

ABSTRACT OF THESIS

HOME MAINTENANCE UNITS
BASED ON A STUDY
OF HOME CONDITIONS
IN WACOGDOCHES, TEXAS

Submitted by
Marjorie Brown

In partial fulfillment of the requirements
for the Degree of Master of Education
Colorado State College
of

Agriculture and Mechanic Arts

Fort Collins, Colorado

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ABSTRACT

This study of the condition of home furnishings was made with the purpose of planning the content of home maintenance units for both high school and adult classes in homemaking.

Statement of the problem

The problem serving as a basis for this study was stated as follows:

What should be the content of units in home maintenance as indicated by the conditions found in the homes of high school girls in Nacogdoches, Texas?

The problem was analyzed into the following questions:

1. What is the condition of furnishings in the homes of the high school girls?
2. What furnishings have been discarded or are unused and what is their condition?
3. What improvements might be made in the existing conditions of home furnishings?
4. What are the interests of mothers in a course in home maintenance of furnishings?

Method of procedure

The homes of 50 girls in homemaking classes taught by the writer in Nacogdoches High School were

used as a representative sample of the homes in Macogdoches, Texas. Each of these homes was visited, and the conditions of furnishings in the living room, dining room, entrance hall, and bedrooms were observed. In order to make the observation as accurate as possible, the girls had been asked to make lists of their furnishings in inventory form. In addition, a rating device of descriptive levels A, B, and C, was constructed, and this device was evaluated by a group of five experienced homemaking teachers before it was used. After each home visit, each article of furnishings was rated level A (good), level B (fair), or level C (poor) on an observation sheet. Interviews with the mothers and daughters in their homes furnished a means of listing and examining the condition of discarded furnishings.

After the findings were tabulated, if an article of furnishings occurred in level C with a frequency of 20 per cent or more, this condition was considered indicative of a need for including it in the unit for high school girls.

Home maintenance jobs to be included in an adult class were listed in an opinionnaire which was checked by the mothers of the 50 girls. This opinionnaire also served as a survey of the number of mothers interested in taking a course in maintenance of home furnishings.

Summary of findings

The following serves as a summary of the findings of this study:

Condition of furnishings in the homes of the high school girls.--Of the total wood and metal furnishings, 30.6 per cent were found to be in level C. The following pieces had a frequency of 20 per cent or more in level C:

- metal beds
- bookcases and secretaries
- wood chairs
- china closets
- dining tables
- dressers
- small tables
- trunks
- wardrobes
- whatnot stands

A percentage of 21.5 of upholstered furniture was found to be in level C. Both divans and upholstered chairs had a frequency above 20 per cent in poor condition.

Most of the shades and blinds were found to be in good or fair condition with only 10.4 per cent in poor condition. Curtains were largely in level A or level B with only 15.2 per cent in level C. Draperies

were also in good or fair condition, as a rule. However, 15.3 per cent of the 216 rooms studied had neither blinds nor draperies, 57.4 per cent had no curtains, and 83.8 per cent had no draperies.

Floors were finished in 69.4 per cent of the rooms, and 55.1 per cent of the rooms had some type of floor covering. About one-third of the floors were in level C. Of the 150 finished floors, the finish was poor in 20.1 per cent of the rooms. About two-thirds of the floor coverings were in level B.

Thirty-four per cent of the homes used kerosene for lighting. In the 66 per cent of the homes lighted by electricity, all of the 150 rooms had ceiling lights or drop cords, but in only 48 rooms were these supplemented with lamps. It was found that most of the lamps and cords were in good condition.

Condition of discarded furniture.--No discarded window accessories, floor coverings, or lamps and cords were found. Twenty-three pieces of wood furniture and nine pieces of upholstered furniture were found discarded. These pieces all needed refinishing, and the upholstered pieces needed to be re-upholstered. Some had parts broken or missing, joints loose, or seats worn.

Suggested improvements which might be made in the existing conditions of home furnishings.

1. Wood furniture should receive more regular care.
2. Jobs in the repair of furniture should be done.
3. Some pieces of furniture should be refinished.
4. Upholstered furniture should be kept clean.
5. Slip covers or new upholstery should be placed on some pieces of upholstered furniture.
6. More floors should be finished for protection, for appearance, and for ease in keeping them clean.
7. Finished floors and linoleum should be waxed.
8. Many of the rooms should be more adequately lighted for studying, reading, and sewing.
9. Discarded furnishings, particularly chairs, should be repaired and refinished and put into use.
10. Education needs to be given in choosing good quality in design and materials of furnishings.
11. Attention should be given to the application of art principles in the planning and furnishing of houses.

Interests of mothers in a course in home maintenance.--Twenty-two of the mothers, seven more than the 15 required by the state plan for an adult class, were interested in taking the course in maintenance of home furnishings. This group was representative of the total

number of women interested in this course. The jobs which 50 per cent or more wanted to learn, listed in order of their preference, were:

Upholster old furniture

Remove white spots caused by water or heat

Remove old finish from floors

Slip-cover old furniture

Re-cane chair seats

Refinish furniture

Remove soiled spots from upholstery

Remove old finish from furniture

Repair lamp cords

Prevent moth damage to wool floor coverings

Fill holes and cracks in furniture

Finish a floor which has never been finished

Paint old linoleum

Re-tie loose springs in upholstered furniture

Wax floors

Refinish floors

Re-style curtains or draperies

Replace broken springs in upholstered furniture

Place extension cords to avoid being a fire hazard

Clean shades

Remove spots from fiber rugs

Adjust tension of a window shade

Launder curtains

Dry clean draperies

Dye curtains

The existing conditions of home furnishings and the discarded furniture in the homes studied were used to determine the content of a high school course in repair, renovation, and refinishing of furnishings. Interests indicated by a majority of the mothers, who checked the home maintenance jobs they wanted to learn, were used to plan a unit for adult classes.

Recommendations

1. A unit for high school girls on the maintenance of home furnishings should include as many practical problems in maintenance as possible.
2. The selection of maintenance of home furnishings for home projects should be encouraged.
3. A course, or courses, for adults should be offered to include the 25 jobs checked by a majority of the mothers.
4. Further study of the buying practices and the use of art principles in choosing and combining furnishings is recommended.

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T H E S I S

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JULY 17 1944

I HEREBY RECOMMEND THAT THE THESIS PREPARED UNDER MY
SUPERVISION BY MARJORIE BROWN
ENTITLED HOME MAINTENANCE UNITS BASED ON A STUDY OF
HOME CONDITIONS IN NACOGDOCHES, TEXAS
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TABLE OF CONTENTS

Chapter		Page
I	INTRODUCTION	9
	The problem	12
	Problem analysis	12
	Delimitation	12
	Description of the situation in which this study was made.	13
II	REVIEW OF LITERATURE	15
	Survey of home maintenance jobs	16
	Study of source materials	22
	Survey of home conditions	24
III	METHOD OF PROCEDURE.	32
IV	ANALYSIS OF DATA	37
	General analysis of the types of homes visited.	38
	Analysis of the conditions of home furnishings revealed through home visits.	39
	Wood and metal furniture	39
	Upholstered furniture.	44
	Window accessories	46
	Floors and floor coverings	48
	Lamps and cords.	53
	Analysis of the condition of discarded furnishings.	56
	Analysis of the interests of mothers in a course in home maintenance.	60
V	DISCUSSION	66
	Condition of home furnishings	68
	Wood and metal furniture	69
	Upholstered furniture.	71
	Window accessories	72
	Floors and floor coverings	74
	Lamps and cords.	76
	Condition of discarded furnishings.	77
	Suggestions for improvements which might be made in existing condi- tions of home furnishings.	81
	Interests of mothers in home maintenance jobs	83
	Recommendations	85

TABLE OF CONTENTS - Continued

Chapter		Page
VI	SUGGESTED UNITS ON HOME MAINTENANCE BASED ON THE FINDINGS OF THE STUDY. . .	87
	Suggested unit in home maintenance for high school girls.	87
	Suggested unit in home maintenance for adult classes.	90
VII	SUMMARY.	95
	Statement of problem.	95
	Method of procedure	96
	Summary of findings	97
	Conditions of furnishings in the homes of the high school girls. . .	97
	Condition of discarded furniture . .	98
	Suggested improvements which might be made in the existing condi- tions of home furnishings	99
	Interests of mothers in a course in home maintenance	99
	Recommendations	101
	APPENDIX	102
	BIBLIOGRAPHY	143

LIST OF TABLES

Table	Page
1 NUMBER OF ROOMS FOUND IN HOMES IN NACOGDOCHES, TEXAS	39
2 CONDITION OF WOOD AND METAL FURNISHINGS IN 50 HOMES IN NACOGDOCHES, TEXAS.	42
3 CONDITION OF UPHOLSTERED FURNITURE IN 50 HOMES IN NACOGDOCHES, TEXAS	44
4 OCCURRENCE OF WINDOW ACCESSORIES IN 50 HOMES IN NACOGDOCHES, TEXAS	46
5 CONDITION OF WINDOW ACCESSORIES IN 50 HOMES IN NACOGDOCHES, TEXAS	48
6 OCCURRENCE OF FINISHED FLOORS AND FLOOR COVERINGS IN 50 HOMES IN NACOGDOCHES, TEXAS.	49
7 CONDITION OF FLOOR FINISHES IN 50 HOMES IN NACOGDOCHES, TEXAS.	50
8 CONDITION OF FLOORS IN 50 HOMES IN NACOGDOCHES, TEXAS	51
9 CONDITION OF FLOOR COVERINGS IN 50 HOMES IN NACOGDOCHES, TEXAS.	53
10 LIGHTING FACILITIES IN 50 HOMES IN NACOGDOCHES, TEXAS	54
11 TYPE OF LIGHTING IN HOMES USING ELECTRICITY.	55
12 CONDITION OF ELECTRIC LAMPS AND CORDS	56
13 FURNISHINGS DISCARDED IN 50 HOMES IN NACOGDOCHES, TEXAS	57
14 CONDITION OF DISCARDED OR UNUSED WOOD FURNITURE IN 50 HOMES IN NACOGDOCHES, TEXAS.	58

LIST OF TABLES - Continued

Table	Page
15 CONDITION OF DISCARDED OR UNUSED UPHOLSTERED FURNITURE IN 50 HOMES IN NACOGDOCHES, TEXAS.	60
16 INTERESTS OF 50 MOTHERS IN NACOGDOCHES, TEXAS, IN HOME MAINTENANCE JOBS.	61

LIST OF FIGURES

Figure		Page
1	BED IN CONDITION RATED AS LEVEL A.	41
2	DRESSER IN CONDITION RATED AS LEVEL C.	43
3	HOMEMADE DRESSING TABLE IN CONDITION RATED AS LEVEL C.	43
4	METAL BED IN CONDITION RATED AS LEVEL C.	45
5	STUDIO COUCH IN CONDITION RATED AS LEVEL A	45
6	UPHOLSTERED CHAIR IN CONDITION RATED AS LEVEL B.	47
7	UPHOLSTERED CHAIR IN CONDITION RATED AS LEVEL C.	47
8	HARDWOOD FLOOR IN CONDITION RATED AS LEVEL B ON THE WOOD AND LEVEL C ON THE VARNISHED FINISH.	52
9	A DISCARDED ROCKER NEEDING RE-CANING AND REFINISHING	52
10	A PIECE OF DISCARDED WOOD FURNITURE FOUND IN ONE OF THE 50 HOMES VISITED.	59
11	A CHAIR IN THE PROCESS OF BEING UPHOLSTERED AT HOME	80
12	A DINING ROOM CHAIR, REPAIRED, RE-UPHOLSTERED, AND REFINISHED AT HOME	80

Chapter I

INTRODUCTION

Next to intelligence, perhaps the most important factor that enters into an individual's development is the home background. The school cannot hope to play the role it should unless it takes as its starting point the kind of home from which the child came (30:30).

Home conditions have long been accepted as a major influence on the growth of the individual. If schools are to accept as the purpose of modern education "meeting the needs of the individual for optimum development of personality and effective participation in a democratic society," the influence of the home on the individual must not be overlooked.

Chauncey (7) in 1929 made a study of the relation of the home to achievement and intelligence test scores using the Sims Score Card for rating the home and the Stanford Achievement Test in evaluating school achievement. The inference of this study is that the progress of children through the schools tends to be retarded by inferior homes and tends to be accelerated by superior homes.

Forced to live among things that are unattractive and often useless to him, the child possibly suffers

10

more than the adult from limitations imposed upon him. This has been pointed out at the White House Conference on Child Health and Protection (38). In case studies of adolescents, Thom (34), in 1932, described the possible effect of home surroundings on their behavior with the following statement:

Feelings of inferiority and of resentment arising through a student's comparison of his own economic status or his family background with those of other students are common foci of numerous troublesome behavior manifestations (34:283).

It has been the observation of the writer that most people derive personal satisfaction from beautifying their homes. Having only the meager comforts is not enough. Human instincts require beauty as well as comfort in surroundings. Beautifying the home is a means of self-expression, and those who express individuality are not satisfied with a "ready-made" beauty but must seek and create it for themselves. They realize that the home reveals a great deal about the personalities of its occupants.

Family relations, in addition to the growth and personal satisfaction of the individual, are undoubtedly influenced by orderliness and beauty in the home. Interest and activity in improving home surroundings, and later the enjoyment of them, sometimes do much to eliminate friction among family members.

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In many homes visited by the writer, a need has been evident for improvement of home furnishings to make them more usable, more attractive, and more comfortable. In these homes the family members often have felt dissatisfied with the existing conditions but thought nothing could be done unless the old furnishings could be discarded for new. Frequently the articles which they had could have been renovated, repaired, or refinished to produce better furnished homes than new furniture or fittings on which they could spend little money.

Many homemakers hesitate to undertake the work of furniture reconditioning because they lack specific directions on how it should be done. Others lack imagination. Lessons based on actual living conditions would help in doing the jobs more satisfactorily and more skillfully and could be applied in the homes to save time and money.

Units on interior home improvement, as they have been taught in high school homemaking classes, have been pretty well limited to the choice of furnishings and their arrangement. If the units are to meet the needs of the members of the classes, they should include lessons of a remedial nature which would help the pupil adapt the furnishings available to the welfare of the family. It is necessary to determine home conditions so that the subject matter

12

in home maintenance units may be suited to local needs.

The problem

What should be the content of units in home maintenance as indicated by the conditions found in the homes of high school girls in Nacogdoches, Texas?

Problem analysis.--For study this problem has been analyzed as follows:

1. What is the condition of furnishings in the homes of high school girls?
2. What is the condition of furnishings which have been discarded or are unused?
3. What improvements might be made in the existing conditions of home furnishings?
4. What are the interests of mothers in a course in home maintenance of furnishings?

Delimitation.--This study has been limited to the homes of 50 girls enrolled in homemaking classes taught by the writer in Nacogdoches High School. It has applied to furnishings in the living room, dining room, front halls, and bedrooms and included these groups: (1) wood furniture, (2) upholstered furniture, (3) curtains, (4) floors and floor coverings, and (5) lamps and cords. It has not applied to linens, bedding, china, glassware, or silverware, nor to kitchen, laundry, or bathroom equipment.

1

By home maintenance is meant the care, repair, renovation, and refinishing of home furnishings.

Description of the situation in which this study was made.--Nacogdoches has some 10,000 inhabitants in the metropolitan area or 7,538 in the corporate limits according to the 1940 United States census. However, Nacogdoches High School pupils come from 21 surrounding school districts as well, so that a large part of Nacogdoches County is represented.

The area is principally devoted to agriculture and livestock raising; however, timber is the greatest natural resource, and this industry has developed extensively. The city of Nacogdoches has about 250 business concerns including 50 manufacturing establishments, according to statistics compiled by the local chamber of commerce in 1943. Located within the city also is a state supported, standard four-year college with a faculty of 75 members and an annual enrollment of some 2,000 students.

Citizens of the town claim that it is the oldest municipality in Texas, dating back as a civic corporation to the year 1779. According to tradition De Soto, in 1541, found it to be a well-settled Indian town having well-built homes with comfortable furnishings.

