a daily intake chart showed that the homemakers needed more vegetables and fruits rich in vitamin C.
- The aides were afraid that most of the children of the Program Families did not get enough to eat.
- One of the homemakers could not provide breakfast to her children.
- Sometimes the homemakers mixed and boiled small quantities of leftover foods to give to their children.
- One of the homemakers served her two-year- and four-year-old children a doughnut and a little milk for breakfast.
- Some of the aides believed that food was too expensive for the families to buy; therefore, intake of food by the Program Families was not sufficient to maintain their health.

- Most of the homemakers were not familiar with the variety of foods available.

- Neighborhood grocery stores did not have much choice of food products and shopping there was costly.

- Nutrients were lost while cooking vegetables and meat because the principles of cooking them were not practiced.

- Quantity buying of food was not possible because the homemakers had shortage of space in their freezers.

- Some of the homemakers took only bread and "pop" to reduce their weight.

- Homemakers suffering from diabetes and heart condition did not know what to eat and what not to eat.

- A few husbands of homemakers refused to sign necessary papers for getting food stamps.

- A few homemakers thought that vegetarians were less aggressive and eating potato chips were good for teeth.

Health and sanitation. Examples of problems included:

- Infected wounds in the legs, shoulders, or neck were seen among the children.

- Many children were suffering from diseases like epilepsy, colds, and malfunctioning of the liver.

- Common diseases among homemakers were obesity, ulcer, and heart condition. Some of them suffered from skin diseases.

- Some of the homemakers were physically and mentally ill.
- Unsanitary conditions of many houses were due to the presence of household pests (cockroaches, rats, and others) and from the dirt of cats, kittens, and dogs.

- Presence of food particles and liquids on the floors and on the furniture made the rooms dirty.

- A strong pungent odor was present in many of the houses.

- Many of the kitchens were dirty because of oil stains, unwashed dishes, and scattered food particles.

- The screens of the windows of many households were broken; as a result, the flies were in the kitchen and in other rooms.

- Sometimes the vegetables were not washed before cutting them.

- Dirty linen, pillow cases, and clothes were seen in the houses.

- Some children had soiled diapers and running noses.

- Not washing hands before eating or touching food was a common practice of the homemakers and their children.

- Some of the children suffering from diseases were tired of taking pills (epilepsy).

- Some homemakers on ADC took weight control pills, sleeping pills, and pills for nerves mostly because they got them free of charge.

- Homemaker sometimes ignored the fact that the child was in pain because she did not have money to take the child to a doctor.

- Some of the husbands of the homemakers of the Program Families were disabled (broken back bone and others).

- Having a number of children at a very early age contributed to the fatigue of the homemaker.
- Most of the Program Families did not have adequate health insurance to cover hospital bills.

- The homemaker could not go to a better house because she could not pay higher rent.

- Homemaker and her husband took a house out on a farm which was cheap, dirty, and unhealthful but did not realize that it was detrimental to the health of the family members.

  _Family relations._ Examples of problems included:

- Some of the homemakers had crises between love for their families and the reality of life. Their love for their husbands did not allow them to go on ADC. They loved their children so did not want them to go to foster homes.

- A homemaker living on ADC did not want her grown-up daughter to get money from the welfare under false pretenses.

- One homemaker gave his child to a foster home because he could not take care of her without a wife.

- One of the fathers brought his children to live on a farm so they would not get mixed up with the children of the city, especially when there were drug problems.

- Unemployment and under-employment of the husbands created conflicts between homemakers and their husbands.

- Some of the homemakers had mental disturbances because they were left alone with the children and did not have any chance to talk or visit with anyone else.

- Many of the homemakers had adjustment problems with their husbands. Some of them were physically injured because of the fights with their husbands.
Sometimes the children demanded too much of a homemaker's time and energy. This made her tired and angry.

**Money and management.** Examples of problems included:

- Homemakers with a large family and inadequate income lacked motivation to improve themselves.

- One of the homemakers gave a fake check for groceries because she did not have money to feed the children.

- Husbands of some homemakers spent most of their income while staying out of town for business.

- Some of the homemakers did not make good use of their money. One of the homemakers bought an expensive living room suite for $600 when the income of the family with five members was $200 per month.

- Drinking habits of the husbands of some of the homemakers took much of the money from the family budget.

- The landlord of one of the homemakers asked her to leave the house because she did not pay the rent for a few months. The homemaker could not get any help from welfare because her semi-employed husband was at home.

- One of the homemakers borrowed money from welfare to return home from a trip and, thus, had a cut in her monthly ADC check. She did not have much money left for buying food for the family.

- Some of the homemakers could not practice the principles of meal planning because of the limited budget.

