

GUIDES FOR A COURSE IN
HOUSEPLANNING AND DECORATING

By

MARY ESTILL YATES KLINGSTEDT

Bachelor of Arts
Oklahoma State University
Stillwater, Oklahoma
1945

Master of Science
Oklahoma State University
Stillwater, Oklahoma
1953

Submitted to the Faculty of the Graduate School of
the Oklahoma State University
in partial fulfillment of the requirements
for the degree of
DOCTOR OF EDUCATION
August, 1958

NOV 5 1958

GUIDES FOR A COURSE IN
HOUSEPLANNING AND DECORATING

Thesis Approved:

Lee Townsend Smith

Thesis Adviser

Andrew Holley

James E. Montgomery

Anna May Johnson

Guy A. Lacey

Robert M. ...

Dean of the Graduate School

409936

PREFACE

The problem of providing for adequate housing has long been a major concern of many American families. This concern has been augmented in recent years by the fact that the increase in the number of housing units has been less than the increase in the number of family units. The traditional desire of the American people for home ownership, the current shortage of suitable housing, the social values of adequate housing, a recognition of the emotional aspects of better housing and of home ownership, and the relation of housing to family living and to the physical and mental health of the occupants have added impetus to the concern.

In the light of such national interest and concern, the writer, as a student of housing and design and as a teacher in the department of Housing and Interior Design in the College of Home Economics of Oklahoma State University, felt a definite need to improve her course offerings in the field of housing and design through this study of the opinions of experts concerning a course in houseplanning and decorating.

The writer is indebted to many people who have served in different capacities for their contributions to this study.

Deepest gratitude is expressed to Dr. Ida T. Smith, Professor of Education, for her untiring effort, encouragement and the valuable advice she gave during the time this research was in progress.

Appreciation is also expressed to Dean J. Andrew Holley of the College of Education and Dr. James E. Montgomery, Head, Department of Housing and Interior Design for their interest and encouragement as well as their helpful criticism. The writer gratefully acknowledges the contributions of committee members, Miss Anna May Johnson, Professor of Home Economics Education and Mr. Guy A. Lackey, Professor of Education for their participation as members of the committee.

Indebtedness is also acknowledged to the teachers at the various land-grant institutions who participated in the study by giving valuable time and information that made this study possible.

M.E.Y.K.

TABLE OF CONTENTS

Chapter	Page
I. INTRODUCTION	1
Statement of the Problem	5
Purposes of the Study	5
Need for the Study	5
Scope of the Study	7
Definition of Terms	7
Methodology of the Study	8
Design of the Checklist	8
Selection of the Respondents	10
Summary	12
II. SURVEY OF LITERATURE	14
III. TOTAL RESPONSES TO CHECKLIST	24
Total Response to the Entire Checklist	24
Total Response to the Areas of Course Content	24
Total Response to Areas on the Checklist	
According to Training of Respondents	26
Total Response to Areas on the Checklist	
According to Courses Taught by Respondents	31
Summary	33
IV. ITEM RESPONSE TO CHECKLIST	36
Total Response to Items on Checklist	36
Total Response to Items on the Checklist	
According to Training of Respondents	40
Total Response to Items on the Checklist	
According to Courses Taught by Respondents	50
Item Responses by Areas	58
Item Responses by Areas According to	
Training of Respondents	63
Item Responses by Areas According to	
Courses Taught by Respondents	72
Summary	77

Chapter	Page
V. RESPONSES TO CHECKLIST CONCERNING SEQUENCE OF AREAS OF COURSE CONTENT	81
VI. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS	84
Findings of the Study.	85
Conclusions	90
Recommendations	91
BIBLIOGRAPHY	93
APPENDIXES	96
Appendix A	97
Appendix B	103
Appendix C	105
Appendix D	110
Appendix E	112
Appendix F	114

LIST OF TABLES

Table	Page
I. Total Responses to Checklist Areas	25
II. Total Responses to Areas on the Checklist According to Training of Respondents	27
III. Total Responses to Areas on the Checklist According to Courses Taught by Respondents	32
IV. Rank Order of Total Acceptance Responses to Items on Checklist	37
V. Rank Order of Total Rejection Responses to Items on Checklist	39
VI. Rank Order of Total Responses to Items on Checklist According to Training of Respondents	41
VII. Rank Order of Total Responses to Items on Checklist According to Courses Taught by Respondents	51
VIII. Total Responses to Items in Areas of Course Content.	59
IX. Item Responses to Checklist According to Training of Respondents	64
X. Item Responses to Checklist According to Courses Taught by Respondents	73
XI. Responses to Checklist Concerning Presentation Sequence of Areas of Course Content According to Training of Respondents	82
XII. Training of Respondents	113

CHAPTER I

INTRODUCTION

Although inadequate housing has long been a major concern of many American families, an increased interest in the problem is currently evident. The interest has been augmented in recent years by the fact that the increase in the number of housing units has been less than the increase in the number of family units.