1-

Nacogdoches people are proud of the history and tradition of their town. Many of the homes are very old and contain furnishings worthy of being museum pieces, but many of these are not well-kept. Homes of many of the high school pupils are on farms, more than half of which are operated by tenants. A number of homes are those of families in the higher income brackets but a large number, particularly on the small farms and in the two "mill town" districts, are those of families with very low income and low standards of living.

Chapter II

REVIEW OF LITERATURE

Determining the contents of courses in home maintenance has been attempted in a variety of ways by previous writers. An examination of the literature reveals that the most popular criteria used for the selection of content on the basis of home maintenance jobs were the frequency of jobs done in the home and the desire to know how to do these jobs. Other writers studied available source materials, evaluating and analyzing them into units in home mechanics or home maintenance. A combination of these methods, along with experimentation and evaluation, was also employed by some writers as a means of determining course content. A survey of home conditions through home visits, questionnaires, or both was another method found to be used. Several studies of this type were made in which the observer constructed arbitrary rating scales or measures, dependent upon the judgment of the observer as to their value. The review of literature for this study has been divided into three sections according to methods employed by the writers in determining course content: (1) survey of home maintenance jobs;

16
(2) study of source materials; and (3) survey of home conditions.

Study of home maintenance jobs

In reviewing each of the following surveys of home maintenance jobs, the present writer has used only the information and findings related to her study. Where jobs are ranked, the rank given in the study reviewed is shown here, but the rank and frequency of jobs not pertinent to the present study are omitted.

A survey of home maintenance jobs was described by Steidtman and Scott (32) in an article published in 1925, concerning a study made in the public schools of New Orleans in 1932. Check sheets of household mechanics jobs were sent to the homes of all boys in the upper grades for checking jobs which were done at home. Of the 102 jobs on the check sheet, painting was ranked 10th, reseating chairs 14th, varnishing furniture 15th, repairing extension cords 17th, repairing window shades 18th, replacing broken parts of furniture 19th, gluing furniture 68th, and removing stain from the floor 68th. A course was planned to cover all jobs ranked from one through 37.

In 1929, Scott (28) found that many home mechanics jobs, including painting and refinishing, household repair, and general housework, were performed by the wives in 50 farm homes in the consolidated

district of Spring Hill and Beech, Iowa. An extensive questionnaire was printed and hung in each of the homes on which the farmers kept records of farm maintenance and repair jobs done and the person who did them over a period of 12 months. These records were checked through personal interviews during visits made by the writer of this study.

In order to determine the place of home mechanics in the junior high school, Schultz (27), in 1930, used printed job charts for securing information from 356 homes in Cairo, Illinois, and Cape Girardeau, Missouri. The 177 jobs listed in these charts were ranked from highest to lowest frequency, and the following information was given about each job: season in which the job was done and person by whom the job was performed. Findings from the survey included the following:

<u>Job</u>	<u>Rank</u>
Clean rugs	14.5
Hang curtains	20
Clean carpets	23
Wax floors	45.5
Paint old furniture	54
Repair window shades	57
Repair piece of furniture	64
Remove varnish	72.5
Varnish floor	74.5
Paint floor	80
Repair extension cord	81
Repair table drawer	83
Strengthen joints in furniture	102
Varnish old furniture	137
Reseat chairs	142
Repair scratched table top	159
	(27:206-7)

In making the survey to select home mechanics jobs on the basis of social utility, Newkirk (18), in 1931, made a job analysis and followed this with a survey of the frequency of performance of these jobs. The field was divided as follows: household and garden tools, practical mensuration, modern conveniences, and care of house and grounds. These were subdivided into jobs of a mechanical nature. One hundred and thirty jobs which were considered practical and adapted to shop instruction were selected and put into a questionnaire and checked by 100 mature people who had homes in the middle west as they had occasion to do the jobs. In 76 jobs considered high ranking the following were included:

<u>Rank</u>	<u>Job</u>	<u>Frequency</u>
1	To wire an extension cord	94
23	To adjust curtain springs	90
24	To tighten loose joints in furniture	90
27	To refinish old furniture	89
31	To wax the floor	88
35	To put new seat in a chair	86
36	To varnish the floor	86
		(18:8-9)

Garnand (9), in 1933, found 27 activities in painting and refinishing to have a frequency of performance above 20 per cent with high school boys. These included removing scratches on furniture, polishing furniture, and varnishing furniture. Data were obtained from 92 boys in senior high school and 198 boys in junior high school in Garden City, Kansas,

19

who checked lists of 288 activities.

In order to determine content for a course in home mechanics, Jones (13), in 1935, evaluated a list of 61 jobs in terms of frequency, significance, economy, and availability. Two hundred and fifty-four girls in East St. Louis High School returned check lists, rating 34 jobs in the list as having desirable content. Included in these were repairing furniture, upholstering furniture, caning chairs, refinishing floors, refinishing furniture, and repairing appliance cords.

Constructing a home mechanics course especially designed to meet the needs of girls and women was the purpose of the surveys made by Brown (6), 1937, on the use of mechanical equipment in 300 Enid, Oklahoma, homes. The results indicated that women do much of the mechanical work in the home, and a recommendation was made that home mechanics instruction be made a part of the education of all girls.

In a study made by Johnson (11) in 1938-39, jobs which 60 per cent of the girls checked as those they did not know but wanted to know were strongly recommended for a course in home mechanics instruction. Sixty per cent of the mothers also checked the jobs which they wanted their daughters to learn. These included the following: repair an electric cord, repair a plug, make an extension cord, renovate a

2

piece of furniture, reseat chairs, and strengthen joints in chairs. The study was made extensively in 76 Colorado high schools offering vocational homemaking and intensively in five schools selected to represent the schools and communities over the state. The findings reported included:

Some of the phases of finishing wall surfaces, polishing woodwork, waxing furniture, and painting new and old surfaces were familiar to over 60 per cent of the girls. Less than 40 per cent of the girls expressed a desire to learn such activities or to make further progress in them. . . . Between 40 and 60 per cent wanted to learn varnishing, papering, calsomining, and repairing scratched surfaces. Only one of those, varnishing old wood, was known to more than 40 per cent (11:71).

Particularly noticeable was the item "renovate piece of furniture." Very few girls knew how to do this, yet nine times as many wanted to learn (11:73).

Over 60 per cent of the girls in the above-mentioned study wanted to know how to reseat chairs. Over 60 per cent of the mothers wanted the daughters to know wood finishing activities.

Fryklund and Bedell (8), in 1939, reported that the content for a course of study in household mechanics in the Detroit public schools was selected from an analysis of surveys of activities involved in the household. Aims of the course were set up, and each unit was evaluated in terms of its contribution to the aims of the course. The aims were as follows:

1. To develop interests in and understanding of the materials involved in household mechanics, their sources, characteristics, values, and uses.
2. To develop ability to make changes in the more common materials of industry to make them conform to needs of the household.
3. To learn to select wisely, care for, and use properly industrial products that are related to the maintenance and comforts of the home.
4. To foster appreciation of good workmanship, good design, good materials, and good structure in the creative experiences in household mechanics.
5. To develop habits of doing things properly in the interests of safety and hygiene for one's self and for others.
6. To provide opportunities for developing independence in planning wisely and following through to successful completion individual and group projects.
7. To inculcate ideals and attitudes of readiness to assist and to cooperate with others in the group activities of household mechanics.
8. To develop habits of cheerful, orderly, and methodical performance of the various tasks involved in upkeep of the home premises.
9. To provide experiences that would awaken interest in and create intelligent understanding of occupations related to the activities of house maintenance.
10. To learn to make and read simple drawings and diagrams for use in planning and construction.
11. To encourage development of hobby interests.
12. To study the contributions of science, its men, materials, and history in relation to the activities of household mechanics in the elementary school (8:312).

Study of source materials

In a survey of actual teaching content of home mechanics courses, Newkirk (18), in 1931, reported on courses in 75 representative schools scattered over the United States (one in Hawaii). The results of a previous survey were used, and home mechanics job sheets were analyzed. From the analysis, a questionnaire was formulated and sent to each of the 75 representative schools. Included among the items with highest frequency in the courses of study were the following:

<u>Job</u>	<u>Frequency</u>
To set drawer pulls	35
To apply inside paint	59
To apply stains and fillers	61
To apply varnish	60
To use varnish remover	43
To refinish a piece of furniture	50
To repair broken furniture	52
To reseat a chair	34
	(18:10-12)

The content of Chicago home mechanics courses was based on surveys, study of procedures in other progressive cities, and experimental testing of the course content in the Chicago elementary schools, according to Johnson (12) in 1939. Writing further, he pointed out the need for such courses:

The modern boys and girls do not have the opportunity to learn the essentials of home maintenance in the realistic way that the children of the pioneers did. . . . The modern boy and girl are not confronted so much with the making of items but they must be intelligent consumers of the many hundreds of commercial products that are clamoring for their

attention and they must understand the care, repair, and use of the many mechanical servants and appliances in and about the home if they are to be intelligent members of the modern family (12:118).

He remarked that general education was the broad objective of home mechanics courses in the Chicago public schools. The specific objectives as given were as follows:

1. To give consumer knowledge about the selection and use of the products of industry.
2. To develop handyman abilities with common hand tools and a variety of construction materials.
3. To promote the use of handcraft for leisure-time activities in the home.
4. To contribute to the development of the personality of the child and to further the social objectives of general education (12:119).

Specific objectives for selection, arrangement, and care of home furnishings in the Chicago course of study were:

To acquire practical knowledge of materials, styles, and designs used in home furnishings and accessories; to learn about materials and methods used in the care and repair of home furnishings; to use and to care for mechanical and labor-saving devices employed in the care of the home and its furnishings; to plan, select, and arrange furnishings with thought to economy, convenience and beauty; and to construct simple articles for convenience or decoration in the home (12:120-1).

Given as objectives in the selection and care of wood construction were the following:

To acquire useful information about commercial products made of lumber; to develop handiness

in the care, repair, and refinishing of wood commodities in the home; and to make useful things of wood for the home (12:121).

Survey of home conditions

Household items which needed repair during the previous year were checked by 50 boys of the Clayton, Missouri, high school in a study made in 1925 by Hall (10). The survey was made to determine subject matter for a course in home mechanics. Eighty per cent of the boys checked repair of furniture and 60 per cent checked repair of extension cords.

The committee on Homemaking, Housing, and Family Life of the President's Conference on Home Building and Home Ownership (22) held in 1931, studied the features of houses that families found helpful and those inimical to their normal development. A questionnaire submitted by the committee was answered by 2,847 families living in 40 states, 1,048 of these living on farms. Of the 1,799 urban families, 35 per cent lived in towns of less than 2,500 population and the remaining 65 per cent in towns with more than 2,500 population. Four in a family was the most frequent size found in both the urban and rural groups. About 74 per cent of the families studied owned their own homes. The houses ranged in size from two-room bungalows to large structures with attics and cellars.

Listed as a common cause of annoyance by

2

these 2,847 families was the need for repairs. Other indications of home conditions were stated thus as found in the study:

Approximately one woman out of seven wants her house decorated or the floors refinished. While such refinishing and decorating might make work easier, most of the vexation is because of the esthetic aspects. Women often think that their houses look "run down" and that they do not provide a cheerful atmosphere for family life. Some are too embarrassed to invite guests to their "down-at-the-heels" houses and therefore limit their social contacts and activities (22:15).

The need for helping families to improve their homes starting with what they have on hand is shown by these statements from the above-mentioned article:

If a family is ashamed of its living quarters it may have a feeling of inferiority in its social group. . . . Instead one should attempt to stir in them a pride in what they have and an ambition to make the best of their possessions (22:24).

Brown (5), in 1936, made an investigation of the home practice facilities of Latin-American girls enrolled in foods classes of Brownsville, Texas, junior and senior high schools. The study of home conditions was made through home visits, individual conferences, group judgment of several people experienced in home economics work and with Latin-American people, and through regular class work. In the homes visited, one had a dirt floor, 61 had unfinished wood floors, 39 had finished wood floors, and two had tile or cement

2

floors. Rooms were evaluated on five levels: very poor, poor, fair, good, and excellent. The following table from the study shows the condition of each of the rooms.

Table 1.--Evaluation of Rooms. (100 homes).

Room in house	Total number of rooms	Condition of rooms				
		Very poor	Poor	Fair	Good	Excellent
Living room	87	(a)	7	30	37	13
Dining room	54	(a)	6	18	19	11
Kitchen	100	3	28	38	15	16
Bed room	218	1	59	84	50	24

(a) There were no houses with living rooms and dining rooms very poor, because in these houses there were no living rooms or dining rooms to be rated.

(5:71)

Home conditions of out-of-school girls in the Union school districts of Yuma, Colorado, were included in the study made by Bemis (3) in 1939. Seventy-four unmarried out-of-school girls between the ages of 14 and 21 years who lived in the 22 incorporated grade school districts during the school year 1938-39 were visited and interviewed. Recordings of the data were made on observation sheets. It was found that furniture in the homes of half of the sample "was inadequate for any degree of comfort and was in need of repair (3:49)." The following table presents a picture of the existing conditions of home furnishings.

Table 2.--Condition of Furniture and Equipment in
the Homes of Out-of-School Girls.
(67 girls).

Condition	Number	Per Cent
1. Up-to-date	9	13.4
2. Well cared for	31	46.3
3. Needing replacement	47	70.1
4. Needing repair	36	53.7
5. Inadequate	33	49.3
(3:49)		

For the purpose of developing a program in home furnishings in extension education, Martens (16), in 1940, secured information on the furnishings of 290 rural Kansas homes. Data were obtained by means of check lists which were divided equally among Farm Bureau members, Farm Security clients, and families belonging to neither group. Seventy-eight per cent of the group investigated owned their homes. The median size family was four. A majority of the homes were not satisfying in physical attractiveness. Lack of money was given as the chief reason for the conditions of furnishings which were of poor quality. The women, as a group, wanted help in improving their homes.

In 1940, Neal (17) found the furnishings of 70 families visited in Neosho and Johnson counties in Kansas to be generally in need of repairs. Furniture was not attractive nor well chosen, but improvements could have been made at small cost. The amount of money

28

spent annually for furnishings ranged from \$10 to \$100. The median income for Johnson County was \$1,750 and for Neosho County, \$1,250. As a whole, homemakers were dissatisfied with the state of their furnishings and were eager to improve them. Recommendations for an adult program in extension made by Neal as a result of her study were:

1. The program should set standards for an attractive and satisfying home.
2. The program should be planned especially to function in the rural homes of lower and medium income groups.
3. Information concerning selection of home furnishings should be given.
4. Emphasis should be placed on making the most of the present home furnishings through better arrangement or grouping and by rehabilitation and better care.
5. Good standards should be developed in handicrafts in home furnishings such as the making of table mats, rugs, and wall decorations.
6. An appreciation of color and its effect on daily living should be developed.
7. The development of initiative and creative ability in making one's home express the personality of the family should be encouraged (17:122-3).

Through home visits Ballard (1), in 1941, checked and evaluated the condition of 50 houses lived in by the families of Negro girls taking homemaking in Washington High School, Luther, Oklahoma. Homes were rated as very poor, poor, fair, comfortable, or modern. Twenty-six per cent were found to have no window shades,

34 per cent had unsatisfactory shades, and 40 per cent had satisfactory shades. Forty-five per cent had linoleum covered floors, and 30 per cent had other types of rugs.

Somewhat similar to the study made by the present writer was that made by Sherrill (29), in 1941, in which she made personal visits to 30 rural homes in Pottawatomie County, Kansas, to study family living areas. A similar scale was used, but the study by Sherrill was limited to rural homes and to only one room in each home, whereas the present study applied to both rural and town homes and to several rooms in each home. The writer's study was made to improve and broaden a teaching program in the public schools, and the study in Pottawatomie County was for the purpose of making recommendations for the program of the Extension Service there. Sherrill found the average condition of the furniture to be good, 36 per cent; fair, 41 per cent; and poor, 23 per cent. Woodwork was painted in 60 per cent of the homes. Fifty-seven per cent of the living areas had painted floor, and 97 per cent had some type of floor covering: linoleum in 50 per cent, large wool rugs in 27 per cent, throw rugs in 20 per cent, and none in three per cent of the rooms.

