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**A STUDY OF THE HOMEMAKER ROLE OF SELECTED
WOMEN IN ROYAL OAK TOWNSHIP, MICHIGAN**

by

Mary A. Hardy

A graduate problem submitted in partial fulfillment of the requirements for the degree

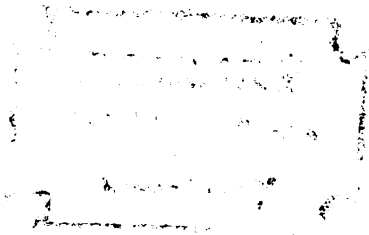
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To the homemakers who were the subjects of the interviews and without whom this study could not have been accomplished, the writer expresses her gratitude.

the first of these is the fact that the system is not a simple one, but a complex one, in which the various parts are interrelated and interdependent. The second is that the system is not a static one, but a dynamic one, in which the various parts are constantly changing and evolving. The third is that the system is not a closed one, but an open one, in which the various parts are constantly interacting with the environment. The fourth is that the system is not a linear one, but a non-linear one, in which the various parts are constantly interacting with each other in a non-linear fashion. The fifth is that the system is not a deterministic one, but a probabilistic one, in which the various parts are constantly interacting with each other in a probabilistic fashion. The sixth is that the system is not a simple one, but a complex one, in which the various parts are interrelated and interdependent. The seventh is that the system is not a static one, but a dynamic one, in which the various parts are constantly changing and evolving. The eighth is that the system is not a closed one, but an open one, in which the various parts are constantly interacting with the environment. The ninth is that the system is not a linear one, but a non-linear one, in which the various parts are constantly interacting with each other in a non-linear fashion. The tenth is that the system is not a deterministic one, but a probabilistic one, in which the various parts are constantly interacting with each other in a probabilistic fashion.

TABLE OF CONTENTS

LIST OF TABLES	Page iv
INTRODUCTION	1
REVIEW OF LITERATURE	3
METHOD OF STUDY...	6
FINDINGS	9
SUMMARY AND SUGGESTIONS	15
BIBLIOGRAPHY	18
APPENDIX.. . . .	20
Case A.. . . .	20
Case B.. . . .	26
Case C.. . . .	30
Case D.. . . .	34
Case E.. . . .	38
Case F.. . . .	43
Case G.. . . .	43
Case H.. . . .	52
Case I.. . . .	56
Case J.. . . .	60
Case K.. . . .	65
Case L.. . . .	71

LIST OF TABLES

Table	Page
1. Roles Performed by Homemaker.....	9
2. Practices Used by Homemaker.....	11
3. Activities Participated in by Homemaker....	12
4. Practices Used by Activity Oriented.....	13
and Non Activity Oriented Women.....	13
5. Relation of Number of Roles to Number of Practices Used.....	14

INTRODUCTION

The locale of this study is Royal Oak Township in Oakland County, Michigan. It is one of the few all-Negro governed municipalities in the United States.

Social surveys in recent years¹ have rated the township as having a high rate of crime, delinquency, family disruption, illegitimacy, poor health and poor housing.

To help improve the health of families in the area, agents of the Cooperative Extension Service were requested to present a series of classes in marketing information and food preparation with emphasis on the use of nutritious, low cost foods. In May and June 1960, four lessons were presented. Wise food shopping, use of donated commodities, meat cookery, and outdoor meals were the ones included in the class presentations. The writer, in cooperation with two other home economists, presented the last three meetings.

Many questions have been raised as to the effectiveness of such an educational program. Would these women change their methods of food shopping and preparation? If so, would the changes be advantageous to the homemakers in their multiple family roles? Could teachers of a different class and culture be successful in this kind of adult education program in home economics? Very little information is available to answer these questions.

¹Flood, Edgar W. "A Look at the General Welfare of Royal Oak Township." Oakland County Juvenile Court, Pontiac, Michigan; 1960.

1. The first step in the process of creating a new product is to identify a market need. This involves conducting market research to determine what consumers want and need. Once a need is identified, the next step is to develop a concept for a product that meets that need. This is often done through brainstorming and sketching. The third step is to create a prototype of the product. This can be done using various materials and techniques, depending on the product. The fourth step is to test the prototype with a small group of consumers to get feedback. This feedback is used to make improvements to the product. The fifth step is to create a business plan for the product, which includes details about the manufacturing process, distribution, and marketing. The final step is to launch the product and monitor its performance in the market.

2. The second step in the process of creating a new product is to develop a concept for the product. This involves brainstorming ideas and sketching out the basic design. The third step is to create a prototype of the product. This can be done using various materials and techniques, depending on the product. The fourth step is to test the prototype with a small group of consumers to get feedback. This feedback is used to make improvements to the product. The fifth step is to create a business plan for the product, which includes details about the manufacturing process, distribution, and marketing. The final step is to launch the product and monitor its performance in the market.

3. The third step in the process of creating a new product is to create a prototype of the product. This can be done using various materials and techniques, depending on the product. The fourth step is to test the prototype with a small group of consumers to get feedback. This feedback is used to make improvements to the product. The fifth step is to create a business plan for the product, which includes details about the manufacturing process, distribution, and marketing. The final step is to launch the product and monitor its performance in the market.

4. The fourth step in the process of creating a new product is to test the prototype with a small group of consumers to get feedback. This feedback is used to make improvements to the product. The fifth step is to create a business plan for the product, which includes details about the manufacturing process, distribution, and marketing. The final step is to launch the product and monitor its performance in the market.

5. The fifth step in the process of creating a new product is to create a business plan for the product. This includes details about the manufacturing process, distribution, and marketing. The final step is to launch the product and monitor its performance in the market.

6. The final step in the process of creating a new product is to launch the product and monitor its performance in the market. This involves tracking sales, customer feedback, and other metrics to determine if the product is successful. If the product is not successful, the company may need to make changes or discontinue the product.

Statement of Problem

This study was undertaken to find out: (1) what the women attending the classes perceived as their "homemaker role", and (2) if there was any relationship between role perception and the adoption of new home-making practices.

Importance of Study

Information is needed about the "homemaker role" of Negro women in the lower socio-economic class. Since one of the goals of home economics education is to help strengthen the homemaker role in the family, it is important for the educator to understand this role. It is hoped that this study will contribute to a greater understanding of the expectations about behavior related to the homemaker role from the woman herself, and from her husband, children, parents, neighbors and significant others. This understanding might help Cooperative Extension agents and other teachers to plan more effective educational programs for women in this sub-cultural group.

REVIEW OF LITERATURE

In spite of the increase in the Negro population in many large northern cities in the United States, little has been written about the role of Negro women in the family.

A recent study of husbands and wives in the Detroit area, was made by Blood and Wolfe of the University of Michigan.¹

There appeared to be a specific racial difference between white and Negro families. This is probably not a biological factor, but the cumulative result of the discrimination in jobs, the segregated housing, and the poor schooling of Negro men. Such factors undermine the morale of the Negro male, weakening his position in the eyes of his family. Faced with an undependable husband, the Negro wife has had to hold the family together by hard work and responsible decision making.

Although her time is limited, her husband often fails to respond with help in performing household tasks, despite clear evidence of need.

Low status women, especially Negroes, feel they are helping their husbands get ahead on the job by being good housekeepers.

Family members become specialists along differentiated but complementary lines as the skills of family members are discovered. Whoever can get results with the least effort tends to perform that task, finding satisfaction in his competence.

¹Hubert Blood, and J. Wolfe, Husbands and Wives. Glencoe, Illinois: The Free Press, 1960, pp. 66, 68, 91.

Parson and Bales² have compared the role differentiation they observed in small groups under experimental conditions with the family. One important aspect of the social organization of groups which endure any considerable time is the fact that usually roles within the organization are differentiated from each other. The members of the group possess a common culture, part of which consists of the expectations they have developed as to how each person will behave. When roles are differentiated, acts are expected of certain persons at certain times. There is some permanence in the expectations which apply over extended time periods.

Karon³ has described the structure of the Negro family as mother-dominated. Its prevalence may be attributed partly to carry-over from slavery, but more important is the prevalence of illegitimacy and of desertion among American Negroes.

Negroes share with whites the notions about the proper roles for a husband and wife, namely, that the husband is the "breadwinner".

Many Negroes in northern cities have acquired education and economic security. A middle class family life has developed, and many Negroes are adopting this way of life.

Somewhere between one-third to one-fourth of Negro families have no man at the head of the family. Since the discipline and authority of a father are missing in the lives of the children, small boys have difficulty in learning their sex roles.

²Parson, T. and Bales, R. F. Family Socialization and Interaction Processes. Glencoe, Illinois: The Free Press, 1955. pp 260-263

³Karon, Bertram F. The Negro Personality. New York: Springer Publishing Company, Inc., 1958. pp 60-64

The large majority of Negroes are in the lower class, having low incomes, a poor education, "loose" morals, and an interest in present pleasures.

The criteria for class distinctions used by Negroes are: (1) occupation and steadiness of job, (2) education, (3) family organization, (4) housing, furnishings and appurtenances, (5) relationship to the white world, (6) characteristic recreations and amusements, and (7) skin color.

The literature reviewed describes the Negro woman as a manager of home and family, receiving little help from her husband. The mother role is the dominant one, with little information available about other aspects of the homemaker role. Her role as worker is described, but no mention is made of any assistance from her children in performing household tasks. The Negro homemaker role as described in the literature is a narrow one, centering around her children and the physical needs of the family.

METHOD TO STUDY

The case study approach, which includes a broad description of the situation being observed, was employed. According to Selitz⁴, the case study is an appropriate procedure for evoking insights because of the receptive, seeking attitude of the investigator and because of the intensity of the study of each individual.

One attempts to obtain sufficient information to characterize and explain both the unique features of the case being studied and those it has in common with other cases.⁵

Since it was essential that information be secured on the homemaker's perception of her role, a list of open ended questions was used to delve more deeply into the areas of role perception and role conflict.

The criteria for selection of women to be interviewed were: attendance at three or more of the Cooperative Extension classes in foods and nutrition held in Royal Oak Township and at least one school age child at home. Twelve subjects met these criteria. Two other class members were rejected as they were widows living alone. A third woman had moved away leaving no forwarding address.

Homemakers were contacted by phone or a personal call and appointments made for a home visit. An attempt was made to interview when

⁴Selitz, C., Jahoda, M., Deutsch, M., and Cook, S.W. Research Methods in Social Relations. New York: Dryden Press, 1958.

⁵Ibid

the children were in school. All interviews were conducted between February first and June first 1961. One homemaker had her small daughter present during the interview. Another subject was interviewed while her boy slept on the couch during half of the interview. A third subject was interviewed while her brother, niece and grandchildren watched TV in the adjoining room. In other cases, children or husbands were present toward the end of the interview but not in the same room.

Subjects were unaware that a study was being made. Very brief notes were taken during the interviews. Each woman was asked what things she had tried out that had been demonstrated in class, how each family member had reacted, whether or not she had continued the practice, and why she had come to class. A brief family history was obtained. They were told that the interviewer wanted to get better acquainted with the homemakers who had attended class in order to get help in planning future programs. When conversation lagged, the interviewer revived the memory of the subject by briefly mentioning the material covered in class. Subjects were asked also what tasks the husband, children, or other members of the household did around the house. Toward the end of the interview, subjects were asked what future classes they would be interested in. If no mention about community activities was made direct questions about these were asked.

