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A GUIDE
FOR DEVELOPING
A CURRICULUM IN
HOUSING

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State of Iowa
Department of Public Instruction
Division of Vocational Education
Des Moines

A G U I D E
F O R D E V E L O P I N G
A C U R R I C U L U M I N
H O U S I N G

1954

FOREWORD

This curriculum guide in housing is the third in a series of five homemaking curriculum bulletins which are being developed cooperatively with Iowa homemaking teachers. It includes objectives, generalizations, and learning experiences suitable for the ninth and tenth grades.

Many teachers and consultants have worked on this guide and have contributed to its content. The homemaking teachers in three districts of the State have given much of their time and interest to the development of these housing materials. They are:

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District 11: Effie Crawford, Osceola; Ethel Linden, Centerville; Lucille Heil, Corydon; Doris Haden, Lamoni; Helen Closson, Leon; Mary Tassell, Moravia; Nila Little, Murray; Barbara Cooper, Seymour; and Lena Good, Bloomfield.

Dr. Mattie Pattison, Miss Pauline Dudley and Miss Edna Mundt, Home Economics Education, Iowa State College, have served as co-chairmen of the curriculum committees. Miss Mundt and Miss Dudley have been responsible for writing the materials in its present form.

We greatly appreciate the interest and help of Miss Marjorie Garfield, Head, Department of Applied Arts; Dr. Margaret Liston, Head, the Department of Home Management; Miss Faith Madden, Professor, Household Equipment, Iowa State College, who, as subject matter consultants, have given much valuable guidance; and to Dr. Mattie Pattison, who, as curriculum consultant, has given guidance to all the district committees.

The unit for the eleventh and twelfth grades is not included in this guide as it will be distributed only to teachers who are offering homemaking to juniors and seniors. The units for all three years of homemaking will be used by teachers this year, evaluated, revised, and printed as one curriculum guide in housing.

Louise Keller

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OVERVIEW

Sequence and Emphasis

These curriculum materials incorporate units designed for three grade levels-- ninth grade, tenth grade, and a combination of the eleventh and twelfth grades. The units are developed in sequence; therefore, many of the learning experiences included in advanced classes are dependent upon those introduced in the earlier grade levels.

It follows that if you have a two-year homemaking program or a program which includes boys at twelfth grade level, it will be necessary to work out a sequence of experiences adaptable to the situation. It is important to recognize that this guide is a resource unit. However, in order to get the most effective help from it, it is felt that teachers should familiarize themselves thoroughly with the entire body of material before using any one part of it.

In general, the emphasis at each grade level is:

Ninth Grade - "The Girl's Own Room"

This unit is based upon problems which the girl experiences in making her room more attractive and enjoyable. In it, an attempt is made to introduce basic principles of art, management, and relationships which will help in the solution of problems concerned with her room.

Tenth Grade - "Creating a Livable Home"

Pupils have an opportunity in this unit to explore the many factors involved in creating, choosing, combining, and caring for furnishings and backgrounds in living areas of their homes.

Eleventh & Twelfth Grades - "Housing in our Future"

This unit helps pupils recognize problems in housing which will await them after high school graduation. In it the pupil will have opportunities to explore the variety of housing, the furnishings possibilities and problems which confront adults--career persons, college students, or young married homemakers. Managing resources to gain maximum satisfactions is emphasized in this unit.

Format Used

Objectives for the entire area of housing, as well as objectives for each unit are included in these materials. A list of broad generalizations for housing is presented on page 5. You may find it helpful to check your personal beliefs against these.

The units are arranged according to topics or problems with which pupils at that grade level are likely to be concerned. Specific objectives are stated for each topic, and the learning experiences are presented in two-column form, "Teacher Guidance" and "Pupil Participation".

In the "Teacher Guidance" column, fairly detailed suggestions are included for the teacher, not with the thought that you will use them exactly as presented, but with the idea that the method used will be more easily understood. Under the heading "Pupil Participation" are included pupil activities and some of the conclusions which they might be expected to state in the form of generalizations. These generalizations are not necessarily stated in pupil terms. A list of references is also included with each topic, from which pupils and teachers may draw information. Suggestions for illustrative materials are also made.

No evaluation devices or adult education materials are included. Plans have been made to prepare such materials and to include them in the printed guide.

General Philosophy on Teaching Housing

Although it is always important that teachers be concerned with pupils' previous experiences and values in an area which is to be taught, in housing it is absolutely imperative. Previous conditioning has a great deal to do with the awareness of ways in which housing contributes to a more satisfying life. Values differ greatly among communities, socio-economic groups, and families themselves. With many persons, an artistic home is not particularly desired, though an immaculately clean one may be. Unless you know the character of the homes from which your pupils come, it will be difficult to know what motivation to provide for further learning. Not only that, you risk placing the girl in conflict with her family if you do not help her recognize that as her background in this area becomes more extensive and as her tastes change, her family's attitude and interest may not. As teachers, we need to constantly help pupils reconcile their broadened experience with family customs and beliefs by discussing frankly ways in which differences of this sort may be resolved or to which at least an adjustment can be made.

Another very important concept of which teachers need to be aware of is that pupils require a long period of time to develop appreciations and attitudes. This may not mean that the actual housing units are long, in terms of weeks spent on them, but that integration and re-emphasis of the principles developed in this area should be made in other areas whenever possible. In parallel fashion, some experiences in these units incorporate generalizations which have been stressed in preceding units such as relationships and foods.

Throughout these units, teachers will find it important to keep a fine balance between emphasizing beauty and attractiveness, and on the other hand function, efficiency, and good management. It is possible to have both. Care should be taken to help pupils see that different individuals, because of different values, often make different choices to bring themselves maximum satisfaction. One way to illustrate this is to present the same problem to several different individuals or small groups in a class and to note that while their solutions may all be different, all may have been good choices for the persons involved. Another concept that needs to run throughout the teaching of decision-making in housing is that these decisions need to be made by all persons concerned which usually means family-made, not individually made.

The learning in this area will be greatly facilitated by an attitude of cooperativeness on the part of a pupil's growth, it is worthwhile to make a determined effort to interpret to parents what the objectives of the class are and how the family can help by letting a girl try out in her own room some of the concepts.

Importance of Teaching Materials

The need for references, visual aids, and other kinds of illustrative materials in this area cannot be over-stressed. To have some illustrative materials is absolutely essential and they need not all be expensive.

A number of different references have been listed with each topic. Some teachers may prefer to use a text for a specific grade level; others may prefer a few copies of many different books, in addition to magazines, and bulletins. A variety of reference materials is important to meet the varied needs of pupils.

Illustrative materials can include a multitude of things, but the selection of a few pictures and samples of materials which will teach a number of specific principles is better than accumulating many "just pictures" without any definite idea of what they can be used to illustrate. Pictures to be shown should be large enough to be seen at some distance or else presented by opaque projector. If the picture is related to the part of housing being emphasized at the level being taught it is likely to be more effective. For example, use bedroom pictures in the ninth grade..

Designating certain sections of references and specific illustrative materials for only one experience reduces the possibility that pupils will feel there is repetition in homemaking classes from one year to another. Having a few, well-chosen samples in wallpapers, painted surfaces, floor coverings, woods, curtains; and other decorating fabrics as well as pictures is advisable.

There seems to be no question, however, but that the best teaching materials are after all the "real thing"—real furniture, real rooms, real houses. Therefore, it's important to use what possibilities there are in the homemaking department and its furnishings, in other rooms in the school, in local stores and their merchandise, and in homes for "real life" learning experiences. Tact and consideration will have to be exercised; it's true, but the reality of the learning situations will make the effort worthwhile.

OBJECTIVES

1. Desire and ability to share the home with other members of the household.
2. Desire and ability to assume responsibility for creating and maintaining a satisfying home.
3. Understanding of the relationship of a house and its furnishings to satisfactory home life and the development of family members.
4. Appreciation of the contribution that an attractive home and its grounds make to individual, family, and community life.
5. Appreciation of the differences in the ways that families meet their housing needs.
6. Judgment in determining the housing needs of one's own family and in using resources to meet them.
7. Recognition of community housing problems and ways to solve them.
8. Understanding of the important factors involved in the selection of a house site and a home.
9. Ability to create an attractive setting (background) for family living.
10. Ability to select and arrange furnishings for attractive, comfortable, and effective living.
11. Ability to properly care for and maintain the home and its furnishings.
12. Ability to plan and provide satisfactory storage.
13. Ability to renovate and improve old furnishings for greater personal satisfaction.
14. Recognition of the importance of safety in the house and its furnishings.
15. Ability to plan and care for home grounds and gardens.
16. Appreciation of the beautiful and enjoyment in creating beauty in one's surrounding.

GENERALIZATIONS

1. Color value is the amount of light or dark.
2. With the possible exception of black and white, all colors come from the three primary colors: red, yellow and blue.
3. New colors are formed by combining various amounts of the primary colors.
4. Colors of lighter value are known as tints and are made by the addition of white to a basic color. Colors of dark value are known as shades and are usually made by the addition of the complement or black to the basic color.
5. Intensity of a color is its degree of brightness.
6. Colors may be made less intense or "greyed" by adding to them small amounts of the complementary color (the color directly across on the color wheel).
7. Colors with a quantity of red or yellow are warm.
8. Colors with a quantity of blue, particularly if they are of light value or greyed, tend to be cool.
9. Intense or bright colors advance; dull or greyed colors recede.
10. Darker values advance; lighter values recede.
11. Colors of light value reflect light and colors of dark value tend to absorb light.
12. When colors of equal value are placed next to their complements, they are intensified.
13. A room tends to have a feeling of balance when the floors are in darkest value, the walls medium value, and the ceiling the lightest value.
14. Having one color dominant in a room, usually in a large area such as walls or rug, tends to give a unified effect.
15. A successful color scheme balances dark and light, greyed and intense, warm and cool colors in different proportions. Using greyed colors for the large areas and bright colors for the small areas or accents provides a feeling of balance.
16. One way to select color harmonies for decorating is to use already-existent harmonious combinations found in a picture, fabric, or wall-paper.
17. When borrowing a color harmony from a picture, accessory, or fabric, choosing colors which harmonize or have the same feeling tone rather than those which match exactly will avoid a gaudy effect.

18. Relationship of colors in adjoining rooms is desirable and can be accomplished by using a basic color, intensifying it to be used in small areas in one room and greying it to be used in larger areas in another.
19. A pleasing color harmony can be achieved by having one color basic to all. This may be either analagous or monochromatic.
20. A monochromatic color harmony is one which consists of different values or intensities of the same color.
21. A monochromatic color harmony may be successful if a balance is achieved between tints and shades, intense and greyed colors.
22. An analagous or related color harmony consists of closely related colors lying side by side on the color wheel.
23. Formal balance is achieved when identical objects are placed the same distance from a center line of a given space.
24. Informal balance is achieved when unlike objects are placed at varying distances from the center of a given space so each side seems of equal importance or weight.
25. Harmony is created in a room by relating furnishings and backgrounds in color, pattern, texture, character and scale.
26. Rhythm is synonymous with a feeling of flowing movement; that is, the eye travels smoothly from one part of an arrangement or design to another.
27. One way to achieve an effect of smooth movement or rhythm is to repeat a color or a line emphasis.
28. Emphasis is achieved by accentuating one thing and subordinating others to it.
29. Emphasis may be gained by: using a central grouping toward which other details are directed, using a contrast of light and dark or contrasts of color, using a combination of plain and decorated surfaces with one or the other predominating, repeating the line or form, using sufficient background space, using a progression of sizes.
30. Proportion means good relationships between spaces.
31. Proportions of a room can appear to be altered by applying art principles in selection of background treatments, making of structural changes, and by arrangement of furnishings.
32. Applied design is usually most pleasing when it is in keeping with the structural lines, is used on a non-supporting area, and is in good proportion with the area on which it is applied.
33. While in general, straight lines are formal and curved lines give a feeling of grace, they are capable of both, so a judicious mixture will give a pleasing effect.

34. Prevailing horizontal low lines tend to keep the eye down and give a feeling of increased space; vertical lines create an effect of height.
35. Money is saved if equipment and (or) furnishings which must withstand heavy use for several years are simply and functionally designed and well-constructed of durable materials.
36. Furnishings well planned for more than one function will withstand handling, be easily adapted, require minimum of changing of room arrangement or readjustment of accessories, provide needed storage for both functions, be comfortable for both uses.
37. Furniture is adaptable and saves floor space if it serves two or more functions and if it can be moved to and used in a variety of living areas or types of homes.
38. Well-designed furniture selected to reflect the type and personality of its possessors as well as their way of living will satisfy their needs and not go out of style quickly.
39. When buying pieces of furniture which are primarily for comfort, the body proportions of various family members should be considered.
40. Well-designed furniture has good proportions, suitable fittings, and structural lines which are appropriate for the functions of the piece.
41. Styles of furniture in various woods, light and dark, may be combined to suit individual tastes, provided there is some harmony in line and scale.
42. Combining of furniture styles is often the result of a family's developing tastes and changing preferences and is acceptable and often interesting if fundamentals of scale and harmony are carefully observed.
43. If furnishings are selected to harmonize with the house as a whole rather than linked with any specific room by being part of a set, they can be used in many different ways and in several different rooms.
44. Medium-sized furniture is versatile because it can be used in varying arrangements and in different sized rooms.
45. Furniture with legs is most durable when the legs are made of wood with vertical grain and braced adequately with corner blocks that are glued and screwed.
46. Quality of wood and glue being equal, the quality of mortise and tenon joining in wood is better than a double dowel joint with grooves, a single dowel, or a joint merely glued together.
47. Veneered furniture will not warp as badly as solid wood furniture, but chips easily, and being covered with a thin layer, requires special care when being refinished.
48. Items of furniture which are not included in "suites", offer greater flexibility for use in other rooms and more freedom in arrangements.

49. A conventional pattern is one which has been stylized and changed in character from a natural form to a more useful design not easily identified with the original.
50. Geometric pattern is design created by using such exact forms as the square, circle, oval, or diamond shape, or by the use of exact combinations of lines, such as plaids, checks and stripes.
51. Abstract design is an interesting arrangement of regular and irregular lines, free forms and colors, without reference to natural form.
52. A realistic or naturalistic design is a close representation of a real object (plant, animal life, or scene).
53. The amount of pattern that can be successfully used in a room is determined by the size of the room, by the type of pattern, (or patterns) and by color.
54. Any pattern will show off best if contrasted with plain surfaces or patterns entirely different in form.
55. Pattern is pleasing when it is in scale with an area and appropriate to it.
56. Resources for individual and family living include: attitudes, knowledge, abilities and skills, time, energy, money, and material goods.
57. Talents, skills, and creative ability of family members supplement money assets; therefore, they are factors which will affect planning and furnishing.
58. A family whose members have skill and time available to make or renovate furnishings and equipment can have more individual and satisfying surroundings.
59. The amount or portion of a family's income spent for furnishings and equipment will differ according to a family's needs, its goals and values, and its resources.
60. A room which expresses the personality and tastes of those living in it will be more homelike.
61. A room is likely to be attractive, convenient, and liveable if the homemaker or decorator uses principles of applied design, chooses furniture of styles which suggest the atmosphere desired, has comfort and adaptability; chooses suitable colors in furnishings and backgrounds; chooses adequate and interesting lighting, appropriate accessories; and provides adequate storage.
62. Natural traffic lanes dictated by existing openings and family activities carried on in a room determine to some extent what the room contains and how it is decorated.
63. When existing architectural features of a room are evaluated, the desirable lines can be accentuated and the less desirable minimized by use of color, line, and arrangement of furnishings.