Of the furniture included in the living areas of the rural homes of the above-mentioned study, 38 per cent had been purchased new, 37 per cent had been bought

second-hand, and 25 per cent had been gifts which were frequently discards from other homes. A high percentage of rockers in a poor state of repair indicated a need for information and aid on furniture repair. Recommendations for improvements included:

Methods of removing scratches from woodwork and furniture; selection of suitable colors for woodwork, floors, floor coverings, curtains, and upholstery for chairs and davenports; repair and re-styling of furniture; selection of new furnishings; arrangement of furniture; and rearrangement and elimination of structural defects of rooms (29:105).

In commenting on the improvements made in home furnishings in the living areas while the above-mentioned study was being made, the writer reports:

More important than the improvements which were made in the physical appearance of the living areas was the increase in pride and happiness of the homemakers and their families. Unfortunately, the satisfactions cannot be measured in any concrete way but it seems likely that they will continue to promote an interest in making the homes more beautiful and in having them well-kept (29:106).

A survey of the housing conditions of Anglo-American and Spanish-American girls in vocational home-making classes in New Mexico in 1938-39 was made by Rainbolt (25), the study being completed in 1942. A questionnaire known as "A Movie of a Girl at Home" was answered by 1,482 Anglo-American girls and by 464 Spanish-American girls. In the Anglo-American group, 43.9 per cent had painted or varnished floors, 67.7 per cent had linoleum covered floors, 55 per cent had

3

unfinished wood floors, 6.6 per cent had cement floors, and 1.0 per cent had dirt floors. In the Spanish-American group, 3.5 per cent had painted or varnished floors, 45.3 per cent had linoleum covered floors, 67.2 per cent had unfinished wood floors, 4.5 per cent had cement floors, and 3.0 per cent had dirt floors.

Chapter III
METHOD OF PROCEDURE

The homes of 50 Nacogdoches High School girls who were pupils in homemaking classes taught by the writer during the school year 1943-44 were used in this study. This group was chosen because of the desire on the part of the writer to plan units in maintenance of home furnishings that would meet the needs of the group with whom she worked and which could be adapted to the local situation. Both the girls and their mothers were included in those interviewed since a unit of the type mentioned above could be planned for mothers in adult classes as well as for the girls in homemaking classes. Information concerning the furnishings in the homes included in this study was obtained through (1) inventory lists made by the girls, (2) home visits, and (3) interviews with the girls and their mothers. Information concerning the interests of the mothers in a course in maintenance of home furnishings was obtained through opinionnaires checked by the mothers.

Forms 1/ and directions for taking the

1/ See Appendix A

inventory of home furnishings were given to the girls in homemaking classes. The directions were explained in class, and the girls completed the inventory at home, returning the lists in their homemaking classes. The girls had been instructed to add to the inventory other types of furnishings which they had in the rooms indicated except linens, china, glassware, silverware, and bedding. The inventory of furnishings made by each girl was transferred to the observation sheet 2/ to give a complete list to be checked as to condition by the writer after a visit to the home.

Home visits were made by appointment in connection with planning and helping with home projects. Supervision of home projects and interest shown in the girl and her home helped the writer to gain the confidence of the mother and daughter and their willingness to show and to discuss with her the condition of the furnishings in their home. The condition of the furnishings was rated in terms of three descriptive levels, A, B, and C, and was not recorded in the home but was written on the observation sheet immediately after the home visit. The three descriptive levels 3/ used for rating the condition of each article listed in the inventory were worked out by the writer and evaluated

2/ See Appendix B

3/ See Appendix C

3-

by a group of five homemaking teachers before they were put into use.

In the interview with each mother and girl during home visits, furnishings which had been discarded or which were of little value or of no use to the family were discussed and examined. Suggestions were made as to possible ways of reconditioning these so that they might be made more usable and attractive. Pictures were taken of the furnishings in some of the homes including furnishings of different levels and those which were discarded or unused.

To secure the necessary data on the condition of home furnishings, on the pieces of furniture discarded or unused, and on the other home conditions in which the writer was interested, it was sometimes necessary to make more than one visit. This worked out satisfactorily because she was a new teacher in the community, and a number of home visits helped in developing a better program of work. The actual rating of the furnishings was done over a period of two months.

To learn the interests of mothers included in the study, an interest check sheet 4/ was given to each girl to take home for her mother to examine. Each mother was to check the items she thought should be

4/ See Appendix D

35

included in an adult class on maintenance of home furnishings, whether she was interested in attending the class, and which day would be most convenient for her to attend the class. All of the 50 check sheets sent out were returned, some having been brought back to class by the daughters and some having been returned when the writer visited the home for an interview.

After all of the homes had been visited, the results of the observation sheets and of the interest check sheets were recorded on master sheets. From these the data were analyzed into the following groups:

1. Condition of furnishings in the homes of the girls in homemaking classes.
2. Furnishings discarded and their condition.
3. Interests of mothers in a course in home maintenance.

Frequency was the criterion used to determine what should be emphasized in high school homemaking units on home furnishings. Those furnishings discarded and those rated as level C with a frequency of 20 per cent or above were included as highly recommended. Those items, which the mothers checked on the interest check sheet, having a frequency of 50 per cent or above were recommended for being included in the course for adults on maintenance of home furnishings. Since the Texas State Department for Vocational Education will reimburse classes having an enrollment of 10 or above

with 15 recommended as a desirable number, it was decided that the writer would offer the course to adults if as many as 15 were interested, as indicated on the interest check sheets.

The reliability of the generalizations made from the data collected is dependent on the following assumptions:

1. That the observations of the writer in noting the conditions of furnishings were accurate.
2. That the information secured is representative of the conditions in the homes of high school girls and adults who will later participate in units planned using the findings in this study.
3. That the rating scale worked out by the writer and evaluated by homemaking teachers for determining the level of the condition of furnishings is both valid and reliable.
4. That any inaccuracy in rating the conditions of any one home will be equalized by the number of homes rated.

Chapter IV

ANALYSIS OF DATA

Three methods were used for securing the data compiled in this study of the content of a course in maintenance of home furnishings:

1. Inventory lists of home furnishings from 50 girls in homemaking classes.
2. Visits made by the writer to each of the 50 homes for the purpose of rating the furnishings.
3. Opinionnaires checked by the mothers of the 50 girls.

The home visits, in which the writer evaluated 1,799 articles of furnishing and the floors and floor coverings in 216 rooms and interviewed the families to get information on furniture discarded or unused, served as the procedure for obtaining the major part of the data.

The inventory lists and the check sheets used by the writer in evaluating the furnishings were divided into five areas. These were (1) wood furniture, (2) upholstered furniture, (3) shades, curtains, and draperies, (4) floors and floor coverings, and (5) lamps and cords.

32

The opinionnaire checked by the mothers also followed these five divisions with jobs listed in the maintenance of each of these types of furnishings.

In analyzing this problem, the data have been grouped as follows: general analysis of the types of homes visited, analysis of the conditions of furnishings revealed through home visits, and analysis of the interests of the mothers in a course in maintenance of home furnishings.

General analysis of the types of homes visited

Of the 50 homes visited, 21 were located in the town of Nacogdoches, and 29 were in rural areas 1/. Forty-six homes were one-family dwellings, and four were apartments. The average number of rooms in the homes was six, the smallest home consisting of three rooms and the largest, 17. Thirty-three of the homes had separate living rooms, one had a combination living room-dining room, and 16 had combination living-room-bedrooms (Table 1). The latter type represented homes of the poorer level. Thirty-six homes had separate dining rooms, and 15 had entrance halls. The number of bedrooms evaluated in the study varied from one to four per home, six homes having only one bedroom not in combination with another room, 26 having two bedrooms, 15 having three bedrooms, and three homes having four

1/ See Appendix E

32

bedrooms. The largest home, which had 17 rooms, had more than four bedrooms, but this home was a lodge, and only those rooms used by the family were evaluated.

Table 1.--NUMBER OF ROOMS FOUND IN HOMES IN
NACOGDOCHES, TEXAS

Rooms	Number (50)	Per Cent
1. Living rooms	33	66
2. Dining rooms	36	72
3. Combination living room- dining rooms	1	2
4. Combination living room- bedrooms	16	32
5. Entrance halls	16	32
6. 1 bedroom*	6	12
7. 2 bedrooms*	26	52
8. 3 bedrooms*	15	30
9. 4 bedrooms*	3	6

*Number of bedrooms not in combination with
living rooms

Analysis of the conditions of furnishings revealed
through home visits

Fifteen per cent of the 1,074 pieces of wood
and metal furniture were found to be of level A 2/,

2/ See Appendix C

4

54.4 per cent of level B, and 30.6 per cent of level C (Table 2). The articles with the highest percentage in level A were buffets, wood beds, chests, and small tables, each of which had a frequency varying from 27.3 per cent to 20.9 per cent. In level B, the articles with the highest percentage were sewing machines, 82.8 per cent; desks, 77.8 per cent; magazine racks, 76.9 per cent; and wardrobes, 70 per cent.

Further analysis showed that the pieces of furniture with a frequency rating of 20 per cent or above in level C were trunks, wood chairs, china closets, metal beds, wardrobes, dressers, dining tables, small tables, whatnot stands, and bookcases and secretaries.

Figure 1 shows a piece of wood furniture in level A. The finish was unmarred, the joints were firm, and no parts were broken or missing.

Examples of wood furniture of level C are shown in Figures 2 and 3. Although the dresser in Figure 2 was fairly strong and had no parts missing or broken, the finish was badly crackled as shown in the picture. The dressing table in Figure 3 was a homemade type found in some homes and was made of scrap lumber, unsanded and poorly finished.

The metal bed pictured in Figure 4 was one of the 29 metal beds rated in level C. The misshapen



Figure 1.--BED IN CONDITION RATED AS LEVEL A.

Table 2.--CONDITION OF WOOD AND METAL FURNISHINGS
IN 50 HOMES IN NACOGDOCHES, TEXAS

Article	Level A		Level B		Level C		Total
	Num- ber (50)	Per Cent	Num- ber (50)	Per Cent	Num- ber (50)	Per Cent	
1. Beds (metal)	6	7.5	45	56.3	29	36.2	80
2. Beds (wood)	22	26.5	54	65.0	7	8.5	83
3. Bookcases and secretaries	3	13.0	15	65.2	5	21.8	23
4. Buffets	6	27.3	15	68.2	1	4.6	22
5. Chairs (all wood)	18	6.9	102	39.4	139	53.7	259
6. Chests	25	24.3	60	58.2	18	17.5	103
7. China closets	1	6.7	8	53.3	6	40.0	15
8. Desks	2	11.1	14	77.8	2	11.1	18
9. Dining tables	8	18.2	24	54.5	12	27.3	44
10. Dressers	17	15.9	60	56.1	30	28.0	107
11. Trunks	0	0.0	1	7.7	12	92.3	13
12. Magazine racks	1	7.7	10	76.9	2	15.4	13
13. Musical pieces	10	19.2	35	67.3	7	13.5	52
14. Sewing machines	4	13.8	24	82.8	1	3.4	29
15. Tables (small)	37	20.9	92	52.0	48	27.1	177
16. Wardrobes	0	0.0	14	70.0	6	30.0	20
17. Whatnot stands	1	6.2	11	68.8	4	25.0	16

Total	161	15.0	584	54.4	329	30.6	1074



Figure 2.--DRESSER IN CONDI-
TION RATED AS LEVEL C.



Figure 3.--HOMEMADE DRESSING
TABLE IN CONDITION RATED
AS LEVEL C.

parts, the rusty condition, and the extremely poor finish were typical of the beds found in this group.

As indicated in Table 3, the three types of upholstered furniture found in the homes were largely in level B, since over half of the stools and ottomans and the upholstered chairs, as well as half of the total number of pieces, were in this class. About one-third of the divans were in level C, and over 20 per cent of the chairs were in this group.

Table 3.--CONDITION OF UPHOLSTERED FURNITURE IN 50 HOMES IN NACOGDOCHES, TEXAS

Article	Level A		Level B		Level C		Total
	Num- ber (50)	Per Cent	Num- ber (50)	Per Cent	Num- ber (50)	Per Cent	
1. Divans	8	19.5	19	46.3	14	34.2	41
2. Stools and ottomans	15	27.3	31	56.4	9	16.3	55
3. Upholstered chairs	47	18.9	150	60.5	51	20.6	248

Total	70	20.4	200	58.1	74	21.5	344

The studio couch in Figure 5 showed the condition of upholstered furniture in level A. This particular piece was a "victory" model, being made without springs, but it had been well kept.

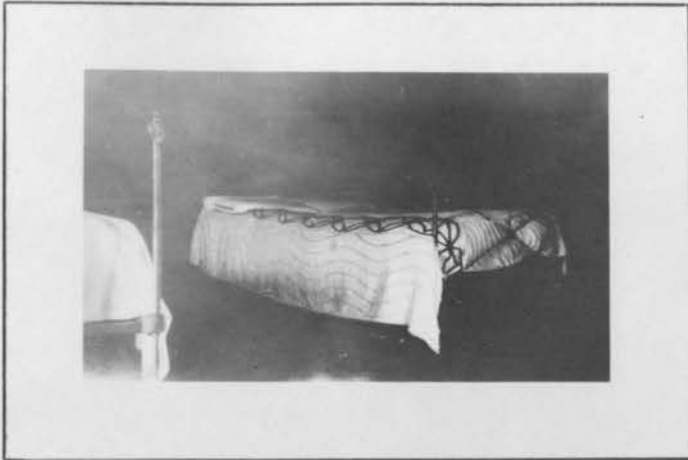


Figure 4.--METAL BED IN CONDITION RATED AS
LEVEL C.



Figure 5.--STUDIO COUCH IN CONDITION RATED AS
LEVEL A.

40

Although the upholstery was badly worn, the chair in Figure 6 was rated as level B because of its fine patina and of the good condition of the wood and of the springs.

In level C were placed those pieces which had the finish of the wood marred, the springs loose or broken, and the upholstery soiled and worn. That furnishings of this type were definitely in need of repair was indicated by the condition of the rocker in Figure 7.

About 85 per cent of the rooms in the study had some type of window shades or blinds (Table 4). Thirty-three rooms had neither shades nor venetian blinds. Less than half of the rooms had curtains, and about one-sixth of the 216 rooms had draperies.

Table 4.--OCCURRENCE OF WINDOW ACCESSORIES IN
50 HOMES IN NACOGDOCHES, TEXAS

Article	Rooms in Which Found		Rooms Having None	
	Number (50)	Per Cent	Number (50)	Per Cent
1. Shades or blinds	183	84.7	33	15.3
2. Curtains	92	42.6	124	57.4
3. Draperies	35	16.2	181	83.8



Figure 6.--UPHOLSTERED CHAIR
IN CONDITION RATED AS
LEVEL B.



Figure 7.--UPHOLSTERED CHAIR
IN CONDITION RATED AS
LEVEL C.

As indicated in Table 5, half of the total blinds and shades found were in good enough condition to be rated in level A. All of the venetian blinds were in good condition, and slightly less than half of the roller type shades were in good condition, or level A. only 11.4 per cent of the roller shades were in level C. The greatest number of curtains were rated as level B or level A, with only 15.2 per cent rated as level C. Only 35 rooms had draperies, but over half of these were in level A, with only two rooms having draperies in level C.