All the women interviewed were friendly and talked freely. Approximately one and one-half hours was spent in each interview.

For convenience throughout the study, these women have been identified as case A, B, C, D, E, F, G, H, I, J, K, and L.

If place of residence, type of house, and source of income are the criteria for assigning subjects to a social class, these cases would

be classified as lower class. After visiting in the homes of these women, it was the opinion of the interviewer that 75% of them held many of the middle class values and norms. They value family stability, education and health. In a few cases the husbands and wives expressed having equal power in family decision-making. This differs from the Blood and Wolfe findings of wife domination in lower class Negro families.

Five subjects expressed desires which were in the direction of upward mobility. They were working toward a better job for the husband, higher education for the children, and better housing.

In general, the women who attended the class were from stable families, and said they were trying to bring up their children to be well behaved and independent.

FINDINGS

The "homemaker role" as perceived by the subjects in this study included tasks expected of the homemaker by her immediate family, other relatives, friends, neighbors, and self. Since it was difficult to describe the specific role expectation of each significant person, the roles expected of and performed by the homemaker were merely listed. In cases where there was little or no performance of the role, the subject was not listed as playing that family-related role. For example where there was little interaction with a sister who lived a distance away, the sister role was omitted.

TABLE 1

ROLES PERFORMED BY HOMEMAKER

Case	Wife	Mother	Daughter	Grand daughter	Sister	Mother-in-law	Daughter-in-law	Grandmother	Neighbor	Friend	Home Manager	Community Worker	Organization Member	Total dominant roles
A	X	X		X		X		X	X	X	X	X	X	10
B	X	X	X	X	X				X	X	X		X	8
C	X	X	X		X				X	X	X		X	7
D	X	X	X		X					X	X	X	X	8
E	X	X	X		X					X		X	X	7
F	X	X			X				X		X		X	6
G	X	X	X		X				X		X	X	X	8
H		X						X			X		X	4
I		X				X		X	X	X	X		X	6
J	X	X			X				X	X	X		X	7
K	X	X	X	X	X				X	X	X	X	X	10
L	X	X			X		X			X	X		X	6
Total	10	12	5	3	9	2	1	3	8	7	10	5	11	

The mother-role was the predominant role, followed closely by the wife role.

The roles of neighbor and friend were important to these women, most of whom lived in the area many years. Since the men are away a great deal, either working or visiting with other men, women are left to make their own friends.

Although many of these women are organization members (church, P.T.A., block club) only 5 are active community workers. These roles are considered important by the women, since they are helping the family by improving the community. In reality, these organizations have made little progress in community betterment, but they have provided a social outlet.

The number of organization members in the class was high because the community organizer who had arranged for the class had asked his committee to publicize the class in their clubs. All residents were sent a letter through the mail, also.

One of the roles not listed here was that of learner. All the women in the class were in the role of learner in a more or less social situation. The group was selected from those who had attended the foods classes regularly.

The home management role is viewed by the lower class women as very important. The home management process consists of a series of decisions concerning use of family resources to achieve family goals. There are three steps to the process: planning, carrying out the plan, or controlling it in action, and evaluating results with a view to future planning.⁶

⁶Gross, Irma H., and Grandall, Elizabeth W. Management for Modern Families. New York: Appleton-Century Inc. 1944. p 4.

In this study, 10 out of 12 subjects perceived the role of home manager. They budgeted their money, shopped with a list, planned menus and activities ahead, and supervised the work of the family in homemaking tasks. These women also perceived this role as one of guiding family members toward future success. Two subjects did not assume the role of home manager.

Fifteen practices were mentioned frequently during the interviews. These were categorized and recorded.

TABLE 2
PRACTICES USED BY HOMEMAKER

Practices	A	B	C	D	E	F	G	H	I	J	K	L
1. Studies Market Information	X	X	X	X	X	X	X	X	X	X	X	X
2. Shops with a list	X	X	X	X	X	X	X	X	X	X	X	X
3. Uses dried milk	X	X	X	X	X	X	X	X	X	X	X	X
4. Uses charcoal for outdoor cooking	X	X	X	X	X	X	X	X	X	X	X	X
5. Makes whole wheat bread	X	X	X	X	X	X	X	X	X	X	X	X
6. Makes corn meal cookies	X	X	X	X	X	X	X	X	X	X	X	X
7. Makes jellied salad	X	X	X	X	X	X	X	X	X	X	X	X
8. Makes pop corn	X	X	X	X	X	X	X	X	X	X	X	X
9. Makes spaghetti	X	X	X	X	X	X	X	X	X	X	X	X
10. Makes liver loaf	X	X	X	X	X	X	X	X	X	X	X	X
11. Makes stuffed heart	X	X	X	X	X	X	X	X	X	X	X	X
12. Makes cole slaw	X	X	X	X	X	X	X	X	X	X	X	X
13. Makes easy fruit salad	X	X	X	X	X	X	X	X	X	X	X	X
14. Makes bacon wrapped hot dogs	X	X	X	X	X	X	X	X	X	X	X	X
15. Makes hamburger in foil	X	X	X	X	X	X	X	X	X	X	X	X
16. Miscellaneous practices	X	X	X	X	X	X	X	X	X	X	X	X
Total Practices reported.	11	6	7	11	4	3	12	2	5	10	14	7

A summary of each case study appears at the end of this paper, showing which practices were used previous to class, tried only once, or practiced regularly since class. For the purpose of this paper which is to discover the homemaker role, all the practices reported are used. In some cases, although a subject had previously used dried milk or shopped with a list she increased or improved the practice.

Half the women who attended the class are definitely activity oriented. They belong to community organizations and are instrumental in organizing activities. In the home these women involve the family in group recreational activities and are responsible for the group tasks.

TABLE 3

ACTIVITIES PARTICIPATED IN BY HOUSEMAKER							
Case	Church	P. T. A.	Block club	Other organizations	Family group tasks	Family recreation	Total
A	X	X	X	X	X	X	6
B	X					X	2
C	X						1
D		X		X	X	X	4
E	X	X		X	X	X	5
F			X	X			2
G	X	X		X	X	X	5
H	X						1
I			X	X			2
J	X	X	X	X	X	X	6
K	X	X		X	X	X	5
L	X						1

In this study, women participating actively in 4 or more of the activities categorized were considered activity oriented.

Of the six women who are not activity oriented, cases B, C, and F are oriented toward the happiness of family members. They try to maintain peace in the family, cook foods to please the husband and children, and perform other duties which please the family.

One activity oriented case, Case D, was also family-happiness oriented.⁷

⁷Above, pp. 26, 30, 34, 43.

A comparison of the practices used by activity oriented subjects and non activity oriented subjects was made.

TABLE 4
PRACTICES USED BY ACTIVITY ORIENTED
AND NON ACTIVITY ORIENTED WOMEN

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	Total
Activity Oriented Women																	
Case A	X	X	X	X	X	X				X	X		X		X	X	11
Case D	X	X	X				X		X	X	X					XX	11
Case E		X							X			X	X				4
Case G	X	X	X	X	X	X	X		X	X			X	X	X	X	13
Case J		X	X	X		X	X			X			X	X	X	X	10
Case K	X	X	X	X	X				X				X	X		XXX	14
Non Activity Oriented Women																	
Case B	X	X	X	X	X	X											6
Case C		X	X		X	X	X									XX	7
Case F			X				X	X	X			X					5
Case H								X					X				2
Case I	X	X	X		X	X		X									5
Case L	X	X	X		X	X							X			X	7

Subjects who are activity oriented used more of the practices taught in class, with the exception of Case E.

The subject who was both activity oriented and family happiness oriented used a large number of practices. (See Case D)

A comparison was made between the number of roles the homemaker performed and the number of practices used. (Table 5)

The median number of roles performed by these homemakers was 7. The average number of practices performed by all subjects was 8. Of the five subjects who were above average in their use of the practices recommended in class, all performed at least 7 or more roles. In only one case where the homemaker performed 8 or more roles was the number of practices below average.

No.	Date	Description
1	1890	...
2	1891	...
3	1892	...
4	1893	...
5	1894	...
6	1895	...
7	1896	...
8	1897	...
9	1898	...
10	1899	...
11	1900	...
12	1901	...
13	1902	...
14	1903	...
15	1904	...
16	1905	...
17	1906	...
18	1907	...
19	1908	...
20	1909	...
21	1910	...
22	1911	...
23	1912	...
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84	1973	...
85	1974	...
86	1975	...
87	1976	...
88	1977	...
89	1978	...
90	1979	...
91	1980	...
92	1981	...
93	1982	...
94	1983	...
95	1984	...
96	1985	...
97	1986	...
98	1987	...
99	1988	...
100	1989	...

TABLE 5

RELATION OF NUMBER OF ROLES TO
NUMBER OF PRACTICES USED

Cases	Number of Roles	Number of Practices
A	10	11*
B	8	6
C	7	7
D	8	11*
E	7	4
F	6	5
G	8	13*
H	2	2
I	6	5
J	7	10*
K	10	14*
L	6	7

*Performed greater number of practices than average (8).

SUMMARY AND SUGGESTIONS

An analysis of the homemaker role of these women indicates that adoption of homemaking practices is associated with the number of roles performed by the homemaker in this study. The more kinship and community roles assumed, the greater the number of practices reported. This raises many questions about possible reasons for this finding.

- 1) Have these women developed a high sensitivity of what is expected by others in each role, and respond to the needs of others without question? This might be rejected as an answer, in light of the way the women in the study used the talents of family members in getting the job of homemaking accomplished.**
- 2) Did the women who perceived their homemaking role as including wider community relationships adopt more homemaking practices because they were motivated by associations with other group members? Kreitlow found in a Wisconsin study that homogeneous neighborhoods (where people belonged to the same ethnic group) seek to place emphasis on the perpetuation of the culture through participation in religious and social organizations. They adopted fewer farm practices than people in heterogeneous neighborhoods. The greater degree of participation by farm families in the heterogeneous neighborhoods in agricultural and school organizations, indicates a social climate conducive to success of organizations that advocate progress in**

agricultural technology and in improving the schools.⁸

Wilkening found that formal social participation of the families he interviewed is positively associated with the adoption of improved practices on their farms. Participation in farm organizations is most highly associated with the adoption of improved farm practices. Participation in other formal organizations such as homemakers clubs and church also was associated with adoption of practices.⁹

- 3) The question might be raised as to the reason these women of similar ethnic background adopted so many practices. It could merely be the desire for status in their various positions. Since the teachers were middle class white women, and there was a friendly relationship in the teacher-pupil situation, the acceptance of the practices may signify a desire for upward mobility.

This small sampling of women has not been large enough to make any scientific conclusions. However, perhaps it might enlighten others and suggest where answers might be found that could result in greater advances in adult education.

Hypotheses which might be tested by further research in different cultural groups or in larger samplings are as follows:

- 1) Women who perceive their "homemaker role" as a narrow family-centered role will adopt fewer new homemaking practices.
- 2) Homemakers who perceive their role as a broader one to include community roles will adopt more new homemaking practices.

⁸Burton W. Kristlow and James A. Duncan, The Acceptance of Educational Programs in Rural Wisconsin. University of Wisconsin Agricultural Experiment Station Bulletin 525, Madison, Wisconsin, July 1956, pp.17

⁹Eugene A. Wilkening, Adoption of Improved Farm Practices as Related to Family Factors, University of Wisconsin Agricultural Experiment Station Research Bulletin 183, Madison, Wisconsin, December 1953. p.40

- 3) Homemaking classes including women of different ethnic groups will be more successful in teaching new practices.