64. As families' needs and tastes and desires change, the furnishing needs also change, making the furnishing of a home an over-changing life-long process.
65. A current furnishings plan is likely to be satisfactory if the family considers the amount of money available, the composition of the family, the activities to be carried on in the home, present furnishings which may or may not be used, structural or architectural features, the general effect or atmosphere desired and the time, skills, and creative ability of members, location and permanency of home, and the value pattern of the family.
66. Refinishing of furniture is most economical if analysis is made of the original state of the pieces and their future possibilities of service.
67. A redesigned old, but well-made piece of furniture may give better service than a new, but poorly constructed one.
68. Convenient and attractive furnishings can be achieved without great expense if older pieces are improved by remodeling, refinishing, or painting.
69. There are some possibilities for improvising temporary furnishings from materials such as crates, scrap lumber, and brick.
70. Temporary pieces which are inexpensive are the most satisfactory choices in some cases.
71. Window treatments are determined by such factors as the character or personality of the room, view or lack of it, amount and direction of light, need for privacy, cost, and the care required.
72. Window treatments may provide privacy, make an interesting background, emphasize a center of interest, either emphasize a pleasant or close out an unpleasant view, keep out drafts, either emphasize good or overcome poor architectural features, diffuse and regulate daylight.
73. Main backgrounds of a room are most satisfying if consideration is given to present furnishings, feeling you want to be conveyed, use of the room, effect upon adjacent rooms, the exposure, shape, and size of the room, and the personalities of the people who will live in that room.
74. Careful planning of backgrounds is important since they cover a large area, are relatively expensive to do, and determine to a large extent the effect created by the room.
75. Texture may be achieved by effect of weave, the fiber, the finish or the repetition of pattern over a large area.
76. Observation of traffic lanes within a room, consideration of furniture groupings for their uses and spacial appearance, all add to the comfort, the convenience, the safety, and the orderly appearance of the room.
77. Energy is saved if furniture is placed where it is convenient to use and easy to care for.

78. Furniture arrangement is more pleasing when large pieces are placed parallel or at right angles to the structural lines of the room; however the placing of some of the smaller pieces at an angle gives a more intimate, informal effect.
79. The architecture of the room, including openings, limits the arrangement of furnishings and affects the planning of wall compositions.
80. A restful feeling is created when the furniture is arranged so that each side of the room has equal attraction and feeling of weight.
81. A pleasing arrangement of accessories is one which combines objects of different sizes and shapes that have the same feeling and scale; has harmonious colors; has a focal point; allows the eye to travel easily from one part of the arrangement to another; is in good proportion to the space in which it is to be placed.
82. A well-chosen accessory is functionally sound, individually beautiful, and harmonizes with the room's furnishings in color, size, and style.
83. Using only a few well-chosen accessories at a time reduces clutter and makes a room easier to care for.
84. A long-time plan for decorating and equipping a home helps distribute financial outlay over several years, eliminates mistakes caused by hasty choices, enables a family to buy harmonious furnishings suitable to use intended, gives a sense of accomplishment of goals, provides a basis for making adjustments, and clarifies values.
85. The kind of planning a family can do depends on the permanency of home situation, the availability of furnishings and equipment, and the ability to visualize the total effect desired.
86. Families differ from each other, and from themselves as time goes on, in size, resources, and the things that they value.
87. When family members share in making and carrying out plans, their interest in using and caring for furnishings is increased, family bonds are strengthened, and personal satisfaction is heightened.
88. Buying furnishings and equipment which serve more than one purpose aids the long-time plan, provides for flexibility in use and in space saving.
89. Personal and home management involves the decision-making process of planning, controlling, and evaluating the use of resources to attain goals.
90. In personal and home management one is concerned with procedure and human relationships as well as with standards of finished products.
91. There are many things to be learned from one's previous buying experiences, satisfactory and unsatisfactory, which can help one to make better buys in the future.

92. Purchases are most likely to be satisfactory if determined after considering factors such as: kind of entertaining done, storage space available, personal preferences, care required, attitude of the family about care, money available, and the length of time they are to be used.
93. Even when a prospective buyer gathers all basic information available about the contemplated purchase, she may still need to depend upon the reliability of the dealer.
94. Choice of furnishings and equipment will be determined by the region, cleanliness of location, family resources, the size of the family, ages of its members, stage in family-life cycle, activities of the members, and the importance to them of such values as appearance, social status, comfort, security, health, sentiment and tradition.
95. Knowing the uses of an article to be purchased and the service expected before going shopping gives us sales resistance.
96. Every purchase of goods or services is an economic vote that will in part determine the kinds of goods or services that will be furnished.
97. Seals of approval differ in reliability for indicating hidden values of safety, durability and performance.
98. Durability is an important item to consider when selecting items that must be used for a long time; therefore one may spend more for such items.
99. Open stock is intended to allow replacement of merchandise and the expansion of a set, but time limits are variable.
100. Price alone is not a true indication of quality because price is affected by demand, cost of merchandising, materials, and volume of sales and competition.
101. Adequate care of equipment prolongs the life of an appliance; it reduces cost of servicing, of repair, and of operation; and aids in maintaining efficiency of performance.
102. Unless manufacturer's directions for operating and caring for equipment are carefully followed, the efficiency is likely to be reduced.
103. Since it is difficult for consumers to evaluate adequately the quality of many household appliances, it is wise to purchase from a reliable dealer and manufacturer in order to secure future satisfaction in the effective replacement and servicing of equipment.
104. Business men believe that their ads must do three things: make you familiar and friendly to their brand name and trade mark; make you think of their product as something distinctly different and better than anything else at the price on the market; make you want to buy.
105. Advertisers base their appeals on the beliefs that: they must get attention; they must build up pleasant associations with the names and appearance of products; for many lines consumers are interested in quality; most of us never have enough money to go around; most of us aren't sure of ourselves; we all want to be popular; we need to be pushed into final action.

106. If the family uses part of its income to pay interest and other credit charges, less is available to buy goods and services.
107. A conservative estimate of the income expected and necessary expenses to be incurred is a basis for determining the amount of credit that can be used with safety.
108. The cost of credit is determined by the risk and the expenses involved and also by the interest charged for the use of capital.
109. When the use of credit causes friction in the family, because of opposing attitudes of family members, its value to the family is lessened.
110. Credit may be secured in two ways: family may use trade credit, and purchase goods to be paid for at some future time; or it may use money credit by borrowing from some organization which makes a business of lending.
111. Rooming with another person is often good relationships experience in preparing to go to college, rear a family, get along with people in general.
112. A livable home contributes much toward making satisfactory social adjustments which are necessary in everyday living.
113. Conflict is normal in every close relationship.
114. Each individual needs some privacy every day.
115. When work at home is shared by members of the family, more time is freed for the leisure of all.
116. When all family members share according to their abilities in the joys, responsibilities, planning and selecting activities of the household, the house is more apt to become a home for each member.
117. While it is time-consuming to get consensus of members of a family when viewpoints differ, the resulting interest they each have is worth the effort.
118. Housing needs may be satisfied in widely different ways by different families and the way they are satisfied within an individual family varies at different stages of its development.
119. The greater the percentage of family money that must go for housing, the less can be available for spending on such categories as food, clothing, health, schooling, gifts and benevolences, recreation, and savings.
120. If each person has a definite place to keep his possessions and observes this, it will be easier to keep a home orderly.
121. When personal and family belongs are put in their designated places, the appearance of rooms and articles stored is improved, time is saved, and a feeling of satisfaction results.

122. Some of the ways to achieve a well-kept home with a minimum of time, effort, and expense are: having a good plan; knowing easy but good housekeeping techniques; using materials and equipment correctly; having an easy-to-maintain decorating scheme; having a desire to attain this goal.
123. Size of the house, arrangement of rooms, equipment for cleaning, storage facilities, state of repair, and the material and finishes used influence the time and energy needed to maintain standards of housekeeping desired by the family.
124. Having a clean and orderly room often adds to the pleasure we experience from it.
125. Community custom and convention may determine the attitudes of members of a group toward the performance of a given task, and make them willing to perform it or desirous of delegating it.
126. Pleasure derived from a task is a highly individualized thing, depending upon skill, training, and other conditioning factors; it is also in part dependent upon the response of the group to the goods produced.
127. The intended use, capacity and location of storage can be determined most satisfactorily after considering the habits and desires of families as well as the kind and amount of articles to be stored and the work to be done.
128. Well-planned storage prevents confusion and disorder, releases time and energy, adds to the appearance of the home, protects articles from dust and dirt, and makes it possible to locate articles quickly without hunting for them.
129. When heavy articles are stored at waist height, energy is saved and danger of accidents reduced.
130. The temperature, humidity, amount of light, and protection from insects are determining factors in deciding on storage places for many items.
131. In well-planned storage, articles used frequently are neatly arranged near the place of first or most frequent use; they are within easy reach, are ready to grasp and to see.
132. We can have better storage if we group things we use together, place the things used most frequently in the most convenient place, arrange articles so that they can be taken from one place without moving another article.

NINTH GRADE - THE GIRL'S OWN ROOM

OVERVIEW

In the ninth grade most of the learning experiences have been centered on the girl's own room. The question may arise in the mind of the teacher--"What shall I do about the girl who does not have a room, who perhaps sleeps on a studio couch in the living room." It is important to avoid making that girl feel at all insecure. Perhaps she can apply the learning experiences to another room; recognizing that different families work out different solutions to their problems is an important part of the learning experience.

It is possible also that there may be girls in classes whose rooms have just been redecorated and who feel they have no immediate problems. To some extent, these pupils may be used as resource persons--perhaps a visit to their rooms by the class might be planned. At any rate drawing on her experiences and helping her define the why for her choices in retrospect may be valuable for her and give her a secure basis for evaluating her choices.

Throughout the unit an effort should be made to help the girl see that though she may be dissatisfied with her room, many of the changes she might like to make must be a part of a long-time plan and that parents will be co-planners with her.

Many teachers may find that this unit will be more effective if taught in the spring since this is the time of year when families do some redecorating.

The data collected by the simple questionnaire which is included may help you identify situations and problems which the girl is now experiencing, and may be referred to several times during the unit to help guide you in selecting additional learning experiences and in evaluation.

Recognizing that there are many possible sequences for topics in the teaching of housing, only one sequence is developed in this guide. In this sequence some of the learning experiences require the use of principles developed in previous topics. Teachers can, by making adaptations, plan their own sequence of topics within the unit. To illustrate, the art principles have been introduced and developed in the topic on "How Can We Create an Effective Background in Our Rooms?", but they could be introduced in the topic, "Arranging the Furniture in Our Bedrooms", if the teacher chose to teach furniture arrangement before she taught backgrounds.

OBJECTIVES

1. Desire to make the bedroom as attractive, safe and convenient as possible with the resources which we possess.
2. Recognition that attractive, well-arranged bedrooms which afford opportunities for varied activities can add much pleasure to a girl's daily living.
3. Ability to share a room successfully.
4. Ability to apply art principles in decorating and arranging rooms.
5. Ability and desire to maintain a clean and orderly bedroom without excessive expenditure of time and money.
6. Ability to plan, make, and use satisfactory storage space in our bedrooms.
7. Recognition of the many enjoyable possibilities for creating and renovating furnishings and accessories for our bedrooms.

Topic: WE PLAN OUR NEW UNIT, THE GIRL'S ROOM

Objectives:

Recognize the importance of cooperating with others, though their ideas may be different.

Become aware of factors which influence our decorating plans.

Teacher Guidance

Perhaps it would be well for us to look at a few pictures of girls' bedrooms to see what characteristics we think an attractive room should have. (Show, either by opaque projector or by large illustrations, pictures of rooms indicative of different types--casual, tailored, dainty, feminine. Ask these questions in connection with the pictures being shown:)

What characteristics about this room do you find pleasing?

What do you not care for in the illustration?

What kind of girl or girls would you imagine lived in this room?

Could more than one person live in this room? Why do you think so or not?

What different activities could be carried on in this room?

How do these questions we've been discussing influence the plans a girl might make for improving her room?

Just from this brief discussion, it is evident that different girls like different things and have different problems in connection with their rooms. It would help a great deal in the planning of our unit if we knew more about each girl's room and what some of her problems are. If each of you will answer these questions, we'll have a better idea of what our needs in this unit are, and what your rooms are like. (Questionnaire is on page 17.)

Pupil Participation

Discuss pictures by answering questions, offering opinions.

Summarize:

A room should express the personality and tastes of those living in it.

Because no two girls are alike, their preferences are apt to be different.

The activities carried on in a room determine to some extent how a room is decorated and what furniture it contains.

Fill in individual questionnaires.

Teacher Guidance

Now that you've jotted down some of your problems, why don't we list our goals for this unit in terms of what we need to learn to make our rooms more attractive.

(Collect questionnaires and become familiar with nature of rooms, types of problems.)

Many of us already have changes in mind we'd like to make in our rooms, but what other persons might be involved in any changes we'd like to make?

How might you get permission to make some changes, and what might be a good way to proceed?

Many of us may find that we can make small changes, not involving any expense, right now, which will improve our rooms a great deal. At the same time, we may want to think ahead and make a long-time plan so that replacements and improvements, though done gradually, will not be "hit and miss".

Additional experiences:

Pupils prepare a bulletin board with several pictures of girls' rooms in which different activities could be carried out. Indicate what activities these are and use arrows to point to parts of room used for them.

Arrange bulletin board with pictures of bedrooms which girls of different personality types might enjoy.

Pupil Participation

Formulate goals for the unit.

List: Person you share room with, rest of the family in terms of sharing money, helping with the work involved.

Do some socio-dramas illustrating good and poor ways to get others' cooperation on a project of this kind.

Summarize:

The way a family uses its resources depends on what the family believes is important.

Shared experiences and cooperation strengthen family bonds and add to enjoyment.

We are more apt to attain goals if we plan ahead and work toward their attainment.

References:

- Morton, "The Home and Its Furnishings", pp.117-124.
 Lewis, "Housing and Home Management", pp.213-216.

Topic: WHAT COLORS SHOULD WE USE IN OUR ROOMS?

Objectives:

Ability to choose pleasing color schemes for different bedrooms.
Understanding of color and its behavior.

Teacher Guidance

Color schemes for rooms are often selected by "borrowing" a scheme from some object or material a person already possesses. What are some things we could use for inspiration?

Using several of these things as examples, let's build a color scheme that might be used. (Teacher demonstrates building a color harmony from a picture, a sample of wallpaper, or a swatch of drapery to help pupils identify colors and to see how they can be used.)

There are some interesting things about color, which if we know, can help us plan better color schemes. (Using a black and white outline of a color wheel, place color circles in correct position or have pupils do this as the color is studied.)

All colors come from three, called the primary colors--red, blue, and yellow. If two primary colors are combined in equal amounts, a new color is formed, i.e., red and yellow make orange.

(With paper swatches illustrate value and intensity. With fabric, illustrate how texture may affect intensity. Show also, by using paper swatches, how complementary colors of the same value seem more intense when placed near one another.)

Another way to plan a color scheme is to use the colors which lie next to one another on the color wheel. This kind of scheme is called analogous or adjacent. An example might be: green, yellow-green, and yellow. Note also that these colors have one primary color in common--all are related to yellow

Pupil Participation

List such things as: pictures, wallpaper, fabric, rug, nature, colors we like to use.

Place this new color on the wheel and continue doing this until wheel is completed.

Look at several pictures. Identify colors in the harmony. Locate on the wheel.

References:

- Trilling & Williams, "Art in Home and Dress", pp.8-30.
Morton, "The Home and Its Furnishings", pp.17-31.
Craig, "Homes With Character", pp.114-125.

Teacher Guidance

Another type of harmony is the monochromatic—a harmony composed of different values and intensities of one color only, with the addition of a neutral. (Illustrate with a picture.)