Table 5.--CONDITION OF WINDOW ACCESSORIES IN 50 HOMES IN NACOGDOCHES, TEXAS

Article	Level A		Level B		Level C		Total
	Num- ber (50)	Per Cent	Num- ber (50)	Per Cent	Num- ber (50)	Per Cent	
1. Roller type shades	76	45.8	71	42.8	19	11.4	116
2. Venetian blinds	17	100.0	0	0.0	0	0.0	17
3. Total blinds and shades	93	50.8	71	38.8	19	10.4	183
4. Curtains	37	40.2	41	44.6	14	15.2	92
5. Draperies	19	54.3	14	40.0	2	5.7	35

Over two-thirds of the rooms had floors finished in some way, according to Table 6. Sixty-six

of the floors, or almost one-third, had never had any type of finish. Floor coverings were found in about 55 per cent of the rooms studied. Other rooms had bare floors, unfinished or treated in some way to preserve the wood, making them more attractive and easier to keep.

Table 6.--OCCURRENCE OF FINISHED FLOORS AND FLOOR COVERINGS IN 50 HOMES IN NACOGDOCHES, TEXAS

Article	Rooms in Which Found		Rooms Having None	
	Number (50)	Per Cent*	Number (50)	Per Cent*
1. Floors finished	150	69.4	66	30.6
2. Floor covering	119	55.1	97	44.9

*Based on 216 rooms studied

Twenty-one of the finished floors were painted; about half of these were in level B, but over 20 per cent were in level C (Table 7). About one-half of the floors which had been finished had been varnished. It was found that 63.6 per cent of the varnished floors were in level B. Slightly less than 20 per cent were in level C. Only three of the 150 finished floors were finished with shellac, and all were in level B. The use of oil stain did not appear to be popular, according to Table 7, for less than one-tenth of the finished floors had this type of finish. None of the oil-stained

5

floors was in level A, but they were about equally divided between levels B and C. None of the floors was found to be finished by sanding, filling the pores with filler, and waxing.

Table 7.--CONDITION OF FLOOR FINISHES IN 50 HOMES
IN NACOGDOCHES, TEXAS

Type of Finish	Level A		Level B		Level C		Total
	Num- ber of Rooms (50)	Per Cent	Num- ber of Rooms (50)	Per Cent	Num- ber of Rooms (50)	Per Cent	
1. Paint	6	28.6	10	47.6	5	23.8	21
2. Varnish	21	18.2	73	63.6	21	18.2	115
3. Shellac	0	0.0	3	100.0	0	0.0	3
4. Oil stain	0	0.0	6	54.5	5	45.5	11

Total	27	18.1	92	61.8	30	20.1	150

The floor shown in Figure 8 was of hardwood; the wood itself was in good condition, but the varnish was badly worn, making the finish of level C.

An unfinished floor of level C was found in the room illustrated in Figure 7.

The floor materials found were either soft pine or hardwood such as oak. About two-thirds of the 216 rooms were soft pine, and 45.5 per cent of these

were in poor condition, or level C (Table 8). The hardwood floors were in better condition for none of these was in level C and almost half were in level A.

Table 8.--CONDITION OF FLOORS IN 50 HOMES IN
NACOGDOCHES, TEXAS

Type of Floor	Level A		Level B		Level C		Total
	Num- ber of Rooms (50)	Per Cent	Num- ber of Rooms (50)	Per Cent	Num- ber of Rooms (50)	Per Cent	
1. Pine	18	11.6	67	42.9	71	45.5	156
2. Hardwood	29	48.3	31	51.7	0	0.0	60

Total	47	21.7	98	45.4	71	32.9	216

One hundred and nineteen of the 216 floors had some type of floor covering. Over half of these were linoleum, as indicated by the data presented in Table 9. Slightly less than half of the homes used large wool rugs or the smaller throw rugs of some type. Only one floor was covered with grass matting. Further examination of the table shows that two-thirds of the total floor coverings were in level B, and most of the others were in level A. The highest percentage of floor coverings in level C was in the group of linoleum rugs or floor coverings.



Figure 8.--HARDWOOD FLOOR IN
CONDITION RATED AS LEVEL B
ON THE WOOD AND LEVEL C ON
THE VARNISHED FINISH.



Figure 9.--A DISCARDED ROCKER
NEEDING RE-CANING AND
REFINISHING.

Table 9.--CONDITION OF FLOOR COVERINGS IN 50 HOMES
IN NACOGDOCHES, TEXAS

Article	Level A		Level B		Level C		Total
	Num- ber (50)	Per Cent	Num- ber (50)	Per Cent	Num- ber (50)	Per Cent	
1. Linoleum	14	21.9	39	60.9	11	17.2	64
2. Large wool rugs	5	18.5	19	70.4	3	11.1	27
3. Throw rugs	6	22.2	20	74.1	1	3.7	27
4. Matting	0	0.0	1	100.0	0	0.0	1

Total	25	21.0	79	66.4	15	12.6	119

A floor covering in level A is shown in Figure 5. Figure 3 shows a badly worn linoleum rug rated as level C. Floors without any type of floor covering are pictured in Figures 2, 7, and 8.

The data presented in Table 10 indicate that two-thirds of the homes were lighted by electricity and the remaining one-third by kerosene lamps. Of the 33 homes using electricity, 21 were urban homes and 12 were rural. All of the families using kerosene lamps for lighting were living in rural homes.

Table 10.--LIGHTING FACILITIES IN 50 HOMES IN
NACOGDOCHES, TEXAS

Type of Home	Homes Using Electricity		Homes Using Kerosene	
	Number (50)	Per Cent	Number (50)	Per Cent
1. Urban	21	100.0	0	0.0
2. Rural	12	41.4	17	58.6

Total	33	66.0	17	34.0

Every room studied in the homes lighted by electricity had some type of ceiling light such as a ceiling fixture. Sometimes these were only shaded or unshaded globes on drop cords. This meant that 150 rooms were lighted from ceiling lights (Table 11). About one-third of these rooms were supplemented in lighting with one or more electric lamps of the floor, table, or wall variety, but two-thirds of the rooms had no provision made for lights to be used at close range for reading, sewing, studying, or similar activities.

Table 11.--TYPE OF LIGHTING IN HOMES USING
ELECTRICITY*

Type of Lighting	Rooms Using This Type Lighting		Rooms Without This Type Lighting	
	Number (50)	Per Cent	Number (50)	Per Cent
1. Ceiling lighting	150	100.0	0	0.0
2. Lamps	48	32.8	101	67.2

*Master sheet shows 33 homes with 150 rooms were
lighted with electricity

The 48 rooms containing electric lamps, reported in Table 11, had a total of 73 lamps (Table 12). The condition of three-fifths of these lamps and cords was good enough to be rated in level A. This indicated that a majority had clean lamp shades, unscarred and unbroken bases, unworn and unbroken cords, plugs and sockets, and that cords were left free and were not hazardously fastened to walls and woodwork. Thirty-seven per cent of the lamps and cords were found to be in level B, and only 2.7 per cent were in level C.

Table 12.--CONDITION OF ELECTRIC LAMPS AND CORDS*

	Number (50)	Per Cent
1. Level A	44	60.3
2. Level B	27	37.0
3. Level C	2	2.7

Total	73	100.0

*Master sheet shows that 33 homes were lighted with electricity

Interviews with mothers and daughters in each of the 50 homes studied revealed that 20 families had discarded furnishings not in use (Table 13). These were usually found on the back porch or in the attic, store-room, or garage. Wood and upholstered furniture were the only two groups of furnishings found discarded but stored somewhere about the home. Evidently window accessories, floor coverings, and lamps and cords were disposed of when they were no longer in a usable condition. Twenty-three pieces of wood furniture and nine pieces of upholstered furniture were found to be set aside and unused.

Table 13.--FURNISHINGS DISCARDED IN 50 HOMES IN
NACOGDOCHES, TEXAS

Type of Furnishings Discarded	Homes Having Discarded <u>Furnishings</u> Number Per (50) Cent		Number of Pieces Discarded
1. Wood furniture	15	30	23
2. Upholstered furniture	7	14	9
3. Window accessories	0	0	0
4. Floor coverings	0	0	0
5. Lamps and cords	0	0	0

Total	22	44	32

The condition of the pieces of wood furniture discarded is reported in Table 14. It was found that chairs were the largest group of discarded pieces, but discarded tables, washstands, and a chest, bed, dresser, and organ were also found. All 23 pieces found needed refinishing. Two had broken parts, four had parts missing, seven had loose joints, and nine had broken or worn-out seats.

Table 14.--CONDITION OF DISCARDED OR UNUSED WOOD
FURNITURE IN 50 HOMES IN NACODOCHES, TEXAS

Article	Number	Finish	Parts	Parts	Joints	Seats
	Found	Marred	Broken	Missing	Loose	Broken
1. Wash-stands	2	2				
2. Cane bottom chairs	9	9			1	9
3. Other chairs	5	5		2	5	
4. Chests	1	1	1			
5. Beds	1	1				
6. Tables	3	3			3	
7. Dress-ers	1	1		1		
8. Organs	1	1	1	1		

Total	23	23	2	4	7	9

A discarded cane-bottom rocker with the seat needing to be replaced is pictured in Figure 9. The finish was scratched, but the chair was strong and firm.

Figure 10 shows an old washstand discarded and placed on the back porch. The wood was in fair condition but needed refinishing. No parts were broken or missing.



Figure 10.--A PIECE OF DISCARDED WOOD FURNITURE
FOUND IN ONE OF THE 50 HOMES VISITED.

All of the nine pieces of discarded upholstered furniture were found to be chairs: seven rockers and two upholstered dining room chairs (Table 15). All had worn upholstery and scarred wood, and on the seven rockers, the upholstery was faded. Joints were loose in three rockers, and the springs were loose in three. The two dining room chairs had broken parts, usually the rounds or backs.

Table 15.--CONDITION OF DISCARDED OR UNUSED
UPHOLSTERED FURNITURE IN 50 HOMES IN NACOGDOCHES,
TEXAS

Article	Number Found	Parts Broken	Joints Loose	Springs Loose	Upholstery		Wood Scarred
					Worn	Faded	
1. Rock- ers	7		3	3	7	7	7
2. Dining room chairs	2	2			2		2

Total	9	2	3	3	9	7	9

Analysis of the interests of mothers in a course in
maintenance of home furnishings

The results of the opinionnaires checked by the mothers on their interests in a course in maintenance of home furnishings revealed that 22 desired to take

this course 3/. Twenty expressed themselves as being uninterested in the course, and eight made no reply to that question.

In checking the home maintenance jobs which the mothers thought should be included in an adult class, it was found that a majority of the women checked 25 jobs they wanted to learn (Table 16). Jobs in the maintenance of upholstered and wood furniture were the types most often checked. In Table 16 all jobs are ranked according to the number of positive answers. The women appeared to be most interested in learning to upholster old furniture and least interested in learning to attach a window shade to a roller.

Table 16.--INTERESTS OF 50 MOTHERS IN NACOGDOCHES, TEXAS, IN HOME MAINTENANCE JOBS

Rank*	Job	Indication of Interests						
		Positive		Negative		No Reply		
		Num-	Per	Num-	Per	Num-	Per	
		ber	Cent	ber	Cent	ber	Cent	
		(50)		(50)		(50)		
1.	1	Upholster old furniture	43	86	5	10	2	4
2.	2	Remove white spots caused by water or heat	38	76	8	16	4	8
3.	3.5	Remove old finish from floor	37	74	9	18	4	8

3/ See Appendix E

Table 16.--INTERESTS OF 50 MOTHERS IN NACOGDOCHES,
TEXAS, IN HOME MAINTENANCE JOBS - Continued

Rank*	Job	Indication of Interests					
		Positive		Negative		No Reply	
		Num- ber (50)	Per Cent	Num- ber (50)	Per Cent	Num- ber (50)	Per Cent
4. 3.5	Slip-cover old furniture	37	74	10	20	3	6
5. 5.5	Re-cane chair seats	34	68	10	20	6	12
6. 5.5	Refinish furniture	34	68	11	22	5	10
7. 7	Remove soiled spots from upholstery	33	66	14	28	3	6
8. 8	Remove old finish from furniture	32	64	14	28	4	8
9. 9.5	Repair lamp cords	31	62	14	28	5	10
10. 9.5	Prevent moth damage to wool floor coverings	31	62	15	30	4	8
11. 12	Fill holes and cracks in furniture	30	60	15	30	5	10
12. 12	Finish floor which has never been finished	30	60	16	32	4	8
13. 12	Paint old linoleum	30	60	16	32	4	8
14. 14.5	Re-tie loose springs in upholstered furniture	29	58	16	32	5	10
15. 14.5	Wax floor	29	58	16	32	5	10

Table 16.--INTERESTS OF 50 MOTHERS IN NACOGDOCHES,
TEXAS, IN HOME MAINTENANCE JOBS - Continued

Rank*	Job	Indication of Interests					
		Positive		Negative		No Reply	
		Num- ber (50)	Per Cent	Num- ber (50)	Per Cent	Num- ber (50)	Per Cent
16. 16.5	Refinish floor	28	56	15	30	7	14
17. 16.5	Re-style cur- tains and draperies	28	56	15	30	7	14
18. 18.5	Replace broken springs in up- holstered furni- ture	27	54	15	30	8	16
19. 18.5	Place electric cords to avoid fire hazard	27	54	17	34	6	12
20. 21	Clean shades	26	52	18	36	6	12
21. 21	Remove spots from fiber rugs	26	52	19	38	5	10
22. 21	Adjust tension of window shades	26	52	20	40	4	8
23. 24	Laundry curtains	25	50	21	42	4	8
24. 24	Dry clean draperies	25	50	21	42	4	8
25. 24	Dye curtains	25	50	21	42	4	8
26. 27	Wax furniture	24	48	20	40	6	12
27. 27	Clean and polish wood furniture	24	48	20	40	6	12
28. 27	Repair broken places in fiber rugs	24	48	22	44	4	8
29. 30	Relieve a stick- ing drawer	23	46	21	42	6	12

Table 16.--INTERESTS OF 50 MOTHERS IN NACOGDOCHES,
TEXAS, IN HOME MAINTENANCE JOBS - Continued

Rank*	Job	Indication of Interests					
		Positive		Negative		No Reply	
		Num- ber (50)	Per Cent	Num- ber (50)	Per Cent	Num- ber (50)	Per Cent
30. 30	Replace drawer pulls	23	46	22	44	5	10
31. 30	Clean venetian blinds	23	46	22	44	5	10
32. 32.5	Clean metal base of lamps	22	44	20	40	8	16
33. 32.5	Clean fiber rugs	22	44	21	42	7	14
34. 35	Clean lamp shades	21	42	21	42	8	16
35. 35	Replace broken chair rail or rung	21	42	23	46	6	12
36. 35	Hang curtains or draperies	21	42	23	46	6	12
37. 37.5	Repair leg of chair or table	20	40	24	48	6	12
38. 37.5	Strengthen weak joints in furniture with angle irons	20	40	26	52	4	8
39. 40.5	Wax linoleum	19	38	21	42	10	20
40. 40.5	Sand floor	19	38	23	46	8	16
41. 40.5	Fasten loose drawer bottoms	19	38	24	48	7	14
42. 40.5	Glue loose joints	19	38	26	52	5	10
43. 43	Attach lamp socket and plug	17	34	23	46	10	20

Table 16.--INTERESTS OF 50 MOTHERS IN NACOGDOCHES,
TEXAS, IN HOME MAINTENANCE JOBS - Continued

Rank*	Job	Indication of Interests					
		Positive		Negative		No Reply	
		Num- ber (50)	Per Cent	Num- ber (50)	Per Cent	Num- ber (50)	Per Cent
44. 44	Attach a window shade to a roller	15	30	31	62	4	8

*According to positive answers

Chapter V

DISCUSSION

This study was made as a result of the writer's desire to interpret to the community in a more practical way than had been done previously that part of the homemaking program devoted to home furnishings. It was also made with the hope that more people in the community might be reached through the homemaking department.