- Some of the homemakers could not buy proper clothes because of the shortage of money.
Work of Aides as Paraprofessionals

The characteristics of aides as paraprofessionals and their relationship with the professionals were synthesized. These characteristics were grouped as: (1) teaching practices of aides, (2) problems faced by the aides in their work, and (3) learning through training and conferences.

Teaching Practices

The teaching practices of the aides are described on the basis of their work with Program Families and youth groups.

Planning and pre-planning. Most of the Family Food Aides did some planning and pre-planning of their teaching procedures. Most of them had definite objectives in mind before they went for family visits. As each family was in a different stage of learning, the aides made sure that they were starting in a place where they had left them in their previous visits. This was done by checking the individual files on families mostly kept at their homes or in their cars. Some of the aides previewed the lesson before delivering it to the homemakers. A few of them did pre-preparation of a few steps of a demonstration to save time.

Methods and materials used. Most of the teaching was done in an informal situation at the home of the homemakers. The interaction usually started with a greeting followed by discussion of the most pressing problems of the homemakers. In some situations, the homemaker talked mostly about the problems of feeding the children.

Most of the aides used discussion method in carrying out their work. Another common method used was demonstration. The homemakers enjoyed the
learning-by-doing method the most. Activity-oriented teaching stimulated the adult learners more than any other methods.

However, in teaching the youth groups, each of the aides had their unique ways to make the learning interesting to the group. Most of them used demonstrations in which the youth could actively participate in the learning processes (preparing cookies, snacks, charts, arts and crafts, and toys).

Booklets, recipes, and other instructional materials were given to the homemakers. Sometimes they were explained. Films and slides were sometimes used in group meetings.

Aides provided homemakers with specific information related to their problems. For example, an aide gave a list of low-calorie foods to a homemaker to include in her diet to lose weight.

In most cases, the aides let the homemakers carry out the work, but they helped them when it was needed. A few of the aides explained the recipes to the homemakers and by giving directions to follow. The homemakers usually asked the reasons for their lack of success with some of the recipes. The aides wrote down the questions and gave them the answers on their next visit after they had consulted the home economist.

When the homemakers were good in a particular skill, the aides requested them to help others. A few of the aides used the repetition of information and questions in teaching the homemakers and youth groups. Most of the aides praised the homemakers for their performance.

Other considerations by the aides while teaching. All of the aides were careful not to hurt the feelings of the homemakers. Most of them had empathy and compassion for the families with whom they worked. They
respected the values of the homemakers and did not criticize their moral values which were not similar to their own. They did not show any outward negative reaction to the unsanitary and unhealthy conditions of the houses. Most of the homemakers and their husbands had a strong sense of self-pride and self-respect. The aides maintained the dignity of the homemakers and their husbands. The aides also provided assistance to the homemakers who were emotionally disturbed.

**Evaluation methods.** The aides usually asked the homemakers about the use of the recipes they had given them. In some cases, the aides discussed the menu of the day to find out the use of the four basic food groups in meal planning. The 24-hour recall of food eaten by the homemaker was another method used by the aides in collecting information. This was done at six-month intervals.

At the end of each day of work, the aides were expected to write down a detailed description of their activities with the homemakers. These logs usually included lists of food taken by the homemaker and her family members, activities done (meal planning, cookie making, baking, grocery buying, and cleaning), and behaviors and attitudes exhibited by the homemakers during the home visits. Most of these evidences indicated the new knowledge gathered by the homemakers in relation to food and nutrition and their uses of this knowledge. These data also indicated the changes in the behaviors and attitudes of the homemakers as a result of their participation in the Expanded Nutrition Program.

The usual way of evaluating the youth group was to ask them direct questions or to judge their products. The work with the youth group was also included in the logs.
The researcher judged that the writing of logs could be improved by using a more structured form indicating the types of evidence to look for. She observed that some types of pertinent evidence were not recorded by the aides. Although all of the aides recorded the time of their activities immediately, they did not always complete other information in the log on the day of the activity.

**Food and Nutrition Concepts**

The concepts related to food and nutrition taught by the aides were synthesized from the case studies of each aide, especially from the section on other observations and interactions. The concepts were categorized as: (1) accurate or consistent with recommendations in the training programs, (2) accurate but lacking in precision, and (3) partially accurate or omitting some information.