(It is suggested that the teacher not attempt to teach the other color harmonies which can be derived from the color wheel at the ninth-grade level. Knowing the analagous and monochromatic, which are similar because they have one color in common may give pupils confidence.)

Colors have either a warm or cool effect. Red and yellow denote warmth, and most greens and blues give a cool impression. On what side of a house would you probably want warm colors? Why? Cool colors? Why? Would a bedroom be more pleasing in intense or in subdued, greyed colors? (Illustrate further with pictures.)

Pupil Participation

Look at a picture of a room using a monochromatic harmony. Point out the different values and intensities and note what was used in the largest amount or area.

Identify both warm and cool colors in the pictures. Decide whether warm and cool colors are appropriately used in the pictures.

Summarize:

All colors come from three primary colors: red, blue and yellow.

Additional colors may be formed by combining equal amounts of two primary colors.

Value is the amount of light or dark in a color.

A tint is formed by adding white to a color; a shade is formed by adding black or the complement to it.

Intensity is the degree of brightness of a color.

Colors may be made less intense or "greyed" by adding to them small amounts of the complementary color.

When a color is placed next to its complement in the same value, it is intensified.

A monochromatic color harmony is composed of different values and intensities of the same color.

An analagous color harmony is composed of related colors lying next to each other on the color wheel.

Colors for a bedroom are probably more pleasing if they are not too bright.

Topic: HOW CAN WE CREATE AN EFFECTIVE BACKGROUND IN OUR ROOMS?

Objectives:

Understanding of and ability to apply art principles in creating an effective background in a room.

Awareness of many possibilities for decorating backgrounds.

Teacher Guidance

What are some of the possibilities for wall finishes in a bedroom?

Provide samples of different suitable finishes, distribute to groups in class.

What would influence your choice of wall finish?

On the questionnaire which you filled in at the beginning of this unit, many of you listed problems which had to do with changing the appearance of the size or proportions of your room. Choice of wall treatment often can give the illusion of different proportions. Suppose we work with this *miniature room, made from a packing box, and see what different impressions we can create by using different background treatments in it. At the same time, we'll try to illustrate some art principles which will help us in all our decorating problems. As we look at these illustrations, let's forget our personal preferences in color, and look to see what effect types of color have on a room.

Pupil Participation

List such suggestions as: wallpaper, paint (oil base), rubber paint, wood-paneling, wallboard, etc.

Each group examine materials, list and report the characteristics of each, bringing out such factors as: cost, availability, ease of application, durability, range of colors, special properties.

List from personal experience: condition of walls, previous finish, cost, your skill at applying paint or wallpaper, amount of "cut-up" wall space, cleanliness of area in which you live.

Pupils observe illustrations, discuss, summarize.

*Use a packing box of proportions similar to average room. Remove top so side walls and floor can be seen. Make paper inserts of types specified in following illustrations. Clip these to the top edge of box to illustrate different wall finishes.

Teacher Guidance

(Illustration 1--Three walls are solid color, one wall is strikingly patterned.)

Which wall do you notice first? Why?
Emphasis is the principle we have just illustrated.

What are some other ways walls could be treated to secure emphasis?
(Show illustrations of rooms where walls have been emphasized in different ways.)

Sometimes our problem is to de-emphasize a part of the background. Some of us have indicated we have unattractive woodwork in our rooms. How can we make it inconspicuous?

(Illustration 2--One wall is patterned with a design in good scale and three walls are plain. Then substitute a pattern which is too large in scale for that which is good.)

Which pattern is more pleasing? Why?
This principle is called proportion and it means a pleasing relationship between spaces.

(Illustration 3--Arrange the box room with all walls plain in a light value of a cool color. Then arrange it with all walls dark in a warm color.)

Which arrangement makes the room seem larger?

(Illustration 4--Use a swatch of sheer curtain material suitable for this room. Show it alongside two samples of wallpaper in the same colors, but one in a crude, textured plaid and the other in a dainty, floral pattern.)

With which sample of wallpaper does this fabric seem to share the same feeling? This sameness of feeling is often referred to as harmony. We used this word before in selecting colors to go together in a room. We referred to the combination of colors as a color harmony.

Pupil Participation

Summarize:

Emphasis means making one part of an arrangement more important than the other parts.

One way to secure emphasis in wall treatments is to combine plain and decorated surfaces with one predominating.

Using contrasts of light or dark or contrasts of color or intensity are other ways of securing emphasis.

Woodwork or walls which are unattractive can be made less conspicuous by being treated alike in a recessive color.

Pattern is most pleasing when it is in scale with the area on which it is used. (Small pattern is most suitable for small areas.)

Proportion means a good relationship between spaces.

Light, cool colors are more recessive and tend to make a room seem larger.

When all parts of a background in a room have a similar "feeling" they are said to be harmonious.

Teacher Guidance

(Illustration 5--Display two samples of wallpaper, one with good rhythm, one lacking in it.)

When you look at these patterns what path does your eye take?

Does it travel smoothly from one part of the design to another?

If so, the design is said to have rhythm, another art principle.

(Illustration 6--Use patterned walls in box room. Place rugs on "floor" which repeat color in paper.)

Does your eye travel smoothly from the wallpaper to the rugs? Why?

Pupil Participation

Summarize:

An arrangement has rhythm when one's eye can travel smoothly from one part of the arrangement to another.

One way to achieve rhythm is to repeat a color or line.

References:

Trilling & Williams, "Art in Home and Dress", pp.258-270; 34-88.
Craig, "Homes With Character", pp.105-113.

Topic: FLOORS ARE PART OF THE BACKGROUND TOO!

Objectives:

Ability to select and arrange rugs which will be attractive and appropriate in the bedroom.

Teacher Guidance

Floors are really a part of the background too, depending upon their treatment and whether rugs are used.
(Use Illustration 6 in previous topic, then change small rugs to one large one.)

How did the size of the rug or rugs used affect the apparent proportions of the room?

Sometimes we see several different rug designs in a room.
(Show pictures of two bedrooms, one with rugs of several shapes and design motifs, the other with similar shapes, designs, and colors.)

Pupil Participation

Summarize:

Small rugs decrease the apparent size of the room while large ones increase the apparent size.

Teacher Guidance

Which is most satisfying? Why?
If you had one good rug in your room and needed to add another one, how would you decide what to put with it?

(Using Illustration 6 again, arrange rugs at an angle to walls, then parallel.)

Which arrangement is most orderly and pleasing? Which art principle are we applying?

Rugs may sometimes help to emphasize a feature in a room.

(Show a picture where a patterned or intensely colored small rug is used to accentuate a center of interest, such as being placed before a dressing table or a bed which is the center of interest.)

What effect does the rug in this picture have?

What principle is being used here?

In general, would you choose an intensely colored rug for the floor?
Why or why not?

If your walls are patterned, what kind of rugs would you choose?

In choosing colors for the background of a room--ceiling, walls, floors, where should the darkest value be used?
(Illustrate either with pictures or with the box room again.)

What features would you consider in choosing rugs for your bedroom?

Pupil Participation

When using several small rugs, select ones that are similar in color and texture to avoid a spotted, disorganized effect.

When rugs are placed in a position parallel to the walls in a room, the effect is more harmonious with the room's lines.

Intensely colored rugs or rugs with attention-getting patterns might be used to emphasize centers of interest by being placed before them.

Emphasis means the accentuation of one thing, the subordination of others.

Summarize:

Intense colors in floor coverings do not always provide the feeling of a secure, firm foundation.

Patterned fabrics or rugs need to be "relieved" with plain areas to be pleasing.

Placing the darkest value on the floor gives a feeling of stability to the room.

List: care required, color, shape, cost, pattern or plan, number needed for the adequate floor protection, safety precautions needed with small rugs, whether you could make them.

References:

Trilling & Williams, "Art in Home and Dress", pp. 241-258.

Topic: SUMMARY EXPERIENCE IN BACKGROUND PLANNING

Objectives:

Ability to apply art principles in planning background treatment for a bedroom.

Teacher Guidance

(Show large illustrations of girls' bedrooms such as those in the Sherwin-Williams Paint Books or magazines, and have pupils analyze.)

These questions may help to analyze a picture:

Are the proportions of this room pleasing?

What problems exist as to proportions of the room?

In what ways has the decorator of this room sought to change the appearance of the proportions by background treatment?

Does the floor covering provide a "substantial" secure feeling? Why or why not?

What are some of the problems you have in your own rooms as far as proportion and appearance of background are concerned?

(Use pictures or box to illustrate solutions to such problems.)

Pupil Participation

Pupils analyze orally how effectively the principles developed thus far have been applied and used in the background treatment of the rooms illustrated.

Develop list of problems such as: ceilings too high, ceilings too low, room too large, barn-like, room too small, room is square-looking. Arrive at possible solutions by observing pictures or trying out possibilities in the box room. Compose a list of suggestions for each problem.

Topic: HOW CAN WE MAKE OUR WINDOWS ATTRACTIVE?

Objectives:

Ability to apply art principles in selecting window treatment for bedrooms.
Awareness of the possibilities for creating simple and inexpensive window treatments and some interest in doing some.

Teacher Guidance

Before we discuss window treatments as such, let's see if we can apply some of the principles learned earlier in our unit to this new situation on window treatment. Here are several problems which a girl might have in decorating windows in her bedroom.

Pupil Participation

Respond to problems.

Summarize:

Window treatments which apply art principles are most pleasing.

Teacher Guidance

(These can be duplicated on a sheet or serve as a basis for discussion when read orally. In either case they should open up some new questions on window treatment as well as serve as a review for previous learnings.)

Jane has a small bedroom which is rather crowded with furniture and accessories. The walls are papered in a figured wall-paper. Would you recommend curtains of plain color or figure? Why?

Sue has a north room with walls of ivory. She is trying to choose between glass curtains of yellow or blue. Which would you choose? Why?

Ann is making patterned draperies for her somewhat tailored room. She is uncertain about how long to make them. Where, in relation to the window, would you suggest the curtains end? Why?

Ellen has narrow, tall windows in her room. What kinds of curtains could she use to give a better-proportioned effect to the windows? Why?

Show several pictures of girls' bedrooms which illustrate different window treatments. Have pupils analyze by asking questions such as the following:

How do the curtains carry out the personality theme of the room?

How have the art principles we've studied thus far--harmony, emphasis, rhythm, and proportion been observed in the choice of window treatment?

How is the color in harmony with the walls, the exposure, the use of the room?

Does this treatment make the most of or obscure the view? Give privacy?

(Show some fabrics with cost indicated which might be used for bedroom curtains. Include some which may be inexpensive dress cottons.)

What care would these curtains require?

Pupil Participation

Choice of window treatments in a bedroom are determined in part by the character or personality of a room, its size, view, or lack of it, amount and direction of light, need for privacy, cost, care required, whether used for ventilation or not.

Figured materials are most effective if they are contrasted with some areas of plain color.

Because the curtain treatment may change the apparent size of a window, one should choose the treatment which makes the window pleasing in size and proportion.

An attractive window treatment blends with the background of the room, harmonizes with the furnishings, conforms to the general proportions of the window.

References:

Trilling & Williams, "Art in Home and Dress", pp.274-280; 298-293.
Craig, "Homes With Character", pp.145-158; 330-334.

Analyze pictures and discuss.

Discuss styles suited to each fabric, estimate yardage for an average window, figure approximate cost.

Teacher Guidance

How durable and functional would these curtains be?

About how much would these curtains cost?

(Provide wallpaper and paint samples together with fabric samples mentioned above. Divide class into small groups.)

Pupil Participation

Combine samples to indicate a suitable and attractive combination of wall and window treatments. Indicate how woodwork would be treated and style in which curtains might be made. Each group report their decisions to class.

Topic: CHOOSING OTHER FABRIC FURNISHINGS

Objectives:

- Ability to select fabrics which would go well together in a bedroom.
- Interest in constructing some fabric furnishings.

Teacher Guidance

In addition to window curtains and rugs we often use fabrics and textiles in other ways in our bedrooms. In what other ways are fabrics used for decorating?

(Have pictures of different types of bedspreads.)

What type of bedroom would each of these be best suited to?

(Borrow several spreads, either from stores or pupils.)

(Discuss possibility of making spreads, the fabrics suitable, some of the construction processes one would need to know.)

(Have bulletin board on styles of dressing tables which could be purchased or made.)

(Have swatches of suitable fabrics.)

Pupil Participation

List: bedspreads, bedding, dressing table skirts, pillows, chair covers.

Look at pictures and discuss.

In groups, evaluate spreads from these standpoints:
care required, soil resistance, appearance when in use, ease of "making up", durability, color scheme they'd fit.

Comment on suitability and attractiveness.

Discuss style suitable for different fabrics.

(If needed, demonstrate making a skirt for a department dressing table.)

(Show pictures of rooms containing several fabrics. Evaluate.)

Discuss further pictures, evaluate fabric use and combinations.

Summarize:

The amount of pattern that can be used successfully in a room is determined by the size of the room, the type of pattern (or patterns) and the color.

Any pattern will show off best if contrasted with plain surfaces or pattern in different forms.

Pattern is pleasing when it is in scale with the area and appropriate to it.

In selecting a bedspread such factors as durability, resistance to soil and wrinkling, color and styling should be considered.

Making some fabric furnishings for a room can be a creative, enjoyable experience as well as a way to save money in decorating.

References:

- Trilling & Williams, "Art in Home and Dress", pp.281-286.
 Morton, "The Home and Its Furnishings", pp.216-221; 232-234.
 Picken, "Sewing for the Home".

Topic: ARRANGING THE FURNITURE IN OUR BEDROOMS

Objectives:

Ability to arrange furniture in a bedroom so that it will be attractive, convenient, and safe.

Teacher Guidance

(Before beginning this lesson, it is suggested that each girl make a floor plan to scale of her room as it now is furnished. This will probably necessitate a demonstration and explanation by the teacher of the mechanics of drawing a simple plan. Pupils might also list complaints about the arrangement as it now is.)

Pupil Participation

Draw and bring to class a floor plan of her room. List points disliked about the present furniture arrangement.

Let's list the problems which we have in connection with arrangement in our rooms.

Suppose we see what help textbooks can give us in solving these problems. If we can find out what characterizes a good room arrangement, we can evaluate our own arrangements more thoughtfully and then make changes to improve them.

It will probably help us to arrive at some principles of good arrangement if we try evaluating the arrangement of a specific room we can all look at. (As illustration, Fig. 60 in Trilling and Williams would be good since it deals with a before and after bedroom arrangement. If this is not advisable, substitute some other picture.)

(These questions might apply in discussing this picture or some other illustration as well.)

Has the principle of proportion been observed in placing furniture, that is, have large pieces been placed against large wall areas? Give examples.

What other examples can you find of good or poor proportion in this room?

Do the furniture pieces conform to the structural lines of the room? Should they, regardless of size? Why or why not? What principle is used to determine this?

What are the center or centers of interest in this room? How have these been emphasized or made important?

Does the arrangement seem "unified", does it hang together? If so, how has this effect been achieved? Can you suggest improvements so that the eye travels smoothly from one part of the arrangement to another?

So far we've seen applications or maybe violations of four of the major art principles--rhythm, harmony, proportion, and emphasis. There is another and it is a simple one, but extremely important in good arrangement. Balance is the principle and it means having an equal distribution of weight, from side to side, within a side, and from top to bottom.

Combine lists, perhaps on board. Each girl indicate problem in which she is most interested in working on by signing her name to it.

Read from references:

Trilling & Williams, "Art in Home and Dress", pp.115-137.

Morton, "The Home and Its Furnishings", pp.133-137.

Craig, "Homes With Character", pp.186-187; 193-198.

Look at picture or pictures and discuss.

Teacher Guidance

Does this room have a balanced effect?
Why or why not?
Can you suggest ways in which balance
can be improved?