The writer strongly believes that an individual is greatly influenced by order, good taste, and beauty in his environment, and that a lack of these may counteract, to a large extent, the intellectual and personal growth fostered in the school. Good taste and beauty in furnishings are not a luxury but a part of sound, well-rounded family living. This thought was expressed by Ray Lyman Wilbur in the foreword to the report of the Committee on Homemaking at the President's Conference on Home Building and Home Ownership:

A work of art is an experience in the ideal. The home whose chairs and rugs and lamps and bureaus are constantly providing its inmates with such experiences will send better-adapted, better-disciplined men and women into society than the home of ugliness and discord (22:x).

67

Family members, individually or as a group, often think that their houses are "run down." Some limit their social activities and contacts because they are embarrassed to invite guests to their poorly furnished houses. If homes are to encourage friendships and a feeling of belonging to the community, they must be centers of hospitality and sociability.

Much can be accomplished through helping homemakers plan and succeed in making improvements in their homes. If families improved conditions in their own furnishings, housework would be less fatiguing and less of a strain, satisfaction from creating their own attractive surroundings would be gained, and the correction of esthetic shortcomings could be made, all at a minimum cost.

It was with these things in mind that the problem, "What should be the content of units in home maintenance as indicated by the conditions found in the homes of high school girls in Nacogdoches, Texas?" was undertaken. The data will be discussed according to the following topics, resulting in suggestion for the content of units in home maintenance:

1. Condition of home furnishings in the homes of the high school girls.
2. Condition of furnishings which have been discarded or are unused.

- 63
3. Improvements which might be made in the existing conditions of home furnishings.
 4. Interests of mothers in a course in maintenance of home furnishings.

Condition of home furnishings in the homes of the high school girls

To get a better picture of the situation in which this study was made and of the relationship between the home furnishings and the families using them, perhaps it would be wise to attempt to give an understanding of the types of homes found in visiting the 50 families.

Twenty-one of the families lived in town, and 29 lived in the country. This division is about the same as the proportion of town and rural students in the high school of Nacogdoches, since the city schools contract seven rural districts and transfer high school pupils from 14 other school districts. It is probable, because of this distribution of town and country homes and other reasons, that the 50 homes studied were a fair sampling of the homes in Nacogdoches. The sample included the homes of all but a few of the girls in homemaking classes taught by the writer, and the girls in homemaking were representative of the students in high school. These girls were of all grade classifications in high school and they were from homes with

63

incomes varying from subsistence level to luxury level. The data show that the homes varied in size from three rooms to 17 rooms, and that the furnishings were representative of all three levels 1/.

Many of the homes had only metal beds; others sometimes had metal beds in the back bedrooms or in those most often used by the family. Few of these beds were in good condition. About half of them were in level B, but a large number (36.2 per cent) were in poor condition. All of these in level C needed repainting, and, in the opinion of the writer, many would have been more attractive with some form of re-styling or remodeling, which could be taught in both high school and adult classes.

Although trunks are not usually considered a part of the furnishings of a home, 13 trunks were found to be used regularly as storage chests for clothing or household linens, and all except one were found to be in level C. It appears that in a course on maintenance of furnishings something should be included concerning storage equipment which would help individuals who need to use trunks as an article of furniture make them more attractive and easily accessible for storage of items which the family uses often.

1/ See Appendix C

70

Another item with a significant percentage in level C was the number of non-upholstered chairs, for over half of these were in the C level. It was the observation of the writer that in many of the homes families had an insufficient number of chairs. Many of the bedrooms contained no chairs of any type. There is probably a connection between the number of chairs in poor condition and the number the family had, for this would indicate that chairs in poor condition, when not repaired, grow increasingly worse until they must be discarded.

As explained in Chapter III, the improvement of furnishings with a frequency of 20 per cent or more in level C was to make up the course content for a unit in home maintenance for high school girls. In addition to chairs, other types of wood furniture with a frequency percentage of 20 or above were bookcases and secretaries, china closets, dining tables, small tables, wardrobes, and whatnot stands. It will be noticed that these would have similar problems in refinishing, but in a teaching unit, knowing the pieces of furniture in poor condition would be helpful in that illustrative materials on suggested ways of renovating or re-styling could be suited to the most common needs. It is significant, also, that 10 of the 18 classifications of wood and metal furniture had a frequency of 20 per cent or more in level C, further indicating a need for the

study of improvement of this type of furnishings.

Upholstered chairs were the largest group of upholstered furniture and varied from the padded seat type dining room chairs and the cushion seat rockers to wing chairs and platform rockers. About 60 per cent of them were in level B, or fair condition, and about 21 per cent were in poor condition. Most of the 19 per cent in level A were not new chairs but had recently been covered in neat, attractive slip covers. There was an indication, according to these data, that the improvement of upholstered furniture should be included in the high school course on home maintenance. Such improvements, as shown by the needs observed by the writer, should include recovering the padded seats of dining room chairs, cleaning upholstery, tying loose springs, replacing faded and worn upholstery fabrics, and making slip covers.

The number of stools and ottomans in level C was less than the number of either divans or chairs (only nine per cent). Most of this group consisted of ottomans in fairly well-furnished living rooms and of upholstered stools in well-kept bedrooms. Since the condition of these two articles seemed to be fairly good, and since the care and maintenance of these would be somewhat similar to that of upholstered furniture, it seemed inadvisable to include the improvement of stools and ottomans in the home maintenance unit.

There was evidently interest in re-upholstering and in making slip covers, for on a number of visits the writer was asked for advice on the choice of colors and materials to be used in work the family was going to do. At one home the mother had re-upholstered a wicker rocker and had done a good job. Then she had attempted to make a slip cover for a divan in the same room but was not pleased with the results of her work. Both she and her daughter wanted to have the mistakes pointed out and suggestions made for how she might improve the next one.

Fifteen per cent of the 216 rooms in the study had no type of shades or blinds. In a few cases the absence of shades in dark rooms, where curtains could be pulled together for privacy, was desirable. However, in several cases rooms needed shades for shutting out the glare of light as well as providing privacy. Roller-type shades and venetian blinds were found in the other 85 per cent of the rooms, and these were found to be in unusually good condition. Slightly over half of these were in level A, 39 per cent were in level B, and only 10 per cent were in level C. The high rating on this group of furnishings can probably be attributed to the availability of extremely low-cost roller-type shades made of fiber. This type of shade was found in many of the homes, and, because of its low cost, it could be replaced at little expense whenever

needed. Venetian blinds were found in only 17 rooms, and these were in new homes or in homes recently re-decorated so that all were in good condition. Because of the large number of shades and blinds in good condition, their maintenance need not be included in the high school unit.

Well over half of the rooms (57.4 per cent) had no curtains, and 83.3 per cent were without draperies. These data indicate that many of the rooms had nothing to soften the light nor the line of the windows. Many farm homemakers take down curtains and draperies during the summer months to lighten the amount of housework and to make the rooms cooler. However, the home visits were made before summer, and the inventory lists made by the high school girls did not show a variation in this respect from what the writer found on visiting the homes. Most of the curtains or draperies found were in good or fair condition. Only 15 per cent of the curtains and six per cent of the draperies were in poor condition. It would appear, then, that homemakers do not need so much help in the maintenance of the window accessories they have, but rather they need suggestions for taking the materials which they might have on hand to use in constructing curtains and draperies. For example, many farm families have large feed sacks which some have been resourceful in dyeing and putting into use in many ways at a minimum of cost.

74

Seventy-two per cent of the floors were found to be of soft pine, and 45 per cent of these were in level C. Forty-three per cent were in fair condition and few were in good condition. Hardwood floors had worn better and had received better care, as indicated by the fact that 48 per cent were in level A and the remainder were in level B.

Only 150 floors were finished in any way, and, of these, 115 were varnished, 21 were painted, 11 had received an oil stain, and three had been shellacked. Varnished floors probably were popular because of their gloss and because they were easy to keep. A number of the farm homes used paint as a floor finish in preference to varnish because, as some of the homemakers said in interviews, the paint covered stains, and worn floors and painted floors did not show water spots as much as did varnished and waxed floors. Shellac as a finish was not popular and did not appear durable in the three rooms in which it was used. For attractiveness and ease in caring for floors, the oil stain did not appear to be satisfactory. The cause for this probably lay in improper application and lack of preparation of the floor by sanding before the oil was applied. Few of the homes used wax for protection of the floor finish or of linoleum which meant that worn spots often showed where the floor received the most wear.

Indicated by the condition of the floors studied, much needed to be done to improve them. Therefore, the preparation of the floor for finishing, selection of the proper finish, and correct application and care of the finish should be taught to high school girls. Proper use of materials should be stressed because many of the finished floors had been improperly finished, and, as a result, the finish did not wear well.

Linoleum was the most popular type of floor covering found in the 50 homes. Sixty-one per cent of the linoleum coverings were in fair condition, 22 per cent were in good condition, and 17 per cent were in poor condition. However, the rating of linoleum in the higher levels was due not so much to the care it had received as to the fact that a number of the linoleum coverings were quite new. The care of linoleum and possible re-conditioning of it by repainting were neglected in the homes studied. Since this was true, the maintenance of linoleum coverings should be a part of the unit planned.

Large wool rugs were used in 27 rooms, and throw rugs were used in 27 rooms. About three-fourths of each were in fair condition, and most of the others were in level A, with a small percentage being in level C. Nearly all of these rugs were found in the homes that were fairly well furnished. This probably accounts for the majority being in the upper levels,

71

indicating that they were not badly worn, faded, or soiled. Therefore, it seemed inadvisable to include the care of wool floor coverings in the unit to be studied by high school girls.

In the homes where electric lighting was used, 149 rooms were studied. All of these had some type of ceiling light, but only 48 of the rooms had lamps to supplement the ceiling lights. This meant that in living rooms and bedrooms where studying, reading, sewing, and other activities requiring much use of the eyes were carried on, the rooms were not adequately lighted. This study does not apply to the adequacy of lighting in the homes, but it is recommended that further study be made of this particular condition.

Most of the electric lamps and cords found had a new and well-cared-for look. Perhaps one reason for such a high percentage of lamps in level A was that they were for decorative purposes more than for actual use. It was evident that more lights or lights specially designed for reading were needed, and information on the choice of lamps should be included somewhere in a study of home furnishings.

There were only two homes in which extension cords were tacked to the woodwork or run over doorways. As a rule, both the cords and the plugs were in good condition; therefore, stressing the repair of electric cords and plugs and the safe use of them did not

appear to be needed in a class unit.

Condition of discarded or unused furnishings

Much needs to be done in educating homemakers to a better understanding of the true essentials of well-decorated, home-like rooms. As one mother expressed it, "I don't like for my house to have that stiff, furniture store look, but I do want to use my old and familiar things to the best advantage." Care must be observed not to encourage false shame among homemakers by over-emphasizing the shortcomings of houses and furnishings. Too much importance has been placed on needing new curtains, new chairs, new rugs, and on that "just-bought" look. Instead, homemakers should be made to feel a pride in what they have and to have a desire to make the best of their possessions.

To attempt to help families make the most of what they had was the purpose of securing data on the furnishings discarded, as well as to discover the condition of the furnishings which the families used. It was found that 20 of the 50 homes had one or more pieces of furniture discarded and no longer in use for one reason or another. These 20 families had 32 pieces of furniture stored in attics, storerooms, or garages. When they were shown to the writer, it was found that with a few minor repairs and refinishing they could all be put into use.

72

Chairs formed the largest group of discarded furnishings for there were 23: 9 upholstered chairs, 9 chairs of the woven cane-seat type, and 5 other all wood chairs. It has already been pointed out that many homes did not have enough chairs, so, frequently, these discarded chairs were needed. Miscellaneous other wood pieces including washstands, chests, tables, and dressers were found.

All the pieces needed refinishing. Some of the upholstered pieces needed to have springs tied, and all of the upholstered chairs needed to be re-upholstered. Some pieces had parts which needed to be re-glued or replaced, and nine of the chairs needed re-seating.

The repairs needed in these discarded furnishings and those found in level C might be done by members of the family at little cost, particularly where the family income does not permit hiring work done. In some cases, time, as well as money, may be at a premium. However, most families have time for making home improvements, and family cooperation on these projects would be worth-while. It would help to develop in each member a sense of responsibility in the house and a feeling of comradeship.

Typical of some of the work that could be done with discarded furnishings are the examples shown

in Figures 11 and 12. These pictures were made of home projects in one of the homes studied. Figure 11 shows an old chair being re-upholstered. Originally only the cushion was upholstered, but the daughter in the family padded the arms and the back to make a bedroom rocker for her room. The chair in Figure 12 was an old dining room chair with a worn-out padded seat and a broken back slat. The padded seat was taken off and re-covered, the back piece was glued into place, and the chair was refinished to provide a desk chair for use in a bedroom. The old washstand pictured in Figure 10, Chapter IV, was part of another improvement project by one of the high school girls. It was sturdy and the wood was in fair condition but needed refinishing. The girl needed a desk, so the old washstand that had been a catch-all on the back porch was to be converted to fill a need.

Many families are heroically trying to make a home with the most meager materials. One family studied lived about three miles from town on an almost impassable road. Six members of the family were crowded into a three-room house furnished only with three beds, one dresser, two small tables, three chairs, two benches, a radio, an old victrola, and a minimum of kitchen equipment. The floors were splintery and bare and had never been finished. Yet the daughter, a high school girl, said, "We like it out here if we only had some way to get out more often, and if we had two more rooms



Figure 11.--A CHAIR IN THE
PROCESS OF BEING UPHOLSTERED
AT HOME.



Figure 12.--A DINING ROOM
CHAIR, REPAIRED, RE-UPHOL-
STERED, AND REFINISHED AT
HOME.

and could fix up the house a bit." If the material aspects of homemaking have been over-emphasized in this discussion, it is not because the writer underestimates the value of the will and the talent that are the essence of homemaking.

Suggestions for improvements which might be made in existing conditions of home furnishings

After observation of the existing conditions and interviews with the mothers and daughters in their homes, the writer suggests the following improvements which might be made in the conditions as they now exist and which should be included in the high school unit on home maintenance.

1. Wood furniture should receive more regular care such as waxing and polishing to protect its finish, keeping it attractive longer and postponing the need for refinishing.
2. Jobs in repair of furniture such as gluing of loose joints and replacement or fastening of loose parts should be done when needed and done properly rather than in a makeshift manner.
3. Old furniture with finish in poor condition should be properly refinished with an easy-to-take-care-of but attractive finish that will be in harmony with other furnishings and with the activities of the family.

4. Upholstered furniture should be kept clean. Removable, washable slip covers would help to take care of this.
5. Worn and faded upholstery should be replaced with durable, well-chosen materials correctly used. Slip covers might be used on some of the upholstered pieces for replacement of old covers as well as for protection, as indicated in the suggestion mentioned above.
6. Floors could be given an inexpensive finish that would make cleaning easier, protect the floor, and make the room more attractive.
7. Finished floors and linoleum should be cleaned properly and waxed more frequently for protection from wearing and for ease in keeping them clean.
8. The existing lamps do not appear to be low in maintenance care, but the rooms should be more adequately lighted. This would apply to the choice of the types of lamps and to their placement.
9. Discarded and unused furnishings should be repaired, renovated, and refinished to be used where they are needed.
10. Although maintenance of home furnishings was the subject of this study, education needs to be done on the choice of quality

in design and materials in furnishings so that maintenance would be less difficult and the results of proper care would be more satisfying.

11. Another problem closely related to maintenance of home furnishings and to which attention should be given is the application of art principles to the planning and furnishing of houses.

Interests of mothers in home maintenance jobs

The results of the opinionnaire, checked by the 50 mothers as to the home maintenance jobs to be taught in the adult class, showed that the mothers were interested in such a course. Twenty-two indicated that they were interested in attending the class, 20 were not interested, and eight failed to reply. In interviews with some of the 20 who said they were not interested in the class, their answers were shown to be the result of not having transportation to town. Other mothers worked a full day outside the home and managed their households too. Some of these said they would enjoy learning to do the home maintenance jobs but their time was too limited.

Those jobs in maintenance checked by 50 per cent or more of the mothers were included in the unit planned for adult classes. This unit, based on their

8-
interests, is outlined in Chapter VI.