The following were accepted as accurate information delivered by the aides:
- Some canned foods are cheaper than fresh ones.
- Peanut butter, cottage cheese, and fruits can be given to the family members when the homemaker finds it difficult to cook on a hot summer day.
- Orange, milk, and eggs are good for the children.
- Meat and eggs are good sources of protein.
- Not only meat but vegetables are necessary for good health.
- Kitchen garden and livestock are an asset to the Program Families.
- Peanut butter and carrots are good for children, and they do not cost much.
- Peanut butter is good for the children.
- Eggs are a good source of protein and iron.
- Snacks made of dried milk, fruits, and nuts are more nutritious than "pop" and potato chips.
- Buying groceries on sale in a larger quantity and storing in a freezer is a way of saving money.
- Raising hogs, chickens, and growing vegetables in the garden are a few ways to get food with low cost.
- Peanut butter is a good source of protein.
- The homemaker should lose weight gradually.
- Four basic food groups are necessary for maintaining good health.
- Buying of food stamps usually helps the homemaker of Program Families to provide good quality and quantity of food to their children.
- Low cost foods but rich in nutritive value are desirable.
- Use of dried milk in preparing snacks and other dishes is desirable.
- Cocoa mix makes a good drink for the children.

The following concepts were judged by the nutritionist and others as accurate but lacking in precision:
- It is better to eat less but nutritious meals than too much food with less nutritive value.
- In the growing period, all the nutrients are needed in adequate quantity.
- Plan balanced meals for the family.
- It is easy to take a low-calorie diet when the homemaker grows fruits and vegetables in her own garden.
- Some canned foods are good in quality and easy to store.
- Aide analyzed the daily intake of homemaker and said that her daily diet was lacking vitamin C but had all of the four basic food groups.
- Homemakers need to eat meat, chicken, ham, corn bread, milk, vegetables, and fruits.

- Balanced meal makes a child grow stronger.

The following concepts taught by the aides were judged as partially accurate or as omitting some information:

- Oranges, lemons, and cabbage are good sources of vitamin C.

- Children of growing age need eggs, meat, and milk.

- "Milk is necessary for the body," said the homemaker. "Yes, but meat, eggs, and vegetables and fruits are also necessary for our body," said the aide.

- Pregnant women need good food, especially protein for the growth of the child.

- Cabbage is a good source of vitamin C and homemaker can take it to meet her daily requirements of this particular vitamin.

- Beans and milk are sources of protein in a lunch which includes beans, milk, bread, and tossed salad.

- After analyzing the daily dietary record of a homemaker, the aide said, "Cheese and milk are meeting the protein requirements, but you are not taking vegetables and fruits."

    Concepts judged inaccurate were:

- Vegetables like turnips, squash, and peas do not have cellulose.

- Precooked rice has more nutritive value, and it is larger in quantity than the regular rice.
Concepts dealing with problems beyond the scope of the knowledge of the aides included:

- Potatoes, turnips, and peas can be given to a person suffering from ulcer.
- Jello is good for an ulcer patient.

The extent to which the following behaviors represented an adequate application of food and nutrition knowledge could not be judged without additional information.

- Aide took salad and hamburger for dinner and bacon, tomatoes, and milk for lunch.
- An aide served lunch of chicken and tomatoes to her husband.
- Aide gave salami sandwiches and milk to her children for lunch.
- Aide served the children hamburger and milk shakes for dinner.
- Meat loaf, green beans, potatoes, butter, rolls, green salad, piece of pie and milk were eaten for dinner by a pregnant woman.
- Fish and green salad were eaten for dinner to lose weight.
- Turkey, green beans, potatoes, rolls, butter, jello, fruit salad, rice, milk, and ice cream of large quantity were served for dinner by an aide.
- Cheaper but quality food was bought by an aide for a month (a family of 10 members).

Problems of Aides

In working with the Program Families and youth groups, the aides experienced problems. Some of the problems were grouped as follows.
Approaches to the family:

- Sometimes the homemakers did not keep the promises made over the phone to the aides. They asked the aides to go and see them at a fixed time, but they did not stay at home to welcome the aides.

- Sometimes the homemaker refused to see the aide because she was busy, but a right approach might open an opportunity to teach nutrition. (I just want to say hello or your child looks very bright today.)

- Sometimes an aide had to be persuasive in getting inside the house of a homemaker.

- Some of the homemakers did not allow the aides to go inside of their houses in the beginning of their visits or occasionally on later visits.

- Unfriendly attitude of the homemaker sometimes made an aide hesitate to enter a house.

- Communication with the homemaker was difficult when she answered in monosyllables. Cold-shoulder attitude of some homemakers made the aide uneasy.

- The homemakers who worked at night slept in the daytime, so it was difficult to reach them. It was not safe to visit homes at night.

Environmental conditions:

- Sometimes a crisis such as a death in the family shortened the visit of the aide.

- The excessive noise of children of some of the homemakers made some of the aides nervous and tired.

- Watching television by the homemaker made her inattentive to the teaching of the aide.
- Sometimes it was difficult for the aides to make family visits with an unreliable car.

- The excessive heat in the summer made travel in a hot car and visits in hot houses difficult.

  Teaching related to food and nutrition:

- Most of the families were interested in cooking new dishes of low cost but did not care much about the nutritive values.