One very sure way of achieving balance is to arrange furnishings so that they are exactly alike on each side of center. This is called formal balance. However balance is also achieved by placing heavier pieces closer to the center and light pieces farther away.

Do you see evidences of this principle having been used in our own homemaking department?

Let's summarize what we've discussed so far and list some guides for arrangement.

In addition to the factors concerning appearance, we will need to consider other things in designing arrangements. What are some of these?

Pupil Participation

List two or three illustrations of the principles developed above, having been used in the homemaking department.

Summarize:

Guides for arrangement are:

- Place large pieces parallel to walls of the room;
- place some of the smaller pieces at an angle to give a more intimate, informal effect;
- place large pieces against large wall spaces, small against small;
- balance each wall arrangement and the arrangement of the entire room;
- group the furniture pieces which are used for a specific activity;
- arrange or group furniture to develop a center or centers of interest.

Furniture should be placed in such a way that it is convenient to use and easy to care for.

Pieces which are grouped together should be similar in scale.

A room should present an orderly appearance with free traffic lanes.

The architecture of the room, including openings, must be considered in arrangement.

List: Convenience, safety, activities a room is used for, care required, architecture of room.

(Select as many additional experiences as may be needed to prepare pupils to solve arrangement problems in their own rooms.)

(Use miniature box room again. Arrange simple doll furniture which is in scale in different ways to illustrate several possible arrangements.)

(Mount an outline of a bedroom floor plan on flannel board. Arrange cut-outs of usual pieces of bedroom furniture.)

(Have large pictures of bedrooms on bulletin board.)

Now let's return to our own floor plans and the problems we have in our own rooms. Earlier you indicated which problems you'd like to work on. Those having the same problem will work together.

(Arrange groups.)

Now with these suggestions in mind and using the principles we've decided are helpful, draw a second version of your room plan, making improvements where possible.

Additional experiences:

Provide each pupil with a duplicated floor plan of a bedroom arrangement. Pupils list poor qualities of plan and do an improved version, telling why they made changes which they did.

Evaluate arrangements in terms of generalizations on arrangements previously set up.

Arrange cut-outs in different ways. Evaluate each. Note activity centers. Arrange it so it is suitable for two girls to share.

Using arrows or strings indicate different activity centers in each.

Pupils work together in small groups on specific problems and list definite solutions to them, using references, pictures, personal experience, and principles. Then report findings to class.

Example problem:

The ceilings in my room slope, and there are several doors and windows so I have little wall space against which to put furniture.

Possible solutions:

Cut down or remove headboard from bed so it can be placed where ceiling slopes.

Arrange large pieces where there is wall space, then work small ones in.

Eliminate unnecessary pieces.

Treat unnecessary doors like walls. Place furniture in front of them.

Chairman of each group report to class. Suggestions could be duplicated for all to have.

Make a second plan. Write a paragraph explaining changes, telling why they were made.

Teacher GuidancePupil Participation

Additional experiences: (cont'd)

Take a field trip to one or more girl's rooms which either show improved arrangement or have many problems in arrangement. Pupils make suggestions for improving.

Work with cut-outs drawn to scale on a graph paper plan. (These can be kept in envelopes and are easier and faster in some ways to work with than drawing the plans individually.) Try several different arrangements, evaluate.

Topic: USING ACCESSORIES TO MAKE OUR ROOMS MORE ATTRACTIVE AND INDIVIDUAL

Objectives:

Desire to make rooms more attractive and interesting by using accessories.
Recognition that accessories need not be costly to be interesting.

Teacher GuidancePupil Participation

(Remove all accessories from sight in the homemaking room before class starts. Ask the class to look about the room and see if they notice anything different about it. This pre-supposes that the homemaking room is accessorized.)

Note things which are missing such as pictures, decorative objects, books.

What impression does the room create?

May say, "It looks incompletely furnished, uninteresting, cold, impersonal."

(Call attention to bulletin board where a display on the importance of accessories might be arranged. Caption might be: "Accessories are to a room as they are to a costume. They add decoration, perform useful functions, and give an individual touch.")

What do accessories do for a room?

List: Accessories furnish, give character, make room more convenient and functional, allow for personal expression.

What are some of the accessories which could be used in bedrooms?

List.

What should we consider in choosing accessories for our bedrooms?

Pupils suggest things from experience.

Maybe our references can also help us on this problem.

References:

Trilling & Williams, "Art in Home and Dress", pp.193-207.

Teacher Guidance

Pupil Participation

(Demonstrate one or two arrangements of accessories in a given space in the department, asking questions of the class about the application of art and arrangement principles as you work.

Observe demonstration.
Develop and list criteria for arranging accessories:
A well-chosen accessory is functionally sound, individually beautiful, and harmonizes with the room's furnishings in color, size, and style.

Where could accessories be used in your bedroom?

A pleasing arrangement of accessories: combine objects of different sizes and shapes but having the same feeling; has harmonious colors, a focal point, allows the eye to travel easily from one part of the arrangement to another, is in good proportion to the space in which it is placed.

How would function affect placement?

Discuss questions.

How many accessories should be in use in a room?

Let's use some similar spots which we have in the department to those which you might find in your bedroom on which accessories could be placed effectively. (Possibilities are: teacher's desk, top of chests, dressing table, bookcases, window ledge, small tables.)

In table groups, arrange accessories in suitable places about the department using department objects and materials. Entire class evaluate work of each group.

As an outgrowth, small groups or couples arrange centers of interest weekly in the department. Class evaluate each one in turn. (This is an important activity to continue over a period of time since appreciation and ability in this area develop very slowly.)

(Have pictures arranged in different ways on the bulletin board. Use pictures which are mounted.)

Evaluate different groupings, bringing out such points as art principles, height, manner of hanging.

(Show some accessories from dime store which would be suitable for bedroom. Indicate cost.)

Summarize:
Many accessories are inexpensive to buy or can be made at almost no cost.

(Display some accessories which can be made at home. If desired, an entire crafts unit could be introduced at this point.) (Have an idea file from which suggestions could be obtained for home experiences.)

References:
Morton, "Your Home and Its Furnishings", pp.291-294; 300-313.
Trilling & Williams, "Art in Home and Dress", pp.193-207; 230-240.
Craig, "Homes With Character", pp.346-349.

Topic: IMPROVING THE FURNISHINGS IN MY ROOM

Objectives:

Interest in simple remodeling and refinishing of furniture pieces and some knowledge of correct procedure in these processes.

Ability to apply art principles in making simple changes in furniture lines.

Teacher Guidance

(Supply duplicated sheets of outline drawings of poorly designed or dated furniture.)

These are pieces of furniture which might be improved by simple remodeling and refinishing. Using all the principles you are familiar with in good design, indicate changes you might make in these pieces.

(Demonstrate, perhaps on a piece of department furniture or on an article a pupil might bring from home, how simple repairs and improvements can be made. Industrial arts teacher might help here.)

(Demonstrate painting an article. Include preparation for painting, selection of paint or brush, care of brushes, etc.)

(Show pictures or demonstrate making simple furnishings from orange crates, apple crates, nail kegs, barrels, boards and bricks, and wrought iron legs.)

Pupil Participation

Use pencil to indicate parts of furniture pieces which could be changed. (Example--remove "gingerbread", cut off legs or headboards, substitute simple drawer pulls for ornate ones.)

Pupils watch demonstration, ask questions, perhaps assist.

Complete painting and do articles in the department such as waste baskets, stools, chests.

Summarize:

Convenient and attractive furnishings can be achieved sometimes by remodeling or refinishing older pieces.

There are many possibilities for improvising temporary furnishings from materials such as crates, scrap lumber, brick.

In refinishing furniture it is important to analyze the original state of the pieces and their future possibilities of service.

By using personal skills and time we can often make our money go farther.

Topic: PLANNING AND ARRANGING MORE EFFICIENT AND CONVENIENT STORAGE

Objectives:

Recognition of the principles involved in planning efficient storage.
Awareness of the ways in which storage makes a room more convenient to live in and easy to care for.

Overview:

One important problem that presents itself in teaching storage is that the girls do not recognize the fact that they have any storage problems, and that their clothes are poorly arranged. Because there are so many different home situations it is very valuable for the class to start with an experience common to all. For this reason the first experience included is one of improving a poorly arranged closet. It is recommended that principles of storage be emphasized and included in all units possible.

Teacher Guidance

(Display poorly arranged closet in the department, discuss such questions as:)
In what ways is this closet poorly arranged?

What might be some reasons for improving this closet outside of making it look better?

What are some suggestions for improving it?

What ideas have we learned from this experience that would help us arrange closets most efficiently?

Which clothes do you use most often?

Where do you store them? Why?

Would it be easier to find a blouse if the skirts and blouses were mixed together or all the blouses and all the skirts grouped together?

What advantages would there be to having a window in the closet?

(Show various accessories that might make a closet convenient, mentioning cost, durability, and serviceability. Discuss possibility of making them at home, comparing costs. The exhibit from Sears' Consumers' Education Division might be shown.)

Pupil Participation

Discuss ways in which closet is poorly arranged.

Summarize:

No two girls have the same storage needs or would arrange their storage in the same manner.

Things used often should be stored in the most accessible place.

We can have better storage if we group things we use together, place the things used most frequently in the most convenient place, arrange articles so that they can be taken from one place without moving another article.

It is desirable to have some means of ventilation in the place that we store our clothes.

Articles used often are neatly arranged near the place we use them first or most often; they are within easy reach, and are ready to grasp and see.

Cleaning is easier when we do not need to move articles.

Attractive storage space can be made from materials on hand if one has ingenuity, skill and a desire to do the necessary work.

Teacher Guidance

(With opaque projector show examples of accessories for closets.)

(With pupils set up a check sheet on an efficient closet, such as the one included, "How Does My Closet Click?")

(Discuss ways in which storage in the homemaking department can be improved.)

Home Experience--improve arrangement in an existing closet.

Pupil Participation

Look at examples.

Check own closet.

Summarize:

When there is a definite place for each item to be stored, orderliness and efficiency are increased.

Storage can be used most efficiently when plans are made for the arrangement of materials.

Well-planned storage prevents confusion and disorder, releases time and energy, adds to the appearance of the home, protects articles, and makes it possible to locate them without hunting.

References:

Craig, "Homes With Character", pp. 88-93.

Extension Service, I.S.C., "My Wish Book of Home Furnishings".

HOW DOES MY CLOSET CLICK?

Directions: In the blanks to the left, write the number of the work which most closely describes the conditions found in your closet. As you check each one, write the proposed changes at the bottom of the page.

1. Poor 2. Fair 3. Good 4. Very Good

- _____ 1. Are the same kinds of articles placed together?
- _____ 2. Are clothes which are worn together placed near each other in the closet?
- _____ 3. Are all articles sorted so that they will remain in best condition?
- _____ 4. Are all articles easy to find?
- _____ 5. Are articles which are most often used easiest to get?
- _____ 6. Is the closet orderly with a space for each article?
- _____ 7. Is the closet easy to clean?

I need to do these things to improve my closet:

Teacher Guidance

Most of us have some homework to do, letters to write, accounts to keep. These activities require materials of different kinds in the accomplishment of these tasks.

What are some of the materials that we use that need to be stored?

Let's look now for some good ideas on methods for storing them.

What are some of the suggestions you found for storing these materials?

(Show pictures of storage methods and devices by opaque projector.)

(Arrange field trip to a pupil's home to look at her storage facilities particularly.)

Pupil Participation

List: paper, stationery, pencils, blotters, scissors, etc.

Read references:

Morton, "The Home and Its Furnishings", pp.125-128.

Folder with clippings on storage.

List.

Evaluate pictures of storage.

Arrange desk in the department for more effective storage.

Improve storage of books and magazines, classifying, keeping in order.

Each work out improved arrangement of locker or desk at school, and at home create center for study.

Summarize:

If materials are stored where they are to be used, time is saved.

Some kind of desk is usually necessary in a study center and its drawers can be utilized for storage.

Dividers can be inserted to create individual spaces for specific items to be stored.

Bookshelves can often be improvised from crates, scrap lumber, bricks.

Visit the home of a girl who has many hobbies which need storage space. Make evaluation of her existent storage and needs for additional storage by taking notes in answers to this list of questions:

Are similar articles placed together?
Will articles remain in best condition?
Are articles placed near where they will be used first?
Are often-used articles easy to reach?

Pupils help re-arrange articles.

Summarize.

Topic: STORAGE OF GROOMING SUPPLIES

Objectives:

- Recognition that good arrangement of grooming supplies and efficient use of them will help one become more attractive and popular.
- Recognition of the need for improved arrangement of grooming supplies.
- Ability to store grooming supplies so that they are easy to use.

Overview:

This unit may be taught in the Room Unit or might be integrated in the Grooming Unit.

Teacher Guidance

(Display a poorly arranged drawer of grooming supplies.)

What are some of the poor points in the arrangement of this drawer?

(Provide outline drawing of a typical drawer on wrapping paper.)

How might these principles of drawer arrangement be used to improve the storage in our sewing equipment drawers, in the drawers of the linen chest here in the department?

Pupil Participation

Have one pupil give another a manicure using supplies from this drawer. Class note inconveniences she encounters in performing job.

Discuss poor points, list suggestions for improvement.

Bring grooming supplies from home. Arrange in drawer drawing, according to good principles of storage. Class discuss, decide on best arrangement.

Discuss.

Topic: KEEPING OUR BEDROOM CLEAN AND ORDERLY

Objectives:

- Skill in performing housekeeping techniques and in managing the cleaning and care required in a bedroom.
- Recognition that cleanliness and order often contribute to the pleasure and use we receive from our rooms.

Teacher Guidance

(Distribute copies of the following anecdotes on girls' housekeeping in their rooms.)

Pupil Participation

Read anecdotes.

Teacher GuidancePupil Participation

1. Doris Brown has a pretty, attractive room, but seldom takes time to keep it that way. In the morning she rises too late to make her bed or pick up her clothes and possessions from the floor where she dropped them the night before. As a result, her mother is usually faced with the problem of cleaning Doris' room if it's done at all. Mrs. Brown has reached the point where her patience is exhausted and the other evening she scolded Doris at length about irresponsibility.
2. Jean Peters treats her room about as carelessly as Doris does here, but her mother, unlike Doris' doesn't find time to pick up and clean up after her. Consequently her room is something of a shambles most of the time. The other evening a group of Jane's friends came over quite unexpectedly and surprised her in her room. She was embarrassed by its messy condition, especially since Viola Winters was in the group and Viola is a girl Jane would like to impress.
3. Darlene Smith, is, according to her friends, one of the busiest, most popular girls in school. She takes five subjects, is in lots of activities and is very social too. Darlene often on the spur of the moment invites her crowd of girls to her room for a record-playing, coke session. Her room always seems inviting, clean and orderly, yet not prissy, and Darlene herself assumes complete responsibility for her room.

Which girl do you think handles her situation best? Why?

Discuss questions about anecdotes.

Do you think having an attractive room influences at all one's popularity? How?

How much help do you think mothers should be expected to give us in caring for our rooms?

The anecdote states that Darlene's room was clean and orderly without being prissy. Have you known people who carried the ideal of "perfect house-keeping" too far? Describe the result.

What things could we learn more about in order to be better housekeepers?

List: learn to make bed quickly, good cleaning techniques, how to save time, how to use equipment.

(Divide class into groups to work on these different topics, do some reference reading, and then report our findings to class.)

(Here it may be well for the teacher to guide the class in setting up criteria for preparing and presenting a good report.)

Groups prepare reports and demonstrations on above topics and others that may have been suggested. Use materials and equipment when necessary. Present reports, ask questions. Evaluate each group's contribution.

(Have each girl make a brief time and work plan for housekeeping in her own bedroom.)