The rank of the home maintenance jobs checked by the mothers is interesting in the relation of their rank to the existing home conditions. Most of the jobs ranking first are those which need to be done, as shown by the conditions observed by the writer on home visits.

Jobs of removing white spots from furniture, re-caning chair seats, refinishing furniture, and removing the old finish from furniture were checked by over 60 per cent of the mothers. The condition of wood furniture showed that 30.6 per cent of the total number of pieces were in level C, and 54.4 per cent were in level B.

Removing the old finish from a floor and finishing a floor which had never been finished were two jobs checked by 60 per cent or more of the mothers. Data on the condition of the floors showed that about one-third were in level C. Seventy-eight per cent of all linoleum floor coverings being in level B or level C was, in all probability, the cause for 60 per cent of the mothers checking this job.

Two exceptions were found to the relation between the conditions found and the jobs checked by the most mothers. Few wool rugs were in level C (11.1 per cent), but 62 per cent of the mothers wanted to learn to prevent moth damage to wool floor coverings. Sixty per cent of the lamps and cords were in level A, yet

62 per cent of the mothers were interested in learning to repair lamp cords. Perhaps they had needed to perform such jobs in the past. The job of attaching a lamp socket and plug was checked by only 34 per cent of the mothers. Evidently this job occurred less often than did the job of making simple repairs to lamp cords.

Attaching a window shade to a roller must have been considered a simple and easy job for it was checked by only 15 mothers. Therefore, this job should not be included in planning an adult class.

It appeared that the units for high school girls based on home conditions and the one for the mothers based on their interests would be somewhat alike in course content.

Recommendations

Since suggested improvements for the existing conditions of home furnishings have been given earlier in this chapter, here the writer will state only four recommendations. More specific directions for applying these recommendations in high school and in adult classes will be found in Chapter VI.

1. A unit for high school girls on the maintenance of home furnishings should include as many practical problems in maintenance as possible. This would mean that time would be taken for actual repairing, remodeling, renovating, and

refinishing. Methods for optimum regular care of home furnishings would also be stressed.

2. Encouraging the selection of maintenance of home furnishings for home projects would help to improve existing conditions. This would enable other members of the family to work with the daughter and would tend to create their interest in making improvements.
3. A course, or courses, for adults should be offered to include the 25 jobs checked by a majority of the mothers. Such a large number of experiences could hardly be offered in one course, even for adults. However, the basic maintenance jobs could be experienced, and a desire established for experiment and further learning.
4. This study did not include the buying practices and the use of art principles in choosing and combining furnishings. A further study of these is recommended in order to make the study of home furnishings practical and satisfying in results.

Chapter VI

SUGGESTED UNITS ON HOME MAINTENANCE BASED ON THE FINDINGS OF THE STUDY

As explained in Chapter III, the conditions found in the 50 homes of Nacogdoches High School girls were to be used as a basis for the planning of a unit in high school homemaking classes, and the interests indicated by the mothers were to be used as the basis for a unit for adults.

Suggested unit in home maintenance for high school girls

The selection of materials for the unit which follows was based on the condition of furnishings with a frequency of 20 per cent or more in level C.

I. Finishing of floors

- A. Preparation of a new floor for finishing
- B. Preparation of an old floor for refinishing
- C. Choice of a finish
 - 1. Paint
 - 2. Stain
 - 3. Varnish
 - 4. Wax
 - 5. Shellac
 - 6. Oil

- D. Buying and assembling of the finishing materials
- E. Application of the finish
 - 1. Use of the finishing materials
 - 2. Care of brushes and other equipment
- F. Caring for finished floors regularly
- II. Maintenance of floor coverings
 - A. Caring for linoleum regularly
 - B. Painting old linoleum
 - C. Removing spots from wool or fiber rugs
- III. Care of window accessories
 - A. Cleaning roller-type shades
 - B. Laundering curtains
 - 1. Washing
 - 2. Drying
 - 3. Ironing
 - C. Hanging curtains
- IV. Maintenance of furniture
 - A. Remodeling or re-styling
 - 1. Trunks
 - 2. Metal beds
 - 3. Dressers
 - 4. Small tables
 - B. Refinishing
 - 1. Preparing the wood or metal for refinishing
 - a. Removing the old finish

- b. Repairing
 - (1) Tightening loose joints
 - (2) Gluing broken parts
 - (3) Replacing missing parts
- c. Filling holes in the wood
- 2. Choosing the new finish
 - a. Paint
 - b. Varnish
 - c. Oil
 - d. Stain
 - e. Wax
- 3. Buying and assembling the materials needed
- 4. Applying the new finish
 - a. Use of the finishing materials
 - b. Applying the new finish
 - (1) Use of the finishing materials
 - (2) Care of brushes and other equipment
 - c. Caring for furniture regularly
- 5. Re-upholstering
 - a. Choosing the upholstery material
 - b. Assembling the equipment needed
 - c. Removing the old cover
 - d. Replacing broken springs
 - e. Re-tying loose springs

- f. Adding the new cover
 - (1) Cutting
 - (2) Fitting
 - (3) Fastening into place
- 6. Making slip covers
 - a. Choosing materials and designs
 - b. Measuring for the amount of material
 - c. Making the pattern
 - d. Cutting out
 - e. Fitting the slip cover to the furniture
 - f. Finishing details
- 7. Caring for furniture regularly
 - a. Polishing
 - b. Cleaning upholstery
 - c. Removing spots from upholstery
 - d. Cleaning slip covers

Suggested unit in home maintenance for adult classes

The following outline for a unit in maintenance of home furnishings was planned for adult classes. It was based upon the jobs checked on the opinionnaire by 50 per cent or more of the mothers.

I. Maintenance of floors

- A. Removing the old finish from floors
 - 1. Materials needed
 - 2. Methods used

B. Refinishing floors

1. Preparation of the floor
2. Choice of the finish
 - a. Stain
 - b. Varnish
 - c. Wax
 - d. Shellac
 - e. Paint
 - f. Oil
3. Materials needed
4. Application of the finish
 - a. Use of the materials
 - b. Care of the equipment

II. Care of floor coverings

- A. Preventing moth damage to wool floor coverings
- B. Removing spots from fiber rugs
- C. Painting old linoleum

III. Maintenance of window accessories

- A. Re-styling curtains or draperies
 1. Choice of the style or design
 2. Combination with other materials
- B. Dyeing curtains
 1. Choice of dye
 2. Equipment needed
 3. Dyeing process

- C. Laundering curtains
 - 1. Washing
 - 2. Drying
 - 3. Ironing
 - D. Dry-cleaning draperies
 - 1. Materials and equipment needed
 - 2. Cleaning process
 - 3. Pressing
 - E. Cleaning shades
 - F. Adjusting the tension of window shades
- IV. Maintenance of furniture
- A. Removing white spots on wood furniture
 - B. Refinishing wood furniture
 - 1. Removing the old finish
 - a. Materials and equipment needed
 - b. Methods of removing the finish
 - 2. Repairing the furniture
 - a. Tightening loose joints
 - b. Gluing broken parts
 - c. Replacing missing parts
 - d. Strengthening weak parts
 - e. Filling holes in the wood
 - f. Choosing the new finish
 - (1) Paint
 - (2) Varnish
 - (3) Stain

(4) Wax

(5) Oil

g. Buying and assembling the materials
needed

h. Applying the new finish

(1) Use of the finishing materials

(2) Care of the equipment

C. Re-caning chair seats

1. Choosing the materials

2. Weaving the seat

D. Upholstering old furniture

1. Choosing upholstery materials

2. Assembling the equipment needed

3. Removing the old cover

4. Replacing broken springs

5. Re-tying loose springs

6. Padding

7. Adding the new cover

a. Cutting

b. Fitting

c. Fastening into place

E. Slip-covering old furniture

1. Choosing materials and slip cover
designs

2. Measuring for the amount of material
needed

3. Making the pattern

4. Cutting out the pieces

5. Fitting the slip cover

6. Finishing details

F. Removing soiled spots from upholstery

V. Maintenance of lamps and cords

A. Repairing lamp cords

B. Placing cords to avoid fire hazards

Chapter VII

SUMMARY

This study of the condition of home furnishings was made with the purpose of planning the content of home maintenance units for both high school and adult classes in homemaking.

Statement of the problem

The problem serving as a basis for this study was stated as follows:

What should be the content of units in home maintenance as indicated by the conditions found in the homes of high school girls in Nacogdoches, Texas?

The problem was analyzed into the following questions:

1. What is the condition of furnishings in the homes of the high school girls?
2. What furnishings have been discarded or are unused and what is their condition?
3. What improvements might be made in the existing conditions of home furnishings?
4. What are the interests of mothers in a course in home maintenance of furnishings?

Method of procedure

The homes of 50 girls in homemaking classes taught by the writer in Nacogdoches High School were used as a representative sample of the homes in Nacogdoches, Texas. Each of these homes was visited, and the conditions of furnishings in the living room, dining room, entrance hall, and bedrooms were observed. In order to make the observation as accurate as possible, the girls had been asked to make lists of their furnishings in inventory form. In addition, a rating device of descriptive levels A, B, and C, was constructed, and this device was evaluated by a group of five experienced homemaking teachers before it was used. After each home visit, each article of furnishings was rated level A (good), level B (fair), or level C (poor) on an observation sheet. Interviews with the mothers and daughters in their homes furnished a means of listing and examining the condition of discarded furnishings.

After the findings were tabulated, if an article of furnishings occurred in level C with a frequency of 20 per cent or more, this condition was considered indicative of a need for including it in the unit for high school girls.

Home maintenance jobs to be included in an adult class were listed in an opinionnaire which was checked by the mothers of the 50 girls. This opinionnaire also served as a survey of the number of mothers

92

interested in taking a course in maintenance of home furnishings.

Summary of findings

The following serves as a summary of the findings of this study:

Condition of furnishings in the homes of the high school girls.--Of the total wood and metal furnishings, 30.6 per cent were found to be in level C. The following pieces had a frequency of 20 per cent or more in level C:

- metal beds
- bookcases and secretaries
- wood chairs
- china closets
- dining tables
- dressers
- small tables
- trunks
- wardrobes
- whatnot stands

A percentage of 21.5 of upholstered furniture was found to be in level C. Both divans and upholstered chairs had a frequency above 20 per cent in poor condition.

Most of the shades and blinds were found to be in good or fair condition with only 10.4 per cent in

poor condition. Curtains were largely in level A or level B with only 15.2 per cent in level C. Draperies were also in good or fair condition, as a rule. However, 15.3 per cent of the 216 rooms studied had neither blinds nor draperies, 57.4 per cent had no curtains, and 83.8 per cent had no draperies.

Floors were finished in 69.4 per cent of the rooms, and 55.1 per cent of the rooms had some type of floor covering. About one-third of the floors were in level C. Of the 150 finished floors, the finish was poor in 20.1 per cent of the rooms. About two-thirds of the floor coverings were in level B.

Thirty-four per cent of the homes used kerosene for lighting. In the 66 per cent of the homes lighted by electricity, all of the 150 rooms had ceiling lights or drop cords, but in only 48 rooms were these supplemented with lamps. It was found that most of the lamps and cords were in good condition.

Condition of discarded furniture.--No discarded window accessories, floor coverings, or lamps and cords were found. Twenty-three pieces of wood furniture and nine pieces of upholstered furniture were found discarded. These pieces all needed refinishing, and the upholstered pieces needed to be re-upholstered. Some had parts broken or missing, joints loose, or seats worn.

9

Suggested improvements which might be made in the existing conditions of home furnishings.

1. Wood furniture should receive more regular care.
2. Jobs in the repair of furniture should be done.
3. Some pieces of furniture should be refinished.
4. Upholstered furniture should be kept clean.
5. Slip covers or new upholstery should be placed on some pieces of upholstered furniture.
6. More floors should be finished for protection, for appearance, and for ease in keeping them clean.
7. Finished floors and linoleum should be waxed.
8. Many of the rooms should be more adequately lighted for studying, reading, and sewing.
9. Discarded furnishings, particularly chairs, should be repaired and refinished and put into use.
10. Education needs to be given in choosing good quality in design and materials of furnishings.
11. Attention should be given to the application of art principles in the planning and furnishing of houses.

Interests of mothers in a course in home maintenance.--Twenty-two of the mothers, seven more than the 15 required by the state plan for an adult class, were interested in taking the course in maintenance of home furnishings. This group was representative of the total

number of women interested in this course. The jobs which 50 per cent or more wanted to learn, listed in order of their preference, were:

Upholster old furniture

Remove white spots caused by water or heat

Remove old finish from floors

Slip-cover old furniture

Re-cane chair seats

Refinish furniture

Remove soiled spots from upholstery

Remove old finish from furniture

Repair lamp cords

Prevent moth damage to wool floor coverings

Fill holes and cracks in furniture

Finish a floor which has never been finished

Paint old linoleum

Re-tie loose springs in upholstered furniture

Wax floors

Refinish floors

Re-style curtains or draperies

Replace broken springs in upholstered furniture

Place extension cords to avoid being a fire hazard

Clean shades

Remove spots from fiber rugs

Adjust tension of a window shade

Launder curtains

Dry clean draperies

Dye curtains

The existing conditions of home furnishings and the discarded furniture in the homes studied were used to determine the content of a high school course in repair, renovation, and refinishing of furnishings. Interests indicated by a majority of the mothers, who checked the home maintenance jobs they wanted to learn, were used to plan a unit for adult classes.

Recommendations

1. A unit for high school girls on the maintenance of home furnishings should include as many practical problems in maintenance as possible.
2. The selection of maintenance of home furnishings for home projects should be encouraged.
3. A course, or courses, for adults should be offered to include the 25 jobs checked by a majority of the mothers.
4. Further study of the buying practices and the use of art principles in choosing and combining furnishings is recommended.

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APPENDIX

APPENDIX CONTENTS

Appendix		Page
A	INVENTORY FORMS	104
B	OBSERVATION SHEETS.	106
C	DESCRIPTIVE LEVELS IN DETERMINING CONDITIONS OF HOME FURNISHINGS . .	107
D	INTEREST CHECK SHEET.	109
E	MASTER SHEET OF DATA.	111

Appendix A.--INVENTORY FORMS

Name _____

Address _____

Mother's name _____

	Living Room	Dining Room	Halls
Wood furniture			
Upholstered furniture			
Curtains, dra- peries, and shades			
Floor Kind Finish			
Floor coverings			
Lamps and cords			

Appendix A.--INVENTORY FORMS - Continued

Name _____ Address _____
 Mother's name _____

	Bedroom No. 1	Bedroom No. 2	Bedroom No. 3
Wood furni- ture			
Upholstered furniture			
Curtains, dra- peries, and shades			
Floor Kind Finish			
Floor cover- ings			
Lamps and cords			

Appendix B.--OBSERVATION SHEETS

Girl's Name _____

Mother's Name _____

Her Address _____

Furnishings	Condition				Furnishings	Condition			
	Level A	Level B	Level C	Remarks		Level A	Level B	Level C	Remarks
Wood furniture					Wood furniture				
Upholstered furniture					Upholstered furniture				
Curtains, draperies, and shades					Curtains, draperies, and shades				
Floor					Floor				
Floor covering					Floor covering				
Lamps and cords					Lamps and cords				

Appendix C.--DESCRIPTIVE LEVELS USED IN DETERMINING CONDITIONS OF HOME FURNISHINGS

Type of furnishing	Level A	Level B	Level C
Wood furniture	Finish unmarred Joints firm Parts unbroken	Finish slightly marred Joints firm Parts unbroken	Finish greatly marred Joints loose Parts broken or missing
Upholstered furniture	Finish unmarred Springs firm and unbroken Upholstery or slip covers clean, un- faded and unworn	Finish slightly marred Springs firm and unbroken Upholstery or slip covers slightly soiled, or faded but not greatly worn	Finish greatly marred Springs loose or broken Upholstery soiled and worn
Curtains, draperies, and shades	Curtains and dra- peries clean and well ironed Rods in shape Materials unworn and unfaded Finishes neat Shades unbroken and clean	Curtains and dra- peries clean but poorly ironed Materials faded but not worn Finishes need cor- rection Shades unbroken but slightly soiled or frayed	Curtains and draperies limp and soiled Rods out of shape Materials worn and faded Finishes conspicuously poor Shades broken and soiled

Appendix C.--DESCRIPTIVE LEVELS USED IN DETERMINING CONDITIONS OF HOME FURNISHINGS
- Continued

Type of furnishing	Level A	Level B	Level C
Floors and floor coverings	Floor not worn Floor finish smooth and easily cleaned Covering clean, unfaded, and unworn	Floor slightly worn Floor finish worn and difficult to keep clean Covering not badly worn but may be slightly soiled or faded	Floor badly worn and with no finish Covering badly worn and faded
Lamps and cords	Lamp shades clean Base clean and unscarred Cords, plugs, and sockets unworn and unbroken Cords not fastened to walls and woodwork	Lamp shades soiled Bases scarred Cords not worn Plugs and sockets not broken	Lamp shades soiled and torn Bases scarred and may be broken Cords worn Plugs and sockets broken and out of order

Appendix D.--INTEREST CHECK SHEET

It is possible that an adult class for those interested in maintenance of home furnishings will be organized. This class would be held at school and there would be no charge for attendance. If the plans for having such a class materialize, you will be notified so that you can attend if you would like to do so.