- Prejudices against certain foods handicapped the homemakers of Program Families in planning balanced but low-cost meals.

- Many homemakers did not buy the ingredients as requested by the aides, thus, the aide was unable to teach what had been planned and lost time in buying the ingredients for use later.

- Families with too many interrelated problems did not show much improvement. This frustrated the aides.

- Some of the homemakers liked to talk about their immediate problems rather than nutrition.

- Aide got frustrated when the homemaker wanted to be friendly but refused to learn about food.

- Sometimes an aide had to make six or seven visits to a family before she could speak of food.

  Other teaching problems:

- Information available to the aides such as total income of the Program Families did not indicate the extent of such conditions as sickness, high medical bills, insects, pungent odor in the house, and lack of adequate money to buy food.

- Person-to-person teaching was time consuming.
- Youth groups took so much of the time of a few aides that they could not meet the demands of the Program Families.
- The aides sometimes felt discouraged as they continued to try to change the behavior of the homemakers thinking that one day they would see the better ways of doing things.
- Aides had a hard time to decide when to drop a family from the program.

Emotional involvement:
- Family Food Aides usually developed a close friendship with the homemakers so they suffered with the homemakers in their difficult days and felt happy when they were happy.
- One of the homemakers left her children alone at a home out in the country. This worried the aide.
- Some of the aides were disturbed because they could not see the children of some of the program families go hungry.
- Aide was hurt and angry because the homemaker did not listen to her advice and bought an expensive piece of furniture.

Learning through Training and Conferences

During the weekly training sessions conducted by the home economists and the conferences between aides and home economists, the aides were observed to have problems with the following:
- Understanding lessons when technical terms and complex scientific concepts (for example, emulsification of milk, amino acids, calorie expenditure per pound of body weight) were presented without meaningful interpretation.
- Understanding their role when a family member had specific dietary problems.
- Having their assignments completed prior to the training session.
- Arriving for training sessions or conferences on time.
- Expressing themselves.
- Being able to concentrate on the lesson for extended periods of time, especially during lectures.
- Recording important information and generalizations unless the home economist (1) suggested that they write it down and (2) wrote it on the board or called their attention to it in instructional material.
- Asking for clarification of anything they did not understand.

The home economist asked the aides to report their activities with Program Families and youth groups during training sessions. Thus, the aides were able to learn from the experience of each other. They were also encouraged to discuss any problems they were facing, especially nutrition problems. Such discussions dealt with use of left-over foods, inexpensive foods, importance of good food in relation to appearance and health, and quantity and quality in buying foods.

The training sessions generally consisted of lecture-discussion followed by practical experience, preparation of lunch or brunch. More emphasis was placed upon planning, preparation, and serving of meals than on discussion of nutritive value of foods or preparation to retain nutritive value.
Interpersonal relationships among aides and professionals played an important role in the teaching-learning process. The researcher observed that:

- The aides felt that the home economist was like a mother to them, and they could go to her for help any time they wanted to.
- The aides were satisfied when the home economist praised them in class, and feedback of this nature was necessary for their enthusiasm and encouragement.
- A change in the home economist brought resentment from the aides, but an able administrator helped to make the adjustment as smooth as possible for the home economists and the aides.
- The director made it clear to the aides that their work was important and no matter who their supervisor was, they should work hard to achieve the purposes of the program.
- The home economist had to be careful in dealing with the new and the old groups of aides. The groups should not be played against each other.
- It was a challenge for the aides and the home economist to accept individual differences and cooperate with each other.
- A year later the new home economist appeared to be more sure of herself, and the aides seemed to be more responsive and cooperative.
- Ms. Hart said that the work of an aide could not be measured by the hours spent. Time spent with the families depended on the intensity of the problems and the cooperation received from the homemakers.
- A few aides were more expressive in their emotions than others.
- Some of the aides were prejudiced against some of their colleagues. This hindered them in understanding each other and in working together.

Conclusions, Generalizations, and Suggestions

A few important generalizations were formulated in relation to effective teaching by aides, selection of aides, training of aides, and interrelationships among personnel.

Effecting Teaching by Aides

- Knowledge of the background information of the homemaker usually helps the aide to deal with the homemaker's specific problems.
- Teaching based on the level of experience of the homemaker helps to make her interested in learning.
- Each homemaker has unique personal and emotional characteristics; therefore, a successful approach to each involves consideration of these characteristics.
- Establishing rapport with the Program Families is a necessary step for effective teaching.
- Preplanning and prepreparation for a lesson is essential for clear understanding of the material to be taught and for saving time and energy.
- To be on time is an important factor for getting cooperation and response from the homemakers and youth.
- Having an objective in mind usually makes the home visit a success and also gives the aide a satisfaction of accomplishment.
Explaining a recipe, booklet, chart, or procedure is an essential part of effective teaching.