Make time and work plan for housekeeping in own room, noting daily, weekly, and seasonal tasks.

Teacher Guidance

How might the plan be adapted if more than one person lived in and helped to care for the room?

In what ways does decorating and storage plan affect ease of housekeeping?

What plans could we make for assuming responsibilities for housekeeping in the homemaking department?

What personal habits and routines could we as individuals develop so our cleaning job would be easier?

Pupil Participation

Discuss questions.

Summarize:

Having a clean and orderly room often adds to the pleasure we experience from it.

Some of the things which will help us to achieve a well-kept room with a minimum of time, effort, and expense are: having a good plan, knowing easy but good housekeeping techniques, using materials and equipment correctly, having an easy-to-maintain decorating scheme, a desire to attain this goal.

When more than one person shares a room and helps care for it, both can have more leisure time if they cooperate in the housekeeping.

Work is part of daily living and offers much personal satisfaction if approached with the right attitude and some "know-how".

The habit of putting personal belongings in their designated places should be formed, because this improves the appearance of room and clothes, and also saves time.

Additional learning experiences:

Have a panel discussion in which class members discuss housekeeping procedures and how they have or haven't been satisfied with results. Panel could include mothers too.

Could take class to a pupil's room and demonstrate complete cleaning procedures.

Pupils share in housekeeping tasks in department.

Topic: RELATIONSHIPS--SHARING MY ROOM WITH ANOTHER MEMBER OF MY FAMILY

Objectives:

Ability to share a room successfully with another member of the family.
Understanding and respect for the rights of others.

Teacher Guidance

Some of you indicated on the questionnaires you filled out at the beginning of the unit, that some of your greatest problems concerning your rooms had to do with "getting along with your roommate" (probably a sister in most cases). Whether "roomie" is younger or older there nearly always seems to be conflict of some kind. Suppose we list on the board some of the problems or gripes you've experienced so that the class can help us with them. (Problems with sisters might be listed separately from those with mothers or grandmothers.)

Perhaps it would help the class to see exactly what happens when some of these situations take place. Let's do some socio-dramas to illustrate some of them.

Questions teacher might ask after socio-drama:

Were the reactions to the problem expressed by the participants fairly typical, realistic?

How did those playing the roles "feel" toward the issue? Like their roles?

Were the solutions suggested good, workable ones? Why or why not?

What would you have done if you had been in the role of _____?

Assuming there was a young child, what do you know about children's behavior and interests at this age which might help you work more effectively with them?

In what ways does understanding children's behavior help us to understand our own in these situations?

Pupil Participation

Suggest problems they have when sharing a room.

Pupils portray various roles in several typical problems. Discuss.

Teacher Guidance

An excellent home experience for those of you having these problems would be to try several of the solutions suggested here and report how effective they were.

Pupil Participation

Summarize:

People who share a room need to plan together for its furnishings, care, and use for maximum harmony in living.

When working at home is shared by members of the family, more time is freed for the leisure of all.

In a room that is shared, each person will be happier if she is concerned with the needs and interests of the other.

Each individual needs some privacy every day.

Conflict is normal in every close relationship.

If each person has a definite place to keep his possessions and observes this, it will be easier to keep the room orderly.

Living with another person is often good relationship experience in preparation for going to college, rearing a family, getting along with people in general.

References:

Morton, "The Home and Its Furnishings", pp.133-137.

TENTH GRADE - CREATING A LIVABLE HOME

OVERVIEW

Since the living area for a family may be the porch, dining room, kitchen, or recreation room rather than or in addition to the "living room", the teacher should choose situations for classroom experiences which mirror the variety of living areas in her community.

It is particularly important for the teacher to know the kinds of homes from which her pupils come, to orient the parents to the purposes of the unit, and to secure their cooperation in providing opportunities for application of learning to home situations as home experiences. There will be opportunities to invite parents into the classroom other than the panel suggested in the first topic and to find realistic experiences for girls to work on as projects in the school and community either as a class or FHA chapter.

The length of the unit will vary, depending upon length of periods, amount of basic design and color principles retained from ninth grade or previous work, type of creative projects undertaken in class, and the interest shown at this middle adolescent stage. If no homemaking is offered to sophomores, the emphasis probably should be changed for seniors who are apt to be more interested in selecting furnishings for their future home.

Although there are many ways in which this unit could be introduced, and as many variations in sequence, the materials in this section of the guide follow this sequence: making a room livable; arranging furniture for convenience; making living rooms attractive; selecting furniture; choosing colors, textures, and patterns; choosing functional lighting; choosing and using accessories; storage in the living room.

OBJECTIVES

1. Recognition of factors which make rooms seem livable to different family members and the effect of surroundings upon them.
2. Ability to arrange rooms which are convenient, attractive, and safe.
3. Ability to select furniture and furnishings for maximum satisfaction.
4. Desire and ability to care for and renovate household furnishings.
5. Ability to choose appropriate backgrounds for family living.
6. Ability to choose and arrange functional and decorative accessories.
7. Understanding of one's own values and those of others which determine their choices of furnishings.
8. Appreciation of the beautiful and enjoyment in creating beauty in one's surroundings.
9. Desire and ability to work effectively with others in the solutions of furnishings problems.
10. Recognition of the cost of furnishing a livable home.

Topic: MAKING A ROOM LIVABLE

Objectives:

- Recognition of aspects which make rooms seem livable to different individuals.
- Desire to work with others in creating a satisfying home.
- Interest in developing skills needed to create livable surroundings.

Teacher Guidance

All of you have ideas about what makes you like to be in some rooms and dislike to be in others. If we are to learn how to arrange and decorate rooms families enjoy living in, we need to know:

What makes rooms liked by different members of a family.

What the "tools" are which a decorator uses and the rules she, the decorator-homemaker, uses to achieve the desired results--a livable home.

Let's begin with the first question--and discover what you, as one member of a family, like about rooms in which you enjoy being or spending leisure hours.

(This discussion will help the teacher become familiar with interests and attitudes of pupils, which generalizations they already know and can apply, and the needs they recognize and don't recognize.)

In your own room you could choose, to a degree, at least, to surround yourself with things you like. In a family living area there are others whose likes need to be considered too.

(Teacher or teacher and pupils arrange for a group to come to tell class what makes a room seem homelike to them.)

(Arrange to have a homemaker, a young man who has graduated recently, or father of teen-agers, a high school boy, a high school girl, a junior high student--a varied group which would be vocal in expressing opinions.)

What questions would you wish to ask the panel?

Pupil Participation

Pupils list many specifics. (These will vary, of course. Some will say "warm colors", others will say "lots of blue in a room.") Answers probably will include:

Comfortable chairs, hassocks, a TV set or radio, a rug one can sprawl on, a place where you don't always have to be picking up and be orderly, good lights to read by.

Girls list questions to ask panel members such as:

What do you think makes a room "homcy"? Do you like to have a "say" about colors or furnishings? Why? What are your pet gripes about living rooms? What is your favorite corner? If you have one, why do you enjoy it?

Teacher Guidance

Pupil Participation

(Teacher could help pupils summarize by asking questions similar to these):

Summarize the implications of the panel discussion. These might be similar to:

How did panel members differ in what they thought makes a homey room?

When all the family must use a room each member should find a spot that is comfortable for her or him.

What family members should share in making decisions about furnishings? Give reasons for your answers.

When family members plan things together they are more interested in the result and in taking care of it.

The homemaker's job is complex if she is to satisfy all family members. To arrive at an answer to the second question, "What are the tools and rules a decorator must use to achieve a livable home?", let's look at three or four magazine illustrations and list what the homemaker must know how to do to achieve this.

The more widely different the attitudes of family members about colors, disorder or order, and care to give a room, the more difficult it is to plan the room decoration, select furniture and arrange it.

What feeling tone do the rooms give you? By what means has the family achieved this?

At some ages, there are advantages in providing even a small spot in another room for privacy for family members.

Which of these ages would feel comfortable in this room--4, 7, 14, 70? Be prepared to give your reasons.

Pupils should be ready to summarize:

For what activities is the room well arranged to present?

To make a room attractive and livable to the family and to guests she must know how to:

Which accessories add to the beauty of the room? Which to convenience?

- arrange a room so it is convenient,
- choose furniture which suggests feeling tone desired as well as for comfort,
- be able to choose adequate and interesting lighting,
- choose appropriate accessories,
- provide adequate storage,
- create beautiful effects through centers of interest, colors, lighting,
- get quality for the price and stay within money allotted for furnishings,
- be able to care for furnishings, renovate or make them,
- choose colors in furnishings and in backgrounds.

What types of lighting fixtures were used and for what purposes?

Were there any unsafe features in the room?

What types of material and equipment need to be stored in or near the living room?

(or any of the questions on page 135, Lewis: "Housing and Home Management".)

Browse through the list of contents of several references:

From the decorating experiences you had in ninth grade, what would you list as the other tools of the decorator? What are the materials and the "know-hows" which a homemaker must have to do the job?

- Craig & Rush, "Homes With Character", pp.3-5; 13-17, and 113.
- Lewis, Burns, Segner, "Housing and Home Management", pp.131-135.
- Morton, "The Home and Its Furnishings" pp.101-106.
- Silver & Ryan, "Foundations For Living", pp.506-509.

Teacher Guidance

(There is no one best way to discover pupil problems in this area. The Living Room Evaluation chart (Lewis p.135) might make some groups overly critical. It might be easier for the teacher to discover common problems of her girls through conferences, through home visits, through unsolicited comments they make in class.

These pupil-recognized problems and those of which teacher is aware should be the ones used throughout the unit for consideration. By bringing these out early in the unit, the teacher can better plan the content and the girls will be more goal-wise.)

(It is always most stimulating to use real decorating problems and relationship situations. Assisting a homemaker in the community, or visiting a vacant house and working out problems, using it as a case situation for a pseudo family would be preferable to hours on a notebook or discussion of theory.)

Pupil Participation

List the tools the homemaker-decorator needs to know and use:

- Understanding of family needs, their preferences in color
- Design principles
- Judgment in buying
- Management of time and the other resources of the family
- Skills in caring for and teaching family members to care for furnishings.

Using the Living Room Evaluation chart as a guide for analyzing your living room, turn in unsigned statements or comments which can serve as a basis for class discussion of the most common problems in making your own family room livable.

Pupils share with class any actual purchases, renovation or redecoration which their families already have in mind for immediate or near future.

Topic: ARRANGING A ROOM FOR CONVENIENCE IN LIVING

Objectives:

Recognition of the relationship of room arrangements to satisfactory home living.

Ability to arrange furniture and furnishings for maximum convenience, attractiveness and safety.

Teacher Guidance

As you looked for the tools or materials with which decorators had to work, you concluded that these could help you create an arrangement of the room family members could enjoy. So that we have some real families in mind, let's list all of the various activities enjoyed in the living area by your families or others with which you are well acquainted.

One of the first guides for furniture arrangement is to place furnishings together which are used together; sometimes called "use groupings".

What other guides did you learn for room arrangement when you studied the arrangement of a girl's room?

With all those guides in mind, let us look at a film, "The ABC's of Decorating Your Home", to find how these can be applied in living areas as well as in our own rooms. Let's look for answers to these questions:

Pupil Participation

Summarize the variety of family activities carried on in the living room or in other living areas of the house (porch, recreation room, dining room, den).

Using the references and working in small groups, list furnishings and accessories desirable for various "use groupings".

References:

Morton, "The Home and Its Furnishings", pp.102-106.

Lewis, Burns, Segner, "Housing and Home Management", pp.135-140.

Silver & Ryan, "Foundations for Living", p. 507.

For example: Bookwork at home requires a desk, good lamp, wastepaper basket, bookcase, desk chair, picture or other accessory over the desk.

List such factors remembered as:

Keep traffic lanes open between doorways

Arrange so room is easy to clean

Arrange so it is safe to live in

Have some of the heavy furniture on each side of the room

Put large pieces parallel to walls.

Teacher Guidance

For what activities have use-groupings been arranged?

What traffic lanes are common in living areas shown?

Are windows accessible for opening and closing?

What new guides for furniture arrangements does the film highlight?

(Ample time should be allowed for discussion before film is viewed again.)

(Show the film a second time, this time having pupils especially look for the use of the art principles learned in ninth grade which have been applied to achieve an attractive room as well as a functional one. Look also for solutions to the problems recognized in your home living areas which we mentioned early in unit.)

After viewing film the second time, discuss:

What was center of interest of emphasis in each room? How achieved?

Which of the rooms seem the more livable to you? How did decorator accomplish a unified feeling in the room?

Were all the pieces of furniture new? Which might have been made up-to-date by covering or redesigning?

(Present a new floor plan, describe a family and its activities, and have class judge an arrangement and suggest improvements. Use outing flannel as a background so enlarged paper cut-out furniture can be arranged on a living room plan and stick well enough so entire class can see.)

(Pupils then should be ready to apply all these principles to the more complex room they have chosen to improve. Teacher should provide the cut-out furnishings.)

Pupil Participation

View film. Check use-groupings for specific activities against lists made previously; list ways traffic lanes have been cleared; list new guides for arranging rooms.

Study bulletins, "ABC's of Decorating Your Home", sent by Meredith Publishing Company for each pupil viewing the film. Add any guides for arrangement which might have been omitted in the above listing.

Summarize the principles of arranging and decorating a room, illustrating from examples shown in the film.

Draw own living room or living area floor plan to scale or select a floor plan which would meet the needs of your family. Arrange scale-size furniture, using cut-outs provided. Class members evaluate others' arrangements and suggest improvements.

Prepare a list of things people like to do in each room of your home, accentuating any special interests enjoyed by individual members. List major and minor pieces of furniture and accessories which are needed for one "use grouping".

Report results of interviewing some of the menfolks in the family to discover their attitudes about changing around or re-arranging of furniture as a means for getting a "new look" with little expense and effort.

From your observations of homes in our community or rooms in magazine illustrations, discuss ways in which homemakers or families vary the arrangement or decorative scheme from one season to another.

Make a check list to be used when judging furniture arrangements.

Make a trip to a home which is inexpensively but attractively furnished. List the ways in which the home meets the needs and interests of the family visited.

Home experience: Experiment, with family's permission, on re-arranging some groups of furniture and accessories. Sketch result and present to class for criticism and suggestions.

Using the Home Safety Check List (National Safety Council) check own home for hazards. Plan with family for possible improvements.

List facilities which your house affords that make for companionship between family members, both when working and playing.

Topic: CHOOSING COLORS, TEXTURE AND PATTERNS FOR INTERESTING BACKGROUNDS

Objectives:

- Ability to change apparent proportions of rooms.
- Ability to recognize and create color harmonies.
- Ability to create desirable backgrounds for rooms.

(If film "ABC's of Decorating" is used, teaching the selection of backgrounds could follow the study of arrangement since the film includes a section, "Add Drama with Backgrounds". If film is not used, it might seem more interesting to pupils to follow the study of furniture arrangement with topic "Choosing Furniture", than later with this topic developed in much more detail.)

Teacher Guidance

(Before pupils see the film "ABC's of Decorating Your Home" for the second time, present judgment problems which relate to the treatment of backgrounds to determine which of the design principles studied in ninth grade they can apply. Using room situations listed earlier by pupils would be most interesting. At this time, however, there are apt to be complex problems pupils are incapable of solving.)

Pupil Participation

Suggest solutions to judgement problems and give reasons in the form of generalizations.

Teacher Guidance

Using samples of wallpaper and drapery fabrics as backgrounds, make arrangements of decorated pottery and pieces of wood against figured wallpaper, plain wallpaper, of same hue and tone as pottery, and against others of contrasting hue and value.

(Select a well-designed drapery swatch or a picture having excellent art quality which would be suitable for use in a living area.)