Beyer says:

. . . under the American tradition, not only does our culture tend to support home ownership, but there are pressures in favor of it from business and from the Government.

The trend toward home ownership results only in part from the demand of families who have the income and job stability which encourages them to buy. It also results from the many other families who, at lower income levels and with less job stability, cannot find an apartment or house to rent that meets their family requirements, and who turn to the liberal financing terms which are available.¹

Not only is there a greatly increased demand for housing and for home ownership because of housing shortages, but more and more emphasis is being given to the importance of good housing.

In a recent study, experts at Cornell University asked a thousand families about the importance of good housing.

. . . in the opinions expressed by the one thousand families
. . . they rated good housing above such other forms of investment as nice clothes and expensive vacations. Most families

¹Glenn H. Beyer, Housing: A Factual Analysis, (New York: The MacMillan Company, 1958), pp. 167, 168.

would choose a college education for their children rather than good housing. A better job, on the other hand, would in all likelihood persuade them to accept somewhat less than "good housing" if that was the only way to get the job.²

Persons seeking home ownership and better housing are activated by many goals. Among these many goals, emotional goals seem to furnish strong motivation.

Rosow listed emotional goals as:

. . . (a) ego satisfaction (family pride in owning, and its desire for self-expression and creativity), (b) family security (a stable location and family symbol), and (c) psychic security (being one's own boss, having a sanctuary, and the romantic nostalgia attached to home ownership).³

Social goals also offer strong motivation. Muller lists these as:

. . . (a) security and stability, (b) security in old age, (c) higher status in the community, (d) home ownership as an educational influence, (e) virtue of private property ownership, (f) better citizenship, (g) opportunity to build the kind of home you desire, (h) other amenities of home ownership as allowing tinkering around the house and garden, and (i) home as an asset to be passed to heirs.⁴

Still other goals stress the relation of adequate housing to the social institution of the family. With respect to the effects of the home on the family, Mumford says:

The basic standards of the past century were false. The family is more important than the factory; life only avails, it is not the means of living. And if the family is more important, it must claim greater weight in our calculations and time schedules, and activities and social plans . . . Our

²Glenn H. Beyer, Thomas W. Mackesey, and James E. Montgomery. Houses are for People. (New York: Cornell University Housing Research Center, 1955), p. 47.

³Irving Rosow, Modern Architecture and Social Change (unpublished thesis, Wayne University, 1948) as quoted in Glenn H. Beyer, Housing: A Factual Analysis (New York: 1958), p. 164.

⁴Henry McCulley Muller, Urban Home Ownership (Ph.D. dissertation, 1947) as quoted in Glenn H. Beyer, Housing: A Factual Analysis (New York: 1958), p. 165.

methods of financing and building houses, our methods of designing communities and organizing cities, must all meet the demands of the family: give it a foundation and insure its continuity.

Our homes and communities must, even as physical structures, express the central importance of the family; they must be built on a human scale, and wear a friendly face.⁵

In writing further of the importance of the family, Mumford states:

The pattern of the village and the family group, brought in by neolithic culture, is still a fundamental one: more needed today perhaps than ever. It is only in the close mixed society of families and neighbors, of work fellows and play fellows, that the intimacies, the solidarities, the basic understandings and unanimities needed for human growth can take place . . . Above all we need, particularly as children, the reassuring presence of a visible community, an intimate group that enfolds us with understanding and love, and that becomes an object of spontaneous loyalty, as a criterion and point of reference for the rest of the human race.⁶

Again Mumford says:

The design for a dwelling which ignores everything but the physical necessities of the occupants is the product of a limited conception of science which stops short at physics and mechanics, and neglects biology, psychology, and sociology.⁷

Still other writers have concerned themselves with the influence of housing upon the physical and mental health of the occupants. The degree of this influence is difficult to determine. No technique has been developed by which this influence can be measured with any accuracy. Great interest in the effects of housing upon the physical and

⁵Lewis Mumford, Faith for Living (New York; Harcourt, Brace and Company, 1940), pp. 237, 248.