Teaching material, when properly used in the teaching situation, can stimulate interests in the learning process.

Content taught by the aide can be realistic, understandable, and of immediate use to the homemakers.

Discussion and demonstration involving participation of the homemaker and youth is an effective way of conveying information.

- When purposes were explained to a homemaker, she was less likely to resist change.

- Immediate encouragement in learning may lead to better results than criticizing a product made by a homemaker.

- Field trips can be effective learning experiences for all levels of learners.

- Homemakers adopted a new practice faster when the aide illustrated its use in her own life situation than when she made no application to herself.

- Quick adoption of a new practice is possible when the illustrations are presented from the life situation of others.

- Activity-oriented learning experience provides the chance of learning by doing.

- Maintaining the continuity and sequence of learning experiences is an essential part of teaching.

- Homemakers with a skill can help the others, thus, make the work of the aide easier.
- Use of the teachable moments can be profitable for both the learner and the teacher.
- Love, respect, empathy, and compassion for the families can make the work of the aide enjoyable and satisfying.
- Laughing with the homemaker is better than laughing at their mistakes.
- Individual differences need to be accepted in teaching-learning situations.
- Awareness of time spent in home visits is essential but not at the cost of helping the homemakers.
- Sometimes a little persuasion can lead to entering a house and helping the homemaker.
- Helping the people in their crises is a rewarding experience.
- When the experiences in an activity are pleasant, rewarding, and increase self-esteem of an individual, she is likely to continue participating in it.
- What was taught to the homemakers was highly related to the information the aides got in in-service training sessions of that particular week.
- Sometimes the aides were too involved in selling a new idea and had failed to take advantage of teachable moments to communicate another important idea.
- Some of the aides did not modify the ideas or lessons according to the learning abilities of their homemakers.
- Most of the homemakers were looking forward to the visit of the aides.
- Some of the homemakers were very good friends of the aides.
- Some of the homemakers depended on the help of the aides.
- Most of the aides did not do much reading outside of what they got from their teachers.

Inadequacies in teaching nutrition as judged by the researcher included the following:
- Quantity of food or nutrients required per day was not emphasized by the aides though it was recommended in their training.
- The fact that combinations of vegetables and animal sources of protein cost less than pure animal sources of protein was not discussed.
- Aides talked much of high-protein foods and vegetables but not of cereals and fruits.
- The fact that too much protein intake also leads to accumulation of fat in the body was not mentioned.
- Nutritive value of a product was not discussed.
- Dietary requirements of a pregnant and lactating mother were not discussed, especially with the homemakers in such conditions.
- Principles of meat and vegetable cookery were not discussed.
- Principles of measuring ingredients were not taught.
- Unsanitary handling of food was common among homemakers and some of the aides.
- The role of exercise in losing weight was not taught by the aides but was recommended in the training.
- It is suggested that dietary records of food intake be taken more often than six-month intervals and that amounts of food taken be included.
- Cabbage may not be a good source of vitamin C when not taken raw and in a large quantity to meet the daily requirement.
- Many of the aides did not explain the recipes and the booklets given to the homemakers; especially the homemakers with very little formal education need such assistance.

- Sometimes there was too much distribution of recipes rather than teaching nutrition although this was an easy way to get a homemaker to start with food-and-nutrition education.

- When the experiments were done in the laboratory and aides were able to see the result, they had more confidence to deliver the information to the homemaker than otherwise.

- A good result of joint effort in preparing a new dish gave a sense of accomplishment and pride to the aide and the homemaker.

- Inexpensive sources of nutrients should be encouraged.

**Selection of Aides**

Criteria for use in selecting people to serve as aides include the following. The individual:

- Has a background of experience sufficiently similar to the situation in which she is to work that the employer can predict that she is not likely to be afraid, frustrated, and quit the job.

- Has had hardship in her own life, wants to help others, and sees the job of an aide as providing that opportunity to a person or at least has a realistic perception of existing conditions.

- Has some successful experience in managing resources such as time, money, and talents.