(Assemble a color harmony identical to the colors in the picture or print, using the same proportions. Use wallpaper, drapery fabrics, accessories, carpeting for the color examples. Then, as contrast, combine other textiles and accessories which have similar feeling tone as the colors but do not match those in the fabric or picture.)

Pupil Participation

View the film "ABC's of Decorating" for the second time, watching especially for the rules for dramatizing backgrounds.

Solve problems recognized in living room backgrounds.

If further understanding or principles are needed to solve the problems read: Morton, "The Home and Its Furnishings", pp.349-355 for specific ways to change the apparent proportions of rooms.

Summarize;

Dark walls emphasize lines and beauty of light-colored furniture; walls having much pattern or texture tend to not accentuate objects placed in front of them.

Windows become background when treated as part of the wall.

Emphasis is gained by using a contrast of light and dark or contrasts of color.

When plain and decorated surfaces are combined one or the other should predominate.

Patterns show off best if contrasted with or set off from other patterns by plain surfaces.

Analyze picture or fabric to determine the amounts or proportions of various colors used and the intensities and values of each.

Study both arrangements, discuss the effect created by each and summarize:

When using a color scheme from a patterned object, choosing colors which harmonize or have same feeling tone rather than those which match exactly avoids a gaudy effect.

Using a sample of carpeting, drapery material, wallpaper or a picture for the basic color harmony, assemble colors of fabric, accessories, and carpeting which make a pleasing combination, or make several harmonies. Choose one to present to the class for evaluation.

Teacher Guidance

Show several illustrations in which adjoining rooms have successfully been harmonized, such as in "Window Curtains, Planning and Selecting", USDA bulletin.

Pupil Participation

Summarize:

A successful color scheme includes darks and lights, dulls and brights, warm and cool colors in different proportions.

Using not-too-bright colors for largest areas and bright colors for small spots of accent provides a feeling of balance.

Analyze pictures and draw conclusions about ways adjoining room colors may be related:

Relating colors in adjoining rooms can be done by using a basic color, intensifying it to be used in small areas in one room and greying it to be used in larger areas in another.

Choice of backgrounds for a room depends upon present furnishings, feeling tone to be conveyed, use of the room, effect upon adjacent rooms, the exposure, the shape and size of the room, and the personalities of those who will live in it.

Topic: SELECTING ESSENTIAL AND ADAPTABLE FURNITURE

Objectives:

- Recognition of characteristics of furniture pieces that are adaptable.
- Recognition of furnishings essential for living and how they vary with families.
- Appreciation of the value of a furnishing plan.

(Before studying the selection of furniture at all it is assumed that pupils have had some experiences that helped them recognize that: all furnishings do not wear the same length of time, hence the decorating job is never done; that most furnishings plans "grow"--few families can afford to redo a whole room or house at a time; and that families furnish homes in a great variety of ways because families are so different.

If pupils have not seen the film "The ABC's of Decorating" or some similar film or have not heard a panel discussion such as suggested page 45, it might be well at this time to bring in a homemaker for them to interview, one who will tell the class how her house furnishings have been changing within the last 10-15 years. The story of Joyce and Chuck (Appendix page 76) describes how one family furnished a home over a period of eight years. Lewis, Burns, Segner, "Housing and Home Management", pp.77-78, would also give pupils the above philosophy.)

In the tenth grade the pupils will not be expected to make a long-time plan for furnishing, only to recognize the desirability of one. Although the emphasis at twelfth grade is on the new family, girls of sophomore age are interested enough in marriage and newlyweds to consider the couple's choices referred to in first learning experience.

Teacher Guidance

(Having learned how to analyze the furnishings needed for activities of their own family members, girls should be ready to take a different situation and anticipate a young couple's furnishing needs.)

Which plan do you think seemed to show the soundest decisions?

What changes would you suggest if you were furnishing these rooms?

Your discussion indicates that you recognize many questions which must be answered by those furnishing a living area. Of those you have listed we will first consider:

Which pieces of furniture are really essential?

What characterizes furniture which is adaptable?

Pupil Participation

Read Lewis, Burns and Segner, "Housing and Home Management", pp.140-146, which describes the different purchases two couples made for furnishing a combination living-dining room area. Discuss questions. List the changes you would make if furnishing. Class secretary also record questions about furnishing which discussion raises:

Which pieces of furniture are really essential?

What characterizes pieces that are adaptable to different rooms and purposes?

Which pieces are those which should be most durable, have best quality?

Under what circumstances is refinishing of furniture wise? Otherwise?

When is it advisable to buy furniture which can be adapted to other rooms?

Which styles of furniture can be mixed successfully or give the feeling I want a room to give?

How can you get your money's worth in furniture?

Compare the list of furnishings you made with those considered essential by authors:

Craig & Rush, "Homes With Character", pp.188-189.

Morton, "The Home and Its Furnishings", pp.191-193.

Lewis, Burns, Segner, "Housing and Home Management", page 155.

Discuss agreements and questions.

Summarize on the board the characteristics of furniture which is adaptable or can be called multi-purpose.

Teacher Guidance

(In a community in which furnishings magazines are not commonly subscribed to in homes, the school should provide them for clipping purposes. If opaque projector, which would make it possible for entire class to see the picture, is not available, have finder explain the picture and then mount on bulletin board.)

(A field trip to a home where the home-maker has improvised furnishings or furnished a functional home at low cost would be worthwhile experience here or would be helpful after girls have studied how to combine styles of furniture.)

(Later, plan a field trip to a furniture store.)

Additional learning experiences:

Read Morton, "The Home and Its Furnishings", pp.111-114, to find description of storage pieces, chairs, and tables considered adaptable for many uses. From a group of pictures choose one of each storage piece, chair, and table--which meets the criteria above.

Choose from magazines, wholesale furniture books, catalogs, or stock found in local furniture store, furniture which would: grow with the family; that is, fit rooms for 5-15 year olds; move from living room to porch, or from den to recreation room; move from living room to sewing or hobby center; be adaptable to large or small apartments for a transient couple.

Pupil Participation

Furnishings well planned for more than one function will withstand handling, be easily adapted, require minimum of changing of room arrangement or readjustment of accessories, provide needed storage space for both functions, be comfortable for both uses.

Look for illustrations of adaptable furniture to show to entire class, telling uses for those pieces found. Look especially for any pictures showing "knockdown" furniture for traveling families. Mount small illustrations.

Share with the class descriptions of any furniture you have at home which is multi-purpose or improvised but functional, the number of ways it has been used or the length of time used.

Note prices and list possible uses for the multi-purpose pieces found. Make a comparison between two like pieces of furniture, one that is single-use and one that is double, to determine cost versus usefulness. Examples might be a desk also used as a dressing table; a sewing machine as a desk; a hide-a-bed as a davenport.

Topic: SELECTING FURNISHINGS THAT EXPRESS FAMILY TASTES

Objectives:

Recognition of factors considered by families when choosing furnishings.
 Ability to select or renovate furnishings which give the atmosphere desired.
 Awareness and appreciation of well-designed furniture and harmoniously furnished rooms.

(In ninth grade girls were taught how bedroom furnishings created different feeling tones; in tenth grade the pupils should become more aware of the effect styles have on the atmosphere of living areas. You will want to develop this awareness without spending time on the memorizing of designers' names or details of period styles. Since many references emphasize period styles without telling how to combine them, you may need to give an illustrated talk as suggested below.)

Teacher Guidance

We have been assuming that one of the first factors which couples or families consider when beginning to furnish rooms is how to economize by buying basic furniture. They actually may be more concerned about finding furniture that they liked, which expressed the family's "personality", how to integrate old or worn furnishings so the room created a definite atmosphere, or how to mix styles successfully.

(Use an opaque projector or show large illustrations of three rooms furnished very differently: one provincial, one traditional and one twentieth century.)

Many people are oblivious to styles in furnishings--some of us, too, have paid little attention to the details which give rooms "personality". Look carefully at the room illustrations and be ready to list words that describe the effect the furniture, draperies, rugs, have on you. What impression does the room give?

From the homes we have visited (films seen or pictures shown) what indications have you that mixing of styles and woods can be done?

Pupil Participation

List impressions given by the different rooms by such adjectives as:
 Provincial: simple, direct, sincere, plain, comfortable, informal, old.

Check the list of your descriptive words against those authors believe these styles give:

Morton, "The Home and Its Furnishings", pp.162-193.

Lewis, "Housing and Home Management", pp.77-88.

Craig and Rush, "Homes With Character" pp.161-185.

Analyze examples and draw conclusions:
 Since furniture pieces do not wear equally long, there is constant need to add pieces.

A more harmonious effect can be given if all furnishings give a single feeling tone.

Having some mixture makes a room look more "lived in".

Teacher Guidance

By the time you furnish your own home your ideas or tastes are apt to change. Which styles do you now think you might prefer?

(Describe family situations to be solved, preferably those similar to pupil-recognized decorating problems involving present furnishings as listed at beginning of unit.)

Additional learning experiences:

Analyze a magazine illustration of a room, listing kind of family living it would permit, style of furniture--or styles, suitability of its backgrounds, principles followed in harmonizing the furniture.

From department swatches, choose slipcovering material which would be appropriate for a davenport in the school building if it were to be used in the homemaking room, lounge, principal's office. (This would indicate pupils' ability to apply scale and suitability of design and texture.)

(If home economics furnishings need slipcovering or upholstering, teacher can use these for demonstrating skills; for specific problems in selecting suitable material, measuring for amount needed. If none of these facilities are needed, borrow a piece for demonstration purposes. If instructor lacks skills of slipcovering, the county home economist, sewing center instructor, or a lady in the community may be able to demonstrate skills. Tenth grade girls are not apt to have skills for renovating complicated pieces.)

Pupil Participation

List preferences. Choose or trace pictures of living room furniture (include one upholstered piece) you would like to live with. From the swatches of drapery and wallpaper in the homemaking department, choose one which expresses the same feeling tone as the furniture chosen. Justify your choice.

Discuss situations presented by teacher or examine some pieces of furniture in the school building, such as used as stage lounge, or homemaking department furniture. Suggest changes, illustrating, if possible, which would make these pieces harmonize with the style preference you stated earlier.

Styles of furniture in various woods, light and dark, may be combined to suit individual tastes, provided there is some harmony in line and scale.

Topic: SELECTING FURNISHINGS GOOD IN DESIGN

Objectives:

- Ability to recognize well-designed furniture.
- Understanding of reasons for others' choices of furnishings.
- Appreciation of beauty expressed in furniture and furnishings.

Teacher Guidance

(If pupils studied principles of design in ninth grade, set up judgment problems or a pretest, using large illustrations of wood and upholstered furniture.)

(Use illustrations to provide common experiences for the class until they can recognize what is considered well-designed furniture.)

(Read anecdotes which will help girls recognize that the development of this type of appreciation is a slow process. For example:)

My sister's neighbor bought a very expensive living room suite last year, and changed her room colors to go with it. This year she has taken an adult class in which they studied furniture design and selection. Now she realizes that the pieces aren't well designed nor as good a choice for the size of her room as smaller scale ones would have been.

What should she do about the situation?

Is there anything one could do to make the furniture more pleasing?

Suppose it had been your mother who had made the purchase we have just been discussing and you developed some sensitivity to good design and proportion in homemaking class. What would you suggest?

Pupil Participation

Choose the better designed pieces and give reasons for choices.

Use references as needed to clarify principles:

Trilling & Williams, "Art in Home and Dress", pp.299-308.

Well-designed furniture has good proportions, suitable fittings, and structural lines which are appropriate for the functions of the piece.

Developing an appreciation for the beautiful is a slow process and is conditioned by the experiences which we have had with beautiful things.

All of us can look back upon mistakes we made in the past but if we did the best we could at the time, it should be "chalked up" to learning by experience.

Develop a humorous socio-drama showing "How to antagonize parents".

Topic: SELECTING FURNISHINGS TO GET YOUR MONEY'S WORTH

Objectives:

- Recognition of features which indicate quality in furniture.
- Judgment in determining when quality is not important.
- Recognition of cost of furnishings in relation to total housing costs.

(The principles for selecting well-designed, functional furniture will apply to any piece of furniture. By this time girls will have studied principles for buy-manship--through clothing selection, for example--so they are probably ready to begin studying how to look for quality in a piece of furniture several of the girls or their families might be buying soon. A storage piece, such as a cedar chest or a chest of drawers, is not complex since it does not have the factor of comfort or spring construction. It does, however, involve choice of quality, and is developed here as an example. You might prefer to illustrate with a chair or table.)

Teacher Guidance

The problem of choosing a chest of drawers is, first of all, to choose drawers which have a maximum amount of functional storage space. From your work with storage in bedrooms in ninth grade, what sizes or depths of drawers would be most usable in a chest for storage of linens, for example?

What should characterize a drawer suitable for storage of cosmetics?

Next we'll look for other marks or features of a functional drawer. We have a number in this room. Let's open some of them and see if we would like to have them in our homes. Keep in mind what you find so we can list findings on the board.

Have you or your mothers encountered any other drawer problems or features at home?

Pupil Participation

Discuss what makes drawers functional for different purposes and conclude:

A drawer's depth or width should be determined by the kinds and numbers of articles to be stored in it.

In groups, go to different parts of the department to examine drawers. List such features as:

Desirable: The oblong table drawer opens smoothly.
The silver drawer slides out like a tray.
I like the hand slot for a pull.
The work table drawers roll out easily.

Less desirable: Desk drawer turns side-wise when pulled out.
The small drawer squeaks.
Long linen drawer catches from side to side.
Bottom of this one slides back and leaves a space in the front of it.
The small table drawer is very rough inside.

Discussion may include such comments:
The drawers in my dresser warp when it's damp.
One dresser is over fifty years old and it still has good strong drawers.
One drawer always catches my hose.

What seems to characterize the drawers we like:

How can we avoid buying furniture pieces having unsatisfactory drawers but get those which may last fifty years, if that is desirable? Read to find the answers to these questions:

What is the relationship between warping, roughness, and the woods used in drawer construction?

How is a drawer constructed or put together so it won't pull apart?

What makes a drawer, deep or shallow, wide or narrow, pull out smoothly?

What are the advantages of various types of drawer pulls?

References:

- Morton, "The Home and Its Furnishings", pp.108-111;375-379.
Lewis, Burns, Sogner, "Home Management and Housing", pp.88-91.
Craig & Rush, "Homes With Character", pp.256-260.
Greer, "Your Home and You",pp.456-460.
Silver & Ryan, "Foundations for Living", pp.516-519.

Summarize:

If outer and inner surfaces of a drawer are finished so all surfaces of wood are sealed, warping of drawers is lessened.

Shellack, wax, plastic, or varnish applied to a drawer protects it against dirt, moisture, splinters, and insects.

A dovetail joint that is all glued and fits tight is not apt to pull apart at corners.

Cheaper price-range furniture which has glued and nailed drawer construction is more apt to pull apart at corners.

When it is important that materials being stored are dust free, dust panels under drawers protect the contents.

Having bottom of drawer set into side and reinforced with small blocks glued to underside makes a firm drawer.

The heavier the drawer and more frequently used, the more important it is to have securely fastened drawer pulls.

The longer or wider the drawer, the more guide strips are needed on sides and under center to direct smooth sliding of drawer.

Teacher Guidance

Under what circumstances is it less essential to buy furniture which has high quality drawer construction?

(Illustrations such as following may need to be cited before pupils will be able to generalize:)

Mrs. J. wishes a chest which will provide storage for children's clothes before the next child grows into them.

Mr. and Mrs. M. are living in temporary quarters while he finishes college but need storage for linens.

The Whites need a chest for extra storage in their teen-age daughter's room. She wonders if second-hand, but well-built furniture is ever a good choice.

What can be done to make some drawers more functional?

