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*Cooperative  
Extension  
Service  
Work with  
Low Income  
Families*

# REPORT OF SEMINAR

Washington, D. C.  
June 3-7, 1963



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Compiled by Miss Josephine Pollock, Division of Home Economics,  
Federal Extension Service, Washington, D. C., October 1963.

# COOPERATIVE EXTENSION SERVICE WORK WITH LOW INCOME FAMILIES REPORT OF SEMINAR

Washington, D. C., June 3-7, 1963

## INTRODUCTION

Many States are presently engaged in pilot efforts to reach families in the low socio-economic levels of our society. Because all States are interested in developing more effective programs and methods for these families, the Division of Home Economics, Federal Extension Service, brought together eight State and county Extension workers for a seminar with them, June 3-7, 1963. Mrs. Helen D. Turner served as chairman for the planning group.

A copy of the daily agenda and a list of participants are at the back of this report.

Examples of recent Extension assistance to families of low socio-economic status were collected from 1963 home economics Extension reports and other available sources for use by the seminar group. The material was assembled under the following headings: Work with Low-Income Families (general); Recipients of Donated Food; Families in Low-Rent Public Housing Units; the Aged; Migrants; Indians.

Dr. Lloyd H. Davis, Acting Administrator of Federal Extension Service, welcomed the group. He commented that while Extension has long worked with people of low socio-economic status, the program for these groups needs strengthening. The problem is not limited to home economics, although much interest is in that field.

Dr. Starley M. Hunter, of the Division of Extension Research and Training, pointed out that in working with low-income groups, educational progress is apt to be slow. It is important, therefore, to establish benchmarks as well as to include methods of evaluation in plans of work. She briefly told of the studies now in progress in Boston, Kansas City, and El Paso.

Miss Marion Neprud, Chief, Communities Facilities Section, Public Housing Administration, spoke on cooperative relationships between Extension and Public Housing personnel working with families in low-

rental public housing units. Some problems of mutual concern are: child care, debts, poor money management, poor use of time, and poor housekeeping skills.

## Papers

Papers were presented by six participants, each with recent experience in the field. The texts are included in this report.

Families Living in Low-Rent Public Housing--Mrs. Elizabeth W. Gassette (Connecticut)

Low-Income Aged Families--Mrs. Katharyn Zimmerman (Missouri)

Negro and Spanish-Speaking Families Living in Rural Areas-- Mrs. Pauline R. Brown (Texas)

Families of Migrant Workers--Mrs. Ruth H. Beyer (Wisconsin)

Indian Families--Miss Helen D. Holstein (Florida)

Eastern Kentucky Families--Miss Dorothy Threlkeld (Kentucky)

In preparing the reports, each participant was asked to consider the following questions:

What did you try to do?

With whom did you try to do this--your audience?

What knowledge do you have about these people? What do you know about how they live; how they think; how they feel; their values, goals, education, source of income, etc.?

How did you go about getting the project underway? What did you do to implement your idea? What methods and materials did you use? What help did you have?

What have you learned?

What do you feel you still need to learn?

## Panel Discussion

Following the talks, Dr. Fred R. Robertson, Mrs. Doris Lane, and Mrs. Katharyn Zimmerman presented a panel discussion on "Administrative and Organizational Problems--Opportunities and Needs Encountered in Developing and Implementing Programs for Low Socio-Economic Level Families."

Some questions and statements by panel members:

Where will competent staff members with understanding and enthusiasm be found?

How can work with low-income families be kept in proper perspective to the rest of the Extension educational program?

If this activity gets the special attention it needs, adequate funds will have to be obtained.

Obtaining results in work with special audiences depends on Extension's ability to work with other agencies and organizations. Many are different from those worked with in the past.

To work effectively with other groups, it is necessary to have clear objectives well understood by each agency and organization.

The respective roles of Extension and each cooperating agency and organization must be clearly defined. This means each must receive some of the satisfactions of success--"The glory must be shared."

Extension personnel must maintain the image of educators.

Is there a possibility that instead of working directly with low-income people, Extension might give leader training in informal educational methods to representatives of other agencies that do work directly with them?

Why can't Extension use the demonstration method and train volunteer leaders of the various low-income groups directly?

Where members of the disadvantaged group are not ready to serve as teacher-leaders, as in the traditional Extension club, they could still serve in other leadership capacities.

It cannot be expected that an educational program will reach those people in the numbers and with the speed possible with some other groups.

It is important to devise ways of measuring progress since it is apt to be slow.

People on low socio-economic levels cannot be thought of as a homogeneous group. There are many and varied groups.

Extension workers need to learn a lot about: the characteristics and needs of these groups, methods to use, and preparing understandable and useful information.

Work with the disadvantaged takes both time and money. Perhaps some staff time now being used in other ways can be diverted to this, and additional funds obtained.

Effectiveness in getting the job done depends upon how well Extension workers are prepared. One step is for staff members to work directly with the people concerned to learn to know them and to see, firsthand, the problems involved.

Available studies should be consulted and their findings taken into account.

In working with people of great visible need, it is necessary to separate emotion from fact and be objective.

Is it possible, particularly in rural areas, to help these people through our existing organization and groups? The answer seemed to be yes--with imaginative adaptation.

Considerable improvement can probably be made in delegating to leaders some organizational work now done by staff members, and so maintaining the teaching leadership.

People hate giving up old methods and customs. Are Extension staff members perhaps as guilty as anyone?

Extension might well further explore methods of working with problems in the low socio-economic group, and using leaders--even paid leaders. Staff time must be left for teaching.

Extension has been slow to work with some groups--for example, labor unions. Through their leadership a large number of people might be reached educationally.

The basic organization of Extension should be flexible enough so that staff members are free to try out methods and to work on specific problems. They should remain objective, remember that Extension is an educational rather than a service agency, and not get lost in the intricacies of working with many other agencies and organizations.

## Group Discussion

In discussion following the panel, some comments were:

There is a new urgency for educational work among those of low socio-economic status. Public housing representatives see the needs of tenants in low-rent units. People view with concern the mounting relief rolls. Some families are second and third generation relief recipients.

Concern and a tendency to cooperatively focus all forces on the problems are growing at local levels.

If the people with whom Extension has been working, e.g., the trained leaders were made aware of the problems of the low-income group, they might be willing not only to release Extension staff time from some ongoing activities, but also to help lead.

Those who are just above welfare level are often in more desperate straits than those on welfare--Extension must not become identified too closely with welfare recipients only.

A distinction needs to be made between education and therapy. Attention has been called to the "hard core of really serious problem people." Extension is not set up to work with them. It is possible, however, to learn how and when to make referrals.

Many agency people are so conscious of problem families that they need to learn informal education techniques to work with the

other families. Maybe Extension can help agency people in this area.

Extension is not alone--many other agencies and organizations are also concerned and are working with these groups. Extension is in a fine position and time to make its abilities count. "I hope we have the courage to get on with it--we have certain knowledge--let's use it."

If enough heat is generated, enough interest aroused, if Extension is willing to accept responsibility, money will probably be made available. Some work will be done, even without more funds.

Staff members with even a little experience in working with these families are very enthusiastic. Many others are still unaware of the situation and how Extension might help to improve it. They need to be informed.

Use of terms such as "families of low socio-economic status," "the disadvantaged," etc., was criticized. Extension might use, instead, descriptive terms which identify specific audiences--terms related to location, occupation, etc. Audiences should be designated in terms of Extension's educational function.

Low-income people living in rural areas are a special responsibility of the Extension Service and should not be neglected in favor of more easily reached groups.

Extension must keep a balance among the groups with which they work.

## Work Session

The seminar group decided that Extension is equipped to do this work and will be expanding its work with families of low socio-economic status.

It was recommended that a report of this seminar, together with the compilation of ways in which the Cooperative Extension Service works with low-income families, be sent to each State.

The group outlined some possible procedures a State might follow:

1. Study the situation. Take "an honest look" at how things are.
2. Relate State situation to national.
3. Identify problems.
4. What are we doing now? Collect specific, documented examples; where--what--by whom--degree of success.
5. What should we do that we are not now doing--what gaps exist?
6. What are other organizations and agencies doing? What are our present cooperative relationships with these agencies and organizations?
7. What competencies does Extension have to do the job?
8. Consider staff needs, characteristics of members, who should be assigned to what work, need for expansion.
9. Staff training.
10. Consider need for special investigative workshop: it might be patterned after this seminar.
11. Consider pilot or experimental projects.
12. Include plans for work with low-income groups (may be varied audiences) in regular plan of work.

Special literature should be prepared to teach people of low educational status, who may have low comprehension and little motivation to learn.

## Listening Teams

The group was divided into listener teams. The team reports served as a summary and conclusion of the seminar and are included in this publication. The teams were:

Motivating factors--Helen D. Holstein, Edward V. Pope, and Evelyn B. Spindler

Methodology and materials--Dorothy Threlkeld, Josephine Pollock, and Stella L. Mitchell

Cooperation with other agencies--Katharyn Zimmerman and Lillie M. Alexander

Program needs based on situation of families--Pauline R. Brown and Loretta V. Cowden

Characteristics and special training needs of Extension workers-- Ruth H. Beyer and Beatrice A. Judkins

Administrative and organizational problems and needs--Fred R. Robertson, Katharyn Zimmerman, Doris A. Lane, Margaret C. Browne, and Helen D. Turner.

## Dramatization

On Friday morning the two home agents attending the seminar presented a conversational skit on matters they considered important to work in the counties. In discussion of their role playing, the following points were brought out:

1. Administration must support agents and give them counsel and guidance in: Shifting program focus, if necessary, to work

with new audiences; deciding use of time; obtaining additional resources if needed, e.g., specialist help or additional county staff; involving the total county staff; and deciding on depth of program.

2. A positive approach is needed.
3. Training is effective when--experiences are exchanged, subject matter is personalized, the trainer has support (legitimization), adequate resources appropriate to the job are available.
4. The image of home economics Extension as an educational program is important both for the people with whom we work and for ourselves. There is prestige in being associated with a university.
5. The most effective methods used in this seminar (which might be used in a State) were: appropriate legitimization, time to let ideas develop (relatively long, uninterrupted time), case study approach, listener group, and focus on problems rather than program.

## LISTENER REPORTS

### Motivating Factors

Helen D. Holstein and Edward V. Pope

The following brief examples of successful attempts to capitalize on existing motivation illustrate the wealth of references presented:

1. "Become part of their way of life."

An agent learned something of the interests of women in a low-rent public housing unit by taking part in their activities as a member of a YWCA-sponsored group. She was not known in the beginning as a professionally trained person. Later, her competence and training became evident. She became a practical resource in the group by being able to respond in helpful ways to expressions of need in areas in which she was trained. The technical help the agent gave was within the framework of a companionable relationship. "I'll go with you"--to the new store, to the thrift shop across town, to the art collection, etc. Communication and correspondence were mostly on a first name, informal basis. Included were many personal notes on postal cards, telephone calls, dropping by "for a chat on the way to work," and meeting in the supermarket to shop together.

2. "You discover that people deep down are pretty much the same wherever you find them."

People seem to want the same things, but the situations in which they try to get them are different. An agent discovered that low-income people want clothing which will make them "look like other people." Another Extension worker found that old people want to see and be seen by people. They also want to be helpful and "responsible for something."

Another discovered that in families of Spanish culture, the proper approach to the homemaker is through the husband. Moreover, the proper approach to the group as a whole may very likely be through the parish priest, and, in the case of migrants, through the crew leader.

3. "The family is a powerful source of motivation."

One agent heard a young migrant worker say she wanted to learn a dressmaking skill so she could show her mother when she returned to her home base in another State.

Love for children and concern for what is "best for them" prompt questions about how much money children should have, what clothes they need, their need for individuality and privacy, methods of discipline, etc.

4. "Use what they have."

For a foods demonstration using a double boiler, an agent purposely did not bring any equipment and discovered the group members did not possess double boilers. The agent "used what they had" by asking, "Do you have a smaller pan which will go into a larger one?"

5. "People resist change."

The force of habit is strong. One report stated that "penetrating the hard core of tradition is a slow process."

It is difficult to change roles. This is evident among Seminole husbands and fathers as these Indian families make their way from traditional matriarchal patterns to family customs characteristic of the larger society.

Changing routines is often difficult for old people as their circumstances are altered.

6. "Look for and find words of praise for the things people do 'right.' "

An agent stated that she made it a practice when visiting low-income families to discover and single out for positive compliment some aspect of the home, some change, or some sign of creative individuality. This positive approach has great meaning in building self-esteem, buttressing courage to be an individual, and stimulating self-improvement.

This is also the best antidote for a pervasive feeling of failure among people whose experience with other agencies has too often been limited to being told what they were doing wrong.

7. "Come up on 'leadership' from the blind side."

The word "leader" often carries anxiety-producing connotations. Lack of self-confidence or experience with undemocratic leadership will discourage people from wanting to have or be called "leaders."

Instead of saying "leader," say, "I'll show you how." Instead of asking, "Will you be a leader?", ask, "Were you able to tell anybody anything you learned?"

Instead of "planning a program," start with, "What do you like to do best?" Follow with, "What do you find is hardest for you to do?"; then, "Would you like to work on making it easier?"

You may finally arrive, as one agent did, at the point where the group will say, "We don't need you any more. We feel we can take care of ourselves."

8. Build on the motive of "fun."

Avoid references to "school," which for many has negative associations. "Come to the meeting just for fun." "Your friends Mary and Betty are coming."

Use games and humor in teaching.

One agent found that bonfires appealed to older people as a way to clean up junk accumulated over the years.

9. "An assignment together makes a team."

Involving people together on a task both believe is important and for which help is available will teach the value of cooperation.

10. "Give people plenty of chances to teach you."

An agent was surprised to learn that the hardest job residents of a housing unit had was hanging out the laundry. For the agent this has never been a difficult task. She admitted this to the group and asked them to show her why they had trouble. As the group, with good-natured kidding, "demonstrated" to her the problems of lack of hampers and baskets, mud in the yard, etc., she was also able to "demonstrate" some practical ways to make the job easier and more pleasant to them.

## Work With Other Agencies and Organizations

Katharyn Zimmerman and Lillie M. Alexander

The speakers mentioned working with the following other agencies and organizations:

Civic organizations and clubs, chambers of commerce, business and industry, libraries, churches and volunteer organizations, and individuals.