- Can manage any personal and family problems of her own without a significant negative effect upon her performance.
- Exhibits or has the potential for developing acceptable homemaking skills.
- Preferably has a high school education but other characteristics may justify consideration of persons with eighth grade education or even less.
- Has potential for learning through training sessions and supervision.
- Is willing to accept guidance and supervision from the professionals and suggestions from colleagues.
- Is willing to admit and correct mistakes.
- Is receptive to new ideas.
- Seeks pertinent information through reading or from other sources.
- Has some degree of organizing capacity.
- Will be able to communicate with homemakers and youth.
- Is willing to respond to needs of homemakers at irregular times.
- Has good physical health.
- Is free of prejudices concerning people of different morals, religions, race, and socio-economic levels.
- Accepts the importance of work with the Program Families, especially with the children, no matter what values and attitudes the mothers have toward life and living.
- Has courage and endurance needed in such situations as when a homemaker closes the door in her face.
- Has strong willpower to withstand obstacles so that the destitute condition of some of the homemakers will not become unbearable.
- Has genuine love, empathy, and compassion for the people with whom she will be working.
- Is interested in working with youth as the Expanded Nutrition Program is now moving toward more emphasis on the youth phase.
- Accepts individual differences and enjoys working with people.
- Is cooperative, considerate, and understanding, has self-confidence, emotional stability, and zeal for working with adults as well as youth.
- Exhibits emotional maturity and a positive self-image.
- Has potential for leadership of groups and for recognizing and utilizing talents of others.
- Can continue to work even though evidence of accomplishment is limited in comparison with the investment of effort.
- Has a sense of humor and apparently is happy and gay.
- Is outgoing and approachable to program families, not shy.
- Can work under unfavorable environmental (psycho-social and physical) conditions.
- Is honest and trustworthy in reporting activities, accomplishments, and problems.
- Will hold information in confidence.
- Will avoid conflicts with people.
- Has imagination and creativity.
- Has pride in her own family.
- Can face crises calmly.
- Exhibits grooming and dress that can be an example for the families with whom she works.

**Training of Aides**

Some important points related to training of aides other than the content (nutrition) are:
- Planning a training program for the Family Food Aides needs to be directed toward the achievement of goals recognized as important for the Expanded Nutrition Program.

- An effective program is based on serving the best interest and educational needs of the people for whom the program is initiated.

- Knowledge of the background of each aide involved in training can provide a basis for the home economist to understand the aides and to make learning more meaningful to each of them.

- Continuity, sequence, and integration need to be maintained in selecting the learning experiences for the training of the aides.

- Although the objectives (behavior and content) to be achieved during the training period are suggested in material provided for the home economist, an adjustment can be made by the home economists depending on the local situation and backgrounds of aides involved.

- A variety of learning experiences during a training session can be provided to maintain attention and interest of aides.

- Adults can learn by repetition; therefore, the repetition of the concepts, through different examples and experiences is necessary in teaching this group.

- Concepts expressed by the home economists need to be on the level of learners.

- Aides learn most effectively in an informal atmosphere. Self-expression by aides can be encouraged through discussion.

- Emotional behaviors of the aides need to be considered in planning, teaching, and evaluating their achievement.
- An aide needs immediate reinforcement and encouragement in learning. Praise of good work brings forth greater effort and more learning than condemnation of error.
- Too much attention to one aide makes others jealous and hurt.
- Language and audio-visual material used in teaching need to be simple and understandable to the learner.
- Lecture followed by laboratory experiences (cooking lunch) usually makes the aide enthusiastic in learning.
- Lessons need to be short, clear, and interesting to keep the attention of the aide.
- Effective class management involves the home economist's leadership in creating and maintaining physical, social, and emotional environment conducive to learning.
- When a teacher becomes aware of the effect of her class behavior, she is in a position to modify it in terms of its effect.
- When the values underlying the role of the home economist are internalized, she becomes consistent in her teaching and supervising behavior.
- Providing freedom of expression about the activities conducted by the aides can help the home economist and aides to learn from a particular situation and to solve problems together.
- Close supervision by the home economist in the beginning of the home visits by the aides is necessary.
- During training, aides need to become aware that the more complex the problem-situation of the homemaker, the more time it takes for the aide to reach her.
- Since cooperation from other agencies can be obtained in helping the families with problems other than nutrition, aides need to be provided contacts with these agencies.
- Mutual trust and respect among home economist and aides facilitate learning.
- Giving the same kind of information to the youth and the homemakers helps to make a lesson consistent and meaningful to both the mothers and the children.
- Food charts made for the Program Families can be useful if they include food items which are less expensive and liked by the families.
- The cooperation, coordination, and immediate attention to a problem by the personnel associated with the Expanded Nutrition Program usually makes the program a success.