Additional learning experiences:

Examine homemaking department furniture to discover variety of joints, types of finish, solid and veneered woods, renovations or repairs needed in relation to length of service.

Ask a furniture dealer or industrial arts teacher to demonstrate the hidden values in good quality upholstered or wood furniture.

Before going on field trip to furniture store read references to discover terms used by salesmen and those to expect on labels to indicate quality of wood or glue; guarantees; association which offer reliable sources of information.

Make a check list for judging utility, value, beauty, comfort of materials on furniture market. Check furniture in a store or homemaking department against the check list.

Pupil Participation

Discuss cases and summarize:

Seldom used storage pieces do not require the same sturdiness of construction as daily and frequently used pieces.

Since costs of moving are high, temporary pieces which are inexpensive are sometimes the most satisfactory choice.

A redesigned old well-made piece of furniture may give better service than a new but shoddily constructed one.

Sanding and waxing rough drawers, re-glueing, making dividers, and fixing drawer pulls will make faulty drawers more functional.

Topic: SELECTING FURNISHINGS FOR COMFORT

Objectives:

Ability to recognize furniture which adds comfort to family living.

(Many of the important points in selecting furniture for comfort have been included under other topics. However, no specific emphasis has been given to comfort features, therefore you may wish to include one or both of these pupil experiences.)

Additional learning experiences:

Examine two armchairs, one designed for lounging, the other for sitting at a desk or dining table. Contrast the angles of incline of seat and back, the length and height of arms. Measure the height of seat and back, the depth of seat. Girls of varying heights sit in chairs. Draw conclusions about buying a chair for function and comfort. (This may best be done on a field trip if school does not have lounging chairs.)

Look critically at any chairs in your home which are seldom used or avoided; report to class whether it is due to the covering, lack of arms, angle of incline, height or depth of seat. Summarize the characteristics of a comfortable chair.

Topic: SELECTING FURNISHINGS CONSIDERING CARE REQUIRED

Objectives:

Understanding the value placed by others on importance of furnishings care.
Recognition of characteristics of furnishings which affect care required.
Appreciation of well cared for furnishings.

Suggested learning experiences:

Read references and evaluate suggestions made in them for selecting furnishings to simplify housework, using your experience at home as a basis.

Morton, "The Home and Its Furnishings", pp.317-318.

Craig and Rush, "Homes With Character", pp.256-257.

Silver and Rush, "Foundations for Living", pp.519-520.

Plan demonstrations or exhibits to show efficient methods for cleaning rugs, curtains, draperies and upholstery fabrics, caring for furniture. Draw conclusions about choice of furnishings for easy maintenance.

Visit a dry cleaning establishment to observe methods of cleaning upholstered furniture and household textile fabrics. Draw conclusions about characteristics of fabrics apt to prove most satisfactory over a period of time.

With the help of your mother or father, list woods in furniture at home, how long the different pieces have been used, the ease of caring for them, which needed re-glueing. Draw conclusions and report to class.

Examine samples of various woods and finishes borrowed from industrial arts department or examine a variety while at a local store. Put into categories those woods and finishes which: need least and most dusting, are apt to show scratches from lamps most and least easily, will mar or dent easily or are apt to not mar, would or would not waterspot. Explain choices.

After reading Craig and Rush, "Homes With Character", pp.262-269 and 273, choose from the swatches of upholstery fabrics the color and fabric you would consider suitable for the following situations: upholstery on an armchair and hassock which is across from the TV set, an occasional chair for a career girl's studio apartment, lounging chair for Ed who operates a filling station, piece of furniture in your home which needs upholstering.

Choose from mounted large illustrations of upholstered furniture designs which would be least apt to wear at corners, least apt to soil on the arm rests, easily slipcovered at home, easily refinished.

From the department's swatches of fabrics suitable for upholstery, choose those which would be apt to snag, to discolor where head rests, to respond well to home dry cleaning, to fade, to wrinkle easily, to wear thin quickly.

From a lumber yard secure samples of woods such as soft white pine, gumwood, walnut, and mahogany. Examine grain, color, and hardness. Insert nails and screws in each wood, noting the ease of inserting and removing. Draw conclusions, or indicate where in a home each wood would be most suitable.

Topic: REFINISHING OR RENOVATING FURNITURE

Objectives:

- Judgment in determining which furniture is worthy of refinishing or renovation.
- Appreciation of beautifully refinished furniture.
- Recognition of skills, time, space, attitudes, and equipment needed to renovate furnishings.

Suggested learning experiences:

Discuss case situations similar to this to develop judgment:

Suppose Jane needs a chest of drawers for storage space but at present has but twenty dollars to spend. For that amount she can get an unfinished pine chest with mortise and tenon joints, no drawer pulls, and drawers that don't slide very well. At the second-hand store she finds a gumwood one with dowelled drawers. The top is dented and the varnish marred, but the frame is hardwood and the drawers slide easily. It costs \$12.50.

What factors will enter into her choice?

Homemaking or industrial arts teacher or a 4-H girl demonstrate refinishing of painted and varnished woods.

Visit a home or shop in the community where refinishing is done and see demonstration.

After the field trip to a furniture store, go to second-hand store and compare prices and qualities of similar pieces of furniture. Report findings to class, answering these questions: Is piece worth cost in time, labor and money required to restore it? Is furniture well-built of good material and simple in design? Will the wood take a good finish? Do you have or can you learn the skills of refinishing? Is there space suitable for refinishing? Is this an activity you would enjoy?

Study magazine illustrations showing before and after, look for other than money assets of the couple or families having made the transformations. Compute the cost of replacements if no abilities, time or creative abilities were theirs.

Read the story of Joyce and Chuck (Appendix) or interview homemakers who have creatively furnished a home using abilities and other resources. What satisfactions have they received? What has it meant for family relationships? What time does she give to furnishing of her home which other homemakers may use other ways? How have other family members helped? What were her sources of ideas? What other activities might she have done with the time spent furnishing her home? How would you make a decision if a similar situation presented itself?

FHA girls may select a piece of furniture which needs refinishing and do it as a project for the FHA corner.

Refinishing of a lamp base, a chest, a bookcase at home may be a project several girls would wish to do as home experiences.

(See topic, "Choosing Styles That Express Family Tastes", for upholstering experiences.)

Topic: MAKING LIVING ROOM AREAS ATTRACTIVE USING PROPORTIONS AND LINES

Objectives:

- Ability to apply principles of line and color to change the apparent size and shape of a room.
- Desire to use existing features of a room and make it more attractive.
- Appreciation of beautiful rooms created by others.

Teacher Guidance

When you learned how to change the apparent shapes of bedrooms in ninth grade, what existing lines in the room did you change to alter the appearance of the room?

Pupil Participation

Look at a variety of illustrations of living areas and make a list of lines which could be used by homemaker to achieve effects desired.

Lines in living areas which will affect proportion of rooms are: moldings, ceiling beams, mopboards, window frames, door jambs, dadoses, fireplaces, radiators, archways.

Teacher Guidance

(Choose a picture which will illustrate the use of a variety of heights of furnishings to create interesting patterns against walls and in corners.)

How was this wall interest achieved?

Pupil Participation

Analyze one picture of a living room found in a text or bulletin. Describe how principles of design and color have been used to create different lines and effects.

Recall ways used by homemakers or by decorator in films to create illusions of height or width.

Reference:

Morton, "The Home and Its Furnishings", pp.349-355, suggests ways to change proportions of rooms.

Arrive at generalizations:

Adding accessories to furniture groupings of different heights accomplishes a feeling of balance from top to bottom.

Pieces which are grouped together should be similar in scale and in good proportion to the wall or room space they occupy.

Using the same floor plan as was used when the principles of furniture arrangement were applied, sketch at least one wall "skyline" to evidence ability to apply the principles of line.

Using basic colors now existing in your living area furnishings, choose from the samples of decorative textiles, upholstery, wall paint, etc. the designs and colors for a room in which your family would enjoy living. Indicate how and where you would use the colors to get the desired effects in the room just sketched (same one used for floor plan arrangement).

Topic: CHOOSING FLOOR COVERINGS

Objectives:

- Judgment in choosing appropriate floor coverings.
- Recognition of the values affecting others' choices of floor coverings.
- Ability to apply art principles to the selection of floor coverings.

Teacher Guidance

What kinds of floor finishes and coverings are commonly used today? Think of floors in different homes you have visited and we'll make a chart to see which are commonly used in different rooms. (If department has a collection, illustrate with each type.)

(You can broaden pupils' ideas of the variety possible in any room by citing cases. For example, you might tell of a family with three boys who have asphalt tile in the living room; of a home where a wheelchair patient necessitates no rugs at all.)

What would you consider when deciding which of these floor coverings to use in a home?

(Before pupils are ready to generalize you may need to present many more illustrations or have them read in reference books.)

(Provide class with descriptions of families with a floor covering problem. This will develop judgment and help them apply generalized information to a specific new situation. For example:

Miss Grey is a career girl who is temporarily located in an Iowa town and has moved into a rented second floor small apartment. She must buy window treatments for ten windows, a floor lamp and a pin-up light, but would like to have some kind of floor covering in the living room, 12x15, because of the noise. What might her decisions about floor coverings be if she had a total of \$100. to spend for windows and floor coverings?

Pupil Participation

Fill chart using examples of different kinds of floor coverings used by families known.

<u>Floor coverings</u>	<u>Rooms in which used</u>
shag rugs	
wool carpets	
hemp squares	
asphalt tile	
fiber rugs	
hooked rugs	

Before choosing a floor or covering a family should consider: amount of money available, the number in the family and the activities, structural or architectural features, general effect or atmosphere desired, location and permanency of home, present furnishings, equipment and time for its care, textures and colors in the room.

References:

- Morton, "The Home and Its Furnishings", pp.239-258.
- Craig, "Homes With Character", pp.132-135; 247-254.
- Lewis, "Housing and Home Management", pp.97-99, 103, 246, 195.
- Greer, "Your Home and You", pp.453-456.
- Household Finance Bulletin, "Floor Coverings".
- Gillespie, "Home Furnishings", pp.159-190.

In buzz groups consider the problem given you and report back to the class your selection of floor treatment and reasons for choosing it.

Teacher Guidance

Show "Before and After" pictures from magazines which show desirable and poor proportions for floor coverings.

Pupil Participation

Draw conclusions about desirable proportions for different room shapes after reading:

Craig & Rush, "Homes With Character", pp.134-135.

Morton, "The Home and Its Furnishings", pp.244-246.

Additional learning experiences:

Working in groups, do some research on one of the types of floor coverings or different finishes used on wood floors. Report back to class on above topic, being prepared to demonstrate care of the type of floor or covering you investigated. Follow a suggested outline which includes protective measures, treatment of spots, value or need for a pad, how to make scatter rugs skid-proof, etcetera.

Find illustrations of floor coverings which add a desirable amount of pattern to a room, establish a color harmony, coordinate the colors in adjoining rooms, increase the apparent size of the room.

Topic: CHOOSING WINDOW TREATMENTS

Objectives:

Recognition of the importance of window treatments as they affect a room's appearance.

Ability to choose suitable window treatments.

(Window treatment includes everything used to make an attractive or functional window: shades, cornice boards, valances, types of curtaining, fabrics, all accessories.)

Teacher Guidance

(To help pupils become aware of the complexity of selecting window treatments, suggest a common experience.)

Pupil Participation

Make a survey at home, interview some other homemaker, or find a magazine article on window treatments to discover information such as: kinds of curtains used, how long curtains have lasted, time and cost of upkeep, initial cost of curtains, hardware and accessories used, lengths, kinds and locations of windows, treatments used which do not involve glass curtains.

Teacher Guidance

We are ready to have you share: decisions made by homemakers about window treatments; also those window problems which either you have in homes now or will some day need to be able to solve.

In what ways did you find glass covered?

(Clarify terms used in girls' reports which might not have been clear to all when assignment was given.)

What purposes did window treatments serve?

What were some of the factors which might have influenced the reasons for choosing some of the treatments you saw used?

(To further broaden concepts of variety in window treatments, you may wish to refer pupils to the solving of the fireplace window problem which they saw in the film, "ABC's of Decorating Your Home". If they haven't seen the film, provide common illustrations until pupils can recognize all the decisions needed to be made in solving window problems.)

Pupil Participation

Pupils report results of survey or interview.

List:

Glass is covered by glass curtains, bamboo shades, pull draperies, venetian blinds, plants and vines, collections of glass, and to some extent by cornice boards and shades.

List purposes, such as:

provide privacy, make interesting background, emphasize a center of interest for a view or for furniture grouping, emphasize a good view or shut out a poor one, keep out drafts, overcome poor architectural features, diffuse and regulate daylight, prevent outsiders from looking in.

List:

Amount of money to spend, style of furnishings, permanency of residence, what the neighbors had up, amount of time they would take to stretch or iron or care for otherwise, availability, type and use of the room, purpose of the windows, feeling the room was to suggest, the decorative use windows were to serve, whether homemaker wished to ignore some room feature or accentuate it, the money, time, or skills the family had, dimensions of the room, its windows and other openings.

Teacher Guidance

(Pupils will need help with a step at a time. Group pupils according to common problems before directing their reference reading.)

What seem to be representative curtaining or window treatment problems you now have or expect to have in the future?

(Provide opportunity for class to visit a drapery department; for individuals or small groups to shop for materials, hardware, accessories; to look through catalogues and magazines for ideas. Loan samples from stores and mail order houses may be used. Illustrative material is essential.)

(Pupils may need these teacher demonstrations before problems can be solved: taking measurements, figuring yardage, lining draperies, measuring for pinch-pleats, pressing, and hanging.)

Pupil Participation

in groups, read references to find solutions or principles for the problems listed. For example:

- To make windows a part of the background.
- To add width to a high narrow room.
- To soften or modify light.
- To make windows the center of interest.

References:

- Morton, "The Home and Its Furnishings", p.224.
- Craig & Rush, "Homes With Character", pp.151-158.
- U.S.D.A., Window Curtains, Planning and Selection.

Choose one specific window problem not already solved by the groups. Collect types of materials and prices for different types. If illustrations are not available, sketch curtain design for the problem you have worked out. Justify choice, estimate money, time, and skills required.

Summarize conclusions:

Small-designed fabrics are suitable for curtaining small rooms.

When windows are not attractive they can be curtained and treated as background.

Curtain texture should be heavy, soft, coarse, or lustrous in keeping with the feeling tone given by the rest of the room.

Although the function of windows is to admit light and air, they may be treated decoratively to become centers of interest or part of the background.

A satisfactory curtain fabric will be colorfast, will not shrink or stretch, is soil resistant, deteriorates little with exposure to light and heat, drapes well, is harmonious with other furnishings.

Solve a relatively simple curtaining problem in lounge, nurse's room, or grade building.

Topic: CHOOSING FUNCTIONAL LIGHTING

Objectives:

Recognition of the importance of lighting for the atmosphere, beauty, convenience, and safety of a room.

Ability to judge the adequacy of home lighting.

Desire to work with others to improve the lighting in the home.

(The term "lighting" as used here is interpreted to mean artificial lighting in the home. This topic would be most effective when preceded by the study of room backgrounds including color, walls, floors, window treatments, etc. Decorative lighting is included with topic, "Choosing and Using Accessories".)

Teacher Guidance

Pupil Participation

(Show film, "Bright Future", to help pupils recognize problems of lighting in their homes. Following viewing of film, develop and use a survey similar to one page 71 to find the lighting needs in the home. If film is not available, the survey might be used alone and more reference reading would be required as well as more illustrations.)

After checking on your family's activities which need good home lighting, what information have you brought back? (Activities might be listed on the blackboard.)

Just as you have many kinds of activities going on at home, you also have a variety of lighting equipment. What lamps and other light fixtures are available for use in homes?