Professional groups and individual doctors and lawyers.

Related agencies administering public assistance programs, social security, health, public housing projects, and other USDA agencies.

Educational organizations, universities--residence, research, and extension educational systems.

Some comments from participants:

Dr. Lloyd H. Davis:

No need for conflict of agencies; we can complement their work and make it more effective.

Mrs. Betty Gassette:

There are those who tell them what they're doing wrong--we must find what they're doing right and go from there.

Mrs. Pauline Brown:

There are many agencies and organizations working with people; however, the philosophy of helping oneself must be developed.

- Recognize the value of working with TV, radio, and newspaper personnel to get information to low-income families.

Chambers of commerce and leaders in business and industry working with the Extension Service in community development programs have encouraged families to improve and beautify homes and communities.

Personnel of health departments and educational organizations have worked with agents on related programs.

Mrs. Katharyn Zimmerman:

We need to dovetail plans and programs with other agencies and organizations.

We need to develop with other agencies a mutual understanding of objectives and work at State, district, and county levels.

Dr. Starley Hunter:

We need the cooperation of all agencies to solve some problems.

Mrs. Ruth Beyer:

We need to coordinate information given to migrant families from State to State.

One common thread runs through these reports--work with low socio-economic families cannot be done by one agency or organization but needs the combined efforts of many, not only in formal structure but by informal cooperation.

## Methodology and Materials

Dorothy Threlkeld, Josephine Pollock, Stella L. Mitchell

As reports of work with various low-income groups were given, we realized the need for good methods--we heard them say that no one method can be depended upon but that the professional worker must be familiar with many methods so that the right one or right combination may be chosen for each specific audience. Mrs. Brown suggested that methods be selected to help reach goals and at the same time be meaningful to and possible for the people involved.

### Comments heard:

We need to analyze information to decide what it means in terms of program planning.

We have to know something about the people we are trying to reach so we can pick the right words and methods.

Involve as many as possible in program planning--right at the beginning--both professionals and participants.

People must be involved in planning their own programs. "We must avoid group A planning what group B will do to help group C, whose credit card will be held by group D."

We must be able to set clear-cut goals.

In writing objectives, consider the words: know, be, do, think, feel.

Know when and how to make referrals when problems outside Extension's educational responsibility are brought to your attention.

Subject matter must meet an immediate recognized need--move on from there.

The home visit:

Mrs. Gassette visited 10 homes to become acquainted with the families. She always found something nice to say first. One Puerto Rican mother allowed her to come to her home five times to help her.

Mrs. Pauline Brown stressed home visits as a means of motivation.

Mrs. Beyer and a teacher who spoke Spanish visited families in the migrant camps. They also visited farmers and migrant employers to explain the work they hoped to do.

Home agents in Kentucky made visits to observe the kind of clothing people had, things they made of secondhand clothing, how they stored and cared for clothing. They tried not to appear critical and looked for clues to build interest on.

To learn how to help Seminole Indian families, agents visited a cross section of people--county coworkers, Bureau of Indian Affairs officials, tribal and group officers, missionaries, and social workers, as well as Indian families. On visits to families they observed handicrafts, plants, and other possessions; listened to comments; observed reaction to agent's remarks; listened for names that sometimes indicated leaders.

Other helps to discover and understand problems:

In Kentucky before attending the clothing renovation workshop, each home agent studied census reports (population trends, educational level, age, income), relief rolls, migration studies, rural development experiences, and a study of membership in adult Extension groups. All pointed to the need to broaden Extension's effort to help the people in these eastern Kentucky counties help themselves.

Mrs. Brown made excellent use of census data to describe the Texas situation so the problems she discussed would be understood.

Research studies, surveys, etc.:

Mrs. Brown reported that a county heavily populated with Latins was chosen for study to learn more about their culture and characteristics. The findings helped establish an approach to community and county program planning that really involved the people.

Mrs. Zimmerman said, "We had the benefits of a study on aging done by the Research Committee on Aging of the University of Missouri."

Florida agents read documents, maps, histories, stories of people, and treaties to help them learn to work better with the Seminoles.

Cooperation:

We must learn who and where the groups concerned with the same problems are; then we must find out how to capitalize on our common interest.

The experiences of the Wisconsin Migrant Committee led State agencies to realize they need to work with each other and with all interested groups--lay and professional, church, school, etc.

Legitimizing:

Miss Holstein said: "We get support from the Tribal Council before proceeding with anything."

Leadership:

An intensive leader training program was set up in the Texas county that had been selected for study of Latins. The leaders assisted in reaching the various publics, in making desirable changes in subject matter, and in using all county resources. There is a language barrier--so teaching was mostly "show how." Leaders who could speak both Spanish and English were very helpful.

Migrants have abilities not always recognized. Leaders were found in some groups who were able, with help, to assume responsibility very well.

We cannot proceed very far in working with Indians unless we identify and get the help or at least the sanction of their own leaders.

Mrs. Gassette visited one woman in her home to teach her. She would then invite in some neighbor women and teach them.

Awareness of special audiences:

We must be willing to experiment--to follow up leads even though some will not pan out. A county workshop on knitting, oil painting, and bookkeeping was conducted for some elderly people, with surprising results.

The individual family (or farm and home development) approach was emphasized by every speaker. Mrs. Brown said, "Each family with its complex structure, assets, liabilities, and problems must be investigated as a separate unit before a specific plan for adjustment can be formulated." This is a fine method but has limitations: the large amount of intensive training needed, the educational level of the family, and the number of agents in a county.

The need for individual attention to those with little education, those with low motivation, and those who are easily discouraged was also emphasized. Mrs. Gassette urged that "each one invite one" or "each one teach one" to extend the agents' influence.

The professional may not be able to reach people in the low, low group, but a relative or a friend may.

#### Case study:

All the speakers cited case studies. One was how an agent in Texas worked with a divorced housewife with seven children who had an annual income of less than \$2,000.

#### Special materials:

A leaflet, "Meals for One," was recently prepared in St. Louis to fill the need of low-income older people. Many cook for one or at most two people.

Semimonthly letters for older people who find it difficult to get away from home have been well received. Large print is used for easy reading.

Five simplified leaflets were written by clothing specialists in Kentucky for the clothing renovation workshop.

Use what people have. Dried skim milk was reconstituted at Big Cypress (Florida) by shaking in a quart mayonnaise jar. The Indian families had these.

Kentucky agents visited used clothing stores to talk to people about choosing clothing and the possibilities of remodeling or repair.

Use plenty of illustrative material. An agent on the Seminole Reservation used a toy bank, money, a toy house, food models, and other visuals to teach families how to use banks and how to use money to pay for things they need.

Find what is available from the stores.

The four-point teaching plan was emphasized:

(a) Show them what to do, explain yourself; (b) help them to do it and tell why; (c) let them do it by themselves; (d) help them progress and help others.

#### Meetings:

Should be planned only when people are ready for meetings.

Have an outline of what you are trying to accomplish but keep it flexible and don't be afraid to deviate.

Meeting once a week or oftener is usually better than at longer intervals.

Small groups are more effective than large ones, sometimes even two or three small groups in one room if necessary.

Plan meetings in easily accessible places.

Use the blackboard. Use "their" words to state problems.

Listen--don't jump to conclusions.

Take advantage of every success or good statement made by participants.

#### Demonstration:

Use the equipment and materials the people have or can obtain. Donated foods were used with foods the Indians used regularly. When the home agent gave a demonstration to the Seminoles on the Big Cypress Reservation, she changed the cooking instructions to fit the pots and open fires or camp stoves the Indians use.

#### Tours:

Interested Seminoles were taken to visit a museum to study Seminole and other Indian exhibits to help revive craft work.

A tour of several modern homes was arranged to help Indian families adjust better in moving from chikees to houses.

Women met the home agent (at first quite by chance--later by design) at the grocery store to watch her select her own groceries. She explained her choices, why she bought canned peas this week rather than frozen or fresh.

Five homes were toured to see workable kitchen storage and furniture arranged to fit the needs of the family.

Mass media:

- Must choose appropriate content and have right timing in use of mass media.

Missouri is now working out some TV tapes directed toward the elderly citizen, to be used in cities.

Training:

Professional Extension staff members must learn how to work with families with low socio-economic status or other specialized needs.

Conferences for Missouri staff members will be held this fall "to broaden their vision of the opportunities to serve the aged."

Evaluation:

Evaluation needs to be built into plans of work.

## Program Needs

Pauline R. Brown and Loretta V. Cowden

People apparently have difficulty in talking about their needs--besides not knowing what's available to know. Women need encouragement to show others and serve as informal leaders--but will do so. We concluded that program content needs, as viewed by outsiders, aren't always the program needs that the people themselves see. Extension workers need to lead in pointing up problems and suggesting alternative programs to solve them.

Program needs run the gamut of objectives directed at change--attitudes, knowledge, and skills related to all phases of subject matter--but must be adjusted to situations.

The needs include:

1. More consumer education--how to buy: use of thrift shops, discount stores, supermarkets; seasonable foods and quantity.
2. Nutrition for all age groups, including preparation and use of commodity foods.
3. Clothing (especially important to this group)--how to dress, how to adjust and alter used clothing, simple construction, mending, and care.
4. Housing--storage, landscaping, housekeeping; how to use and care for modern equipment and homes; how to choose and use cleaning supplies.
5. Ideas for group action for children--nursery or play while parents work, while parents attend meetings.
6. Career exploration for youth--job opportunities, job training opportunities.
7. Home nursing for simple ailments--cut medical bills and, possibly, income producing.
8. Anything that builds self-esteem: opportunities for creativity, comfortable group activity, art, personal grooming improvement, etc.
9. Money, time, and energy management--include use of credit and better buying habits.
10. Family relations--child-parent relations over money, changing role of parents, and changing cultural patterns. Should be in connection with all subject-matter areas.

Imagination in adjusting program content, methods, and materials to what people have and understand is a vital key.

## Characteristics and Special Training Needs of Extension Workers

Ruth H. Beyer and Beatrice A. Judkins

### Characteristics of workers:

1. The personal characteristics needed are: a warm personality; a dedicated interest in working with families with fewer resources; maturity, flexibility of individual; a sense of humor; tolerance; patience; and an ability to recognize that audiences are individuals with feelings, emotions, needs.
2. The professional characteristics an agent needs include: the ability to cooperate and work with other groups and agencies, yet clearly identify her responsibility and possible contributions of other Extension staff members; an understanding of phraseology, terminology, "the language of the people"; an interest in exploring new methods and new approaches; an ability to recognize "achievement" and sincerely acknowledge it; sincerity and a belief in her principles; and a sense both of detachment and relatedness.

### Training needs:

1. Human relations--self-understanding and stages in the life cycle (aging).
2. Depth understanding--people's needs, people's educational achievements, and skill in recognizing them.
3. Working knowledge of community--power structure, cultural groups, ethnic groups, etc.
4. Technical knowledge--a clear understanding of where to go for information pertinent to the situation and how to use census information to recognize and understand problems and programs.
5. Referral information--a working knowledge of the function of different agencies to make appropriate referrals.

6. Methodology--the "demonstration way," the home visit, use of mass media (TV, radio, etc.).
7. Writing materials for special groups.
8. Writing reports--communication.
9. Workshops on special subject pertinent to the problem.
10. Evaluation methods.
11. Program planning.

## **Administrative and Organizational Problems and Needs**

Margaret C. Browne, Doris Lane, Fred Robertson, Helen D. Turner, and Katharyn Zimmerman

1. The entire staff, State and county, should become familiar with the objectives of this program and the need to devote time and thought to its implementation.
2. Extension and other agencies concerned with low-income families must become thoroughly familiar with each other's organizational pattern and objectives to determine how they may most effectively work together at State, district, and county levels. The image of the Extension worker as an educator and a part of the university staff must be maintained.
3. Cooperating Extension-related groups--State and county--should understand this program, its objectives, and its relationship to other Extension programs in the allocation of staff time and effort.
4. Resources must be allocated to maintain a feasible program balance as staff members become involved in preparing teaching materials and publications, and altering methodology to fit this expanded clientele.

5. Since potential work with this group extends beyond the reach of present Extension resources, additional funds are needed.
6. To work effectively with low-income families, staff members must possess, in addition to the qualifications desirable for any Extension worker, a sincere interest in these families, tolerance, patience, and the ability to recognize small achievements.

## SPEECHES

### Families Living in Low-Rent Public Housing

Mrs. Elizabeth Gassette, County Home Demonstration Agent, Hartford, Connecticut

Beginning of a Human Relations Program in a Housing Project

Sponsored by: The Greater Hartford Community Council under their Preventive and Protective Services Committee on Family Life Education. The Extension home agent is on this committee.

Audience: Young homemakers, 16-22 years old, living in a housing project (Charter Oak).

Problems: (From interview with tenant relations personnel)

1. Increasing number of young homemakers with one or more children.
  - a. Young husbands--both lacking maturity.
  - b. No husbands.
2. Low income.
3. Unsatisfactory but necessary job for husband.

4. Welfare agency aid.
5. Friends still in high school in other communities or towns with social activities centering around school.
6. Little or no interest in life or hope for the future.
7. No plan in homemaking including money management.
8. No other young homemakers living near enough for social contact.

Solutions tried:

1. An afternoon group, 1:00-3:00 p.m. was started for young homemakers. (We checked to see if there were any other groups in the area.)
2. A supervised nursery was held at the same time and in the same location.
3. Tenant relations personnel chose six homemakers as charter members--each to invite one other in her age group.
4. Each passed on some or all of the information from each meeting to other homemakers--"each one invite one"  
"each one teach one"
5. Homemakers assisted professionals in planning programs to include: socialibility, skills, discussions.

These homemakers did not know one another. The friendly visitor idea was suggested--a name and address of a homemaker in this age group was given each charter member.

Several planning meetings were held with representatives from Family Service, Children's Services of Connecticut, Junior League, housing authority, Visiting Nurse Association, YWCA, board of education, Diocesan Bureau, community council, welfare department, school social workers, and Cooperative Extension Service. The city manager's wife is chairman of Preventive and Protective Services.

The chairman (yours truly) visited 10 homes to become acquainted with the apartments and the families and interviewed tenant relations personnel: re: the people and their problems.

About 20 young homemakers were interviewed and were interested in a homemakers group.