⁶Lewis Mumford, The Transformation of Man (New York: Harper and Brothers Publishers, 1956), p. 196.

⁷Lewis Mumford, Sticks and Stones, A Study of American Architecture and Civilization (New York: Boni and Liveright, 1924) p. 179.

mental health of the occupants, however, has been shown as evidenced by the concern of mental hygienists. Dr. Paul V. Lemkay, Professor of Mental Hygiene at Johns Hopkins School of Mental Health, writes:

The perusal of cases indicate that there are situations directly related to housing which are important factors in mental ill health of individuals and of the family unit. Crowding makes irritations and interruptions inevitable, causing personality clashes which can grow into a deep seated and repressed bitterness that are conceded to be of importance in some mental diseases.

Irritations lead to the non-productive expenditure of energy which in turn ends in over-fatigue, feelings of frustration and eventually to an attitude of giving up. The refrigerator which can be placed in only one position in a badly planned room is an example. If its door opens the wrong way, each time it is opened, there are useless, resented, and fatiguing extra steps involved in walking or squeezing around it to get at the contents. Irritability thus induced is not confined to the refrigerator, but is likely to spread into a mood of irritability to be touched off by other situations. Such series of events are common enough to indicate that wherever the sequence can be interrupted it is advisable to interrupt it for the sake of the mental health of the family. In this sense, the design of the house and furniture becomes a mental technique of great importance.⁸

Thus, lack of adequate housing, the traditional desire of the American people for home ownership, a recognition of the emotional aspects of better housing and of home ownership, the social values of adequate housing, and the relation of housing to family living and to the physical and mental health of the occupants have all contributed to the demand for better housing. Yet, many consumers of housing are unaware of what really constitutes good housing. They still buy and rent with only nebulous ideas of what they are really seeking.

⁸Planning the Home for Occupancy by the American Public Health Association, Committee on the Hygiene of Housing, Public Administration Service, 1950. p. 1.

Statement of the Problem

How can people acquire knowledge of adequate and satisfactory housing which will enable them to be intelligent consumers of housing?

The current study seeks to identify content areas which might be included in a one-semester, four-hour course in Houseplanning and Decorating, designed for sophomore or junior students in home economics, a course which would help these students develop an understanding and an appreciation of the basic problems in the general area of housing.

The Purposes of the Study

The primary purpose of the current study is to ascertain, by authoritative consensus, what areas of housing should be included in a one-semester, four-hour course in Houseplanning and Decorating designed for sophomore or junior students in home economics, a course designed to help these students develop an understanding and an appreciation of the basic problems in the general area of housing.

A second purpose of the study is to determine what items should be included in these areas of course content.

A third purpose is to determine a recommended sequence for presenting these areas in such a course.

Need for the Study

The present study is timely in view of the tremendous growth in the need for adequate housing, mental hygienists' concern with the impact of housing upon mental health, and an interest of the colleges offering courses in houseplanning and decorating. Beyer⁹ estimates that the need

⁹Glenn H. Beyer, Housing: A Factual Analysis (New York: The Macmillan Company, 1958), p. 284.

for new houses between 1955 and 1965 will be between 1.3 million and 1.9 million annually.

At the college and university level, courses in housing have been initiated only recently. Some of these schools provide training at the graduate level for students who might become qualified to teach housing. Moreover, there is general knowledge that the study of housing is defined differently from campus to campus and from person to person. The varied concepts and the relatively formless nature of the image that people with such varied backgrounds as nutrition, textiles and clothing, home management, household economics, general home economics, merchandising, agricultural economics, family economics, home economics education, architecture, applied art, family relations, sociology, art education, and biological sciences have exerted an influence upon the content of the courses which they teach.

Within the last two years colleges of home economics in land-grant institutions have become aware of a need to clarify the concept of housing and have become concerned with how the subject should be taught. Toward this end, in October 1957 the first national conference on the teaching of housing was held at the University of Illinois.

Persons trained in and/or interested in the social, economic, and legal phases of housing, and those trained in home furnishings, household equipment, and interior design were invited to participate in the conference.

The conference, successful as it was, clearly indicated that the problem was of such magnitude that one or more additional conferences would be needed. Consequently a second conference will be held at Iowa State College in October 1958.

The writer believes that the findings of the current study may make an important contribution to the refinement, clarification, and general improvement of the teaching of this particular phase of housing at the national as well as the regional level.

Scope of the Study

The study is limited to the identification of areas of housing and items within these areas which should be included in a general course in houseplanning and decorating and the sequence in which the areas should be presented. The study is not concerned with ways or methods of presenting the areas of housing in such a course.