In the study, Adult Education and Adult Needs,¹⁰ knowledge of people's performance of developmental tasks was considered as useful in planning strategy for adult education, but not a sufficient basis for such a strategy. Another factor in planning of adult education is the conscious need or motivation of a person to improve himself. In the study of motivation the principal areas of high conscious need were those of parent, worker and user of leisure, while those of low conscious need are citizenship, clubs and associations, and church activity.¹¹

This study has given the author greater knowledge of the ability of the women in the lower socio-economic group to adopt homemaking practices. It pointed out the roles homemakers assumed and suggested where more information was needed if these roles were to be effectively fulfilled.

Working through formal or informal organizations can be a good means of reaching families with information which could result in improved family conditions. If the students influence others to attend educational classes, a feeling of community pride might be developed.

The author believes an education program should be planned to help the man of low status assume a more effective role in the family. There could be danger in further strengthening the woman's homemaker role without a redefinition of the role of the man in the family. Further research is needed on the role of men and women in the family.

¹⁰ Robert J. Navighurst and Betty Orr, Adult Education and Adult Needs, center for the Study of Liberal Education for Adults, Chicago 15, Illinois. 1956, p. 38.

¹¹ Ibid.

the following conditions are satisfied, the system is said to be

stable in the sense of Lyapunov if the following conditions are

1. The function $V(x)$ is positive definite, i.e., $V(x) > 0$ for all $x \neq 0$.

2. The function $V(x)$ is bounded, i.e., $V(x) < \infty$ for all x in the domain of interest.

3. The function $V(x)$ is continuous, i.e., $V(x)$ is continuous at $x = 0$.

4. The function $V(x)$ is differentiable, i.e., $V(x)$ is differentiable at $x = 0$.

5. The function $V(x)$ is positive definite, i.e., $V(x) > 0$ for all $x \neq 0$.

6. The function $V(x)$ is bounded, i.e., $V(x) < \infty$ for all x in the domain of interest.

7. The function $V(x)$ is continuous, i.e., $V(x)$ is continuous at $x = 0$.

8. The function $V(x)$ is differentiable, i.e., $V(x)$ is differentiable at $x = 0$.

9. The function $V(x)$ is positive definite, i.e., $V(x) > 0$ for all $x \neq 0$.

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12. The function $V(x)$ is differentiable, i.e., $V(x)$ is differentiable at $x = 0$.

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23. The function $V(x)$ is continuous, i.e., $V(x)$ is continuous at $x = 0$.

24. The function $V(x)$ is differentiable, i.e., $V(x)$ is differentiable at $x = 0$.

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APPENDIX

Case A.

Age: 40's

Source of income: Husband's factory wages \$31 a week.

Years in Detroit area: 17.

Family: Husband, married daughter 22, daughters 20, 18, 16, 13 and 10 and sons 21 and 8.

Middle class standards: upwardly mobile.

Activity oriented.

Major roles of homemaker: wife, mother, grand daughter, grandmother, neighbor, friend, home manager, community worker, organization member,

Practices	Used Previously	Tried Once.	Regular practice since class.
1. Studies Market Information			x
2. Shops with a list	x		
3. Uses dried milk	x		
4. Uses charcoal for outdoor cooking			x
5. Makes whole wheat bread			x
6. Makes corn meal cookies			x
10. Makes liver loaf			x
11. Makes stuffed heart			x
13. Makes easy fruit salad			x
15. Makes hamburger in foil			x
16. Miscellaneous practices			xbuys staples in quantity. xcooks fruits. xbudgets money for food.

Mrs. A, a large woman in her early 40's, now resides in a larger house in Detroit with her large family which includes husband, daughters aged 20, 19, 16, 13 and 10, and the youngest son, aged 8. Her great aunt, aged 95 lives with them and helps a little with the children. Roberta, aged 20, has a child born out of wedlock which is lovingly cared for by Mrs. A and "granny". A nursing student at Wayne State, Roberta plans to finish college as soon as possible by attending throughout the year. A daughter in her 20's is married and lives nearby. She plans to teach school again when her children are older. A son in his 20's had attended Wayne but got in trouble and was "away".

Source of income - husband's wages from factory \$51 week, plus a little extra money from doing odd jobs for a wealthy family.

The family had lived in Royal Oak Township for 17 years, having come from Alabama.

Since she first arrived in Michigan, Mrs. A has attended classes and joined community organizations which have taught her many middle class values. She has managed to associate with several people above her on the social scale who have both influenced her and assisted the family with food and clothing. She has used her family to help her in her tasks of homemaking. Both she and the children use work simplification techniques learned at a Heart Association class. Each of her daughters takes her turn at washing dishes for a week as it's easier to keep track. Even so, she said she needs a paper chart to eliminate squabbling. Each child cleans his own room and also helps in the rest of the house when they have no homework. She alone uses the washing machine so it will last longer.

Mrs. A considers alternatives when using family resources. The family doesn't own a car, as she figures it's more economical to take the

bus. She cans garden produce given to her, using methods learned at an Extension demonstration during the war.

She attended the Foods classes to learn more about how to feed her family better on a tight budget. She has adapted many of the principles learned, but doesn't always follow the recipe as she likes to experiment. However, she uses recipes when company is coming.

She studies the ads carefully each week and makes a list, taking advantage of specials and buying staples in quantity. She takes along the children to help carry home the groceries from her weekly shopping trip, or else hires a jitney.

Since the A's feed 10 people on a moderate income, they are eligible for donated commodities. She bakes whole wheat bread according to her own recipe, making white rolls for occasional guest meals.

The corn meal cookies made a hit with her family. Her daughters often make them. Mrs. A has a hard time keeping cookies on hand, as they are eaten almost immediately.

She hasn't tried spaghetti yet, but plans to.

She hasn't made the cole slaw in her blender. She's in the habit of serving raw carrots and celery for salad.

The jellied salad was too expensive and unusual for her family. They are suspicious of new foods, and she must eat some of a new dish before they'll taste it. If she doesn't like something she wants to serve, she'll eat early.

She reconstitutes dried milk for drinking and makes buttermilk from some of it.

Her family liked the liver loaf, so she makes it periodically, using the blender her daughter won in a cooking contest to chop the liver.

The stuffed heart was also well received, and she serves it when the

price is low. She had never known how to cook heart before.

She serves the easy fruit salad for special occasions and made it once for her club. She's typed the recipe for many people.

The family enjoys eating in the back yard, and have used the information for building charcoal fires, and making foil dinners. She shared many ideas for camp cooking using an open fire, learned when she had a campfire girls group.

Their usual pattern of eating includes oatmeal for breakfast, occasionally bacon or eggs and grits. Two of the children have hot lunches at school while the rest have sandwiches, cookies and milk. The whole family eats together for dinner at 6:00 p.m. She often has meat loaf, pork, or a combination meat casserole. Also served are greens or another vegetable, raw carrots or celery, bread or cornbread, and milk. Usually they don't have dessert, but eat cookies later if hungry. "Grammy" likes pork, greens, and corn grits. At 96 she's in good health with all but 2 of her own teeth. These traditional foods of the south are still used in the family, as they have faith in the good nutrients found in them.

The family does many things together, all go to the same church, visit friends on a farm, care for house and yard. Mrs. A doesn't ask her husband to mow the lawn or do other light jobs usually done by the man of the house. She and her older daughter do the work, freeing her husband to earn extra money doing odd jobs for a well-to-do family. When he paints the family home, he likes her to be nearby and hand him the equipment and supplies. Husband would like to live on a farm near the city, but Mrs. A says he'd find it too hard, since he doesn't like to get up early. He thinks part time farming would be fun, but she knows how difficult the work is.

When the family had to move out of the township because of urban renewal, they found rents double in Detroit. Mrs. A furnished her larger house with second hand things from rummage sales and donations. A fine oak dining room set given to them by husband's employer was carefully re-finished by homemaker. She cleaned up an old carpet with cleaning fluid. House was neat and had just barely enough furniture for the family's needs.

Mrs. A makes over second hand clothes for the children and herself. Her daughter recently made a new shantung dress for herself. Husband often receives donated clothing.

Although husband's earnings have to stretch far in this big family, they manage to send Roberta to Wayne University and encourage the others to study hard so they can go to college. The married daughter taught school 2 years and plans to return to teaching again. The 13 year old daughter has a scholarship promised and plans to go to Wayne. The 16 year old won a blender in a TV cooking contest and is a good student. Their mother insists that they do their studying, and she cuts down on their chores so they can concentrate on school homework. She got permission for two of the children to finish Northern High School as she believes it's a better school. Had they gone to the closer school, they would attend afternoons, when the teachers are not at their best.

In the township, Mrs. A was chairman of the election board for 10 years. Also served in P.T.A., Campfire Girls Council, and block club. Recently she joined the block club in her new neighborhood.

She has shown her new neighbors how to can, make buttermilk, make bread, and use corn meal.

At present she's interested in taking a course in Civil Defense or First Aid. She thinks there should be more courses in family living.

Too many girls are getting married before knowing what it's all about. She only knew how to space her last 2 children.

The children help her a great deal when she doesn't feel well. She need to check up on them, however. She's in pretty good health, except for asthma. She and the youngest daughter had gone to the outpatient clinic at the hospital for a check-up the day before.

A family leader, Mrs. A encourages each family member to contribute his energies toward the welfare of the family. She wants them to be successful in the future, and works hard to allow them time to study and money for tuition. Her husband helps her manage the children when he is available. He cooperates in managing the family finances by giving up recreational spending on himself, and by being satisfied with the budget-stretching meals served by his wife.

APPENDIX

Case B.

Age: 30's

Source of income: Husband's workman's compensation, \$50 week plus commodities.

Years in Detroit area: 24

Family: Husband, son 16, and daughter 12.

Middle class standards: upwardly mobile.

Family happiness oriented.

Major roles of homemaker: wife, mother, sister, neighbor, friend, home manager, organization member.

Practices	Used Previously	Tried once	Regular practice since class
1. Studies marketing information			X
2. Shops with a list			X
3. Uses dried milk			X
4. Uses charcoal for outdoor cooking			X
5. Makes whole wheat bread			X
6. Makes corn meal cookies		X	

Mrs. B, a woman in her 30's, moved six months ago from the township home to a rented house in Highland Park. Family includes husband, son 16, and daughter, 12. The son was home from school with a cold and was resting on the couch and the husband was home recuperating from a slipped disk received on his job as press operator. Monthly income from unemployment

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compensation from Chrysler is \$200 a month and family receives commodities. Interviewee was in bed, recovering from ulcer and gall bladder trouble, but came out to living room. She's on special ulcer diet, mostly milk, with low fat and spices.

The whole family is overweight so she has tried to serve low calorie meals. After dinner they say "where's the food?" and fill up on snacks. If they get hungry at night they will get out of bed and cook something for themselves. She tried to keep them happy by cooking foods they like.

She attended class because the community organizer had extended her a special invitation. She was ill the day we taught meat cookery.