Interrelationships among the Personnel

Interpersonal relationships among professionals and paraprofessionals are crucial to the success of the program. Observations included:
- Aides were usually sentimental and sensitive to the reactions of their supervising home economists.
- The Family Food Aides respected the home economist who cared for them.
- Sometimes the aides ran for help at unscheduled times, and the home economist provided the needed help.
- The home economists not only assisted the aides with their work but also helped them to solve some of their personal, social, and emotional problems.
- Most of the aides had developed a strong feeling of love, respect, and trust for the home economist, and they were disturbed when she left.
- Aides wanted to be praised and encouraged by the home economists and other professionals working with the Expanded Nutrition Program.
- Most of the aides were free to discuss their problems with the home economist.
- The supervising home economist sometimes visited the families with the aides in order to be acquainted with the real situation in which the aides worked. When the home economist was affectionate toward the aides, they worked hard to please her.
- The aides wanted guidance from the home economist and were happy to receive it. They did not like criticisms unless they were positive and were told tactfully without hurting their feelings.
- Emphasis on rules and regulations and showing little personal concern and consideration for the aides may jeopardize the interpersonal relationships.
- Most of the aides and the home economists operated efficiently in an informal situation.
- Most of the aides and home economists got involved with the problems of the Program Families and worked together to do something about them.
- Aides and the home economists tried to get cooperation from other agencies to assist the families with problems other than foods and nutrition.
- Aides and the home economists worked together to strengthen the present program and to initiate the youth phase of the Expanded Nutrition Program.
- Motivation to work was higher when the director and the home economists took interest in the work of the aides.
- The director provided encouragement and support to the home economists and the aides in their work.

- The aides wanted to be friends of the home economists.

The Expanded Nutrition Program not only served needs of Program Families in an efficient way, but it also provided a situation where people of different backgrounds (education, socio-economic, religious, ethnic) had an opportunity to interact with each other and learn to understand and appreciate each other.

**Suggestions Related to the Case Study Method**

Suggestions to other researchers planning to conduct similar case studies are as follows:

- A preliminary visit to the situation can make the researcher and other personnel involved more confident in undertaking a study of such a complex nature.

- Cooperation of the people at all levels is needed to make the work of the researcher possible and enjoyable.

- Empathy, love, and respect for the people lead to smooth operation of the research.

- Let people open up to you rather than you attempting to force them to do so. Let them ask questions rather than your asking them. Be patient and a good listener.

- Be natural. Sometimes the subject may criticize you and an easy way out is to laugh with them.

- Praise their strong points and show alternatives to their weaknesses.
- Let the subjects talk about their most pressing problems. If you earn their trust, they will provide the information needed.
- Do not take sides with any of the subjects.
- Be careful not to hurt the feelings of the subjects even though they may hurt yours.
- Analysis and synthesis of the data related to the case studies are necessary to determine what has been learned.
SUMMARY

The purposes of the present study were to: (1) identify characteristics of Family Food Aides which are descriptive of the individual, family, education, and work behaviors and which are judged to influence the Expanded Nutrition Program, (2) recognize problems which are faced by the Program Families in relation to food, housing, sanitation, education, and health of the family members and which have implications for the training of Family Food Aides, (3) identify problems recognized by the aides, home economists, and other extension personnel in carrying out the Expanded Nutrition Program, (4) develop criteria recommended for use in selecting and training aides, and (5) make suggestions applicable to effective teaching by aides, training of aides, and interrelationships among personnel.

The review of literature of the present study included several sections with the view of developing a rationale on which the present study was designed and carried out. These sections were: the case study method, problems, and characteristics of low-income families, analysis of poverty in different societies, and paraprofessionals in expanded nutrition and other home economics-related programs.

The method of procedure was discussed in relation to the orientation visit to the county in which the Expanded Nutrition Program studies was located, the research method, selection of program and sources of data, plan for collection of data, collecting and recording data, and analysis and synthesis of data.

The purposes of the orientation visit to County X were to get acquainted with the Expanded Nutrition Program in an extension setting to
discuss the possibility of carrying out the study of the Expanded Nutrition Program and Family Food Aides, to try out different methods of collecting and recording data, to accompany some aides on visits to Program Families, to get introduced to other agencies working with the low-income families being served by the Expanded Nutrition Program, and to test the reliability of the observations and judgments of the researcher by comparing her observations and judgments with those of the area home economist (title of position is disguised). The result of this visit indicated that the researcher was well accepted by the Program Families. The home economist, director, and the aides extended their help in conducting the study in County X.

The case study method was chosen as the most effective means of achieving the objectives.

The population from which the program to study was selected was all of the Expanded Nutrition Programs that were being conducted in Iowa in March, 1970. All of the Family Food Aides of County X and 60 Program Families were selected for the study. Program Families with each of the following characteristics were visited with the aides for the collection of data:
(1) families with whom the aide has just started working, (2) families who had made some progress through the nutrition education, (3) families who had learned much and were about to be dropped from the program, (4) families who were eager to learn, (5) families who were difficult to work with, (6) families in which the homemaker was physically or mentally handicapped, and (7) families who were in desperate need of economic assistance. Other sources of data selected were the area extension director of Area A, area home economist, and director and home economists of County X. Background information about the individual aides was gathered from the office files.
The data were analyzed and case studies of each aide were prepared. The data collected in training sessions and in conferences were also analyzed and were reported as: aides as group members in training and some shared responsibilities of professional personnel. Additional information was gathered from a visit made by the researcher a year after collection of data. This information was reported as epilogues along with the case studies of each of the aides.