The YWCA had a group of 14 young women already organized. A suggestion was made by committee members to "put our newly found 20 in with this group. It would solve many problems. They could move from their established meeting place 1/2 mile away (can't cross river--have to go around) where the Community House would house all 34. This 'Y' group has an established nursery school supervised by a trained person at a minimum salary--25 cents per family (some bring four children!)." The education chairman ("me") said she could not approve.

Between this committee meeting and the next, I visited and worked along with this "Y" group painting trays. As we painted we talked about the best buys in the food market and I tried to tell them how to substitute inexpensive for otherwise. I learned that one lone colored (as they prefer being called) girl attended their first meeting. She had been invited by a "Y" member and it had taken several invitations before she accepted. (She knew no other young colored girl in her neighborhood who would come with her.) Finally she accepted, came to the meeting only three times and left early--finally telling the girls she didn't want them to feel they must walk home with her if they didn't want to. Three of the girls talked with her, inviting her and another colored girl from another unit to coffee. Then both colored girls began to come to the meetings. They made earrings and were so proud of them. Their children (each had two) enjoyed the nursery with the other children. The last time I saw the group the colored girl said to me, "I like it now. I wanted to come to learn but until there was 'another like me,' I didn't feel good being here."

After these experiences I strongly urged the Protective Services Committee to leave this group as they were--they had become a "group" concerned with each other's welfare.

The next committee suggestion, also a "practical" one, was to cease inviting all young women to form a group and concentrate on the ones the housing authority would have to evict if they didn't become better housekeepers! My Extension education took issue here! We could not work in a group structure this way. We would be glad to see what we could do to help these people but we were set up for a voluntary group program, not a compulsory one. Coerced participants would probably not participate.

The result after much work--

Family Service is now working with as many of these "to be evicteds" as possible, giving them homemaker service to help them get cleaned up,

and hoping to motivate them to stay that way (or some semblance). Now the reasons for poor housekeeping are many--but one was that some had failed so often in everything else, there was no incentive. So we set up a consulting service to the Family Service homemakers which so far is working quite well--we refer problems but we also act as a human link between the people, their problems, and the referred agency.

Next the new homemakers' group was started. Only seven came to the first meeting. One woman on the way out whispered, "I can't come again. I'm the only white one; I have nothing against colored girls but I can't associate with them." I visited her in her home. We discovered the church she belonged to had a large group of colored folks moving in. She thought this was good. Finally she said something to the effect that maybe if she could worship with them, she could learn with them. We talked about some of the girls who lived around her who might come with her if she asked them and told them she had enjoyed it. She's still with us--in fact there are 26 now (1961), about two-thirds colored and one-third white.

One interesting experience in intergroup relations was a visit to an art collection. No one had ever been before--nine went this time. As we got into cars to depart, there was much rushing (by whites) to get together, and they did. But after seeing the art works of colored as well as white (pictures of artists included), I noticed they were so concerned with seeing everything and talking about the ones they liked best and disliked too, that it was quite a "mixture" that returned in two cars. A painting lesson followed and what fun they had--except for one 16-year-old who painted only holes--deep, dark, and frightening to her. (Referrals made.)

No Puerto Ricans signed up for the group. Finally, a Chinese girl said that her husband knew two of the Puerto Rican men and he'd talk to them. The result was, "The girls are shy, they speak such poor English." Now we are working on English classes in the homes where three or four women will learn with a teacher over Puerto Rican coffee--black, thick, and delicious to them!\* English lessons were given by the Board of Education at the community house last year, but after one or two times nobody came. This is too different from their pattern--a big hall, lessons held at night, men and women attending, etc. We're hoping this new effort works out.

\* Classes are now (1963) being organized by the Adult Education Department of Hartford public schools.

It's interesting that in one of our group meetings the Chinese girl said, "I don't understand this--tell me about it. You understand cause you are all Americans. Your families always did it this way; mine didn't." White and colored alike tried to help her.

This is only the beginning. I'd like to write about our "program" for it is most interesting to see how they ask for help and what we do. But this report is stressing our organizational progress thus far and the human relations that enter into it.

As a result of our beginning work in human relations in this housing project, the following home economics program evolved in 1961-1962:

Young homemakers' program--six Wednesdays and tour of five homes (overall attendance 22-average attendance 14).

I assumed Extension responsibility for home and family living. These were the meetings held:

1. Find out what they would like to do in the group.
  - a. Blackboard--What did you do this morning? (Everything listed from washing and sending children to school, to talking on phone, visiting, TV and radio.)
  - b. What did you like best? TV--radio--visiting!  
What did you like least? Hanging out the wash.  
Storing away winter clothes.  
Taking care of sick child.  
"Making" children eat breakfast.  
Getting meals.
  - c. What shall we do next?
2. Laundering--planning, doing, storing clean clothes, etc.
3. One-dish meals--demonstration preparation of two (served 22 women).
4. Kitchen storage--demonstration set up in housing project.  
Discussion followed tour and demonstration.
5. Children's food habits--led by a pediatrician.
6. Storing winter clothing--demonstration and discussion.

At least one member of the Protective and Preventive Services Committee attends each meeting.

A tour of five homes--selected for such things as:

1. Workable kitchen storage.
2. Furniture arranged to fit family needs.
3. Pleasing color schemes.
4. Do-it-yourself furniture and furnishings.
5. Senior citizen with treasures from the past, pleasingly arranged in a small but adequate and peaceful setting (social security income only, lovely garden in front of home).

These women discussed things freely--even the shy ones had something to offer and finally some questions to ask. Three excellent leaders were found--leaders according to the group's standards. The women asked for a similar group starting in September.

Subjects they wished to cover--mending, clothing construction, childhood diseases, getting along with others.

Committee sponsored a second homemaking program in 1962. Junior League provided: play equipment, pediatrician at all meetings (with children), nursery school teachers. Senior citizens from the housing project provided four sitters. Children had an excellent play area.

#### Helping Puerto Ricans

Situation: The visiting nurse in one housing project in Hartford's North End found signs of poor nutrition among Puerto Ricans.

The Extension Service (Hartford County) was asked to teach the buying and preparing of foods.

Problems: Puerto Rican families would accept fish and greens but did not know how to cook them to preserve their nutritive value (broiling and cooking in small amounts of water).

Solution: One mother allowed me to come to her home five times to help her prepare dinner. Family members were present.

Teaching procedure: Light the oven, find a safe place for matches; clean stove to some extent--more later; teach how to get rid of cock-roaches; explain the type of cooking utensils to buy and where to get them at small cost; discuss rummage sales, discount houses, etc.; teach to broil; show washing greens and cooking a short while in covered container; use canned fruits; bake a cake; set table with what was available (later utensils were purchased by family).

Some results: Mother became a real leader. I would visit and teach her and she would invite in some neighbors. We cleaned up kitchens, made curtains for windows, washed and starched old curtains, washed windows, refinished secondhand kitchen tables, gave chase to cock-roaches (just because I didn't like them; they didn't bother the families much).

After several weeks Olga didn't need me anymore; she taught her neighbors with the help of her husband, who was present at every session we had. She called me when she couldn't read a cookbook or something new became a problem, but she "took over" in her circle of friends and they too became better adjusted in their new homes.

Language was difficult for me, so when the visiting nurse could not be present, I "demonstrated." Soon I found them helping and trying the English words I used--we laughed together and I became a trusted friend.

What have I learned? Much! But to be specific--

1. To think and work in terms of problems, not programs.
2. To accept people in low socio-economic levels as people with feelings just like my own but with vitally different "experiences."
3. To work with them, not for them: to show and do, to explain; to help them do and tell why they are doing; to let them do by themselves; and to help them to progress and help others.
4. To keep my sense of humor and encourage theirs.
5. To teach one point at a time and teach it well (not to try to give a "course" in an hour).
6. To work in reference to their aspirations, not mine.

7. To be happy with small successes but to keep working ever onward and upward.

These points and much more have I learned.

What more have I to learn?

1. More learning and relearning on the above!
2. Languages.
3. Cultural patterns and how they are changing.
4. Ways to learn the values of those with whom I work.
5. Motivations for learning.

## **Low Income Aged Families**

Mrs. Katharyn Zimmerman, Assistant Director, Agricultural Extension Service, University of Missouri, Columbia.

Winston Churchill once said, "The young sow wild oats, the old grow sage." I guess our aim is to help the old harvest a bumper crop.

Our growing concern with the problems of the aged and aging has resulted to a large extent from population changes in recent years. The Missouri Committee for the 1961 White House Conference on Aging reported: one out of every 9 Missourians today is a person 65 or older compared to one out of every 25 in 1900, and the trend is expected to continue in the future; persons between the ages of 45 and 65 represent more than one-fifth the total population; one-third of the total population of Missouri is either middle-aged or in the older age group.

Many of those 65 and over do not have adequate incomes. The increase in life expectancy and the decrease in work life expectancy contribute to this situation. Increased costs of living make low income even more critical for our elderly citizens.

The aged population in Missouri is largely in rural areas. Fifty-seven of the 114 counties have 15 percent or more of their population over 65. Most of these are north of the Missouri River and along the lower western border. Compared with the country at large, Missouri has fewer of its old-age recipients living in urban areas and more living in rural areas. This reflects in a measure the desire of older people to remain in small towns. Too, as children have moved from farms and villages to the cities, parents are left behind because of crowded housing and higher living costs in cities.

The Research Committee on Aging of the University of Missouri conducted a study on aging for this committee.

Our home economics Extension staff members and Extension club women assisted with the interviewing in rural areas. While it would not be possible at this time to delve deeply into this interesting and revealing study, I do want to share some pertinent findings which have influenced our plans for working with this age group.

1. An adequate income seemed to be important, allowing a more active life and less worry over money matters.
2. Income and education seemed to have a bearing on older people's ability to find interesting ways to spend their time and make their lives more satisfying.
3. Health seemed to be a major concern. Poor health involved medical bills, inability, and dependency on others.
4. Leisure time activities did not seem to be organized. Nearly all social participation takes place in the church.
5. Many indicated they did not have a clear idea of what they wanted to do, although the prevailing philosophy of old age seems to be to keep busy.
6. The majority interviewed were satisfied with their present housing situation and planned to stay there as long as health and finances would permit.
7. Most indicated they never planned for the future, especially for future retirement.
8. The men thought of themselves as breadwinners and the women as homemakers. They had difficulty reversing roles when necessary.

Much of our program is directed toward the 45-65 group. We aim to provide educational opportunities leading toward more satisfying lives and preparation for later years. Work with this age group largely involves programs to increase their knowledge and understanding of how to use their resources--money, time, talent, skill--to reach their personal and family goals more effectively. In some instances this involves creating an awareness of available resources and the importance of establishing goals.

Programs reach the 65 and over group in a variety of ways. Our main objective is to provide educational opportunities within the physical and mental reach of senior adults to help them solve the problems of old age. These programs are most acceptable if they are not labeled "for old folks."

Our University Extension Division is helping both age groups through varying channels and approaches. We are working with them as a separate audience and as a part of our total program.

Our educational program can help older people maintain good health. I believe it was Jimmy Durante who said, "If you love what you're doing... that's half the battle in keeping your health." Time grows long for some of our seniors. Often they have not learned how to enjoy their known and unknown talents. Talents come to light and time is used to advantage in short courses such as bookkeeping, oil painting, and design fundamentals. County workshops are conducted with knitting and oil painting taught by senior adults. A woman past 70 teaches china painting. An elderly man makes canes free for other seniors; Extension club members deliver them for him. Libraries help prepare book lists for the bonus years. Seniors do more reading when directed to books they enjoy.

Perhaps our largest program with low-income older adults is in food selection, preparation, and serving. Our specialists recently held 10 district conferences for county Extension home economists on low-cost meals. A welfare staff member attended each meeting and discussed low-income families' problems in providing adequate diets. Welfare has requested additional training for their staff members. A recent bulletin, "Meals For One," was prepared to help low-income older people. Many cook for one or at most two people. We are preparing other leaflets for those with limited resources who may find our regular publications difficult to understand. Weight control is a problem among low-income older people in our rural counties. Counting calories appeals to seniors, especially if it becomes a game with several taking part. We are working with county health departments on diabetes detection, safety, first aid, and educational programs on cancer, tuberculosis, and heart

disease. In cooperation with welfare, we are continuing our educational program on the use of commodity foods and the St. Louis food stamp program.

Low-income older people must adjust their spending patterns as incomes become even less, medical expenses mount, and they become less able to take care of themselves. We are working closely with Social Security representatives to inform seniors of social security benefits and how to make best use of this income. Help on using income is offered in cooperation with public housing, church and mission groups. Some problems involve poor food buying habits.

Storage is short in most homes of the elderly. Extension home economists are finding ways to provide storage, though it may not come up to our so-called "standards." Our agents working with Negro families are quick to see how low-cost or no-cost items can be used for storage. Much of elderly people's housekeeping is complicated by the accumulation of "things." We've had some profitable "reorganization and bonfire" work which has helped seniors save energy and get more enjoyment from their housework.

As years pass for the past-65 citizens, they find it increasingly difficult to get away from home. Those who are housebound look forward to our semimonthly letters. Large print is used for easy reading. The letters never refer to old age but are simply written on subjects of interest to this age group. Older people do listen to radio and watch TV. They have time to read newspapers. It is difficult to measure the number we reach through mass media. I'm sure we need to devote more time and effort to radio, TV, and news releases.

Some low-income elderly people in rural Missouri live in large old homes. Our low cost suggestions concentrate on living in only part of the house, and help them simplify housekeeping and finance the upkeep of a smaller space. Our work with Farmers Home Administration includes remodeling homes for older people. In areas where public housing is available, we teach this group good housekeeping and care of homes.

From experience we've learned:

1. As people grow older they want some form of social interaction. They want to see people and have others see them. Surely we can capitalize on this characteristic.
2. Older people do not want to be considered different from other people--abnormal. We need to remember, and remind them too, that problems are not peculiar to old age. The mother with a

first child has problems, the businessman has his problems; they're just different problems as we grow older. A more positive approach is needed.

3. Older people prefer to have their routines change as little as possible. They are prone to take the easiest way--prepare the same foods, live in the same house, wear the same kinds of clothes. We must take this into account if we are to be most helpful to them.
4. Older people have the same basic desires they had as younger people. Society seems to forget this. Our work will be most effective if we remember they still desire to be recognized, to be loved, to be appreciated, to feel needed, to be responsible for something however small, to be with others, and to feel productive.
5. Numerous groups and organizations concerned with the problems of aging offer programs for them. To be most effective, we must learn who and where these groups are and become familiar with their objectives. The field is fertile with plenty of challenge for all. We can assist each other in many instances. Through understanding we can increase our effectiveness.