She has shared many of her recipes with her new neighbors on the block. The men gather in the front yard of one of the houses and the women get together in the back yard. The men around her block have more initiative than those in the township and the women are more friendly. She enjoys watching the men and women going places together. However, she misses the recreation program at Royal Oak Township. They all go to church in the township, but aren't too active. Her husband is very happy in the new neighborhood.

She tried the whole wheat bread and her daughter likes it especially well. She uses her surplus flour for bread, mostly.

Daughter made corn meal cookies while mother was in hospital. Hasn't made them since, although they all liked them.

Mrs. Harding watches the newspapers and makes out a list of groceries and which store has best price for each food. Husband calls her a sales fiend. She feels it's her job to stretch the family dollar, and her daughter has learned to watch prices. Husband and son don't consider price when food shopping.

The non-fat dried milk is used in cooking and for mother's special diet.

Everyone in the family likes to cook and can make complete meals. They like to please her with their cooking.

Son prefers cooking with mixes, but daughter putters around making biscuits and cakes from scratch. The children will eat anything she cooks for them. They will eat hot cereal in the morning if she gets up and makes it. Husband sleeps late.

Son eats hot lunch at school and sandwiches after school before his sports practice.

Dinner is eaten at 6:00 p.m. when everyone's home. While watching TV or studying they often have sandwiches.

Whoever cooks has to clean up his own cooking dishes and clutter.

The children and husband also help clean house, wash, and iron. When she's sick they help very willingly. If they think she is able, they expect her to do more.

Her husband can get more work out of the children than she can. She has to tell them more than once to do a job, whereas the husband needs to speak just once.

Both parents discipline the children, but the husband is stricter. She pets them too much.

She's pleased that her son is doing well in his new school as standards are higher. He's planning to go to business school when he graduates. He was offered a camp counsellor job by the Y.M.C.A. but he'd rather get a higher paying job and save for school.

She buys her clothes and the children's, her husband buys his own. Her sewing machine is used for repairs and alterations. Although she says

she would like to attend a sewing class, she needs more time to sew.

She's learned how to manage her own time to get things done. She can't sit down when the house is dirty. She says she doesn't worry and can't figure out how she got ulcers. When her work or troubles pile up she likes to get away from them for awhile by going for a walk or visiting a neighbor and talking it out. She confides in her husband, too.

Husband feels the basement and yard are his domain and he keeps them clean.

Son and husband do lots of outdoor cooking in the summertime. They built a grille and often cook hot dogs or spare ribs.

Her sister and mother live in Detroit and they visit occasionally.

This homemaker feels her role is to keep the family happy. She is glad that husband takes over as disciplinarian and overseer of homemaking tasks. She can easily get out of doing household tasks due to her illness. Even when she's well they help a great deal as they know it pleases her.

Her husband has more power than most of the lower class Negro husbands, because he had a good job and is only temporarily unemployed due to his accident. He seems self-assured and homemaking isn't a threat to his masculinity.

The homemaker's ability to manage the family's resources of time, energy, money, and talents has helped her to keep the family happy and yet get the many homemaking tasks done. There seems to some conflict between her role and her home manager role. Whenever she assumes the role of a sick person, she finds the family more cooperative. On the other hand, she feels she is not really contributing to the happiness of her family by having them do her work for her. It is difficult for her to rest while there is work to be done.

APPENDIX

Case C

Age: 40's

Source of income: Husband's wages as Township Fire Chief, \$80 a week.

Years in area: 45

Family: Husband, brother, 3 daughters aged 20, 19, and 16.

Middle class stands: not upwardly mobile.

Not activity oriented.

Family Happiness oriented.

Major roles of homemaker: wife, mother, sister, neighbor, friend, home manager, organization member.

Practices	Used previously	Tried once	Regular practice since class
2. Shops with a list			x
3. Used dried milk.			x
4. Uses charcoal for outdoor cooking			x
5. Makes whole wheat bread			x
6. Makes corn meal cookies			x
7. Makes jellied salad			x
16. Miscellaneous practices.			xcompares labels xcarefully budgets food money.

Mrs. C and her family were one of the first Negro families to settle in the township 25 years ago, and before that live in Detroit.

Family includes husband who is a township official, her brother,

and three daughters, the oldest 20, studying to be an English teacher at B.I.T., the 19 year old goes to Big Rapids College where she's majoring in history, and the 16 year old is still in high school.

The family all enjoyed the whole wheat bread she's made many times. The cottage cheese salad (jellied with vegetables) is her favorite.

She uses mostly dried milk in cooking, and now mixes some with whole milk for drinking.

Everyone in the family likes practically everything she cooks. They enjoy the cornmeal cookies. The youngest daughter likes to bake cakes and cookies, so she won't have to depend on a box.

Mother takes time to compare prices and weights in the store, reading labels carefully. The oldest daughter gets disgusted and impatient with her when she does this, but the other girls go along with her.

She makes out her list according to the order in which she'll pick them up in the store. She budgets her money carefully for food.

The whole family help plan the meals, in fact they start planning at mealtimes. The most commonly served foods for dinner are oven fried chicken, ham, rice, mashed potatoes, peas, tomato or raw carrot salad, cake, or fruit. The youngest daughter and her brother take lunches.

Mrs. C bakes a lot to please her family as they enjoy her cooking so much. She bakes bread three times a week, cornbread once, and cookies often (youngest bakes cookies, cakes.)

Their favorite greens which are served every other day are bean greens, mustard greens, and turnip greens, and spinach.

Breakfast includes fruit, cereal (cooked or dry), bacon, egg, and cornbread.

The girls help with some of the cooking and dishes when they are home.

However, mother gives them a "break" by taking over for them when they have studying to do for tests. Mother gives them Sundays off from housework. Although she's an excellent cook and does a great deal of it, Mrs. C confessed she doesn't like to cook too well, and doesn't like to do housework, but she never complains to the family.

The girls clean their own rooms. One does the dishes while the other dusts the living area each day.

Both parents are interested in achievement of their children.

They themselves would be happy to settle permanently in the township and continue the same vocations.

Mrs. C takes pleasure in remodelling clothes (including hats) bought at the rummage sale conducted by her husband's church.

The mother was sorry she couldn't buy a new dress for the youngest to wear to a dance. She took great delight in surprising the "baby" with a remodelled dress which had belonged to the older girl. Her girls and men folks are very appreciative of her efforts and she tries to keep them happy. They go to different protestant churches, and the mother asked my advice about a table centerpiece she was planning for a church dinner at her church. She had very few accessories in her small house, so had to use a green plant.

This seems to be a closely knit family where everyone shares the joys and sorrows of the other family members. The husband, a friend to all in need, had used his influence for personal gain and was on trial. The family believe he did no wrong and stand by him.

By budgeting her money carefully, planning ahead for meals (with family help) and considering alternatives in food marketing, Mrs. C demonstrates her perception of her home management role. She has enlisted the

help of her daughters in cleaning and cooking, also. By giving them time off from work to study, she encourages their scholastic achievement.

Her ability to feed and clothe the family on a limited budget and still keep the family happy gives her much satisfaction.

APPENDIX

Case B

Age: 30's

Source of income: husband's factory wages (\$80 week) plus \$12.50 for managing apartments.

Years in area: 15

Family: husband, son 15, daughters 13, 10, and 9, and son 7.

Middle class standards.

Activity oriented.

Family Happiness oriented.

Major roles of homemaker: wife, mother, daughter, sister, friend, house manager, community worker, organization member.

Practices	Used Previously	Tried once	Regular practice since class
1. Studies market information			X
2. Shops with a list			X
3. Uses dried milk			X
4. Makes jellied salad			X
5. Makes easy spaghetti			X
6. Makes liver loaf		X	
7. Makes stuffed heart		X	
8. Miscellaneous practices			X plans for nutrition in meals X serves tongue X serves lamb breast X makes wheat muffins...

Mrs D, age 30's, and her husband now manage a low rent apartment house in Detroit where they have a fairly comfortable, roomy basement apartment. Family includes son 15, daughter 13, daughter 10, daughter 9, and son 7. Income is \$30 a month for managing apartments and \$80 week for husband's pay check from G. M. Mother was president of Carver P.T.A., her first such experience. Now she's resting, attends 4 different P. T. A.'s but holds no office. They lived in Royal Oak Township for 11 years and in Detroit before that.

She mentioned making jellied fruit and vegetable salad the first week, and her husband liked it so well she's made it several times since. She made thaliver loaf once, and the family ate it but really didn't like it so she hasn't repeated it.

Her oldest son will eat anything. The 13 year old daughter is a fussy eater, and the 9 year old daughter has "real peculiar" eating habits, and won't eat salads, and some vegetables.

They started using powdered milk after the class. The daughter made it up for her, and everyone except the 13 year old drinks it. The husband is on a low fat, low salt diet, drinking mostly liquid formula diet at present. She broils his meat when he has it.

She tried the tongue and has served it often as the family all like it. She and her oldest son liked the beef heart, but the others didn't care for beef, so she hasn't cooked it since.

She had a difficult time finding heart, tongue, lamb, and veal breast at the store near the township (ALP). She kept asking for them until they ordered the variety meats. The store carried mostly pork cuts, before. The children prefer fried chicken to other meat. Occasionally they have fish. The children eat when they come home from school, snacking on cheese and sandwiches.

She tries to feed her family the nutrients they need. Her 13 year old daughter had to make a nutrition report and chart and has helped in meal planning and cooking. This girl won't drink the powdered milk.

She has gained weight-had her teeth fixed, has low thyroid.

She now makes out a list for shopping, using suggestions from the ads in the newspaper. She always has checked the weight and price of food to get the best buy, she compares canned vs. frozen foods. She watches the specials and figures them out to see if they are worth buying.

She has made the spaghetti several times. Gave recipe to her mother who made it at the children's hospital where she cooks.

She makes most of the children's clothes, and showed me some she was working on. The older girl picks out her own patterns. The two younger girls dress alike. The husband and older son are both pleased with the slacks and sport coats she's made for them. She really doesn't care for sewing, but she does it to save money, and to please the family.

Mrs. B gets commodities given to her by friends. She makes the wheat muffins. She hasn't made cornmeal cookies-forgot about them. Missed outdoor cooking demonstration when her boy was sick.

Her husband won't eat breakfast. She has grits, or oatmeal, egg and bacon and toast for the family. Two children take packed lunches to school, two come home at noon and the high school boy buys the hot lunch at school. The dietitian spoke at P.T.A. and convinced her that the lunch at school was good and nourishing. Son complains when she has the same food for supper that he had at school.

The eldest girl can prepare lunch, usually soup, sandwich and fried potatoes.

Supper is usually at 6 after the children return from music lessons,

library, etc. The youngest daughter makes all A's. The oldest has lots of homework. She wishes the Jr. high school would give out more homework.

The two smallest girls take turns doing dishes, 1 washes, other wipes. They also clean the bathroom and their own rooms. Mother doesn't check on their rooms very often as they keep the door closed.

The oldest daughter helps cook, cleans living area, and folds clean clothes.

The husband keeps the building clean. The children don't like the neighborhood. The family often visit friends back in Royal Oak Township.

Mrs. D says her family is better fed now, and she has more variety in her meals. The children do not change their food habits easily. They notice new odors when she has different foods cooking.

She took training for Brownie leaders but had not had the time to take a troop as she was elected P.T.A. president. She did lead a girl scout troop.

Husband used to help her by painting the house.

When the children were small he mopped the floors. Now she does her own scrubbing and painting if she wants to get it done.