In order to teach the things that you homemakers would like to know, would you help by checking below the items you think should be included in the course? You will notice that there is space for you to list other items not included here if you would like to see them in the course.

	Yes	No
<u>Furniture</u>		
Replace broken chair rail or rung.....		
Strengthen weak joints in furniture with angle irons.....		
Glue loose joints.....		
Repair leg of chair or table.....		
Re-cane chair seats.....		
Remove old finish.....		
Fill holes and cracks in furniture.....		
Refinish furniture.....		
Wax furniture.....		
Clean and polish wood furniture.....		
Remove white spots caused by water or heat		
Removed soiled spots from upholstery.....		
Re-tie loose springs in upholstered furniture.....		
Replace broken springs in upholstered furniture.....		
Upholster old furniture.....		
Slip-cover old furniture.....		
Relieve a sticking drawer.....		
Fasten loose drawer bottoms.....		
Replace drawer pulls.....		
Others:		

Curtains, draperies, and shades

Laundry curtains and draperies.....		
Dry-clean draperies.....		
Dye curtains.....		
Re-style curtains or draperies.....		
Hang curtains or draperies.....		
Adjust tension of a window shade.....		
Attach a window shade to a roller.....		
Clean shades.....		
Clean venetian blinds.....		
Others:		

Appendix D.--INTEREST CHECK SHEET - Continued

	Yes	No
<u>Floors and floor coverings</u>		
Remove old finish from floor.....		
Sand floor.....		
Finish floor which has never been finished.....		
Refinish floor.....		
Wax floor.....		
Paint old linoleum.....		
Wax linoleum.....		
Remove spots from fiber rugs.....		
Clean fiber rugs.....		
Prevent moth damage to wool floor coverings.....		
Repair broken places in fiber rugs.....		
Others:		

<u>Lamps and cords</u>	
Clean lamp shades.....	
Clean metal base of lamps.....	
Repair lamp cords.....	
Attach lamp socket and plug.....	
Place cords to avoid fire hazard.....	
Others:	

Would you be interested in attending a class on home maintenance of furnishings? (check)	
If so, check the time which would be most convenient for you.....	A.M. P.M.
Monday...	
Tuesday..	
Wednesday	
Thursday.	
Friday...	

Name _____

Appendix E.--MASTER SHEET OF DATA

Home	Location		Type Home	Number of Rooms in Homes										Number of Rooms in Study	Total Number of Rooms in Home	Number of Pieces of Furniture Discarded
	Urban	Rural		Apartment	One-Family Dwelling	Living Room	Dining Room	Combination Living-Dining	Combination Living-Bedroom	Entrance Halls	Bedrooms (not combination)					
1	1			1		1		1	1	1	2	3	4	5	7	
2		1		1		1		1			1			4	5	
3	1		1		1						1			3	4	
4	1			1	1				1				1	7	10	
5		1		1		1		1		1				3	4	
6		1		1	1	1					1			4	5	2
7		1		1	1	1						1		5	6	
8		1		1	1						1			3	5	
9	1			1	1	1						1		5	7	
10		1		1	1						1			3	4	
11	1			1	1	1					1			4	6	
12		1		1		1		1		1				3	4	1
13	1			1	1	1						1		5	7	2
14	1			1	1	1			1			1		6	7	1
15	1			1	1	1					1			4	5	1
16		1		1	1	1			1			1		6	8	1
17		1		1	1	1					1			4	5	
18	1			1	1	1			1		1			5	7	
19	1			1	1	1			1			1		6	8	1
20		1		1		1		1		1				3	4	
21		1		1	1						1			3	5	

22	1	1	1	1	1		1	7	9	2
23	1	1	1		1	1		4	6	
24	1		1	1	1	1		1	7	10
25		1	1	1	1		1	4	6	
26		1	1		1	1	1	4	6	
27		1	1			1	1	2	3	
28	1	1				1	1	2	3	
29		1	1	1			1	5	7	2
30		1	1		1		1	4	5	3
31		1	1		1	1	1	5	6	3
32	1		1	1	1		1	4	6	
33	1		1	1	1		1	4	6	
34	1		1	1	1		1	5	7	
35		1	1			1	1	4	5	1
36		1	1			1	1	3	4	
37	1		1	1	1	1	1	5	7	1
38	1		1	1	1	1	1	5	7	1
39	1		1	1	1	1	1	5	17	2
40		1	1		1	1	1	5	6	1
41		1	1	1			1	4	5	
42		1	1		1	1	1	3	4	
43		1	1		1	1	1	5	6	
44		1	1	1	1		1	4	5	1
45		1	1			1	1	3	4	
46	1		1	1	1		1	4	5	
47		1	1	1			1	5	6	3

48	1	1	1	1		1	1	6	8					
49	1	1			1	1		2	3					
50	1	1	1	1			1	5	6	2				
<hr/>														
To-														
tal	21	29	4	46	33	36	1	16	15	626	15	3216	298	32
<hr/>														

Home	Room	Beds (Metal)	Beds (Wood)	Bookcases and Secretaries	Buffets	Chairs (All wood)	Chests	China Closets	Desks	Dining Tables	Dressers	Trunks	Magazine Racks	Musical Pieces (Pianos and Radios)	Sewing Machines
		A B C	A B C	A B C	A B C	A B C	A B C	A B C	A B C	A B C	A B C	A B C	A B C	A B C	A B C
1	L				1	6				1					
	D														
	H														1
	B		3 1			1 1	1				2				
	T		3 1		1	7 1	1			1	2				1
2	L														
	D						1	1		1		1			
	H														
	B	2 2				1 1					1 1			1	1
	T	2 2				1 1	1	1		1	1 1	1		1	1
3	L														
	D														
	H														
	B	1 1		1		2	1				2				1
	T	1 1		1		2	1				2				1
4	L				1	6		1		1			1	1	
	D														
	H			1										1	
	B		1 3			1 4 1	1 2		2		2 2				1
	T		1 3	1	1	1 0 1	1 2	1	2	1	2 2		1	2	1
5	L														
	D					6		1		1					
	H														
	B	4				4	2		1					1	1
	T	4				10	2	1	1	1				1	1

		A B C	A B C	A B C	A B C	A B C	A B C	A B C	A B C	A B C	A B C	A B C	A B C	A B C	A B C
6	L					1								1	
	D					3		1		1					
	H														
	B	3									1 1				
	T	3				4		1		1	1 1			1	
7	L				1	6				1			1		
	D														
	H														
	B	1 3				1	3				3				
	T	1 3			1	7	3			1	3		1	1	
8	L			1									1		
	D														
	H														
	B	2	1			2	1				1 1				
	T	2	1	1		2	1				1 1		1		
9	L				1	4		1		1				2	
	D														
	H														
	B		2 1			1	2 1				2 1				1
	T		2 1		1	5	2 1	1		1	2 1			2	1
10	L												1	1	
	D														
	H														
	B	2					1				2				
	T	2					1				2		1	1	
11	L			1	1					1					
	D														
	H														
	B	3									3			1	1
	T	3		1	1				1		3			1	1

		A B C	A B C	A B C	A B C	A B C	A B C	A B C	A B C	A B C	A B C	A B C	A B C	A B C	A B C	A B C
12	L					6		1		1						
	D															
	H															
	B	3					2				2					
	T	3				6	2	1		1	2					
13	L					6			1						1	
	D									1						
	H															
	B	2	3			2	1				1	1			1	1
	T	2	3			6	2	1		1	1	1			2	1
14	L			1												
	D								1	1					1	
	H															
	B		3					1	3			1	1			
	T		3	1				1	3		1	1	1		1	
15	L					6		1		1						
	D															
	H															
	B		3				2					1				
	T		3			6	2	1		1	1					
16	L			2		2	1								1	1
	D				1					1						
	H															
	B		4			1	1	3		2		2				
	T		4	2	1	3	2	3		2	1	2			1	1
17	L					6								2	1	1
	D				1	6				1						
	H															
	B	2	1									1	1			1
	T	2	1		1		1	2		1	1	1		2	1	1

		A B C	A B C	A B C	A B C	A B C	A B C	A B C	A B C	A B C	A B C	A B C	A B C	A B C	A B C
18	L			1					1					1	
	D				1					1					
	H						1								
	B		1 2				1 2				1 1				1
19	T		1 2	1	1		1 3		1	1	1 1			1	1
	L								1					2	
	D				1					1					
	H										1				
20	B		1 2			1	3 1				1 2			1	1
	T		1 2		1	1	3 1		1	1	1 2			3	1
	L														
	D					4		1							
21	H														
	B	1	1				4	1			2		1		1
	T	1	1				8	2			2		1		1
	L						1						1		
22	D														
	H														
	B	1	1				1				1 1				1
	T	1	1				1 1				1 1		1		1
23	L			1										2	
	D				1					1					
	H														
	B		1 3		1		2	1 4		2		1 3			1
24	T		1 3	1 1	1		2	1 4		2	1	1 3		2	1
	L			3		2								1	
	D														
	H														
25	B	1	1				2	1 1		1		2		1	
	T	1	1	3		2 2	2 1		1		2			1 1	

		A B C	A B C	A B C	A B C	A B C	A B C	A B C	A B C	A B C	A B C	A B C	A B C	A B C
24	L				1	6			1					
	D					1								
	H		3 1			1	2 5		1		3 1		1	
	B		3 1		1	6 1 1	2 5		1	1	3 1		1	
25	T													
	L				1		2			1			1	
	D													
	H													
26	B	4	1	1		1 3	3				1			
	T	4	1	1	1	1 3	5			1	1			
	L	1											1	
	D									1				
27	H													
	B	1	1				3				1 1			
	T	2	1				3			1	1 1		1	
	L													
28	D													
	H													
	B	2				2	1				1		1 1	
	T	2				2	1				1		1 1	
29	L					2			1					
	D				1					1				
	H													
	B	2 1		1		1 2					1 1	2		1
29	T	2 1		1	1	3 2			1	1	1 1	2		1

		A B C	A B C	A B C	A B C	A B C	A B C	A B C	A B C	A B C	A B C	A B C	A B C	A B C	A B C
30	L			1		6						1		1	1
	D														
	H														
	B	2 3				1 1	2 1				2			1	
	T	2 3		1		1 7	2 1				2	1		2	1
31	L														
	D					4		2 1		1					
	H					2						1			
	B		3 2	1		1 4	1 1				1 2			1	2
	T		3 2	1		1 10	1 1	2 1		1	1 2	1		1	2
32	L													1	
	D				1					1					
	H														
	B	2	2				1 3				2				1
	T	2	2		1		1 3			1	2			1	1
33	L													1	
	D				1					1					
	H														
	B	1	1 1				1 2				1 1				
	T	1	1 1		1		1 2			1	1 1			1	
34	L													1	
	D				1					1					
	H														
	B	1	2			2 2	3				3	1		1	
	T	1	2		1	2 2	3			1	3	1		1 1	
35	L														
	D														
	H														
	B	2 1	1			4 8	2 1		1		2 1			1	1
	T	2 1	1			4 8	2 1		1		2 1			1	1

		A B C	A B C	A B C	A B C	A B C	A B C	A B C	A B C	A B C	A B C	A B C	A B C	A B C
36	L													
	D													
	H													
	B	1	1 1							3			1	
	T	1	1 1							3			1	
37	L			1				1				1	1	
	D				1				1					
	H													
	B		3				1			2		1		1
	T		3	1	1		1		1	2		2	1	1
38	L			1										
	D				1	6								
	H													
	B		2			1	2 1		1		1			1
	T		2	1	1	7	2 1		1	1	1			1
39	L													
	D				1	24 6				6				
	H												1	
	B		3			1 1	1			2				
	T		3		1	25 7	1			6	2		1	
40	L					6		1		1				
	D													
	H													
	B	1 4				2 4				3	2		1 1	
	T	1 4				2 10		1		1	3	2	1 1	
41	L					2	1				1		1	
	D													
	H													
	B	1 2	2			2	1 1			2				1
	T	1 2	2			4	2 1			3			1	1

[illegible]

		A B C	A B C	A B C	A B C	A B C	A B C	A B C	A B C	A B C	A B C	A B C	A B C	A B C	A B C
48	L					2 1									2
	D				1	6				1					
	H					1									
	B		4			3 3	1 1			3					1
49	T		4		1	6 10	1 1			4					3
	L														
	D														
	H														
50	B		2		1		1				1	1		1	
	T		2		1		1				1	1		1	
	L									1					2
	D				1										
Total	H		1 1 1				1				1 1				1
	B		1 1 1				1			1	1 1			2	1
	T		1 1 1		1		1			1	1 1			2	1
Total		6 4 5 2 9	2 2 5 4 7	3 1 5 5	6 1 5 1	1 8 1 0 2 1 3 9	2 5 0 1 8	1 8 6	2 1 4 2	8 2 4 1 2	1 7 6 0 3 0	0 1 1 2	1 1 0 2	1 0 3 5 7	4 2 4 1

		A B C	A B C	A B C	A B C	A B C	A B C	A B C	A B C	A B C		A B C		A B C	
6	L	1					2		1			1	1	1	
	D										1	1			1
	H														
	B					1			2				2		2
	T	1				1	2		1 2		1	1	3	1	3
7	L	2			1	3	2		1			1			1
	D								1				1		1
	H														
	B	2				1 1	4		1 2				3		3
	T	4			1	1 4	6		3 2			1	4		5
8	L	1			1		1 1 2		1			1			1
	D														
	H														
	B					1			1 1			2			2
	T	1			1	1	1 1 2		2 1			1 2			3
9	L			1	1	1	1 1	1		1			1	1	
	D	1								1			1	1	
	H														
	B					2				3			3	1 1	1
	T	1		1	1	3	1 1	1		5			5	3 1	1
10	L	1		2	1	1	1		1			1			1
	D														
	H														
	B	1			1	1			2				2		2
	T	2		2	1 1	2	1		3			1	2		3
11	L	1 1			1		2	2		1			1		1
	D						6			1			1		1
	H														
	B	2				1	1 2		1	1			2		2
	T	1 3			1	1	3 8	2	1	3			4		4

		A B C	A B C	A B C	A B C	A B C	A B C	A B C	A B C	A B C	A B C	A B C	
12	L												
	D								1			1	
	H										1		
	B		2			1		1		1 1		1	1
	T		2			1		1		1 2		1 1 1	
13	L	3			1	1		1 1	4		1		1
	D	1									1		1
	H										1		1
	B		2			2 1					3		3
	T	4 2			1	3 1		1 1	4		5		5
14	L	2			1		1	2	2	1		1	1
	D	1				2		6			1	1	1
	H	2				1						1	1
	B	2				1 1		3		3		1	3
	T	7			1	1 5		1 1 1	2	4		2 2	4
15	L	1 1			1			2	1		1		1
	D										1		1
	H												
	B							2 2		1 1 1		1	1
	T	1 1			1			2 4	1 1	1 1 2		1	3
16	L	4			1	1		1 2 4		1		1	1
	D	1						6		1		1	1
	H										1		1
	B	3 1				2 1		3	3	3		1	3
	T	8 1			1	2 2		10 2 7		5		1	4
17	L		1							1			1
	D									1			1
	H												
	B									2			2
	T		1							2 2			4