In Missouri we got the cart before the horse. We've been working with the older low-income citizens for several years, and merely stumbling into others who are working in their interests too. Although each county is different, in a State conference this August we plan to help our Extension home economists broaden their vision of the opportunities to serve the aged. Speakers will include the Director of the Center for Community Development, a State commissioner of health, a panel on "Community Aspirations and Resources as We See Them" presented by the Executive Director of the Missouri Bar Association, a clergyman, the Director of the Community Health and Medical Practices Division, a representative of education, and a specialist on occupational opportunities. The conference will close with a talk on "The Role of the Extension Home Economist."

What do we still need to learn?

1. We need to know more about the interests of older, low-income people. Most of those in our Missouri study indicated that they were fairly well satisfied with their lives. However, one said he felt like "a piece of driftwood on the river of time." They indicated a desire to see people. What types of people do they want to see? What do they want to see them about? We need answers to hundreds of questions like these.

2. How do we involve these low-income elderly people in planning? What do they want to do? We've made a start but it's only a beginning.

Some of you heard Dr. Leo Simmons at the American Home Economics Association Workshop on Aging emphasize the importance of involving people in planning their own programs when he said, "We must avoid group A's planning what group B will do to help group C whose credit card will be held by group D."

3. We must know more about the objectives and plans of others working with the aged. We find conferences with welfare, health, housing, church groups, and others time-consuming but most rewarding. We still need to learn more.
4. What proportion of our time should we spend with the after-65 group? Will our time be more profitably spent preparing those 45-65 for later years?
5. Will we help our aged most by working with them as a part of the family group, or is this unrealistic in our present society?

There are a host of other questions we're asking. Doubtless these will come out in further discussions.

## **Home Economics Extension Work with Rural Families in the Lower Socio-economic Levels of our Society**

**Mrs. Pauline R. Brown, Supervisor, Home Demonstration Work and District Agent, Texas Agricultural Extension Service, Prairie View.**

A discussion of how we reach and work with low socio-economic level families living in rural areas, particularly Negro and Spanish speaking, is my contribution to this seminar. To help you understand what will come later as I discuss the what's, how's, and why's, let us begin by taking a look at Texas.

### The Situation

The U. S. Bureau of the Census officially reported the population of Texas as 9,579,677 as of April 1, 1960. This was a gain of 1,868,483, or 24.2 percent, over the count in 1950. The most significant development was the rapid increase of the urban population, especially the increase in the total population of the big cities. While Texas was increasing 24.2 percent, the urban population was increasing 2,347,951, or 48.5 percent, and the rural population was declining by 16.7 percent (479,468).

This rapid decrease in rural population continues a trend evident since the census of 1930 when the population of the State was 41 percent urban and 59 percent rural. Today it is 75 percent urban and 25 percent rural. Several factors have contributed to this shift from rural to urban environment. One of these has been the adverse agricultural economic conditions existing in many parts of the United States in recent years, including Texas. This has tended to drive population away from the farms. An even greater positive force attracting population to urban areas has been Texas' rapid industrial development.

While the general drift of population has been from rural to urban areas, a survey made by the A & M College of Texas indicated the drift was slowing down. Several factors were cited. Larger farms and mechanized farming operations are improving farming conditions. At the same time, the farm standard of living is rising rapidly, as shown by the increasing number of farms with paved roads, mail delivery, telephone service, electric current, and other conveniences enjoyed principally by urban dwellers not many years ago.

Texas is so large and its physical conditions so varied that little attempt should be made to interpret population data without studying local conditions. For example, while the entire State increased 24.2 percent during the 1950-1960 decade, the population declined in 143 of Texas' 254 counties. That's more than one-half of the State's area.

Many extremes are found throughout the State. Population varies from 1,243,158 in Harris County to 226 in Loving County. Density varies from more than 1,000 people per square mile in Dallas County to 0.35 in Loving County.

Although Texas has been under Spanish-speaking, Spanish, and Mexican sovereignty throughout most of its existence, its population today is

fairly homogeneous, the English-speaking group usually classed as Anglo-American. Most of this population either came from the old South or is descended from people of the old South. Texas climate and soil conditions favorable to the growing of cotton attracted Southerners. This also accounts for Texas' largest non-white group, the Negroes. Today they constitute slightly less than 12 1/2 percent of the total Texas population.

Most Texas Negroes live in the eastern half of the State with the greatest concentration near the Louisiana boundary line. Throughout most of Texas history they have been largely rural dwellers. In recent years they have joined the drift toward the urban areas and large Negro concentrations are found in most Texas cities.

The Spanish-speaking or Latin-American group is, next to the Anglo-American, the largest distinct population group in the State. Many come from some of Texas' oldest families--descendants of men who signed the Texas Declaration of Independence or fought at the Battle of San Jacinto. Most of them, however, came to Texas later, attracted by employment opportunities on Texas farms and ranches. Most of the Texas Latin-American population lives in a belt extending some 200 miles north of the Rio Grande. The greatest concentration is in San Antonio.

The exact number of Latin-Americans in Texas is not known since the Bureau of the Census does not enumerate them as such. However, estimates place the number between 1,000,000 and 1,500,000, based largely upon Spanish name count made by the Bureau between 1950 and 1960.

While the Texas population consists largely of three groups--the Anglo-Americans, the Latin-Americans and the Negroes--there are a number of small racial and national groups widely distributed over the State. These include German, Czech, Swedish, and Norwegian settlements, and one Indian reservation.

The small farm operator was the first forced to shift from rural to urban life. Those who survived sought off-farm employment to supplement family income. Expanded farm size, advances in technology, and higher production costs increased capital requirements to the point where only those farmers with considerable financial resources and technical know-how have been able to be full-time farmers. In most sections of Texas, half to two-thirds of all farmers supplement their income by off-farm work.

If I have given you a general bird's-eye view of Texas, now I wish to talk about how the Extension Service has attempted to reach the low socio-economic groups. We aim to have a broad Extension program in Texas,

reaching every area and all groups, helping people make better decisions in solving their family living problems. We realized we must understand the people: their philosophy, their customs, their resources, and what has happened to them in past years.

Each population statistic represents live, dynamic human beings. These individuals and families migrate from one place to another. It is our population--not just numbers--and they hold our future in their hands. Their whims and fancies determine the growth and decline of a given agricultural product, or a community in our State.

#### Work with Latin-Americans

Although the Texas Agricultural Extension Service is responsible for work with all groups, it was doing very little with a certain cultural group--the Latins. A county heavily populated with Latins was chosen for an experimental study to learn more of their culture and characteristics. The findings would establish an approach in community and county program planning to truly involve the people. A special team was placed in the county to make the study.

First, the population was studied in hopes of finding help in the statistics to assist with programming for the county. The population had almost doubled in the last 20 years and there had been a shift from rural to urban, with the urban outnumbering the rural population by approximately 9,000.

We realized that trying to reach the population through regular organized clubs and individual assistance was futile. With the shift from rural to urban, even the rural people were becoming consumers rather than producers, thus both methods and subject matter had to be changed to meet the needs of the new population. Some of the methods added were mass media and special interest workshops.

We decided to set up an intensive leader training program and to let the leaders help reach the various publics, change subject matter, and use all resources in the county, both human and material.

A study of the number of births compared with the number of deaths over the past 10 years revealed a sharp decline in deaths resulting in the number of youngsters and old people showing rapid increase. Sixteen percent were under 5 years and 4.5 percent were 65 and over.

In considering this information, we felt we needed to study specific problems of those over 65: to develop food and nutrition programs, housing and health; to survey organizations and institutions to find things those over 65 could do; and to help all aged people feel the importance of building a social security base and want to be self-supporting.

The race distribution disclosed that 44 percent were Anglo; 54 percent Latin; and 2 percent Negro. Since emphasis would be placed on the Latins, their characteristics were studied more closely.

Mexican culture is present oriented; the family is a mobile unit. Family habits--a culture combination of old and new.

Family looks to leaders of own group.

Youth mature early, marry early, and withdraw from school. Work must be done in early ages to reach family through children.

Have little trust in banks or people outside the family group.

They seem to be jealous of each other to the extent that if one progresses to leadership status, he ceases to be trusted.

Women work outside the home along with the men; however, men do not help with homemaking chores.

There is a language barrier--programs must be mostly "show how" as communication is difficult. Leaders will be people who can speak both English and Spanish.

Clothing is chosen for beauty, color, and conformity rather than durability.

Have little knowledge on care of various fibers.

This knowledge of their characteristics helped determine the approach to work with the Latins. The first step was to locate, recruit, and train their natural leaders in things that interested them, then broaden the program to meet their needs and the needs of the county.

Studies have shown that income potential is directly related to the amount of education. In this group, people over 25 years had a median of a little over 7 years of schooling. Forty-one percent of those 14 to 17 years of age were dropping out of school. A career educational program based on facts, cost of education, and estimated income was needed.

Income for household use in 1959 as shown in Sales Management for July 10, 1960, was as follows:

Dollars for household	Percent of households
0 - 2,499	34
2,500 - 3,999	24

4,000 - 6,999	27
7,000 - 9,999	8
10,000 - and over	7
	<u>100%</u>

This means that 34 percent of the households which average 4.04 persons per household were living on less than \$2,500. This was an improvement over 1950 when 53 percent had less than \$2,000.

The average Texas income for effective buying is \$1,104 per capita, or \$3,838 per family. In this particular county in 1950, the income averaged \$689 per capita and \$2,598 per family. In 1960, the State average was \$1,609 per capita and \$5,630 per household. In San Patricio County, the per capita had increased to \$1,118 and \$4,646 per family. If these were average figures, there were many families below this level to explain the heavy welfare programs.

The estimated annual income required by a retired couple in Texas for a minimum standard of living is between \$2,000 and \$2,500 annually. The problem was to decide how the families living on less than \$2,500 annually could provide for emergencies and retirement.

We decided to: study ways to help families make the most of all resources--for example, careful planning of well-balanced meals for good health; plan consumer programs based on needs of people, and use all available resource people; plan programs of special interest to boys and girls on managing their money by being good consumers of food, clothing, and recreation. The programs could be given by leaders from their own group.

Some sources that helped these families equalize income were:

1. Doles based on need.
  - a. State department of welfare provided old-age assistance, aid to dependent children, aid to totally and permanently disabled, and aid to the blind.
  - b. County welfare department provided food, clothing, drugs, transportation, hospital, and funerals for those who could not provide for themselves.
  - c. Federally donated foods were provided for those not eligible for State funds. (Much was not used because the people did not know how to prepare it. They were not familiar with the food.)
2. Social security.

Figures secured from the local Social Security and State welfare offices showed that payments for older people were shifting from old-age assistance to social security. County welfare department expenses have risen from \$15,653 in 1956-57 to \$26,230 in 1960-61. Federally donated foods were distributed to 26,492 persons.

These figures implied that people needed an understanding of social security and how it works. Some groups need to develop a philosophy of helping oneself. Family members needed instruction in good nutrition as a means to good health and in home nursing. Food and nutrition programs on preparing and using Government-donated foods should be given often. A program including these projects was developed.

A study of marriage and divorce in the county also gave a better understanding of these people.

These are only some of the facts and implications gleaned from statistics on the low socio-economic Latin families, but I hope it gives you an idea of what has been done.

What has been the success of this project? This will be a longtime program because of difficulty in securing the cooperation of the Latin families themselves. Penetrating the hard core of tradition will take time. At least this project has given us a better understanding of a segment of our population. It has enabled us more adequately to plan a program to meet the needs of these families.

What we need most is to overcome the prejudices and win the confidence of the families. This experience has led to another experiment in another section of the State in which an agent of Latin descent is developing the program.

#### Work with Negroes

Radical change has not been necessary in the Extension program for Negro families because of the similar cultures of the Anglo-American and the Negro. They adopt American practices because they have no close ties with any other country to dictate their customs as do the Spanish-speaking people.

As we look at the characteristics of the Negro, we find that:

1. As a rule they are receptive to recognized leadership irrespective of race.

2. Those remaining on the farm are there by choice or economic condition. They are usually stable.
3. There is a strong desire for more home comforts and conveniences.
4. Many recognize the need for education through their own experience, so they want better education for their children.
5. Those in the upper bracket of the low socio-economic group are sociable and have group tendencies.
6. Those on the bottom level are class conscious, live in their own world--must be reached individually.
7. They have a tendency to be gullible--a byproduct of low education. Many are great imitators and therein lies the story of their progress.
8. Generally, they do not plan use of their resources, human or material, adequately. The planning which is done, usually is done individually--not as a family.
9. Community pride is minor.
10. They are not concerned with current events outside their immediate vicinity.
11. Many have not developed a sense of thrift.

I am not a stickler for statistics, but they become necessary from time to time. In Texas, 18 percent (1,724,341) of our population has an annual income of \$2,000 or less. In that group falls 38.9 percent (468,685) of the non-white population. Mexicans are estimated to equal non-whites in the low socio-economic group. This means 786,971 whites fall in this category. Negroes and Mexicans comprise 54.4 percent of the low socio-economic group.

Not all these people are in rural areas. A recent survey of San Antonians' income disclosed that: 28 percent made less than \$3,000; 63 percent made between \$3,000 and \$7,000; and 9 percent made \$7,000 and above.

The largest number of Negroes work on farms. Most of the men are farm laborers and farm foremen. Then follow the farmers and farm managers, then those who operate machinery as drivers and deliverymen, followed closely by laborers off the farm.

The women are private household workers. Running a slow second are the farm laborers and foremen. The foreman category is doubtful. Then there are the service workers: cooks, waitresses, counter workers, etc.

All jobs mentioned fall in the unskilled or semiskilled categories.

A study of the educational level of the Negro will also shed light on his ability to earn.