She disciplines the children, but he steps in if they get too noisy.

Two of the younger children come home for lunch while the interviewer was there and shouted back and forth at each other, in the kitchen as they prepared their lunch. They expressed themselves more freely than children observed in other families. The mother was quite permissive with the children.

Mrs. D perceives her homemaker role as a broad one, including her participation in school and community affairs. She feels responsible for the health, happiness, and behavior of the children.

Her use of community resources as well as family resources in feeding her children shows her home management role.

APPENDIX

Case E.

Age: 30's

Source of income: husband's job as factory worker (\$30.00 week)

Years in area: 18

Family: husband, son 15, daughters aged 16, 9, and 6.

Middle class standards.

Activity oriented.

Roles of homemaker: wife, mother, daughter, sister, community worker, organization member, friend.

Practices	Used Previously	Tried once	Regular practice since class.
2. Shops with a list	x		
9. Makes easy spaghetti			x
12. Makes cole slaw			x
13. Makes easy fruit salad			x

Mrs. E is in her 30's. Husband earns \$60.00 a week as a production worker. They have 4 children, a girl 16, boy 15, girl 9 and girl 6. They have lived in their township home since 1943 and before that she lived in Mississippi.

She came to class because her co-workers in P.T.A. were going. At time of interview she was attending a series of classes on Family Living conducted by the state department of mental health. She feels an obligation to attend any of these fine programs offered at the Carver School. They have

helped her a great deal to understand interpersonal relations in the family. More people should take advantage of these classes, she believes.

Following the foods classes she and two other P.T.A. officers who attended helped organize the club to put on a dinner for the Carver School teachers. They made the easy spaghetti and cole slaw recipes from class. This was the first time they had attempted such an activity, and interviewer feels the class gave them a feeling of competence in serving a large group outside their own families. The teachers were loud in their praises of the dinner and the fine way it was served.

Husband goes to work at 2:30 p.m. and sits around watching TV most of the day. He is a good looking, friendly man. Wife interrupted our interview for a few minutes to put on his meat to cook, and later to dish it up. Husband ate in kitchen as we talked in living room. He said good-bye to me as he left.

Husband's working on the afternoon shift keeps him under foot when wife would like to work and he doesn't want her to make much noise. She has only half an hour alone from the time he goes to work until the children start coming home from school. It's noisy when they are around and she wishes she had somewhere to go where she could have some peace. Sometimes she goes to bed with a headache but they still come in to bother her.

Her own mother died when she was young, so she had to keep house for her father and five brothers in Mississippi. They liked the way she cooked and so they ate everything. Her husband was trained by his mother, to cook and during the early years of their marriage this caused much trouble between them. She wanted to be the cook and he tried to get her to let him cook or else cook the food the way he wanted it. She finally won out and convinced him that her way of cooking was good enough for him, and "there's no differ-

since in food value no matter how it's cooked. He doesn't cook much now, except for barbecued spare ribs for which he makes his own sauce.

She has always made out a market list, and her husband usually picks up the food for her on Saturday.

She makes the spaghetti regularly and everyone enjoys it. Her oldest daughter is always after her to make the easy fruit salad, which she often serves. All but the son eat it. She also made the salad for a friend who was having a party and it was very popular.

Her 15 year old son has always been a fussy eater. He doesn't like anything with a sauce or food mixtures. Only recently he's started eating salads and soup. He actually eats less now than when he was small. Her husband gets after the boy to eat. He believes the children should eat anything the mother will eat. She doesn't care if he leaves the food, as he can eat more of the other things.

She didn't make any jellied salads as they take too much time, and her son wouldn't eat it.

They don't get commodities. She doesn't bake cookies, or bread too often as they are purchased at the store.

Foods served regularly are cereal for breakfast, baloney sandwiches or hot dogs for lunch, and meat, rice or potato, vegetable, salad and dessert. Usual meats are beef shank, hot dogs, chicken, and pork. She buys frozen boneless perch because she's afraid to eat fish with bones in as "they may be contaminated". The older girls expect her to keep sliced ham or baloney in the refrigerator for snacking, and get mad when there's none there.

She loved the linear loaf made in class and her family like it but she can't make it because they have no chopper.

She buys most of the clothes for herself and the children. Her

sewing machine is used to make an occasional dress or remake second hand clothing. She'd like a course in remodelling fur coats, as she has two which were given to her.

She likes living away from close neighbors. Most of the houses in her block are vacant or torn down, but she likes it better now than when it was crowded with people. The children and her husband would like to move out as soon as possible, but she hates to leave the open spaces and move into a small house on a small lot. She has friends who have moved to Detroit and her brothers all live there now. She is now chairman of P.T.A. and has many friends active in the B'hai faith. Her husband and children don't attend any church.

Mrs. E feels frustrated as a homemaker. A conservative person, she resists change, and has difficulty adapting her schedule to suit her husband's wishes. The children help with cleaning and dishes when they come home from school, but they often squabble.

She's in a dilemma, wishing to remain in the neighborhood where she's active in civic affairs, while her family is urging her to move out. She believes a homemaker should provide a pleasant, comfortable home for her family and feed them nourishing meals. She is proud of her oldest girl who is graduating from Northern High this year. She would like to see her go to college but they haven't enough money. However, they drive a late model car in the medium-price field.

She feels she's helping the children by her P.T.A. activities. Now that Oak Park has taken over the Carver School district she believes the children will be much better educated. She makes sure they finish their homework before they watch TV or go out with their friends.

Mrs. E may actually be holding back the family's chances for success by remaining static. She doesn't mention shopping for bargains in

food, so she probably has enough money for necessities.

Her husband has about equal power with her in disciplining the children. He takes care of the yard, and does any inside painting that's needed. Before he was married his mother was helped with the housework and cooking, and would be willing to help if his wife needed him.

They aren't upwardly mobile, since he is satisfied with his job and she with her place of residence and friends. A better house with more privacy for each family member would solve many of their problems, the homemaker feels.

Mrs. E. has trouble managing her time, energy, and money, as well as the talents of her husband and children.

She perceives her homemaker role as one of providing a comfortable and pleasant home, but she cannot repair or decorate because they will soon be forced to leave the home which will be torn down for urban renewal.

She feels a responsibility to improve the community, so that her children get a better education.

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APPENDIX

Case F.

Age: 50's

Source of income: welfare

Years in area: 37

Family: husband, brother, nephew age 30, niece age 7.

Lower class standards; not upwardly mobile.

Family happiness oriented.

Major roles of homemaker: wife, mother, aunt, sister, neighbor, home manager, organization member.

Practices	Used Previously	Tried once	Regular practice since class.
3. Does dried milk			X
7. Makes jellied salad			X
8. Makes pop corn			X
9. Makes easy spaghetti			X
12. Makes cole slaw			X
16. Miscellaneous practices			X understands what supplies.

Mrs. F, a large, jovial woman in her 50's has lived 37 years in the neighborhood.

Her family includes husband, brother (recently discharged from Ypsilanti State Hospital after stay of 16 years), nephew, age 30, and niece age 7. Another niece whom she helped raise, and her family live in house across the back yard and they visit often.

Husband is unemployed, was formerly a janitor at Carver School. Nephew works at landscaping or painting houses but is now out of work. Her brother stays around the house and helps her with the cleaning. The family is now on welfare and gets surplus foods. Mrs. F once did day work (cleaning) but doesn't any more due to neuritis. They own their own home, in which they have lived since 1924.

This homemaker attended class because she likes to eat, and because she had a special invitation from the home economics agent at a drapery workshop.

She tried the jellied salad and likes the mixture very much. She made it several times and everyone in the family enjoyed it. Also served it to her block club and it went over big. The whole family eats dinner together from 4:00 - 4:30 p.m. In her family, everyone will eat at least a small quantity of anything she serves. They wait until she eats some of her food and then they eat theirs. Her neighbors consider her a good cook. When she bakes or cooks she often shares some with her friends or her niece. Sometimes they bring in a dish of food for her, and she doesn't serve it to the family if she doesn't like it herself. They won't try it unless she does. When the neighbor sees the untouched food she is rather disturbed that Mrs. F hasn't served it.

She tried the spaghetti cooked right in the sauce and she and the family like it much better than her old way. It's easier and tastier. She makes it quite often now. She did not make the corn meal cookies because she uses the meal for corn bread every day for dinner.

They often have spinach, turnip, or mustard greens. The greens are cooked with ham-hock or salt pork for meat. Corn bread goes well with greens,

she says.

Instead of greens, they sometimes have cabbage, celery, and carrot salad chopped very fine as we did in class. She uses food chopper as she doesn't have a blender. The 7 year old niece and her married niece and children snack on raw cabbage wedges, celery sticks, and carrots.

She didn't make the whole wheat bread as she uses the flour for pancakes, muffins, biscuits, and chocolate drop cookies.

She tries not to use too much fat in her cooking as she believes it will make fat in the body.

She serves breakfast from 8 - 8:30 every day. Usually they have sausage or ham shank sliced thin, with eggs, coffee and bread. Her husband likes bacon so she sometimes has that for him. Sometimes she makes biscuits or pancakes.

She makes thin biscuits as she doesn't like too much dough. The family likes them the same way. They don't care for dumplings for the same reason. However, her brother loves dumplings, so she makes a few sometimes.

Niece comes home for lunch and has french fried potatoes and milk, which she likes.

Dinner consists of some kind of meat usually stretched in a combination dish like spaghetti or kaffir cabbage, or salt port cooked with the greens (believes salt port is a meat). Also corn bread, milk or coffee, rice pudding, custard, or pie for dessert.

Sometimes she buys frying chicken which are stewed and served with biscuits. She believes the larger chickens are too old and may be tough and have a bad flavor.

The only person who drinks the reconstituted dry milk is her husband. She keeps dry cereal for him and he uses it on that, also. In cooking she

uses the dry milk, but the niece and nephew drink whole milk purchased at the store.

Shopping is done by the homemaker, alone, who goes to 2 different stores, buying the best quality for the cheapest price. She found beef especially high the week before so thought of the Extension agent and how she said the price went up when the animals were scarce. She finds she gets more servings from a ham shank than a half ham which has 2 bones. She doesn't usually have a list, but doesn't have to buy too much now that they have surplus foods.

Her men folks don't ordinarily help around the house, as most men believe that's "women's work". She manages to get her husband to clean the outside of the windows and paint the house. Her brother likes to work, so he helps mop floors and other cleaning. He's so happy to be home from the state hospital, where he stayed 16 years. His wife apparently took all his money and left him.

There are only two men in the neighborhood that help their wives by mowing the lawn, cleaning and shopping. These men don't "fool around". Quite a few are unemployed but still don't help around the house.

She would like to learn to sew. Looked at ads for a used sewing machine. Could make new curtains, slipcovers. Would like agent to teach another class of anything - cooking, sewing, or upholstering. A few of the men might like to attend an upholstering class.

She buys much of the families clothing at rummage sales or at the Salvation Army.

An member of the Garden Lane Block Club, she attended a drapery workshop taught by interviewer and helped make curtains for the Fenner Community House.

Her family look to her to make decisions about food, care of house,

clothing, and use of money. The husband and bachelor nephew usually spend their leisure time visiting with other men in the community.

She enjoys spending the whole day fishing at state parks whenever she can get a ride. The nieces and nephews might go along, but her husband remains at home as he dislikes the sport.