		A B C	A B C	A B C	A B C	A B C	A B C	A B C	A B C	A B C		A B C		A B C	
18	L	4 1						2		1			1	1	
	D						6			1			1	1	
	H										1		1		1
	B	1 1				1 1		2		2		2			2
	T	5 2				1 1	6	4		4	1	2	3	2	3
19	L	2			1		3	1		1		1			1
	D						6			1		1			1
	H	1									1		1		1
	B	1 1				1 1	1 3	2	1 2			1 1	1		3
	T	3 1			1	1 1	1 12	3	1 4		1	1 3	2		6
20	L														
	D	1									1	1			1
	H														
	B	1							1		1	1	1		2
	T	2							1		2	1 1	1		3
21	L	2			2		4		1			1			1
	D														
	H														
	B		1				1		2				2	1	1
	T	2	1		2		5		3			1	2	1	2
22	L	3			1		2	1	1			1		1	
	D						6		1			1		1	
	H										1		1		1
	B					1 1	2		4			1 3			4
	T	3			1	1 1	6 4	1	6		1	3 3	1	2	5
23	L	1 1			1		2	1	1			1			1
	D														
	H	1									1		1		1
	B	4				1	1	3	2			2			2
	T	1 6			1	1	3	4	3		1	3	1		4

		A B C	A B C	A B C	A B C	A B C	A B C	A B C	A B C	A B C		A B C		A B C	
24	L	3			1		1 2	1	1			1	1		
	D								1			1			1
	H	1									1				1
	B	1					1 4		4			4			4
	T	5			1		2 6	1	6		1	5	2	1	6
25	L	1			1		2 1		1				1	1	
	D						4 2		1				1	1	
	H														
	B		1					2	1		1		2	2	
	T	1	1		1		6 5		2 1		1		4	2 2	
26	L	1			1		1		1				1		1
	D						4		1				1		1
	H								1						
	B	2	1			1	1		2				2	1	1
	T	2 1	1		1	1	6		3 1				4	1	3
27	L														
	D														
	H														
	B	2							1 1				2		2
	T	2							1 1				2		2
28	L														
	D														
	H	1									1		1		1
	B								1			1			1
	T	1							1		1		1		2
29	L	1			1		1		1			1			1
	D						6		1				1		1
	H														
	B						1	1	3			1	2		3
	T	1			1		6 2	1	2 3			1 1	3		5

		A B C	A B C	A B C	A B C	A B C	A B C	A B C	A B C	A B C		A B C		A B C	
30	L	1					8		1			1			1
	D														
	H														
	B	2 1	1			1 2	1		1		2		3		3
	T	3 1	1			1 2	9		2		2	1	3		4
31	L														
	D	1													
	H		2									1		1	1
	B	1 2	2	2					3				1 2		3
	T	2 4	2	2					3		2		1 4		5
32	L	1 2	1		1		2 2	2	1				1	1	
	D						6		1			1			1
	H														
	B	1					2	4	2			1	1	1	1
	T	1 3	1		1		2 10	2 4	4			1 1	2	1 1	2
33	L	4			1		2	1	1				1	1	
	D						6		1				1	1	
	H														
	B	1 2					2 2		2			1	1	1	1
	T	5 2			1		8 4	1	4			1	3	1 2	1
34	L	3 1			1		1 1		1			1		1	
	D	1					6		1			1			1
	H														
	B						2 1	1 1	1 2			2	1		3
	T	3 2			1		1 9 1	1 1	3 2			4	1	1	4
35	L														
	D														
	H														
	B	2		1		1	1	3	1 3			1	3		4
	T	2		1		1	1	3	1 3			1	3		4

		A B C	A B C	A B C	A B C	A B C	A B C	A B C	A B C	A B C		A B C		A B C
36	L													
	D													
	H													
	B	2	1			1	1 4		2		1	1 2		3
	T	2	1			1	1 4		2		1	1 2		3
37	L	1 1		3	1		1 1 1		1			1		1
	D				1		6		1			1		1
	H	1							1			1		1
	B			2	1		2		1 1			2		2
	T	1 2		5	1 2		9 1 1		1 4			3	2	5
38	L	2 2			1		2	2	1			1		1
	D								1			1		1
	H	1									1		1	1
	B	2			1		1 1	1 1				2		2
	T	2 5			1 1		2	1 3	3 1		1	4	1	5
39	L	1 2			1 1		2 1	1	1		1	1		1
	D										1		1	1
	H	1			1		2					1		1
	B	3				2	1		2			2		2
	T	1 6			1 2	2	2 4	1	3		2	3	2	4
40	L													
	D								1				1	1
	H	1									1		1	1
	B	1 1	1		1				3			1 2		3
	T	1 2	1		1				4		1	1 4		5
41	L	1				1	2		1			1		1
	D													
	H													
	B	1 1							1 2			2 1		3
	T	2 1				1	2		2 2			3 1		4

		A B C	A B C	A B C	A B C	A B C	A B C	A B C	A B C	A B C		A B C		A B C	
42	L														
	D								1			1			1
	H														
	B	2				1			2				2		2
	T	2				1			3			1	2		3
43	L														
	D								1			1			1
	H														
	B	2 2	2				2		2 2			1	3		4
	T	2 2	2				2		3 2			1 1	3		5
44	L		1			1		1 1		1			1		1
	D										1		1		1
	H														
	B		1					2		1 1			1 1		2
	T		2			1		1 3		2 1		1	3 1		4
45	L														
	D														
	H														
	B	1 1		1	2				3				3		3
	T	1 1		1	2				3				3		3
46	L		1			1		1	1			1		1	1
	D										1		1		1
	H														
	B										2	1	1	1 1	
	T		1			1		1	1		4	1	3	1 1	2
47	L		1 2			2		1 1		1			1	1	
	D							6		1			1	1	
	H														
	B					2		2	1 2		2 1		1 2		3
	T		1 2			2		1 2	1 8 2		2 2 1		1 4	2	3

		A B C	A B C	A B C	A B C	A B C	A B C	A B C	A B C	A B C		A B C		A B C
48	L	1			1		1 1	2	1			1	1	
	D	1					1	1	1			1		1
	H	1			1		1	1	1			1		1
	B	1					3 3	1	2 1			1 2		3
	T	4			2		4 4	5	3 3			1 3	2	5
49	L													
	D													
	H													
	B	1			1 1	1	2 1	1 1	1 1			2	1	1
	T	1			1 1	1	2 1	1 1	1 1			2	1	1
50	L	1			1	1	2		1			1		1
	D						6				1 1		1	
	H													
	B	1 2	2			1			3			2	1	3
	T	1 3	2		1	2	8		4		1	1 2	2	4
Total		379248	014 5	111 4	81914	1531 94715051	4427 2767119	17 0 033	374114124	1914 2181				

Home	Room	Floors															Floor Coverings										Lighting					
																											Electric					
		Pine			Hardwood			Painted			Varnished			Shellacked			Stained With Oil			Unfinished	Linoleum			Large Wool Rugs			Throw Rugs			Matting	None	Ceiling
	A	B	C	A	B	C	A	B	C	A	B	C	A	B	C	A	B	C	A	B	C	A	B	C	A	B	C					
1	L																		1									1	1			
	D		1																1									1	1			
	H		1																1									1	1			
	B		3																3		1							2	3			
2	T		5																5		1							4	5			
	L																															
	D		1																1									1				
	H																															
3	B																		3		1	1						1				2
	T		4																4		1	1						2				2
	L				1						1																		1	1		
	D																															
4	H																															
	B				2						2																		2	2		
	T				3						3																		3	3		
	L																															
5	D	1			1						1																		1	1		
	H																															
	B	1			1						1																	1	1			
	T	1			3						4																	1	4	4		
6	L	2			5						7																	1	7	5		
	D		1																													
	H																															
	B		2																													
7	T		3																													
	L																															
8	D																															
	H																															
	B																															
	T																															

		A B C	A B C	A B C	A B C	A B C	A B C		A B C	A B C	A B C	A B C				
6	L	1						1	1							
	D	1						1					1			
	H															
	B	2						2					2			2
	T	4						4	1				3			2
7	L	1						1			1					3
	D	1						1	1							2
	H															
	B	3						3					3			
	T	5						5	1		1		3			5
8	L	1				1		1						1	1	
	D															
	H															
	B	2				2		2					2			
	T	2 1				3		1 2					3	1		
9	L	1		1						1				1	1	
	D	1		1				1						1		
	H															
	B	2 1		2 1				1 1		1			3			
	T	3 2		3 2				2 1	1	1			5	1		
10	L	1		1				1								1
	D															
	H															
	B	2		2				1					1			
	T	3		3				2					1			1
11	L	1			1					1				1	1	
	D	1			1								1	1		
	H															
	B	2			2								2	2		
	T	4			4					1			3	4	1	

		A B C	A B C	A B C	A B C	A B C	A B C		A B C	A B C	A B C	A B C				
12	L															
	D	1						1					1			
	H															
	B	2						2	2							2
	T	3						3	2				1			2
13	L		1		1								1	1	1	
	D		1		1								1	1		
	H															
	B		3		3			1					2	3		
	T		5		5			1					4	5	1	
14	L	1			1								1	1	1	
	D	1			1								1	1		
	H	1			1								1	1		
	B	3			3								3	3		
	T	6			6								6	6	1	
15	L	1			1			1						1	1	
	D	1			1				1					1		
	H															
	B	1 1			1			1	1				1	2	1	
	T	3 1			3			1	2 1				1	4	2	
16	L		1		1					1				1	1	
	D		1		1					1				1		
	H		1		1						1			1		
	B		3		3						1		2	3	2	
	T		6		6					2	1 1		2	6	3	
17	L	1						1					1			2
	D	1						1					1			1
	H															
	B	2						2					2			2
	T	4						4					4			5

		A B C	A B C	A B C	A B C	A B C	A B C	A B C	A B C	A B C	A B C				
18	L		1		1				1				1	1	
	D		1		1				1				1		
	H		1		1							1	1		
	B		2		1 1					2			1	1	
	T		5		1 4				2	2		1	4	2	
19	L		1		1				1				1	1	
	D		1		1				1				1		
	H		1		1							1	1		
	B		3		3				2	1			3	2	
	T		6		6				4	1		1	6	3	
20	L							1				1			1
	D	1													
	H							2				2			2
	B	2						3				3			3
	T	3													
21	L	1		1					1						1
	D														
	H							1				1			2
	B	2		1	1			1				1			3
	T	3		2	1			1	1			1			
22	L		1		1			1					1	1	
	D		1		1			1					1		
	H		1		1					1			1		
	B		2 2		4			2				2	4		
	T		2 5		7			1 3		1		2	7	1	
23	L	1			1					1			1	1	
	D														
	H	1			1							1	1		
	B	1 1			2							2	2	1	
	T	3 1			4					1		3	4	2	

		A B C	A B C	A B C	A B C	A B C	A B C	A B C	A B C	A B C	A B C			
24	L		1		1					1			1	1
	D		1		1							1	1	1
	H		1		1					1			1	
	B		4		4				1	3			4	
	T		7		7				1	5		1	7	2
25	L	1					1		1				1	
	D	1					1		1				1	
	H							1						
	B	2			2							2	2	
	T	1 3			2		2		1	1		2	4	
26	L	1			1				1				1	
	D	1			1				1				1	
	H													
	B	2			2							2	2	
	T	4			1 3				2			2	4	
27	L													
	D													
	H													
	B	2					2					2		2
	T	2					2					2		2
28	L													
	D													
	H	1		1								1	1	
	B	1		1					1				1	
	T	2		2					1			1	2	
29	L	1					1			1			1	
	D	1					1					1	1	
	H													
	B	3					2 1		1			2	3	1
	T	5					4 1		1		1	3	5	1

		A B C	A B C	A B C	A B C	A B C	A B C		A B C	A B C	A B C	A B C				
30	L	1						1	1							1
	D															
	H															
	B	3						3	1				2			3
	T	4						4	1 1				2			4
31	L															
	D	1						1	1							1
	H	1						1					1			
	B	3						3	1		1		1			3
	T	5						5	1 1		1		2			4
32	L	1			1					1				1	1	
	D	1			1				1					1		
	H															
	B	2			2			1					1	2	2	
	T	4			4			2	1				1	4	3	
33	L		1		1								1	1	1	
	D		1		1								1	1		
	H															
	B		2		2						1 1			2		
	T		4		4						1 1		2	4	1	
34	L	1			1								1	1		
	D	1			1			1						1		
	H															
	B	3			3			1					2	3	2	
	T	5			5			1 1					3	5	2	
35	L															
	D															
	H															
	B	1 3		1				3	1 1				2	4	2	
	T	1 3		1				3	1 1				2	4	2	

		A B C	A B C	A B C	A B C	A B C	A B C		A B C	A B C	A B C	A B C				
36	L															
	D															
	H															
	B	3						3					3			3
	T	3						3					3			3
37	L	1			1			1					1	1		
	D	1			1			1					1	1		
	H	1			1								1	1		
	B	2			2			2					2	2		
	T	5			2 3			4					1	5	1	
38	L		1		1				1				1	1	1	
	D		1		1								1	1		
	H		1		1								1	1		
	B		2		2			1		1			1	1	1	
	T		5		5			1	1	1			2	4	2	
39	L		1		1				1				1	1	1	
	D		1		1								1	1		
	H		1		1						1		1	1		
	B		2	1 1	1					1			1	2		
	T		5	1 1	3				1	2			2	5	1	
40	L							1					1			1
	D	1						1					1			
	H	1						1					1			
	B	2 1			2			1					3			3
	T	2 3			2			3					5			4
41	L	1		1				1						1		
	D													1		
	H															
	B	3		2			1	2					1	3		
	T	4		3			1	3					1	5		

		A B C	A B C	A B C	A B C	A B C	A B C	A B C	A B C	A B C	A B C				
42	L														
	D	1			1			1					1		
	H														
	B	2			2					1		1	2		
	T	3			3			1		1		1	3		
43	L														
	D	1						1				1			1
	H														
	B	1 3		1				3	2			2			4
	T	1 4		1				4	2			3			5
44	L									1					1
	D	1						1				1			1
	H	1						1							
	B	2						2	1			1			2
	T	4						4	1	1		2			4
45	L														
	D														
	H														
	B	3					3		2			1	3		
	T	3					3		2			1	3		
46	L		1					1	1				1	1	
	D		1					1	1				1		
	H														
	B		2					2	2				2		
	T		4					4	2 2				4	1	
47	L		1			1			1						1
	D		1			1			1						1
	H														
	B		3			3			1 1			1			3
	T		2 3			5			2 1 1			1			5

		A B C	A B C	A B C	A B C	A B C	A B C	A B C	A B C	A B C	A B C				
48	L	1			1				1				1	1	
	D	1			1					1			1	1	
	H	1			1						1		1	1	
	B	3			2 1			1 1	1				3	1	
	T	6			5 1			1 1	2 1	1			6	4	
49	L														
	D														
	H														
	B		2		2			1	1				2	2	
	T		2		2			1	1				2	2	
50	L	1			1			1					1		
	D	1			1							1	1		
	H														
	B	1 2			1		2		1			2	3		
	T	3 2			3		2	1	1			3	5		
Total		13 67 71	29 31 0	6 10 5	21 73 21	0 3 0	0 6 5 66	14 39 11	5 19 3	6 20 1	0 1 0	97 150	48 56		

RESULTS OF MOTHERS' INTEREST CHECK SHEETS *

[illegible]

*As recorded y = yes n = no b = blank (no reply)

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