What did you discover about placement of lamps which were functional for the activities of your home?

Several questions have been raised as to the best kinds of lamps to be used and how they should be placed. Before we try to answer those questions, maybe we should discuss the last item on our check sheet, What changes or additions in lighting would be desirable?

Discuss family activities and lighting needs in each room.

List types of floor and table lamps, fixtures, height of lamps, bulbs, shades to show wide variety.

Discussion will bring out questions and possible disagreements about proper location, heights, number of lamps needed.

Report changes which seem to be needed in own home lighting.

Suggest changes needed in present home lighting, such as: kind of ceiling fixtures, type of reflector, size of bulbs, height and placement of lamps, shades used, Checking of halls, stairs and other areas where inadequate lighting would be a safety hazard is apt to reveal need for additional light.

Teacher Guidance

(Purpose of discussion to this point has been to bring out pupil's questions and to help them recognize lighting problems. Solutions not answered by the film are left until information is obtained from references.)

(If pupils do not bring back specific enough cases, use an imaginary family such as:

In the Ames family are Mr. and Mrs.; Bob, 16, a junior in high school, whose hobby is photography; Janet, 12, who plays the piano; Billy, 10. Mr. Ames works in a bank and sometimes brings bookwork home. Mrs. Ames does part of the family sewing. The family has a TV set. They wish to improve the lighting in the living room now lighted by a ceiling fixture, a floor lamp, a small table lamp. The latter, Mr. Ames says, "Looks pretty, but it's no earthly good for reading.")

What checking should they do, and what new equipment should they buy?

What characterizes a good lamp?

Pupil Participation

Read to find recommended lighting:

Craig & Rush, "Homes With Character", pp. 215-219.

Rutt, "Home Furnishing", pp. 303-310.

Morton, "The Home and Its Furnishings", pp. 266-270.

General Electric pamphlet, "See Your Home in a New Light".

Suggest types or find illustrations of lamps suitable for this family's activities.

List standards:

Diffused light, rather than direct light, causes less glare.

Table lamps for reading should be from 25 to 28 inches high, depending on height of table.

Floor lamps are most effective when 55-63 inches high.

Best reflection of light is given when shades are white or light in color.

A lamp is most effective when placed in proper relationship to activity for which it is to be used.

Take a field trip to a furniture store or lamp department, or examine lamps in homemaking department. Experiment with placement of lamps at different heights and locations. Try different light bulbs, various shades and diffusing bowls. A light meter should be used.

Teacher Guidance

After experimenting with placement of lamps, what conclusions have you reached that would help in improving home lighting or selecting new lamps?

When placement of lamps is changed, what safety precautions do we need to consider?

Pupil Participation

Further generalizations may be:
Lighting affects not only our sight and safety but also influences the color and atmosphere of a room.

When all family members have opportunity to express needs for furnishings, all are more likely to be satisfied with choices made.

When our choices are guided by reliable labels, safety features of lighting equipment are guaranteed.

Furnishings can be selected to serve a definite purpose as well as to add to the attractiveness of a home.

Enough outlets should be provided so electric cords are never in a line of traffic, under rugs, or extended long distances from a lamp.

SUGGESTED HOME LIGHTING SURVEY

What are my family's activities that require good lighting?

What general lighting fixtures do we now have?

What kind of floor and table lamps do we have?

Are lamps well placed for each activity?

How tall is each lamp?

What kind of bulbs, lamp bowls and shades are used?

What purposes do different lighting fixtures serve?

What changes or additions in lighting would be desirable?

Topic: CHOOSING AND USING ACCESSORIES IN THE LIVING AREAS

Objectives:

- Recognition of the place of accessories in making a house livable for different members of a family.
- Ability to choose and arrange functional and decorative accessories.
- Appreciation of well-designed accessories.
- Enjoyment from choosing and arranging accessories.

Teacher Guidance

As you look at the following pictures find answers to these questions:

What different accessories are used in living areas?

What family or individual activities would the accessories (in their combination with furniture) permit or encourage?

Which are not functional pieces?

Which accessories add to the feeling tone created by the furnishings and backgrounds?

Which seem out of harmony with furnishings in scale, style, texture, color, quality:

Which are beautiful as well as functional?

(Mount illustrations to permit easy examination, or use opaque projector, to show variety of effects achieved by accessories in rooms used frequently for living areas. These illustrations will show different styles and amounts of restraint in their use, functional pieces, appropriate and poorly designed or arranged accessories.)

(Show illustrations as often as necessary. Second time point out those made, those purchased, the costs of various ones. Direct pupils to look for answers to such questions as:)

Which items might be replaced in a year's time? Five years? Ten years?

Pupil Participation

Make a list of items used as accessories.

Make a list of activities family or individuals could do in rooms shown.

List feeling tones produced by accessories in different rooms. Analyze reactions and possible reasons for them.

List any which failed to appear beautiful and explain why.

Compare lists.

Summarize:

Accessories may add individuality to a room as well as making it more beautiful.

Some accessories are needed with furniture to make a room functional.

Some lamps are used to give adequate light, others for appearance.

Accessories which harmonize with furnishings in color, size, and style produce a room with a unified and orderly feeling.

People feel better in a room which expresses their tastes.

Summarize:

Talents and time, if used, are same as money assets.

Accessories can give a new look to conservative furnishings.

Accessories made of tarnishable metals require a lot of polishing.

Teacher Guidance

Which accessories would be unsuitable for a room used by a family with pre-school children?

Which would require time, concern, and a lot of effort for proper care?

Additional learning experiences:

Select a picture of a lamp which would go well with a chair and table illustrated.

From an assortment of accessories choose three having the same feeling tone.

Invite a homemaker who successfully grows indoor plants to speak to class or FHA.

Arrange shelves in dish cupboard or books and decorative objects in bookcase in an interesting way. Analyze these arrangements to discover pleasing and unsatisfactory effects in mass, line, color, and texture.

Select a picture, painting, wallhanging, or other textile and around it work out suitable color and texture harmonies for various sizes and types of rooms.

Organize groups to be responsible for flowers or foliage arrangement and for care of plants in the department.

Collect from school, home, or stores a wide variety of flower containers; evaluate by using the three criteria for selecting any accessory. Decide types of flowers vases would complement. Choose the vases with best design.

Arrange seasonal bouquets and place in other school rooms after deciding which flowers seem best suited to certain personalities and specified rooms. Judge arrangements using standards set by class as teacher demonstrated flower arrangements.

Topic: CHOOSING, MATTING, AND FRAMING PICTURES

Objectives:

Ability to choose mat and frame pictures.

Appreciation for well-matted and framed pictures.

Recognition of contribution of pictures to a decorating scheme.

(Since a variety of good pictures suitable for home living areas are expensive to buy and maintain, it is suggested that you secure the slides, "Your Pictures". Choose from the collection those suitable to develop generalizations your pupils are ready to develop and those which are suitable for your community.)

Pupil Participation

A busy homemaker may prefer to enjoy one or two accessories at a time rather than dusting many.

Price does not determine the beauty nor functional value of accessories.

Teacher Guidance

For which room or what type of family would each of these be suitable? What feeling does each suggest to you?

In order to mat, frame, and hang pictures appropriately, we need to recognize several qualities of pictures.

(Show slides or hold up pictures of unframed and unmattd pictures of various media.) Can you identify the media used by the artist for each picture?

(Give pupils questions to guide their reading:)

Which types of pictures are sometimes used without mats and frames?

How can we decide whether or not a mat is necessary?

What factors will influence the width of mat that might be used?

When might we want to use a colored mat instead of a white one?

When would a fabric or other textured mat be appropriate?

What effect does the choice of mat have on the type of frame we might use?

What types of pictures are usually most effective in neat, narrow mouldings?

Where might we use wider frames?

What factors must we consider in choosing the color and finish for the frame?

(Show various mouldings and frames, explaining what finish has been applied.)

Pupil Participation

Summarize:

Pictures, like other accessories, through their color, size, texture, and subject create an impression.

List types such as: water colors, oils, etchings, lithographs, linoleum blocks, woodcuts, photographs, murals, silhouettes, maps.

References:

Craig & Rush, "Homes With Character", pp.200-214.

Pupils summarize:

Watercolors, prints, and silhouettes need the width and "setting off" which a mat can give to a picture.

A large mat gives importance to small pictures and allows them to balance large pieces of furniture.

A wide mat is best if the picture gives an impression of movement.

In any picture mounting, the bottom margin should be broader than the top and sides

If the mat is the same color as the wall, attention will be focused directly into the subject of the picture.

Teacher GuidancePupil Participation

Color and finish of the frame may harmonize or contrast with the wall, mat, picture, or room furnishings, but it should fit in with general feeling created in the room.

Each group chooses a mat and frame suitable for a picture.

Evaluate the selections to see if criteria have been satisfied.

Additional learning experiences:

Select a picture that you consider worth keeping. Frame, mat, and mount it and judge the results using criteria worked out earlier by the class.

Contrast advantages and disadvantages of pictures and picture substitutes.

Determine a picture and/or a hanging suitable for the homemaking department. Purchase one if budget allowance has been made.

Home experience: Using family pictures, make an interesting wall grouping.

Home experience: If family approves, remove superfluous pictures and rehang those needing rehangng.

Topic: STORAGE IN THE LIVING ROOM

Objectives:

Recognition of material and equipment which is best stored in or near the living room.

Recognition of characteristics of desirable storage and importance of it for convenient living.

Teacher GuidancePupil Participation

(Display several articles usually used in the living room, such as: card table, folding chairs, books, games, toys, writing material.)

What are other articles found in or near the living room? Where are they stored?

Suggest places each article might be found.

Read to discover suggestions for storage in living room area:

Craig & Rush, "Homes With Character", p.88.

Trilling & Nicholas, "The Girl and Her Home", pp.108-109; p. 76.

Better Homes & Gardens, February, 1952.

Find pictures of well-arranged storage or pictures showing that which could be improved.

List articles which could be more conveniently stored in your living areas. As a home experience improve storage area.

A P P E N D I X

A Case Study --- JOYCE AND CHUCK FURNISH A HOME

Joyce and Chuck were married right after Chuck was released from service. They were in their late 20's and had saved a little money. However, Chuck decided to change his line of work so this entailed going to school again. During 1946, Chuck and Joyce lived in a furnished apartment. In 1947 they moved into a house that he had acquired in 1941 for \$4300. Here is Joyce's account of expenditures during their eight years of married life:

1946:	Lived in a furnished apartment.	
	1 mahogany console table (wedding gift)	
	2 table lamps	
1947:	Moved into house. Bought:	
	1 standard refrigerator (wartime quality)	\$ 170.00
	1 gas range (wartime quality)	95.00
	1 3-piece sectional sofa (Purchased at	
	1 solid mahogany desk (salvage store as	
	1 solid mahogany coffee table (damaged goods	170.00
	Other purchases:	
	3 shag rugs	22.00
	1 dining room set, table, 6 chairs, buffet, (second hand)	20.00
	1 Hollywood bed frame	12.95
	1 renovated mattress (old cotton one, remade into innerspring)	18.00
	1 porcelain kitchen table (on sale)	10.00
	2 chrome chairs	8.00
	Things gathered from relatives and friends:	
	1 walnut love seat, 4 walnut chairs (refinished and reglued)	42.00
	1 chair, material for slip cover	13.00
	2 old chests of drawers	
	1 old walnut bed and washstand (we refinished)	
	1 bedroom rocker	
	2 bedsprings	
	1 Beautyrest mattress (Joyce's own from home)	
	2 lawn chairs, 1 glider (painted, recovered)	9.50
	1 dining table, cut down, converted into coffee table	
	Odd lots of paint and brushes at auctions	3.50
	1 second-hand law mower	5.00
	1 washing machine (gift)	
	Father gave us carpeting for dining room	
	1 old davenport, 1 lounge chair	7.50
	(recovered at night school, tuition, materials	5.00
		32.19
1948:	Purchased and made draperies and cornice boards for dining and living room (10 windows)	82.00
	Put in new kitchen sink, disposal, dishwasher	425.00

1949:	Bought two 6 x 9 shag rugs, sewed them together for dining room	\$ 38.00
	Baby furniture	49.00
	Brass wall plaque	14.00
1950:	Insulated house	275.00
	New roof	375.00
	Automatic washer (demonstrator's model)	165.00
1951:	Changed heating plant, put in water softener remodeled kitchen, sanded floors, redecorat- ed the entire downstairs	2400.00
	Dyed old rugs - bedspreads	1.35
	2 headboards, remade old beds	40.00
	2 unfinished chests	23.00
1952:	Bought and refinished an old organ (Joyce and Chuck love home parties. Joyce plays, Chuck sings. They are famous for their hospitality. The organ has been the source of great fun when their friends gather for an evening or for a potluck) To refinish and repair organ	18.00 55.00
1953:	Ranch bunk beds for little Chuck's room, including spring and mattress	179.50
1954:	Pictures for living room	28.00
	New refrigerator	225.00
	Paint for two rooms	7.00
	Curtains for bedroom	4.89

Joyce enjoys painting, papering, and sewing. She is always deep in a decorating project and with Chuck she is always refinishing or recovering something. The basement was renovated into a most attractive recreation room.

Since Chuck acquired the house in 1941 for \$4300, improvements made have been \$3900, making a total investment of \$8200. (The house was rented for six years during which time Chuck received \$3240 in rent.) The resale value of the house is about \$13,500.

The neighborhood is good, but is becoming an apartment area. Joyce's final comment, now that they have adopted two children is, "We aren't buying any new furniture until the children are older. What we have is sturdy and comfortable and we and the children can live with it. I don't want to be reminding the children to always be careful. We want them to enjoy our home. There may be new slip covers occasionally, but the springs in the things we have done ourselves, and they won't need retying for a long time."

Joyce is using china, silver, and linen that belonged to her mother. When Chuck's parents died, they again acquired linens and small furnishings. Chuck manages an appliance store and plumbing shop. All appliances are bought at special prices, or, if trade-ins are good, the "second-hand" appliances are acquired for little or nothing.

B I B L I O G R A P H Y

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Books-

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Gilles, "Popular Home Decoration"	Wise and Co.	1940
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Justin and Rust, "Today's Home Living"	Lippincott	1953
Lewis, Burns, Segner, "Housing and Home Management"	Macmillan	1953
Morton, "The Home and Its Furnishings"	McGraw-Hill	1953
Picken, "Sewing for the Home"	Harper	1941
Silver and Ryan, "Foundations for Living"	Appleton-Century	1943
Trilling and Williams, "Art in Home and Dress"	Lippincott	1952
Trilling and Nicholas, "The Girl and Her Home"	Houghton-Mifflin	1951

Bulletins-

Closets and Storage Spaces	U.S. Printing Office Cat. #A 1.9: 1865	10¢
Window Curtains, Planning and Selection	Cat. A 1.77. 4	20¢
Slip Covers for Furniture	Cat. #A 1.9: 1873	10¢
Re-upholstering a Chair at Home	Agric. Ext. I.S.C. H.F. 14	15¢
Refinishing Furniture	H.F. 18	3¢
Rebuilding Spring Cushions	H.E. 19	4¢
Furniture	Household Finance #26	

Visual Aids-

Your Pictures (LS402)	I.S.C. Audio-Visual Service	75¢
Bright Future	Modern Talking Picture Service. 26 min. color	
ABC's of Decorating Your Home	Meredith Publishing Co.	
A Step Saving U-Kitchen	I.S.C. Audio Visual Service	1.50
Better Homes and Gardens	February, 1952	
See Your Home in a New Light	General Electric Lighting Laboratories Cleveland, Ohio	
Safer Home Living	National Safety Council Michigan Ave., Chicago	50¢
ABC's of Decorating Your Home	(leaflets which accompany film--Meredith Publishing Co.)	free

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