This homemaker perceives her role as manager of the home, although the money and talents of family members are scarce. Any cooperation from the family in doing household tasks is gratefully received, but not expected. She seems to be content with her leadership role, satisfied to have the respect of the family.

There is no evidence of upward mobility in the family. As long as they have enough food and shelter and opportunity for leisure activities, they are happy with their life. Since both Mr. and Mrs. F are older, they don't feel guilty receiving welfare.

Although an organization member, Mrs. F is not very active in carrying out community projects. Interviewer has had previous contacts with her, and found her more pleasure-oriented. Since she considers the happiness of her family by serving foods they like, and has made shone for brother, nephew, and nieces, she may be classified as family happiness oriented.

APPENDIX

House G.

Age: 40's

Source of income: husband's factory wages (\$95.00 week).

Years in area: 23

Family: husband, sons 20, 12; daughters (twins) 16.

Middle class standards: upwardly mobile

Activity oriented.

Roles of homemaker: wife, mother, daughter, sister, home manager, neighbor, community worker, organization member.

Practices	Used previously	Tried once	Regular practice since class
1. Studies market information	x		
2. Shops with a list	x		
3. Uses dried milk			x
4. Uses charcoal for outdoor cooking			x
5. Makes whole wheat bread		x	
6. Makes corn meal cookies			x
7. Makes jellyed salad			x
9. Makes spaghetti			x
13. Makes easy fruit salad			x
14. Makes bacon wrapped hot dogs			x
15. Makes hamburger in foil			x
16. Miscellaneous practices.			x understands meat buying.

Mrs. G moved across 8 Mile Road in August 1960. She is in her 40's. Husband earns \$25 a week take home pay as masonry worker at Ford Motor. Her older son age 20 is overseas, and twin daughters age 16, and son age 12 are at home. Her married daughter lives nearby and the two grandchildren visit her week ends.

She and her husband lived with his folks for awhile in their home east of Wyoming. After he got out of the service, their home burned and they moved to the township homes in 1946. Now they rent a single, two story house which is more spacious and in a better neighborhood. Husband's parents are deceased. Her mother and sister live in Detroit and visit her often.

She was busy sweeping the carpet and floor getting ready for a tea she was having the next day. Negro and white women were expected to come, some Jewish, Catholic, and protestants. They are continuing the program started during Brotherhood week, and meet in different homes each month. She showed me her centerpiece of plastic daisies, which she was using yellow candles with. She was going to make tea cakes to serve with coffee and tea.

She was proud of her part in helping the P.Y.A. and serve a dinner to 60 Carver School teachers. They guessed at amounts of food needed but came out right. The spaghetti and lime jello salad were prepared by women who had attended the foods classes.

The marketing information given at class helped her understand how to buy meat to get more lean for the money. She has always made out a list but when she gives it to her husband to pick up, he buys extras like olives and pickles. She buys meat the family likes best--chuck roast (got idea at class), chicken, fish, ground beef, liver and steak. Vegetables include carrots, beans, (or other green or yellow vegetable), peas and lettuce.

Usually she cooks the same foods over and over and the children

"hollar like everything" when they don't have enough variety. She heard Marge Gibbs on radio and sent for the Herb bulletin. She's used many new seasonings and the family appreciate the change. There are lots of ideas in the newspapers she'd like to try but doesn't follow through. She wishes her husband and children would help her plan menus.

The charcoal fire suggestions were helpful in saving fuel. She's cooked the hamburger dinner in foil several times. Husband now uses a gravel base for fire as suggested in class. He makes fire, she cook the meat. Family enjoys cook-outs. Often have spare ribs, or bacon wrapped hot dogs.

Daughter made corn-meal cookies. Liked them but preferred molasses cookies she's usually makes. Mother makes whole wheat bread. She made easy fruit salad for special occasions, as was suggested in class. She entertains relatives once in awhile and they loved it. Makes jellied salad but son won't eat it.

About every two weeks she serves liver or liver loaf.

Mixes up powdered milk and adds a can of evaporated milk for drinking.

She makes the spaghetti once in awhile but her son won't eat it. He likes meat plain, rather than in mixtures. He doesn't care for steaks or chops. Does like vegetables. She always has something he likes in the refrigerator so he can serve himself. Everyone waits on himself.

Her husband doesn't cook but makes coffee in the electric percolator. He's not domestic, spends many of his leisure hours at the race track or at various sports. He works extra hours on the job and gets good pay so she feels he deserves these pleasures. Sometimes they go to the drive-in theatre together or with the children.

Husband thinks inside work is "woman's work" but he cuts the lawn and

will paint or wash walls when needed.

Girls help with cooking when they aren't too busy studying. Certificates on the mantle showed both are in the National Honor Society. They study a great deal and "don't gad too much". She thinks they ought to earn a little money baby sitting but they don't relish the job, and are afraid of men they might encounter on the job. The mother seemed proud to report they don't date much.

The children all have to keep their own rooms clean. She has to keep after them as they leave their clothes all over the house. They expect her to pick up after them. She guesses she's too easy on them, especially when they have studying to do.

She's active in B'hai and her daughters plan to go when they have time to study the faith.

She has never saved and has no interest in it. She takes the children with her to buy clothes and lets them help select what they like. Husband buys his own.

Washing clothes is done by wife, with daughters doing their own ironing. They wait until they need something before they iron anything.

She has to watch the budget, and wishes she could save money for the children's college education. By some miracle she hopes they can go to Wayne. They have their names in for scholarships.

Father is very easy going with the children - expects her to discipline them. The children and she go to the B'hai camp in Durison each summer for two weeks.

She looks forward to back-yard barbecues with the whole family together.

INTERVIEW

Case #1/

Source of income: her wages as domestic, \$20 a week plus son's unemployment compensation.

Years in Detroit area: 2

Family: older son, son 20, daughter 15, daughter 12, and 2 school age grandchildren.

Lower class standards: -not upwardly mobile.

Not activity oriented.

Major roles of homemaker: mother, grandmother, organization member.

Domestic	Used manicure	Irish base	Regular practice since class
1. Irish manicure			
2. Irish manicure			

Mrs. H, in late 40's, lives in a two story co-op apartment. Her large kitchen contained a fairly new range, refrigerator and sink. The large living room had an older upholstered couch and 2 occasional chairs, but a deluxe TV console. Three bedrooms are located upstairs.

Family consists of mother, youngest daughter, 12, older daughter, 15, son in Highland Park Jr. College, age 20, an older son currently unemployed, and two grandchildren.

Mrs. H is the family breadwinner, earning \$20 week as a domestic. Would like to work 2 more days a week, as college expenses are tough to pay. Rent is \$54 month with utilities extra.

She and her younger three children came north about a year ago and moved in with the son and grandchildren. The children wanted to go back

south again-didn't like the neighborhood and life here. They are better satisfied now, but would like to move where they would have more respectable neighbors. According to her, most of the people talk bad talk, so she only speaks to the neighbor on one side. The other people all stay by themselves and don't wish to socialize. She doesn't entertain friends in the home. Goes to most all available church meetings to get away from the house. In church they often make up 4 extra collections during Sunday service. They tithes, using envelopes, too. Her neighbors don't go to church, so she believes they are bad. Her children go to church with her regularly. When any of the children belonging to church become delinquent, they are put out of the church. They can return only if they request it. Most don't return.

She attended class because it sounded like a nice place to go to get away from home. She always likes to learn new things. She liked meeting the other ladies. She often has thought of them since. She wondered what I had been doing. Was real happy to see me and thought I looked as young as ever. She said she tried out the spaghetti and everyone liked it. She had made the easy fruit salad for special occasions but they like it too well and eat too much of it. It's really too expensive for their budget. They eat greens of all kinds, also cabbage. Beans and bean salad are popular. Ham and loaf, and hamburgers are most popular, as well as chicken and hot dogs. Dry cereal is served for breakfast.

The children get their own lunches packed in the morning. They don't have any money, so know they have to put up their lunch or go hungry. The daughters serve themselves cornflakes and milk. The college boy doesn't usually find time to eat breakfast as he has 8 o'clock classes and has to pack a lunch.

Mother thinks the college boy is studying engineering. I noticed

three college text books in math and engineering propped up with book ends on the coffee table.

She thinks the high school girl will become a nurse. She's studying courses at Northern High in Detroit which will help her in nursing.

Apparently all the children are well behaved and give her no trouble. She is quite relaxed, in fact she used to doze off a bit in class. It could be that she lets the children have all the freedom they want, believing they are good children. They have no desire to associate with the children on the block.

The high school girl has been associating with girls of higher status in her high school. She told her mother she should get a better paying job as she needs more clothes to keep up with the girls in the "higher classes". These girls buy their lunches, which also is the goal of this girl.

While I was there the 3 girls came home from school. The 2 older ones said "how-do-you-do?" politely and went to work cleaning up the kitchen and washing dishes left from breakfast and mother's lunch. They worked quietly and methodically, not having to be reminded of their job. Each has a certain job for a week and then they swap. Mother says they squabble a little sometimes.

All the girls were well dressed. They wore bright, clear colors, their shiny bobby socks contrasting sharply with their dark skin.

The girls like to bake things for supper. Mother lets them and doesn't supervise. The rest of the family sometimes object to the food because the food doesn't always come out right. One girl filled the muffin tins full and they were too high and heavy.

Mrs. W likes to make things that are easy to cook. They must also be inexpensive. She never cooks for guests, so doesn't have to worry

about cost or type of company food. Most of the church meetings don't have refreshments.

Mother reminisced about her life in the south. They lived in the country and raised all their own vegetables, chickens, and at one time had a cow. When they sold the cow, the only food they bought was milk and sugar. (Perhaps she got surplus foods). She finds food very expensive up north.

Mother doesn't push the children to eat, to study or to do their homework. They seem to have more initiative and desire for upward mobility. She does set a good example by regular church attendance, and she and her children like the people who go to church better than their close neighbors.

Mrs. H's role revolves primarily around her mother and grandmother roles. She is concerned that her children have food, shelter, and money for their education and church so they will be good children. As yet her participation in community organizations is of a passive type.

APPENDIX

Case I.

Age: 55

Source of income: \$151 a month from Social Security. Receives donated food.

Years in Detroit area: 20

Family: sons aged 24, 22, 16, 14. Also a married son and daughter. Husband deceased.

Lower class standards: not upwardly mobile

Not activity oriented.

Major roles of homemaker: mother, grandmother, neighbor, organization member, mother-in-law, home manager.

	Practices	Tried once	Used previously	Regular practice since class
1.	Studies market information.			X
2.	Shops with a list.			X
3.	Uses dried milk.			X
5.	Makes whole wheat bread.			X
8.	Makes pop corn.			X

Mrs. I, age 55, has 2 boys in school, one 16, the other 14. A widow, her income is \$151 month from Social Security. Two other sons both in their early 20's live there and have jobs at the theatre and wash rack. They contribute food to the family. Also get surplus commodities. Her daughter is married and she often visits her as well as a married son.

She makes the whole wheat bread once a week, as she has a hard time using all the commodity flour. She feels she must use up all the donated

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food since they were given to her and shouldn't be wasted.

She hasn't tried the corn meal cookies since she makes cornbread and muffins with the meal, and has none left.

She drinks 3 glasses of the non fat dried milk a day, but the boys use whole milk. She buys 2 quarts of whole milk every other day, and when it's gone they just have to wait until the milkman comes again.