MEDIAN SCHOOL YEARS (25 years old and over)

	<u>Yrs.</u>		<u>Yrs.</u>
State	10.4	Rural farm	8.8
white	10.8	white	8.9
non-white	8.1	non-white	6.8
	<u>Yrs.</u>		<u>Yrs.</u>
Rural non-farm	8.9	Urban	11.0
white	9.2	white	11.4
non-white	6.9	non-white	8.5

Negroes and Mexicans are concentrated in counties with the lowest family income. Extension workers to work with Negro families are located in the areas with the larger Negro population. It is not hard to understand why the majority of the Negro families involved in the Extension program are in the low-income group. They are the people. Established Extension methods and procedures are utilized with them with a fair degree of success. The accepted Extension organizations are maintained and other media are being used to a larger degree. This includes regular news columns, radio programs, occasional TV presentations, workshops on special problems in the public interest, etc.

A large percentage of low-income people have radios or television sets. This is one of their valued possessions. From my observation these families read more daily or weekly newspapers than formerly. The children may have helped along this line.

Many of the families have been reached through the Texas Community Improvement Program designed to stimulate individual family and community improvement. The objectives are to make farm and ranch life more desirable and satisfying, as well as more profitable and stable for farm families. The program is open to rural neighborhoods or communities throughout the State. It is sponsored and conducted by electric utility companies operating in Texas, in cooperation with the Extension Service.

County scoring teams, district judging teams, and State judges pick 132 communities to receive the \$6,800 in awards given by the electric companies. This year 162 of the organized communities enrolled were white and 107 were Negro. Fifty-four had never been organized before.

This movement has created great interest in communities where the people have chosen to take part as an organized group. Those in the organization have assumed greater responsibility toward their neighbors (who in all probability may be relatives) to inform them, assist them, and to encourage their participation by beginning at home. We have seen marked improvement in many of the low socio-economic family homes--changed attitudes, changed values, individual growth are evident from their actions.

They have responded to the leaders by adopting many of the practices recommended, and pride shows in their faces when they ask leaders to have the judges visit their homes.

The farm and home development method dictates that each family unit must be treated as a separate unit of population. Each family with its complex structure, assets, liabilities, and problems must be investigated as a separate unit before a specific plan for adjustment can be formulated.

Our objectives are to help families develop understanding and ways of thinking, analyzing facts, collecting important data, and becoming independently able to deal with problems. Rather than getting people to adopt this or that particular practice, we are helping them learn to attack that problem and reach an intelligent solution, which in many cases will be the practice we had in mind. We believe the end is how people think and work together on a problem, rather than what they do to actually solve it. The importance of assisting farm families in decision making has increased.

There are approximately 352 families involved in this approach. They range from 3 to 12 families per county. This includes both \$1,500 families and \$90,000 farmers. It depends upon the family's desire and willingness to work together, plan together, learn together.

This method has its limitations. Three are:

1. Amount of intensive training required.
2. Educational level of the family.
3. Number of agents in the county to permit adequate coverage of the farm and home as a unit.

We find that if these families are given ambition, energetic leadership, and a little elbow grease, this method will result in more attractive homes, better family relations, and a changed attitude toward the future. Actually these people are as house-proud as anyone you know.

Through the county program building effort, progress is being made toward involving all relevant groups and resource people who can contribute to the process. More people are becoming acquainted with the real county situation and the people's needs. Program building success depends upon how completely each member of the committee understands the process. It is a difficult task, but little by little, progress is being made. As the committees are motivated to help assemble county background information and, with the help of resource people, analyze the information and draw implications from it, they are more able to prepare a county program reflecting the identified situations, major problem areas, needs, interests, and objectives.

Through this process, people have been made to realize that they have a responsibility to the low socio-economic groups within their county, community, or neighborhood. In the counties, these people are considered in building a program. Sometimes many of the committee members themselves belong in the low-income group. The written programs show evidence that provisions have been made to reach all groups.

The home demonstration agent in Grimes County reports, "Several years ago an attempt was made to work with a low-income family in Anderson community. This was not an easy task as members of this family did not attend council, nor were they affiliated with any home demonstration or 4-H Club. The only tangible contact the Extension agent had with this family was through school or church activities.

"In an attempt to motivate this family, the agent made home visits and held family conferences to analyze and observe the family living conditions. The results of this approach revealed the following problem areas:

1. The family consisted of a divorced housewife and 7 children
2. The family income (total) was less than \$2,000
3. Their income was derived from domestic day labor and seasonal farm labor
4. The age of the children ranged from 6 to 16
5. Poor eating habits prevailed
6. A lack of proper clothing and clothing care prevailed
7. Poor management of time, money, and energy was evident.

"As four members (three girls and one boy) of this family were 4-H Club age, the agent decided to involve this youth group into 4-H Club

activities. The girls were given project demonstrations in foods and nutrition and clothing, and the boy was given a meat animal demonstration. As this family was receiving food and clothing from welfare, it was relatively easy to fit their demonstrations into their family situation. As the demonstrations progressed, the girls began to plan a variety of menus to fit the foods available. This aroused the interest of the parent and she became a member of her community home demonstration club. As a member of the home demonstration club, she was subjected to a variety of method demonstrations on food planning, food preparation, and general home management. Some of the techniques she developed were preparation of one-dish meals, combination of vegetable and meat salads, and uses of powdered milk and dehydrated eggs.

"During the years, this family has learned many new ways of preparing food dishes and economizing on the family food budget. The children have added interest to the parent's enthusiasm by completing projects in meat, animals, bread, rice, and cereal programs, and other phases of foods and nutrition. The girls' management of time on table service has helped the family establish better eating habits.

"This family has also become conscious of clothing care and grooming. We feel that this awareness was created by techniques members of this family learned through participation in 4-H and home demonstration clubs.

"Today, the mother is a member of her community home demonstration club, the county council, and serves on a subcommittee of the County Program Building Committee. All of her remaining children of 4-H age are actively engaged in community or county 4-H activities.

"This family would never have been reached, had the agent not used direct approach through the children of 4-H Club age."

We use many types of materials in our effort to strike a responsive cord with these families.

In conclusion, I wish to concur with Extension Rural Sociology Specialist Ralph Ramsey of Kentucky, who said, "The wants, standards, and aspirations of low-income people are quite different from those of the usual family with increasing income and increasing level of living. Consequently, with some low-income people, the agent may be more a social worker than an information-giving educator."

## Families of Migrant Workers in Wisconsin

Mrs. Ruth H. Beyer, Home Economics Extension Agent, Manitowoc County, Wisconsin

In 1947, Wisconsin indicated interest in migrant families and their problems with a study of housing made by the College of Agriculture.

In April 1950, the Governor's Commission on Human Rights submitted a 48-page report to Governor Oscar Rennebohm, entitled Migratory Agricultural Workers in Wisconsin: A Problem in Human Rights. The letter of transmittal stated. "Essential to the education of the citizens of this State is a knowledge of fact as distinct from rumor or hearsay concerning conflict or tension situations." And again, "Indispensable to the economy of the State, the migrants are entitled to human rights. Many State and private agencies are already alerted to their needs, as well as to the needs of their employers. It is the hope of the Governor's Commission on Human Rights that this report may stimulate both interagency cooperation and community organization to the end that these migratory people will no longer be considered the displaced persons of America."

As a result of this study and the report of the Governor's commission, Governor Rennebohm set up an interagency committee in May 1950. In the summer of the same year, the town of Waupun, with the assistance of the Governor's commission, conducted a pilot summer school project for Texas-Mexican migrant children. This was considered successful and continued for several years. In 1952, Mrs. Rebecca Barton, director of the Governor's commission, testified before a Senate committee in Washington on migrant conditions in Wisconsin and made recommendations for Federal and State cooperation. In 1961, a bill calling for registration, inspection, and certification of all migrant camps by the board of health passed the legislature.

Perhaps the most dramatic progress has been "the expansion of the interagency concept to a total teamwork concept embodied in the State Migrant Committee, formed in 1953 at the suggestion of the Governor's Commission on Human Rights under the auspices of the Wisconsin Welfare Council.

State agencies have realized increasingly that they need to work not only with each other but also with all interested groups, lay and professional, church, school, and community, employer and employee, agricultural leaders and businessmen. There has been a widespread recognition that no groups should be excluded from the task of seeking solutions. The new State Migrant Committee stands as a symbol and seal of this maturity of thought and effort."<sup>1</sup>

In 1956, the Assistant Director of Agricultural Extension was asked to consider Extension assistance to migrant families. In March 1957, he asked the Sub-Committee on Community Activities of the State Migrant Committee to explore the possibilities of educational assistance by the University of Wisconsin Agricultural Extension Service (particularly home economics) to local communities in developing local migrant projects.

County home agents were informed of needs and problems of migrant groups, so they could work more efficiently in local situations.

A grant from the National Consumers' Committee for Research and Education, Inc., of the National Consumers' League was made to the University of Wisconsin to employ one full-time home economist to explore the possibilities and problems of a project to help develop a more satisfactory home and community life for migrant labor families. The project was to provide education in home management, infant and child care, sewing, care of property, and recreation.

The goals were:

1. To become friends with migrants and have them feel they were accepted.
2. To help migrant families help themselves to improve their living conditions.
3. To help migrants understand their place in the community.
4. To assist people in the community to better understand the place of the migrant family in the community.

This was to be accomplished by:

Direct educational services to migrants.  
Training of community leaders.  
Training of home economics Extension leaders.

Migrants had been coming to Wisconsin for many years. The community was semi-aware of them but the only people greatly concerned were the employers and retailers.

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<sup>1</sup> "The Relationship of the Governor's Commission on Human Rights to the Migrant Labor Problem in Wisconsin," February 1954.

## Marquette County

The first pilot project was in Marquette County where there was very little public interest in the migrant. In this project, we worked only with the employers and did not have an advisory committee.

There had been no community activities for migrants. A church group with plans in a preliminary stage dealt primarily with religious problems.

The other audience, of course, was the migrants themselves. In this respect, they had to be introduced to not only the community projects but also the community way of thinking.

An agreement was made between the National Consumers' Committee and the University of Wisconsin. The former provided the funds and the latter administered the project through its Agricultural Extension Service. An experienced home economist was employed to direct the project. The Committee on Migratory Labor set up by the Governor's commission continued its interest.

The Marquette County project was established in 1957 with the aid of the county agent and the employers of migratory labor. One of the two women hired to carry out the project had previous Extension experience, and the other had been teaching Spanish and had spent considerable time in Mexico. She and the county agent visited farmers and employers to assure them our only concern was to work with them in fostering desirable relationships between them and the laborers. In general, farmers were slightly skeptical and felt that we might be interfering with work hours of the laborers or that it might involve quite a bit of money. Naturally, because of the housing bill, they did not feel they could spend a great amount of money for something of a frivolous nature. After discussion, however, they felt there were possibilities.

Following the initial contact, a meeting was held in the county Extension office with local agents, muck farmers, some interested citizens, and a few laborers. The plan was discussed thoroughly, and again they were given assurance that we would in no way interfere with business affairs or use laborers' work time. Because this was a new project, we could only indicate what we hoped to accomplish. Some problems brought out at this first meeting were:

1. Labor is needed every day, so the only time we could work with migrants was Saturday afternoon or Sunday.
2. Women work in the fields; therefore, they would seldom be available.

3. The only ones left in the camp would be small children, and what could we hope to do with them?

Others listed were: cost, and the language barrier.

The employers indicated they didn't particularly care what we did so long as it did not interfere with their business. They agreed that if women were left in camp, we could work with them and the children. If it was acceptable to the adults, we could come back in the evening. They suggested we make some Spanish-speaking movies available. They hoped, of course, we could teach the workers how to care for washing machines, utility rooms, etc.

During the first summer about half of home agent time was spent visiting community people instead of the migrants. This first summer was completely experimental. We had some gains.

#### Manitowoc County

The second project was started the next year in a canning area in Manitowoc County. The groundwork was again laid by the Governor's Commission on Human Rights. Because we had learned many things the first year, contacts were made in a different manner and a community committee was established to:

1. Help get community acceptance
2. Give moral support to the program
3. Provide ideas for the program
4. Provide leadership assistance
5. Evaluate the program

The following is an excerpt from a bulletin Homemaking for Migrant Families.

"A member of the Commission interviewed employers and owners of the canning companies and supervisors of the sugar beet industry in Manitowoc County. The purpose was to explain what had been done in Marquette County the previous summer and to talk over the advisability of locating a similar project in the Manitowoc area. Finding the employers agreeable to the idea, further contacts were made with some businessmen of the town of Manitowoc. Cooperation of the county agent was secured. He in turn brought the matter before the County Agricultural Committee for their approval. This was necessary since the project would be channeled through the Cooperative Extension Service of the University of Wisconsin."

With groundwork laid, a preliminary meeting was held early in the spring with representatives from civic organizations, and educational, labor, and service groups. The district home economics Extension leader told about other programs of this type, and a representative of the Governor's Commission on Human Rights told about Wisconsin activities. The Extension 4-H department suggested ways in which 4-H and other rural clubs could play a part. The National Consumers' Committee for Research and Education had provided another grant for a 1-year program. The project would be in Manitowoc County if the community approved. The offer was accepted and an advisory committee was set up to work out the details of the program.

A second meeting was held in May to plan the program and consider ways to bring about better community living conditions for migrant workers. The slogan was "to help them help themselves." Recommendations on human relations and religious issues were discussed and the need for complete community understanding of the racial, sectarian, and human rights of the migrants was emphasized.

Because members of the group were so unfamiliar with the situation, the director agreed to submit a survey of the camps before another meeting. This included: number of family groups, ages, health needs, religion, working hours, and housing.

Nineteen members of the advisory committee held a third meeting in June to analyze the survey. The Girl Scouts agreed to help with recreation and handicraft and to furnish dolls and material for doll clothes; the men's service clubs volunteered to round up used bats and balls, radios, old record players, books and magazines; the Musicians' Union said it would provide trios for music at the camps; the United Church Women planned to conduct a program in the camp for about an hour in the evening at a set time each week, and also to provide an afternoon program for the children. Plans were made to have a chest X-ray program, to secure films at the public library, to have a radio program in Spanish once a week, and to put up road signs to warn the public of children playing at the campsites.

The director was asked to prepare a schedule of activities and instructed to call upon any of the groups for assistance. It was emphasized that since we had an organization, all groups who wished to participate should clear their plans through the designated person to avoid duplication of effort. Newspaper articles followed each meeting so the community as a whole was well informed.