The important findings recorded in case studies in the section on aides as group members in training and in the section on some shared responsibilities of professional personnel were synthesized. The synthesis was organized as: (1) characteristics of each aide, (2) characteristics of Program Families, (3) work of aides as paraprofessionals, and (4) conclusions, generalization, and suggestions. This latter section related to effective teaching by aides, selection of aides, training of aides, interrelationships among personnel, and suggestions related to the case study method.

All of the aides were or had been married and had from one to 10 children. Most of the aides were from low-income families and had a high school education. One was non-white; one had a mixed-race marriage.

Most of the aides understood the purposes of the program, could approach people easily, and respected the rights and dignity of others, could work under the pressure of undesirable environmental conditions, had empathy, compassion, and love for the Program Families, had pleasant personalities, were self-reliant and hard working. Most of the nutrition concepts taught by the aides were accurate or accurate with a lack of some precision. Nutrition-related behaviors exhibited by the aides indicated
consistency between what they taught and what they practiced. Methods used in teaching the families were discussion, demonstration, and actual food preparation. The teaching of the youth groups was mainly activity-oriented.

Housing conditions of the Program Families were of four types: poor structural condition and poor maintenance, poor structural condition and good maintenance, good structural condition and poor maintenance, and good structural condition and good maintenance. Most families had inadequate diets. Some families had no food even for the children for some meals. Unsanitary handling of foods and poor food preparation methods were common. Sanitary conditions in most houses were detrimental to health.

Some of the problems that aides faced in relation to their teaching included unfriendly or unreceptive attitudes of some homemakers, environmental conditions not conducive to teaching-learning, prejudices of families against certain foods, lack of interest of homemakers in learning about nutrition, frustrations associated with slow progress, and anxiety and suffering for the families in destitute conditions.

Some criteria for selecting aides are suggested. These include a background of experiences which helps to prepare the individual for working with Program Families and youth in the program, potential for learning through training sessions and supervision, and personal qualities consistent with the demands of the program.

Some of the important points related to training of aides were: use of concepts and materials suitable to the level of learning abilities of the aides and providing an informal atmosphere for learning, short but interesting lessons, opportunity for learning by doing, immediate reinforcement to the aides, and guidance as well as cooperation with the aides.
The work of the aides needs to be judged by the degree of intensity of the problems of the families and the extent to which the aides have been able to reach them.

It is suggested that activity-oriented experiences continue to be emphasized with homemakers and youth groups.

Interpersonal relationships among professionals and paraprofessionals are crucial to the success of the program.
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APPENDIX

List of Items in Observation-Interview Schedule
Related to the Effectiveness of Aides

A. **Personal Factors**

I. **Factors related to self.**
   a. Self-respect
   b. Motivation
   c. Self-confidence
   d. Friendliness
   e. Feelings for others
   f. Consideration for others
   g. Affection toward children and others
   h. Getting along with others
   i. Understandable
   j. Being positive
   k. Trust and respect for others
   l. Commitment to the job
   m. Emotional stability (control of temper, nervousness, temperament)
   n. Personality factors (introvert-extrovert, self-starter-lethargy, sense of humor, general outlook on life)
   o. Character (honesty, loyalty, ambitions)
   p. Health condition (general health, stamina, disease)
   q. Clothing and housing condition
   r. Neighborhood
   s. Zeal of work for others
II. Factors related to family relationships.
   a. Family background of the aides
   b. Number of children below 5 years of age
   c. Number of children below 15 years of age
   d. Number of children staying with the aide
   e. Unemployment and underemployment of the husband
   f. Conflicts with unemployed sons and daughters staying at home
   g. Education and training of the children

B. Educational Factors
   I. Academic qualifications
   II. Knowledge of nutrition
   III. Time spent in studying
   IV. Use of books and newspapers for information
   V. Individual help taken from the home economist

C. Social Factors
   I. Factors related to social status of the aide.
      a. Income of the family
      b. Employment
      c. Recognition of the immediate social group
      d. Leadership within the group
      e. Welfare benefits
      f. Legislation
      g. Others
   II. Factors related to work.
      a. Orderliness (preparing a plan of work)
      b. Number of families reached
c. Number of activities performed

d. Rapport established with the families

e. Organizational capacity

f. Past experience

g. Period of service as aide

h. Hard working

i. Responsible

j. Involvement in work

k. Individual perception and understanding of the objectives of
   the program and the role of an aide

l. Promptness in submitting reports, attending classes, and visit-
   ing families

m. Respect for the rules

n. Relationship with home economist, extension personnel, and
   other aides

o. Resourceful

p. Teaching methods, materials, and audiovisual aide used in teach-
   ing

q. Job satisfaction