She serves spaghetti and meat and macaroni and cheese, but likes her own recipes.

She hasn't made the liver loaf or baked heart - forget about them.

The boys like popped corn and make their own.

She hasn't made the easy fruit salad - thought the boys wouldn't like it, as they prefer sweets.

Mrs. I came to class because she was on the committee to send out notices of the meeting. She belongs to the Golden Age club at Urban League, goes to the Billy Graham Cottage and Prayer Band. She goes regularly to the Carver Women's Club, but doesn't participate in the activities, just sits and pieces quilts by hand.

She makes her boys do all the mopping, and window washing. She's been trying to get them to clean up the yard, but hasn't had a chance to get after them.

She said most men are lazy and don't do much around the house. They feel it's a woman's job to keep the house. Some men clean the yards, though.

She makes out a list to give to her son when he shops. Sometimes he buys cookies without her permission if there's enough money, so she tries not to give him more money than he needs.

The two "little boys" eat meals with her, the older sons fix their own food, and often eat out.

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She plans her meals, and the boys always eat everything. However they don't eat enough of the food when they eat sweets, so she serves sweet desserts about twice a week.

Breakfast includes cereal, bacon and eggs or hot cakes and syrup.

For dinner at night she usually serves a vegetable (their favorite is turnip or spinach greens cooked with ham hock or salt pork) fried corn meal, meat every other day, alternated with macaroni and cheese. Also served is corn bread, deep fat apple or peach pie, cake, or rice pudding.

She scrambles the dried egg for breakfast, but likes to put a fresh egg in, too.

This housewife doesn't like to cook as she's done it so long. She'd enjoy some new recipes and suggested putting them in looseleaf notebook. She needs new ideas for fixing low cost foods quickly. She never wastes food. If it's not eaten at one meal, she turns the food into something else and serves again.

Her neighbors waste a lot of food, an observation she made by watching their garbage cans. She thinks they don't have good results in cooking as their measuring equipment is poor. They spend too much on packaged mixes. She believes that fruit won't keep if canned because of the sprays used.

She now shops with a list, reading ads in the News to see what's on special. She purchases food for a week at a time.

People living in the co-ops are given paint, and her older son paints the kitchen for her. I met this son, and he appeared very polite and friendly.

She has seven children, but thinks one child would have been enough.

She lived in Royal Oak Township for 20 years, and likes it better than Alabama, her former home.

She has no desire to work for pay. Formerly she did washings for

the first of these is the fact that the system is not a closed system.

It is a system which is open to the environment and which can exchange energy and matter with it.

It is a system which is not in equilibrium with its environment.

It is a system which is not in a steady state and which is constantly changing.

It is a system which is not in a state of minimum energy and which is constantly evolving.

It is a system which is not in a state of maximum entropy and which is constantly increasing its entropy.

It is a system which is not in a state of minimum free energy and which is constantly increasing its free energy.

It is a system which is not in a state of maximum order and which is constantly increasing its order.

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people.

She's never been sick, but her married daughter would take care of her if needed.

She believes a wife should try to hold the family together. Sometimes men leave home and never come back, not bothering to get a divorce.

Her children are encouraged to work. The 16 year old earns spending money by cutting lawns. Industriousness is rare in children and men in her neighborhood. Classes in upholstering, wallpapering, and landscaping would be helpful for the men.

Her school age sons haven't decided on what jobs they'd like as yet.

APPENDIX

Case J.

Age: 40's

Source of income: husband's factory wages (\$85 week).

Years in area: 36

Family: husband, son 17, son 11, daughter 5.

Middle class standards: upwardly mobile.

Activity oriented.

Major roles of homemaker: wife, mother, sister, neighbor, friend, home manager, organization member.

Practices	Used previously	Tried once	Regular practice since class
2. Shops with a list	x		
3. Uses dried milk			x
4. Uses charcoal for outdoor cooking			x
6. Makes corn meal cookies			x
7. Makes jellied vegetable salad			x
9. Makes liver loaf		x	
13. Makes easy fruit salad			x
14. Makes bacon wrapped hot dogs			x
15. Makes hamburger in foil			x
16. Miscellaneous practices.		xveal	

Mrs. J is a woman in her 40's living in a very small house which she and her husband have owned for 14 years. She has lived in the area 36 years, before which time she lived in the south. They have a 17 year

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old son attending high school, an 11 year old son, and a 3 year old daughter who goes to kindergarten half days.

Her husband earns \$85 week at the automotive plant, but was working only every other week at the time of interview. The wife has never worked for pay, and feels she's too old and sickly to begin now. She has baked cakes and sold them to families where both husband and wife are working. She would like to increase this business, but has only a tiny kitchen. Some day she would like to build a new house on the front of the lot so she can have more room to cook. Often she'll bake cakes for school and church, being reimbursed for ingredients. She obviously enjoys her reputation as a good cook, and often shares her knowledge with the neighbors.

At present she's seeing the doctor regularly for high blood pressure and a nervous condition. She's on a liquid reducing diet which she dislikes, as she enjoys variety in her food.

Attending class was an excuse to get away from home, and she brought her young daughter along each time. As a member of a block club, she was on the publicity committee for the class, but couldn't get any of her neighbors to attend.

She tried out several ideas from the class, and was successful in getting her family to eat most of the new foods. Her husband and children will try anything that she will eat. When she served the liver loaf, neither the husband nor the children liked it, so she finished it herself. Mr. J said, "Save your money, don't make it". She and her husband have fried liver frequently, but the children will eat only the gravy on rice and with no other meat.

Everyone liked the jellied vegetable salad which she makes often. She had never used vegetables in gelatine before.

1. The first step in the process of the investigation is the identification of the problem. This is done by the investigator, who is usually a member of the research team. The investigator will identify the problem by looking at the data and trying to find out what is going on.

2. The second step is to collect data. This is done by the investigator, who will go out and collect data from the field. The data is then brought back to the laboratory and analyzed.

3. The third step is to analyze the data. This is done by the investigator, who will look at the data and try to find out what it means. The investigator will then write a report about the results of the investigation.

4. The fourth step is to write a report. This is done by the investigator, who will write a report about the results of the investigation. The report will be given to the research team and the investigator will then discuss the results with them.

5. The fifth step is to discuss the results. This is done by the investigator, who will discuss the results with the research team. The research team will then decide what to do next.

6. The sixth step is to decide what to do next. This is done by the research team, who will decide what to do next. The research team will then decide what to do next.

7. The seventh step is to decide what to do next. This is done by the research team, who will decide what to do next. The research team will then decide what to do next.

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9. The ninth step is to decide what to do next. This is done by the research team, who will decide what to do next. The research team will then decide what to do next.

10. The tenth step is to decide what to do next. This is done by the research team, who will decide what to do next. The research team will then decide what to do next.

[illegible]

She entertained her sister's family, and husband's brother's family at a chicken barbecue in the back yard. The men grilled the chicken and wrapped hot dogs over charcoal. Husband was afraid he'd burn the meat, but when he was successful he volunteered to do all the outdoor meat cookery in the future with a little advice from his wife. They have made the hamburgers wrapped in foil often.

She's made the easy spaghetti often, as the family enjoy it and it's a good meat stretcher, and she doesn't have to cook potatoes or other vegetable for the meal. She feels it's necessary to serve unedible, inexpensive meals most of the time, and has got into a routine. Children seem to like hot dogs and hamburgers more than more expensive meats.

When she tried cooking veal the family didn't care for it so she ate it all eventually. That's what makes her overweight, she said.

Some of her neighbors who receive commodities give her dry milk, eggs, and whole wheat flour that they don't know how to use. She also helps them with ideas for using low cost foods.

Since her husband's income has been cut due to work cutbacks, she has bought cheaper cookies to show the family the need for economizing. Even though they eat only one, she continues to buy them. Apparently she buys what she believes is right, and the children can take it or leave it, as in the case of liver. After many refusals, the children eat turnip greens, collards and beet greens. She slices hard boiled egg on top and sprinkles paprika on to make it attractive. They like the egg better than the greens.

She mixes the skim milk with homogenized as suggested in class. They drink 3 quarts a day, that's all she says they can afford.

Usually the whole family eats together at the table in one corner

of the small living room.

For breakfast she often makes cooked cereal but the older son won't eat it. He will eat only pancakes, and when she doesn't get up for breakfast he just drinks milk.

The younger son does average work in school, but is very ambitious. Now he earns \$2 week helping deliver papers, and hopes to get his own route when old enough. An outspoken lad, he speaks up when he doesn't like the food and sometimes influences the attitudes of the other children. He'd like the family to move from the township to a bigger, better house like the model home down the street. The 17 year old would like to move to Highland Park, a better neighborhood. Although they have relatives in Detroit and go to church there, Mrs. J wants to stay where they are. She apparently has considered the alternatives and realizes the housing costs are less in the township.

The boys begged their parents for a record player and received one for Christmas. They don't play it too much as they only have educational records which Mrs. J bought to help them with their school work. She expects them to buy their own records with any money they earn.

The 17 year old has been a problem to his mother. He was getting barely passing grades at school, so she conferred with the principal and his history teacher. He is distracted by the others in class, and is nervous taking tests. Now he sits up front and has improved. He tells his mother he finishes his homework at school, then goes around with boys afternoons and many evenings. At home, he often stays up until 11:30 p.m. studying. The younger boy studies late, and the little girl stays up, too, but sleeps late next day.

Recently Mrs. J got very angry with her 17 year old son for not

Journal of Management Education 30(6)p. 789-804

.. *Journal of the American Medical Association*, 1997; 277: 1001-1005.

staying home and studying. He left home and when he returned a few days later she told him he'd have to behave himself or get out. He went over to enlist in the air force, but flunked a test. His little brother told him he was a failure at everything because he didn't try hard enough at school. He returned to school, is doing better, and hopes to graduate in January 1962. He's good at working with his hands.

The whole family went to Camp Oakland for a week the past summer. She learned about child discipline in a lecture there and found ideas that work.

Her younger daughter was present during the interview, watching TV and studying me now and then. Without interrupting, she helped herself to cookies in the kitchen. Like her mother, she's had health problems-frequent colds and dental problems. Her mother worries that she might need to spend money to have her teeth straightened. Daughter likes to help cook and some day her mother will train her to take over some of the cooking.

The family seems to be upwardly mobile, desiring a better home or location, cultural advantages, and more family income. The mother perceives her role as one of guiding the children toward future success by encouraging thrift and study. She doesn't require the children or her husband to help very much around the house, as she believes that's her job. Although Mrs. J belongs to a neighborhood club and a Detroit church, her contributions toward their activities are mainly connected with her talent of cooking, a part of her homemaker role.

By referring to her time plan for care of the home, making a list and budgeting money for food, and guiding her children toward future achievement, Mrs. J demonstrates her home manager role.

APPENDIX

Case K.

Age: 33

Source of income: husband's salary as supervisor of administration at Air Force Base \$70 week. She works for pay during fall and winter.

Years in area: 38

Family: husband, daughters aged 15, 14, and 12.

Middle class standards: upwardly mobile.

Activity oriented.

Major roles of homemaker: wife, mother, daughter, granddaughter, sister, neighbor, friend, home manager, community worker, organization member.