#### Facts About Migratory Workers in Wisconsin - 1962

During 1962, 10,785 migratory workers represented by 729 crew leaders and family heads were employed in seasonal food processing and agricultural activities in Wisconsin. In addition, 3,671 migrant children under 16 years of age accompanied these crews. The bulk of the migratory workers was employed during July, when they made up 60 percent of the agricultural work force in the State. The 10-year average (1952-1962) of migratory workers seasonally employed in Wisconsin is 11,000.

The great majority--8,376 workers in 639 units--were Spanish-speaking migrants, mostly from Texas; 2,145 workers in 63 units were from Arkansas, Louisiana, Mississippi, Missouri, and Florida.

8,376 workers in 639 units claimed Texas as their home State.  
667 workers in 19 units claimed Mississippi as their home State.  
716 workers in 21 units claimed Missouri as their home State.  
319 workers in 7 units claimed Arkansas as their home State.  
260 workers in 10 units claimed Louisiana as their home State.  
447 workers in 33 units claimed 16 other States as their home State.

The number working in the various crops were: cherries, 4,055; cucumbers, 3,793; peas, 1,572; sweet corn, 34; vegetables, 892; other canning, 439.

Migrants in many instances worked more than one crop. This can best be illustrated by saying 10,785 workers filled 13,311 jobs. Historically, migrant workers in Wisconsin go from the sugar beet and pea crops into cherries, and then into cucumber or sweet corn harvest. However, in 1962, there was no sugar beet acreage.

Before starting on the special assignment with migrants, the home agent's knowledge of their living conditions was very meager. She immediately remedied this by visiting camps to find out how they lived, where they came from, and what they wanted to do.

These people are human; they have feelings and problems just as everyone does. The families are large; they travel around by private car or trucks; they sometimes stop to sleep in a motel; most of them sleep in their trucks or cars along the way. The people who have their own cars usually have their own homes in Texas and sometimes display a feeling of superiority to the people who have to travel by truck. Migrants are

usually very cooperative among their own people but also have occasional disagreements--no different from people on main street. Three-fourths are Spanish speaking. However, there is usually one or more in each family group who understands some English.

Some migrants work their way from Texas to Wisconsin, leaving home base sometime in February. Some go to Florida and work their way north from there, while others go to Missouri, Montana, Illinois and then Wisconsin, following the crops from one State to another. Another group comes directly from Texas to Wisconsin and works only in the two places. These people are much more stable and more ready to accept educational programs.

They are becoming more conscious of schools and education and insist that their children take advantage of any available schooling. Some young men who work in one canning company are in either junior college or the university. Several families have children who are university graduates.

One mother said, "My son must continue his education so that he will not have to work as hard as his father and I have. Also, in a few years there will be no work of the kind we are doing and so my son must be prepared for something else."

In our area, migrants may be paid by piecework or at an hourly rate, depending on the crop. In some cases, wages may be withheld until the end of the season. This means they may not have money to spend unless they have saved it from a previous job. Migrant children often worked on the crops so their families could earn as much as possible. Now we have a child labor law that prohibits children under 14 from working.

Migrants' hours are often long and the work is hard. Most workers move from one crop to the next, from State to State. Those who work on the muck farms, producing lettuce, celery, carrots, onions, and sometimes mint, come early in the spring and stay until frost.

There is a minimum wage law in Wisconsin. The hourly wage paid varies according to the ability of the migrant, the number of years he has been here, and the type of work he is willing to do. Some men start at \$1.25 and above. Women receive less. People who work in the canning factory have steady work while the crop is being processed and are able to make a fair income for those months. Housing is furnished. Payroll deductions are made for utilities, social security, and insurance. Some families must live for the entire year on what they make in the summer. This becomes quite a strain. Occasionally, we find some who have savings accounts. If the employer pays the migrant's way to Wisconsin,

he will deduct so much per week for repayment. Some deduct all summer so the migrants have enough money to return to home base.

In Wisconsin, employers must meet minimum housing standards. Every camp and every house used by a migrant family must be inspected and certified by the public health department. Therefore, most migrants have housing which meets minimum health standards. One young mother said, "We like to come to Wisconsin because we know that we are sure of a roof over our heads." I do not want to leave the impression that our housing is elegant but, by law, the employer must provide adequate shelter. Some migrants are very appreciative of what they have and take very good care of their homes, while others are less careful.

The women are normal. If I happened to stop in for an unexpected call at their homes, I might find the kitchen floors dirty, unmade beds, and toys around. However, if I was expected, usually their homes were picked up, clean and neat. We do not know how they live at their home base. Once in awhile the women will show a picture of their home or tell about living with their families someplace else. They all seem to have some sort of a house back home in Texas. Some of the crew leader's wives speak of having modern homes.

Problems these people cope with every day are basically the same as any average American. They are concerned about their children, about health, about education. They have a social strata of their own. They do not all mingle and families do not all maintain the same standards.

We have tried very hard to make migrants a part of the community. Activities are too often taken to the camps and this segregates them. We have tried to work in reverse and have encouraged different community organizations to invite the migrants. It was suggested that church groups in town should not hold religious services at the camps but should invite the people from the camps to services in town and make a special effort to see that they attend church of their choice. The local Girl Scouts and 4-H Clubs have invited migrant children to join their groups and take part in their activities. When homemaker meetings which the women might find interesting were held, they were invited out of camp. They did not always have transportation if their husbands were working at that time. At one camp, the crew leader was willing to bring the women in a truck. We were trying to integrate the group into the community rather than segregate them. The advisory committee considers this a successful move as different groups are beginning to accept the migrants.

They are very conscious of the need for acceptance in a community, yet they themselves can do nothing about it because they are a minority

group. For example, one young mother said, "We come to the grocery store the first day and buy a sack of flour at one price and 2 days later we come back to buy some more and the price is 2 or 3 cents higher. Why do they try to raise the price right after we arrive?"

Most of them prefer not to accept charity. They do not like to be told they must do this or must do that. We often do not recognize their ability. Sometimes language is a hindrance to mutual understanding. Visiting with them, you find they also have values. There are some, of course, in every camp and every crew who are shiftless, who are troublemakers, and who do not know how to get along with people. These people need the most help and are hardest to reach.

#### What Have We Learned?

At the end of the first year we were skeptical of the value of the program. It was difficult to evaluate in terms of numbers. We could not point to any one project and say this is visible evidence of work accomplished. We believed there were intangible values. We realized it would take a long time to have a genuine understanding of these people. Because of their retiring nature and because they have not been accepted in most communities, they have tended to withdraw. We learned from the first project that one possible way to understanding could be worked out through the cooperation of community groups, employers, and Extension committees. All three groups needed to be involved. An advisory committee is a necessity. The initial program requires many contacts, both with individuals and with groups. Progress comes very, very slowly. An agent must spend full time to get a program going in a satisfactory manner.

Following the Marquette and Manitowoc County projects, a third was started in Jefferson County. In Jefferson, we progressed one more step. The year-round home economics agent acted only as a coordinator for the program and another agent was employed during the summer months to carry on the work. They have found this has worked satisfactorily. A program of this sort must have the cooperation and understanding of every member of the Cooperative Extension staff, not just the home agents.

The full-time agent needs training on problems of the low socio-economic groups. After having worked with groups who come for information on modern equipment, foods, etc., it takes a lot of doing to start at another level. Miss Anita Gundlach summed up our approach when she

said, "In accordance with the philosophy of the Cooperative Extension Service, programs carried on are the people's programs. They are planned with and by local people, and based on their needs and interests. Necessarily they start where the people are in their thinking and move forward as needs and interests dictate. The major function of the Cooperative Extension Service is educational in nature. It seeks to help people help themselves to improve total family living. This involves teaching them how to think rather than what to think, and how to apply research findings to improve family living practices."

The program should be coordinated. Conflicts may arise unless all groups are thinking along the same line. When groups strive for recognition and do things without reference to others, we find much confusion and frustration in the camps. This seemed to be particularly true of church groups. When women in camps tell about something one group has said or done and the next day about another group that says or does just the opposite, they will naturally be confused. This must be very frustrating to migrants living in unfamiliar territory. If each group can understand the program as an entirety and take their part in making it successful, the program will work. It must, however, be headed by some one group or organization. The Extension Service was chosen as the logical group in Wisconsin. They have no motive other than education and the development of good community relations.

Migrants have abilities not always recognized. In some of our groups, potential leaders were found who were able, with help, to assume some responsibilities of organization in a very commendable manner. Generally speaking, they seem much happier if they can show the agent something new or teach her something about their habits and customs than if she is interested only in reorganizing their thoughts along "the American way."

The migrants need to know how to obtain credit. A crew leader who had to return to Texas with a very ill person was hard pressed to find the money. There was no place he could turn for credit. Money would be available at the end of the season, but when he needed it he did not have it. Such an emergency cannot be on a charity basis; it must be pay as you go.

We have discouraged a "do good" approach in favor of a "know how" approach. Well-meaning local citizens sometimes confuse charity or giveaway programs with education. Handing a box of discarded clothing to a family is charity, but learning occurs when a person is helped to convert this clothing into garments or household accessories which serve real family needs. One crew leader's wife said, "What can you do to get people to quit bringing boxes of used clothing out here?" She said that it was of no value to them but they didn't want to hurt anyone's feelings by

refusing. Her husband had had to make a second trip between Manitowoc and the cherry picking camp to get the accumulation of such boxes from one location to the other. She said that they could not possibly use everything brought out and it was added expense to them.

A young mother with several girls had wanted to learn how to sew. The agent had had three or four meetings with her on the use of the sewing machine, patterns, materials, and mending, and she was getting along very well. All of a sudden she was given three or four boxes of clothes, and she said, "I don't want to sew anymore, I have all of these things." The agent asked, "Do they all fit?" and she said, "Yes, I think so." From that day on she never opened the sewing machine. Had she not had these charity boxes, she might have learned to sew so that she could have utilized the materials in a better way.

Too often people in the camps did not take care or even want to learn to take care of furniture, dishes, etc., because they felt that no matter where they went, somebody would feel sorry for them and bring them more things. We encouraged people to give chairs, tables, etc., but we tried to help families improve their living quarters after receiving them.

These people are no different from us. They like pretty things, they enjoy good food, they are concerned about their families and with working relations. They worry about finances and their children's health and education.

They are eager to learn. They are reluctant at first, but when confidence is finally established, some of them just cannot learn enough. We had a young mother who was very, very eager to learn. At one planning meeting, the home economics agent had a list of possibilities. The woman looked through this list and said that it was all fine but there was something else she wanted to learn to do. "I would like to know," she said, "how to make some of the different hors d'oeuvres." The agent was somewhat taken aback by this. It didn't take long to find that back in Texas this woman helped make hors d'oeuvres for parties. In this case, it was not homemaking but supplementing income. Another day she said, "There is so much I want to learn and so little time. I don't know where to go for help like this when I am home." Perhaps we need to do more interrelating of our State agencies.

Working with migrants is time consuming. If it is incorporated into the regular Extension program, some other phase of home economics must suffer. There is a limited amount of time to devote to any one segment when Extension agents are responsible for educational work with all people of the county who request their assistance. Each agent--if she is not hired for a specific job--must decide which segment needs the most help.

Families are very closely knit. Young people sometimes came with their parents because they could speak English and their parents couldn't. Several gave up good jobs in Texas to come north with their father and mother so that they might work. Families work together towards the same goal. They want friendship and understanding.

Through health clinics, we found that these people were not careless and actually already knew what the doctors told them about their children. The doctors were amazed at the children's good teeth. When evening clinics were held, there were more adults than children. They often knew certain things were wrong, but, lacking funds, could do nothing about it.

We still need:

1. To Have Better Community Understanding and Appreciation of Migrants

To be of value, a program of this sort needs good understanding between the community and migrant. Most of us who have worked with the program, spend more time explaining the life of migrant to the community than we spend explaining the community to the migrant. It is evident that interest mounts rapidly as people become acquainted with these people. A common comment is, "Oh, I knew they were around but I didn't think they could be so interesting." This also applies to potential professional personnel. It is hard to find a person who will accept the migrant on the same basis he accepts his neighbor.

2. To Recruit Proper Leadership to Help with Educational Program

One of the most difficult things was recruiting volunteer help. Many people would say, "I would be glad to help but I don't know how." Then, too, the migrants' interest may be of short duration; they are apt not to sit through a long class session. Group meetings are fine if the people can go out of camp to a central meetingplace. When volunteers go into the camp to work, they sometimes find their own attention turned away from educational efforts. One problem, and one in which we need much help, is how to develop proper leadership to coordinate everything.

3. To Develop Continuous Program from State to State

This may mean Federal administration. States do not care to give financial support because they feel it is a Federal problem. If this is done, perhaps there can be a continuity of program material among the States. The same thing could be said for the children's

education. If children move from State to State, they should have some sort of interstate report card which would help teachers from one place to another.

4. To Understand the Problems Better

The entire county, State, and Federal staff must know the situation of low socio-economic groups.

The work must be through all channels rather than through one specialized person. If everyone does not understand the problems, the program may bog down.

5. To Know More About Adult Education

The children are now being taken care of through State school attendance requirements. Although quite a few of the younger people have gone through eighth grade or part of high school, they still have not equipped themselves with a profession or skill. This is especially true if they become permanent residents. More and more want to settle and live in the community. If they stay and if they hope to earn a living during the winter months, they must have some skills on which to depend.

6. Special Training to Do Educational Work with Low Socio-Economic Group

If an Extension agent is to work with low socio-economic groups, she needs to be well trained in recognizing their problems and also in developing programs to teach this group.

## Work with Seminole Indian Families

Miss Helen D. Holstein, District Home Demonstration Agent, Extension Service, Florida State University, Tallahassee

The Florida Cooperative Extension Service has a joint agreement with the Florida Seminole Agency. The home economics projects listed are:

Encouraging live-at-home practices, such as gardens and poultry for home use.

Conducting 4-H programs and projects adapted to their conditions. These include gardening, home improvement, clothing, food preparation, food preservation, home crafts, social usage, health, and native arts and crafts.

Teaching Indian women to cope with problems in the home.

#### Understanding the Seminoles

Extension works with all Indian families--men, women and children--on the three Federal Indian reservations: Dania--475 acres; Big Cypress--42,663 acres; and Brighton--35,779 acres. There are 252 families or 912 Indians living on these three reservations.

As citizens of the United States and Florida, the Seminoles are entitled to all rights and privileges of citizenship.

They are still a reticent and withdrawn people who do not speak easily to strangers. A tourist stopping at one of their trading posts is assured of a courteous and dignified reception though it may not be effusive. This aloofness has helped them to maintain their ancient tribal customs. To the Seminole, honor and honesty are of primary importance.

#### Family Life

Until about 7 years ago, these people lived in the familiar chikée, typical of this group. They owned little furniture or furnishings. Today 35 families from Dania and 10 families from Big Cypress Reservations are living in modern, new or reconditioned homes. All but nine are purchasing their homes with Public Housing loans through the Bureau of Indian Affairs.

Theirs is a history of strong matriarchal family relationship. The male responsibility for disciplining children goes to the mother's brother rather than to the father. The love and care of children is deeply instinctive with the Seminole. The young people of the tribe are living in two worlds, being educated in a dominant American culture but at the same time being members of a tribal structure which is itself caught up in rapid social changes. Since elders of the tribe no longer tell the old stories which gave meaning to their common life and symbolized the unwritten mores and moral expectations that revolved through the life of the tribe, there is some breakdown of the authority structure.

Until recently, practically all marriages and divorces among the Florida Seminoles were known as "Indian Custom" marriages and divorces. They are recognized by the Federal Government and State as legal. Today marriages among Christian Indians are being performed in churches on the reservations.

In the past, deceased Seminoles were buried by their own people deep in the swamps or hummocks in the traditional above-ground manner. Most Seminoles today, especially the Christians, use the cemeteries provided on the reservations and inter the deceased with appropriate ceremonies, usually conducted by a minister.

#### Religion

The Green Corn Dance, one aspect of the Seminole religious and civic life, is held in areas far removed from the public eye. This feature has never been seen in full by a white man, and includes dancing, feasting, marriage and religious ceremonies, games, and the court where violators of tribal law are tried and punished. Apparently Seminole justice is swift and sometimes drastic.

A number of Indians living on the reservation have been converted to Christianity. Missionaries have worked among them for many years, and five churches are established on the three reservations. The activities of Christian workers have been important factors in improving the educational and social status of the Seminoles.

#### Education

The Indian languages are non-written. Most of the older Indians are not able to read and write English. School children in most cases must interpret for parents.

The Seminoles are showing increased interest in education. A teacher is employed to work in the area of adult education. The Government still maintains a day school through the fourth grade at the Big Cypress Reservation. All other Indian children of school age attend the public schools. Several have gained recognition for athletic excellence. The school enrollment increased from 13 in 1938-39 to 325 in 1962-63. Of these, 215 are in public school, 30 are in kindergarten, 29 are in Federal day school, 21 are in miscellaneous, 24 are in Federal boarding schools, and 6 are in college.

#### Economic Conditions

The economic condition of the Florida Seminoles has improved materially during the past 15 years. Many families are located permanently on the

three reservations, where they find opportunities for employment. One hundred twenty-one families are participating in the cattle and pasture improvement program.

Much of the area on and near the reservations is developed for commercial farming and Indians are in demand as laborers; others are employed by ranches, farms, lumber mills, and parking lots. Some are employed by the Indian agency and Indian tribe in offices, in the gift shop, and in the Seminole Village tourist attraction. Women and men make craft articles for sale at the Craft Shop. Each year approximately 30 families are on welfare.

#### Getting the Project Underway

We learned the background, culture, and history of these people by:

1. Studying documents, maps, histories, and stories of people, and treaties explaining the establishment of the reservations.
2. Visiting a cross section of people: county coworkers, Indian Bureau officials, tribal and group organizations, church leaders and missionaries, activities sponsored by church, school officials, health personnel, social workers, friends of Seminoles, official and/or delegated leaders of the Craft Guild. The agricultural agent had been working on the reservations for a number of years and was well accepted by Indian families. His knowledge of these people was most valuable.

We worked for acceptance on visits to home and community by:

1. Calling on official and/or unofficial leaders (church, school, Craft Guild, etc.) to explain who the agent was (adult and youth work), her reason for being there and her connection with Federal and State, and to ask their help in getting acquainted.
2. Visiting families suggested by the officials listed above and following much the same procedure; asking for their suggestions for women who may wish to meet as a group; listening for names--this sometimes indicated their leaders or persons they contacted for advice; and furnishing help when requested.

In some instances, leaders who spoke and understood English visited families with the home demonstration agent.

3. Initiating 4-H Club work on the three reservations after discussing it with individual parents, tribal officials, and Indian girls who had been in 4-H Club work in school (Dania). Both Extension agents called a meeting for girls, boys, and their parents to present information to family groups. In 1962, 69 Indian girls were enrolled in 4-H Club work.
4. Following up first contacts--observing handicraft, plants, and other personal possessions and making comments; encouraging use of native flowers and plants; listening to comments and observing reactions to agent's remarks; presenting demonstrations women had indicated interest in.
5. Taking advantage of every opportunity to attend, observe, and participate in community meetings and activities. Since news travels fast on each reservation, people soon learned who the home demonstration person was.
6. Encouraging women to show their gardens, demonstrate their skills in crafts and special Indian foods to agents and others. Every effort was made to help them appreciate their own culture and way of life.

We interested people in group meetings by:

1. Observing people who sat in groups at meetings--church, school, cattle sales, Indian celebrations, and others.
2. Planning demonstrations, illustrated talks, and clinics on a special interest basis for each reservation.
3. Through club members, interesting parents in 4-H meetings where girls and/or boys gave demonstrations on improved practices and discussed community projects.
4. Training women and girls to assume new duties involved in keeping house, using equipment, and making simple repairs; letting them function in their own way and within their abilities; and giving them support and help when they needed it, without being aggressive.
5. Tying new information presented to groups or individuals to something familiar. For example:

Clothing--After men and women were helped to improve their native craft, they become interested in better

clothing construction, care of sewing machines, and use of patterns.

Foods and nutrition--We suggested using their native fish as fish flakes (rather than canned tuna) with cream sauces from surplus milk to serve over surplus rice.

Home improvement--They used native shrubs and flowers to beautify home grounds and as cut flowers and plants for interior of home. The variety of methods and materials used are best illustrated in the brief human interest stories attached.

We used the same methods as with other audiences; however, they were carefully and thoughtfully adapted--tours, method demonstrations, illustrated talks, films, workshops, clinics, farm and home visits, posters, exhibits, and result demonstrations. Bulletins and leaflets are used with 4-H Club members and younger men and women who have been to public school. Few written materials have been used because of language barrier. Pictures and objects (with meaning) are used frequently.

We received help from Bureau of Indian Affairs and U. S. Department of Agriculture personnel, home economists (teaching, public utilities, department of health, and welfare), bankers, merchants, ministers, missionaries, private citizens, law and order officers, school officials, and the Indians themselves. The home demonstration agent serves as advisor to the Community Planning Committee. Funds to provide scholarships for attendance at 4-H short course, camp, and similar activities, and materials for some of the work with adults came from private citizens, Tribal Council, Indian Bureau, civic organizations and church groups.

#### Use of Donated Food

Classes on the use of donated food were held on the Big Cypress, Brighton, and Dania Reservations in 1962-63. The dried skim milk issued is most difficult to dissolve--even with a good rotary or an electric beater and a large mixing bowl. These families had only old quart glass mayonnaise jars or discarded gallon pickle jars picked up on some junk pile. Only two of the families were using the milk as a drink, none in cooked milk dishes. About half the families were mixing it with the flour for bread. The remainder had several months' supply on hand because they didn't know how to use it and could not read the directions on mixing.

Using equipment similar to what the families had on hand, demonstrations were given in mixing dried skim milk. A variety of flavored drinks using available tropical fruits and a coffee milk drink that proved to be very popular with the old people were made. The gallon pickle jars proved very handy in mixing the milk for large families.

Milk and milk dishes are tricky in the hot and humid climate of the Everglades and could be quite dangerous with no refrigeration and no screens. The demonstration stressed scrubbing the worktable, washing and scalding all equipment and dishes; and covering them and the food with a clean cloth to protect them from dust, sand, and flies. These families are still living in palmetto-thatched chikees. Opportunities to emphasize general cleaning of homesites were taken.

Skim milk was also used in white sauce with boiled fish over the basic Indian foods, or with eggs over the special California pearl-milled rice issued to the families. This was very popular. Creamed fish was probably the most popular dish introduced. The rice issued is different from the kind found in the local stores. By changing cooking instructions to fit their pots and open fires and camp stoves, the rice proved to be quite good. It was also used in a pudding, a cheese and rice casserole, and combined with meat, for both a meat loaf and stuffed peppers. Cheese and meat were both commodity products. Rice was also combined with pinto beans and cooked like the old Southern dish, "Hopping John." A master bread mix was made from the flour, dried skim milk, and lard.

Adults attending classes were non-English speaking. They got the message, however, on how to use the milk and really put it to good everyday use. Young families receiving temporary food orders continued to use purchased dried skim milk after going back to work.

All the classes were well attended. A few of the old families did not come, but they learned from some of the others.

#### Special Work with Young Married Couples

Special work with young Indian couples has been started but is in the beginning stage. These young couples from Dania Reservation have expressed a deep desire for help in developing a more satisfying social life.

These couples range in age from 16 to 25. They all have one or more children. Some are still living with relatives in very crowded conditions. Others are renting small homes, and a few are buying homes.

A few are in job training--others need it. Only three couples have jobs that could be classified as fairly secure. They live constantly on the brink of failure as far as money is concerned. They have acquired just enough education to feel dissatisfied with the past, inadequate for the present, and hopeless for the future. Both husbands and wives suffer from periods of depression--in a few cases so acute, they become ill--but in most cases, it just ends up in a big family "squabble." Family discord is becoming such a serious problem with these couples that they are ready to work to improve their condition. They have asked for help--both group and individual.

Two projects are planned for the rest of the year. In connection with the Broward County Recreation Department, a class in square dancing is in the beginning stage.

The Florida Power and Light home economist is working with the agent on a series of four classes for "The Young Couple Who Entertains At Home." These will be held in June and July. The company is furnishing the cooking supplies and the demonstration kitchen. Topics to be considered are:

1. The broiler meal and table manners.
2. Skillet meal and table setting.
3. Pot roast and preparing the home for guests.
4. Oven baking (turkey)--buffet supper--graduation--presentation of certificates, chef's caps and aprons to each couple completing the four classes.

These classes had three objectives:

1. To encourage husband and wife teamwork.
2. To glamorize everyday foods.
3. To teach having fun and enjoying what you have.

The problems faced by these young couples are probably the most challenging of all the many facing the Seminole Tribe today. These are the transition families. Off with the old (they are too young to know what the old is) and on with the new (How do they find out what the new is--TV? Movies? Radios? White neighbors? Which white neighbors? They are not all alike.). These young people are confused. They are able, willing and ready to go--but how can they choose an example? These are the many questions they ask. The agent hopes, with the help from professional people trained in family life education and counseling, to be able to help this interesting group to be better prepared to meet some of their perplexing family problems.

#### Clothing

Clothing projects have been carried by 4-H Club members. Indian girls of school age are anxious to dress like other girls. Their native Indian dress is out of fashion so far as they are concerned.

The clothing specialist and the home demonstration agent met with a small group of men and women to study their handicraft projects. They were anxious to improve their crafts and studied defects which affect sales. As an outgrowth of this meeting, a series of workshops was planned on clothing construction, care of sewing machines, and use of patterns. 4-H Club girls are also planning to attend these workshops. There is a need to teach: the remodeling of garments (especially fitting), since gifts of clothing are often received; mending; personal appearance, with special emphasis on underclothes and supportive garments.

#### Management

Management of time, money, and energy is becoming increasingly important to the Indian families as they accept and adopt more of the "white man's ways" of living and working.

With added financial responsibilities in financing their homes, money management is and will continue to be one of their greatest needs. Special group meetings on money management were held for all family members at Dania and Big Cypress Reservations before they moved into their homes.

As women and men spend more time working away from home, the problem of time and energy management increases. Many Indian children who ride buses spend from 1 to 2 hours in transportation before and after school each day, a comparatively new experience which creates additional problems. Indian families are faced with problems similar to those of other people as they begin adjusting to this "new way" of life. Management has, therefore, become a part of each subject-matter area.

#### Family Life

In July 1960, the district home demonstration agent, health education specialist, family life specialist, and home demonstration agent met with representatives of the State Department of Health, Superintendent of Indian Affairs, and three members of the Tribal Council to discuss the problems facing families at the present time compared with former family life patterns of the Seminole Indians. Three major problems were:

1. The adjustments that youth from 12 to 20 must make as their living patterns change.
2. Family relations among young married couples and their need to improve these relations to meet present-day situations.
3. Children's understanding of their place in the overall family living situations in which they find themselves.

There have been two meetings on law and order on each reservation, and the agent has contributed to all programs.

Most of the family life work is done by personal contact whenever and wherever the opportunity presents itself--home visits, special gatherings, called tribal meetings, and office contacts. It is the most pressing problem facing young and old Seminoles today--even greater than their low income. It is the most difficult problem to approach and even more difficult to understand. It will be a very slow-moving development. We've hardly made a dent in the multitude of problems facing these families today. Some are working hard to develop strong family units. By assisting a few families with information and much encouragement, we hope they will lead the others in a good direction.

The families that made such a good start in getting their children off to a better start in school have shown a great deal of progress. The children from Big Cypress attending Clewiston school have shown a marked improvement in school attendance, school work, and social adjustment this year, and the Brighton children have shown an even greater improvement. Dania didn't do so well.

## Work With Indian Youth

An extensive 4-H program has been carried on all three reservations. The children are from very low-income families. For this reason all projects are done as a group because the children cannot get the needed supplies for individual projects. Home demonstration clubs from Pinellas, Pasco, and Madison Counties have occasionally sent gifts of money for these club projects. The first 2 years, girls' 4-H Club work was done on the reservations--the Seminole Tribe furnished the funds for projects, camps, fairs, tours, and short courses. Since then, the funds for such activities have been very limited, and usually turn up at the last minute from unexpected sources.

The past 2 years, the Glades County Rural Electrification Association has conducted a very fine electric program for the area they service, including the Seminole 4-H Clubs.

The citizenship project has lent itself to active member participation and has been especially good for all the Seminoles. They have become acquainted with elections for county and State officials.

A very special feature this year brought in local judges to tell the girls and their families about laws concerning the responsibilities of parents to and for their children; also, what children's responsibilities are to their families and communities. This was greatly needed and it will have to be repeated over and over again until the knowledge becomes a part of their lives and they begin to put it into practice.