Practices	Used previously	Tried once	Regular practice since class.
1. Studies market information			x
2. Shops with a list			x
3. Uses dried milk			x
4. Uses charcoal for outdoor cooking			x
5. Makes whole wheat bread	x		
9. Makes easy spaghetti		x	x
13. Makes easy fruit salad			x
14. Makes bacon wrapped hot dogs			x
15. Miscellaneous practices.			xMakes wheat cake x " lamb breast x " oven meals x " meat loaf xUses canned soups for sauces.

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Mrs. K moved from Royal Oak Township Cooperative Homes in the fall of 1960 to a small home in Detroit. A tiny, attractive woman in her late twenties, she works as a business machine operator during the fall and winter. Her husband, Herman, works at Selfridge Field as a supervisor in administration. Monthly income when only he's working is \$275. He was in the army 10 years and bought their house with a V.A. mortgage. They have 3 daughters Peggy 15, Lillian 14, and Sylvia. She is the only homemaker interviewed who called her children and husband by name all the time.

They are a family which is upwardly mobile. The husband is taking in-service training at the base and also attends Detroit Institute of Technology to help him reach a higher grade in civil service. He goes with his wife to P.T.A. meetings, and with the family to church. She is active at P.T.A. and church, and took adult education classes in millinery and Red Cross First Aid.

The easy fruit salad she learned to make is the family favorite. She serves it over and over again whenever they have hamburgers because the children like the combination. She served it at a Stanley party and it made a big hit with the women.

She barbecued the lamb breast several times outdoors and in the room. The family like them as well as spare ribs and they are more reasonable. She learned how to conserve charcoal at class.

The bacon wrapped stuffed hot dogs are also a favorite family dish now.

She was encouraged to try using dry milk after she tasted it at class. She mixes it with an equal amount of homogenized milk. The children won't eat anything made with dry milk if they see her mixing it, so she prepares it when they aren't around and gets it good and cold.

The whole wheat bread was not new to her, since she made it regularly.

She gave the recipe for wheat flour cake to Lillian who likes to experiment with foods. She found it seasoned through batter if eaten the following day.

She didn't try to make the corn meal cookies as they have corn bread almost every day.

Lillian is particular about what she eats, and Sylvia, the youngest, often follows her. The oldest, Peggy will try anything, as her home economics teacher encourages her to do.

Mrs. K made the spaghetti but Lillian didn't care for it as the sauce disappeared as it set awhile. Sylvia wouldn't eat much of it, either. Her husband didn't say anything, but the second time she served the spaghetti, he told her that he liked it better the way she fixed it before. He usually waits until he's tried something twice before saying anything.

She learned to watch for specials at different stores which send out flyers. Every Monday she makes out her list, then shops Wednesday morning where she gets the best buy. She finishes shopping Sunday at a store near the church where they have excellent bargains.

Mrs. K finds the clerks are more helpful early in the day. Since she has learned to plan her menus and shopping she is more calm in the store where before she felt "scatterbrained".

This homemaker seemed to try more new ideas which were not actually demonstrated in class, but merely described. She uses creamed soups as sauces, made meat loaf, cooked tongue, made oven meals, and tried other recipes using surplus foods. Daughter Lillian, the "practical daughter", often was the first to make the new dish. When food is left over she serves it

another day seasoned differently or mixed with other foods.

Breakfast is usually cereal and milk with everyone serving himself.

Husband insists that the whole family eat supper together as a rule. He has a chance to eat at the bar 2 nights or more a week after his class, but he'll come home instead if she's planned something he particularly likes. The family will eat anything in stew form. Lillian won't eat chicken fried but likes it in a stew. Mother tries to have foods everyone likes when possible.

She serves creamed potatoes with cheese in them, cabbage or greens cooked with salt pork or ox tail, and corn bread. Serves cottage cheese plain. For dessert is ice cream, jello, or tea cakes and milk. She likes spinach best as she can "taste the iron".

When the girls have a birthday party the usual fare is pop, potato chips, peanuts and hot dogs. Otherwise they don't serve snacks when friends visit.

After school snacks are peanut butter sandwiches and fruit.

Husband cooks dinner on Sunday and sometimes on Monday, his day off. He's a very good cook, taught by his mother.

Peggy, the oldest daughter doesn't cook very often, but she volunteers to do the dishes during the week. This leaves her free on week ends when the other girls volunteer to do them. When company comes they often use paper plates.

The girls are supposed to keep their rooms upstairs clean, but mother usually gives them a hint if she's coming upstairs so they'll straighten up. They help "polish" but she mops, washes clothes and oversees the job. They have no vacuum, and cotton rugs are cleaned in the large laundromat machines. Some women hose down the rugs on the line.

The house was clean and neat with off white walls and ruffled curtains at windows. Ready made slipcovers were on the chairs.

Husband washes outside of the windows but wants her with him when he starts, at least. He picks out the paint colors and paints the walls.

Her husband irons his own shirts and other clothes, volunteering to do it. When asked by interviewer if husband objected to doing it, she said he never complains about it as she's often busy at her clubs or going to class.

The older girls iron their fathers sport shirts and their own clothes. They also mend their own clothes. Mother used to iron their pleated skirts, but since she's taught them how, they do their own. They expect to care for their own clothes.

Mrs. K shops with the girls when they buy clothes. The husband can chop along for his mother taught him how. Wife is glad to let him as she likes his choices.

She believes her job is to make her children and especially her husband feel as though they are important in the family. When asked how she accomplished this, she said she tries to work along with them. As long as they realized she was working to help the family they were glad to cooperate, too. She tries to include them all in plans for family activities. They often play games together as there is little money left over for outside recreation.

She likes the neighborhood very much as people are more friendly. Husbands and wives attend P.T.A. together and fill the auditorium and balcony. She believes in trying to improve the neighborhood where one lives. They were in the co-ops 10 years where the husband was on the co-op board, and she was in P.T.A.

Her mother and grandmother have lived in Detroit all their lives.

Should her grandfather become ill, she would take care of her. Her own mother would probably get help from her other sisters.

The girls are very well behaved, but if they need to be spoken to, whoever is around, she or her husband, corrects them and the other one goes along with it.

APPENDIX

Case L.

Age: 20's

Source of income: welfare

Years in area: 25

Family: husband, daughters aged 12, 10, 6, 4, 2, and a boy 8.

Lower class standards

Not activity oriented

Major roles of homemaker: wife, mother, sister, daughter-in-law, home manager, organization member.

Practice	Used previously	Tried once	Regular practice since class
1. Studies market information			X
2. Shops with a list			X
4. Uses dried milk			X
5. Makes whole wheat bread			X
6. Makes corn meal cookies			X
10. Makes easy fruit salad			X
16. Miscellaneous practices.			X uses variety meats.

Mrs. L, a woman in her late 20's, family includes husband, 5 girls aged 12, 10, 6, 4, 2 and a boy 8. Husband is an unemployed porter, hopes to find another job. Wife has never been employed outside the home. Income includes \$70 a month food order plus surplus foods. Rent is paid by welfare. House is in the township homes area where most of the neighboring homes are torn down. She had just lost her mother and 4 of the children

were home. The washing machine kept going the whole time, even though I suggested she might want to take out the clothes.

She came to class with her 4 year old daughter to get away from home. Her mother-in-law suggested she attend and agreed to take care of the baby. She enjoyed learning new skills without going far from home. She was absent from the 3rd lesson as her baby was sick.

The whole wheat bread was most successful with her family. Everyone liked it, and they eat two loaves a day when she bakes. They run out of surplus foods 4 or 5 days before the end of the month. Her in-laws or her sisters help them out with food or money.

The easy fruit salad was well received by all but she makes that only for special occasions as it's expensive.

She uses more dry milk in cooking since attending class. She mixes evaporated milk with the non fat milk to make it better tasting for the children to drink.

Corn meal cookies are baked regularly by the girls.

She shops for food, using a list made out after studying the newspaper for specials and M.S.U. Consumer Marketing Information. Low cost meats are purchased such as hamburger, chicken, lamb or veal breast, neck bones, kidneys and liver. When they can afford it they buy roast pork or fresh picnic ham. She buys grapefruit, canned vegetables (green beans, peas, sauerkraut) cabbage, collards, mustard and turnip greens. Her husband expects meat for dinner, though not in large quantity. She can only afford to serve it every other day, however.

She usually makes corn bread when they have greens. The salt pork cooked with the greens is considered meat.

She cannot afford to waste food so she buys what they will eat.

Her husband seems to have more influence on the children's eating habits. They eat anything he will. Even though he's not too fond of liver, he'll eat it so the children will follow. Occasionally the children will leave food uneaten, but they aren't urged to eat it.

She makes pie and cake to please the family. The older daughters often make jello, bread, rolls and cookies, and help cook dinner. When mother's away they can cook the meal alone. Everyone says they are smart girls. They do a pretty fair job of cooking. She believes in training them for their future homemaking role. Her husband and mother-in-law sometimes says she makes the older daughters work too hard, but she believes they need to learn to take care of themselves. They can take care of the younger children very well, too. She feels justified in leaving the children with the older girls or with her mother-in-law while she goes somewhere important. For three months she went to visit her mother in the hospital every afternoon until she died early that week. She feels a real loss with her mother gone, since she had been a great help and inspiration to her. Her father died years ago. Both wife's and husband's families have lived in the Detroit area all their lives.

Her husband has been a disappointment to her. When they were first married he used to take her to the movies, help her with the cooking and cleaning. Now he spends most of his time looking for work or watching TV. She feels cheated in her marriage. She's worked hard at home and has had so little money for necessities. Homemaking is tough under these circumstances. If her husband had a steady job she wouldn't mind the hard work as there would be fewer worries and more recreation. She expects him to help her more when he's out of work, but cannot seem to motivate him.

He's quite a good father to the children as most men are around

there. She feels it's her duty to try to keep the family together. He helps her in disciplining the children.

She and the children attend the Church of God which is real strict. Husband goes to the Baptist Church. They would like to go together, but neither will change.

Husband paints the wallboard often selects the colors. The children do the yard work (she admitted they haven't done any lately as they have to move). The regular jobs for the two older daughters is to keep the kitchen clean, straighten and mop the kitchen and keep their own things picked up. They also volunteer to do the washing and ironing sometimes. The boy volunteers to go to the store and run other errands.

Their home must be vacated by June 30 as it is to be torn down with all the other temporary township homes. She would like to move to Highland Park or Detroit and live in a better neighborhood. Husband and children would be willing to move the other side of Wyoming in the township, but she doesn't want to. People over there feel superior. They won't move until he gets a job or the welfare moves them.

The boys most of their clothes at the Salvation Army where they have good bargains. She wishes she could sew but has no machine. Her oldest daughter likes to make doll clothes by hand.

She'd like to attend classes in sewing, upholstering, foods or anything that would help her in homemaking. The foods class was interesting and enjoyable to go to.

This homemaker perceives her homemaker role as that of family home manager. She believes the future success of the children depends on their learning homemaking skills while they are young. Her husband and his mother expect her to do more of the housework herself. She was careful to explain

that the children volunteered to do some jobs they enjoyed. Her husband thinks he should be the family doctor also and it appears he has a great deal of power in the family. Mrs. A would be happier living a greater distance from her mother-in-law, who often interferes in the family affairs.

She believes in eating food that is nutritious and will help them grow up to be healthy and strong, even though they do not always like the food as such.

The family isn't especially mobile, but trying only for enough money to live decently.

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