## Special Events

Efforts have been made to strengthen the Indians' feeling of "belonging" by providing opportunities for them to attend programs and activities. During Extension's work with the Seminole Indians, 4-H Club members have attended the district 4-H camp, State 4-H short course, 4-H day at the State fair in Tampa, and other fairs, district demonstration day, and recreational activities on the reservations. Adults have attended the beef cattlemen's short course at the University of Florida; visited a museum to study Seminole and other Indian exhibits; gone on educational tours to shopping centers; visited modern homes, a hatchery, and a subtropical experiment station; visited other tourist attractions in

an effort to improve their own; and visited a ranch of the former superintendent to study management.

#### Work With Public Housing Developments

Thirty-five families from Dania and 10 families at Big Cypress Reservations received individual and group instruction when they moved from their primitive chikees into modern, new or reconditioned homes. With the exception of nine families who rent, all are purchasing their homes with public housing development loans through the Bureau of Indian Affairs. All families received special instructions on banking and budgeting to help them meet the many new expenses added to their cost of living--utilities, house payments, housecleaning items, floor wax, and furniture polish. The new house and maintenance added costs have forced many to drop their standard of living in food, clothing, and recreation. They very often have to choose whether to buy food or soap for housecleaning. When a family reaches this stage of the game, they of necessity choose food. This brings on poor housekeeping habits that force the good, ambitious plans for a lovely home out of focus. A few families have reached the point of asking the agent to help them. Usually, available alternatives are so very limited that, after studying the situation, they find they just have to live with it. In most cases, there are no more corners to cut and very little hope of increasing the family income.

#### What Have We Learned?

1. All efforts to improve the family living of the Seminole Indians must be coordinated--agricultural agent, personnel of Bureau of Indian Affairs, Tribal Council, and others. Each must know what the other is planning and is able to do.
2. Television and radio have terrific impact on these people.
3. Seminole Indian children provide a passport into most of the homes because of the parents' devotion to children.
4. Extension agents must understand and sympathize with these people, their problems, religion, and traditions, and the social and economic factors affecting them.

5. Learning is a slow process for anyone, but much slower for this group due to the many barriers facing them. Agents must start where the people are and involve them in determining their needs and how to meet them.
6. As the Seminole Indians become less isolated, they are more willing to work in groups. They learn from one another, and they enjoy sharing with others what they know and have.
7. The result demonstration, method demonstration, home visit, and work with the individual are proving to be the most effective methods for working with the Seminoles.

#### Needs

1. More training in family life education and related subjects.
2. Better adaptation of 4-H Club projects to Indian girls' needs.
3. Preparation of some teaching aids--slides of Seminole people, scripts, posters, and others--to build a file of materials actually adapted to these people.
4. More training in developing leaders among Indian women. How to: identify leaders, help them understand leader's place in Extension work, encourage them to take more active part in program development, and train them for responsibility and help them carry out these responsibilities.
5. Better involvement of specialists in work with Indian families.

### **Eastern Kentucky Clothing Renovation Workshop**

Miss Dorothy Threlkeld, Extension Specialist in Clothing, University of Kentucky, Lexington

The Clothing Renovation Workshop developed from a Basics of Living Workshop (May 1961) requested (in December 1960) by the county home

demonstration Extension agents in southeastern Kentucky. They wanted more assistance in planning methods and materials to help people on a lower level of living.

Each agent had previously studied census data (population trends, educational levels, age, income), relief rolls, migration studies, rural development experiences, and membership in adult Extension groups. All pointed up a need to broaden Extension's scope in trying to help people in these eastern Kentucky counties help themselves.

The Basics of Living Workshop: included all home agents in eastern Kentucky and specialists representing all home economics areas, information, community service, and agricultural engineering; considered problems on different levels of living; and provided an opportunity for agents and specialists to plan together on county programs.

The workshop was intended to: explore ways information can be taught to people on various levels of living, study some new methods of motivating these people, consider local leadership on these levels, and plan needed followup work.

Agents were divided into work groups on clothing, foods and nutrition, home furnishings, and housing.

Procedure for the work groups was:

The clothing group identified the following problems:

1. Women need to learn how to have the best possible clothing for their family withing their income.
2. Many women know how to select materials but do not know how to sew.
3. Many women who should sew are not interested.
4. Attitudes on what constitutes a good garment must be changed.
5. Stores do not stock good quality fabrics or garments.

6. 4-H clothing standards need improvement. Leaders must be made to want clothing training.
7. Young girls drop out of school because they do not have suitable clothing.
8. Help is needed in clothing renovation.
9. Many women do not know how to get service on sewing machines.
10. Leaders ask for help but will not come to training schools.

The group considering clothing for low socio-economic level families suggested several ways to increase interest in clothing projects. These included: discussions on good fit and choice of fabric and pattern; showing what can be done; reaching parent through children; working through used clothing stores; publicity; and short, easy-to-read publications.

Plans were made for a Clothing Renovation Workshop to be held in November 1961. During a Simplified Writing Workshop held in August 1961, clothing specialists prepared five simplified leaflets: "Your Hem," "A Good Fit in Your Dress," "How to Measure Your Size," "Get Dress Designs Best For You," and "Are You Buying a Coat or Suit?"

Many low-income families get their clothing from used clothing stores or "mission boxes." We thought these leaflets would help them choose clothes requiring less alteration. "How to Measure Your Size" was written because so many use secondhand patterns.

Agents and specialists visited used clothing stores and talked with mission schools.

The Eastern Kentucky Clothing Renovation Workshop was held in Quicksand, November 13-17, 1961. Twelve home agents and the home economics specialist with the Eastern Kentucky Resource Development Project attended.

Agents brought a variety of clothing to be renovated--some they had gotten from used clothing stores and some from individuals. Clothing specialists had illustrated make-over ideas and clothing repair methods.

This workshop was intended to pool our knowledge in developing plans to:

help women and girls select new or used clothing wisely,  
help them make the best use of clothing, and  
teach them to remodel and fit clothing.

#### The Program

Monday's session included a review of clothing problems, a discussion of what to consider in choosing clothing, and work groups. The agents were divided into groups of three and given different hypothetical situations (clothing needed, for whom, money available, sewing knowledge). They were to select an appropriate garment from the clothing available.

Tuesday and Wednesday were spent in workshop on renovation: what to consider before making over, fitting, etc. Thursday morning was devoted to the dissemination of information: to adults of low, medium, and upper socio-economic levels; and to 4-H groups. The afternoon session considered how to simplify instruction for people with low reading levels.

Friday morning was used principally for reports and evaluation. Before the workshop began, agents had been asked what they expected to get from it. This question was repeated at the end of the week.

At the conclusion we found twice as many agents listing "how to use clothing information with low-income families in the county" as in the beginning. Construction techniques were mentioned less frequently in answering the question the second time. This indicated that agents had been made more aware of methods.

Agents indicated intentions to utilize the information in: workshops with young mothers, 4-H leaders, and leaders of homemakers clubs; home visits; working with mission workers distributing used clothing; soliciting 4-H girls' assistance in teaching; radio programs; hand-out material on mending and repairs at laundromats; simplified leaflets at used clothing stores; illustrative material in public places; contacting people who sew for others; 4-H girls' demonstrations; back-to-school clothing clinics; weekly news column; work with used clothing stores; and sharing with home economics teachers.

In March 1962, we sent agents a questionnaire asking what use they had made of the renovation workshop material. They reported the following results: community workshops; workshops with unorganized groups, held weekly for 1 month; high school girls interested in renovation and passing on information to others; information on remodeling presented to PTA; samples of mending displayed in laundromats; used clothing stores contacted for help with several problems; leaflets distributed through bulletin racks, pattern counters, laundromats, and country stores; and 4-H leaders trained in mending and clothing repair.

We also gleaned information from the agents' annual reports. Workshops were held in six counties. In one county 64 women and girls attended, 24 suits were remodeled, and 15 coats restyled or mended. Four agents have worked rather closely with used clothing stores. One agent made 25 home visits working with low-income groups.

Five thousand simplified leaflets were originally printed. Three thousand have been rerun on two--"Your Hem" and "How to Measure Your Size." Some of these have been used in other than eastern Kentucky counties. Some being used with 4-H leaders. Even though most 4-H girls are beyond fourth grade reading level, some of the leaders are not.

In the fall of 1962, the clothing specialist, in cooperation with the rural sociologist, district leader of home agents, and two eastern Kentucky home agents, developed a pilot program on clothing renovation in those two counties. We plan to put this program into effect in the fall of 1963.

#### A Suggested pilot Program on Clothing Renovation in Floyd and Lawrence Counties

##### I. Program objectives.

- A. To determine clothing needs of families in the low socio-economic group.
- B. To determine some methods and techniques for helping these families utilize used clothing to meet their needs.
- C. To evaluate this pilot program to determine:
  1. The extent to which objectives "A" and "B" were accomplished.
  2. If any of the techniques used in working with these families might be applied to other areas of subject matter.

##### II. Program.

###### A. Selection of families.

###### 1. Background.

- a. Floyd County families--must be participating in the food stamp program. The father must be or have been a miner.
- b. Lawrence County families--the father must be a farmer, part or full time.

2. Age of children--either
  - a. Preschool age.
  - b. School age.
3. Number of children--either
  - a. Four or more.
  - b. Two

B. Procedure.

1. Floyd and Lawrence County home agents will meet with the clothing specialist, rural sociologist, and district home agent leader to discuss plans for the pilot program.
2. Each agent will submit a list of possible participant families.
3. The district leader and clothing specialist (separately) will visit some of these families with the agent in each county.
4. Each agent, with the sociologist and the clothing specialist, will set up a sample and decide on the specific observations the agent will make in surveying the selected families.
5. From this survey, determine the problems that can be approached through clothing renovation.
6. Work out procedure for solution.
7. Keep accurate records.
8. Evaluate.

Summary--Working in this area has been an interesting experience. It has pointed up the many people Extension has not touched. It has also made me conscious of how little we really know of the values and goals of the low socio-economic group.

I am hopeful that the pilot program will give us a better insight into some of this group's values and provide some techniques and methods for working with them.

## SEMINAR PROGRAM

June 3-7, 1963

Monday, June 3

Mrs. Helen D. Turner, Presiding

9:30 a.m.

Welcome, Introductions, and Purpose of Conference--  
Mrs. Helen D. Turner

9:45 a.m.

## Opening Remarks--Dr. Lloyd H. Davis

10:15 a.m.

Families Living in Low-Rent Public Housing  
What the States Tell Us--Miss Josephine Pollock  
My Experience--Mrs. Elizabeth W. Gassette  
Discussion

1:30 p.m.

## What We Are Learning From Research-- Dr. Starley M. Hunter

3:00 p.m.

## FES Monthly Staff Conference

4:15 p.m.

## My Experiences Working With the Cooperative Extension Service--Miss Marion Neprud, Public Housing Administration

Tuesday, June 4

Mrs. Lillie M. Alexander, Presiding

9:00 a.m.

### Low-Income Aged Families

What the States Tell Us--Miss Josephine Pollock  
My Experience--Mrs. Katharyn Zimmerman  
Discussion

12:30 p.m.

## Low Socio-Economic Level (Negro and Spanish-Speaking) Families Living in Rural Areas

What the States Tell Us--Miss Josephine Pollock  
My Experience--Mrs. Pauline R. Brown  
Discussion

3:00 p.m. Families of Migrant Workers  
What the States Tell Us--Miss Josephine Pollock  
My Experience--Mrs. Ruth H. Beyer  
Discussion

Wednesday, June 5 Miss Beatrice A. Judkins, Presiding

9:00 a.m. Report of Listeners

10:00 a.m. Indian Families  
What the States Tell Us--Miss Josephine Pollock  
My Experience--Miss Helen D. Holstein  
Discussion

1:00 p.m. Eastern Kentucky Families  
Adapting Teaching Materials For Use Of Low-Income Families--Miss Dorothy Threlkeld  
Discussion

3:30 p.m. Panel--Administrative and Organizational Problems and Needs--Dr. Fred R. Robertson, Mrs. Doris A. Lane, and Mrs. Katharyn Zimmerman

4:30 p.m. Report of Listeners

Thursday, June 6 Mrs. Helen D. Turner, Presiding

9:00 a.m. Discussion--Guidelines for Expanding Work with Low Socio-Economic Level Families

Friday, June 7 Mr. Edward V. Pope, Presiding

9:00 a.m. Continuation of Thursday's Discussions

3:00 p.m. Adjournment

## WORKSHOP PARTICIPANTS

Mrs. Ruth H. Beyer  
County Home Demonstration Agent  
Court House  
Manitowoc, Wis.

Mrs. Pauline R. Brown  
Supervisor, Negro Home Demonstration Work  
and District Agent  
Prairie View A. and M. College  
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Mrs. Elizabeth W. Gassette  
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55 Washington Street  
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Miss Helen D. Holstein  
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Mrs. Doris A. Lane  
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Dr. Fred R. Robertson  
Director of Extension Service  
Auburn University  
Auburn, Ala.

Miss Dorothy Threlkeld  
Extension Specialist in Clothing  
University of Kentucky  
Lexington, Ky.

Mrs. Katharyn Zimmerman  
Assistant Director  
Agricultural Extension Service  
University of Missouri  
Columbia, Mo.

### DIVISION OF HOME ECONOMICS, FES

Mrs. Lillie M. Alexander  
Program Leader

Dr. Margaret C. Browne  
Director

Loretta V. Cowden  
Program Leader

Beatrice A. Judkins  
Program Leader

Alice Linn  
Clothing Specialist

Stella L. Mitchell  
Home Management Specialist

Josephine H. Pollock  
Program Leader

Edward V. Pope  
Human Development and  
Human Relations Specialist

Dr. Evelyn B. Spindler  
Nutritionist

Mrs. Helen D. Turner  
Assistant Director

## OTHER FEDERAL EXTENSION SERVICE REPRESENTATIVES

Dr. Lloyd H. Davis  
Acting Administrator

Mr. A. S. Bacon  
Assistant to the Administrator

Miss Jean Brand  
Publications Specialist  
Division of Information

Dr. Starley M. Hunter  
Program Research  
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Development







Cooperative Extension Work: United States Department of Agriculture  
and State Land-Grant Colleges and Universities Cooperating.

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