The study is further limited to responses of people in land-grant institutions who were named by deans of home economics in these institutions as staff members who they felt were qualified by experience or training to participate in such a study.

Finally, the study is limited by the technique used. In the questionnaire method of research there is always the possibility that the sample is not representative. It is difficult to be sure of the reliability and validity of the instrument. Information is limited to written responses to prearranged questions. The phraseology may not be clear to the respondent; the wording of the instrument may be biased; and there is the danger of the respondent's misinterpreting the questions. Furthermore, the respondents respond from different frames of reference.

Definition of Terms

HOUSEPLANNING, in this study, is defined as the planning of a house to meet the needs of a family, orientation of the home to the site,

arrangement of the rooms, adequate lighting, sufficient and well-planned storage, and functional kitchen arrangements.

A GENERAL COURSE is defined as a course for home economics sophomores and juniors dealing with the consideration and evaluation of the economic, social, psychological, and physical aspects of housing.

A RELATED HOUSING COURSE is defined as one whose content is made up of closely related facets of housing other than planning the house itself, such as home furnishings, landscape design for the home, home management, and household equipment.

A FOUR-HOUR COURSE, as used in this study, refers to a one-semester course having four hours credit.

Methodology of the Study

A survey of the opinions of a group of persons teaching housing and/or related courses in colleges was deemed a suitable technique for securing data relevant to the purposes of the study. Since many of the departments and colleges of home economics are found in land-grant institutions, the respondents were selected from the home economics faculties at these institutions.

Design of the Checklist

In order to secure responses from respondents in the land-grant colleges, the investigator needed a checklist. In order to prepare such a checklist, the investigator surveyed the writings of experts in housing. The writings surveyed included many articles in journals and magazines and many books relating to the philosophical, psychological, social, and economic aspects of housing. It included publications by interior

decorators, housing experts, house builders, architects and draftsmen, psychologists, and sociologists. From the reading the investigator compiled a list of common areas and topics treated in publications. This list of areas and topics was organized into a preliminary checklist (Appendix A). The checklist included a statement of course objectives and two parts to be checked in the light of the objectives. The first part contained five general areas of course content which the investigator assumed would meet the objectives of the course in houseplanning and decorating. The five general areas were broken into specific topics to indicate points of emphasis. The second part of the checklist was related to the sequence of topics.

In Part I the respondents were asked to check on a three-point scale what they believed the importance of the items to be. The indicated responses were: (1) "Should be included", (2) "Probably should be included", and (3) "Should be omitted". The respondents were invited to add topics at the end of each area and to make general comments on Part I.

In Part II the respondents were asked to indicate the sequence in which they felt the areas in Part I, if they should be included, should be presented in a general course in housing. Here, too, space was allowed for general comments on Part II.

The personal data sheet (Appendix B) which was attached to the checklist, provided space for the name, sex, present academic position, and the institution where the person was currently teaching. The educational information included the institutions attended, the years attended, the major fields, the degrees received, and the dates of these degrees. The respondents were asked if they were currently

teaching or if they had taught in the last two years (a) a general course in housing and/or (b) a course related to housing. They were also asked to list any professional experience, other than teaching, related to housing.

The preliminary checklist, together with the personal data sheet and the objectives for the course was then submitted to staff members of the Department of Housing and Interior Design and to the head of the Department of Home Management, Equipment, and Family Economics at Oklahoma State University for consideration, criticism, and evaluation as an instrument of investigation in the proposed study.

The checklist was revised in the light of the suggestions made by this group. The revised checklist (Appendix C) was to be sent to selected respondents in sixty-six land-grant institutions.

The Selection of the Respondents

A letter was sent to the department heads and deans of home economics in sixty-six land-grant institutions, asking each to designate a person on his staff who was qualified and who would be willing to respond to the checklist for the purpose of identifying areas of housing which should be included in a one-semester, four-hour course in houseplanning and decorating designed for sophomore or junior students in home economics (Appendix D).

Ten schools did not respond to the letter. The deans of three schools indicated that they did not have anyone on the staff who was qualified to respond to the checklist. The dean of a fourth school felt that no one on the faculty had sufficient time to participate in the study to the extent of completing the checklist. The deans and

department heads from the remaining fifty-two schools suggested fifty-six persons thought to be qualified and willing to respond to the checklist.

These fifty-six respondents from the fifty-two schools included twenty-three who were trained in Home Management and Household Equipment, twelve who were trained in Housing and Design, nine who were trained in Home Economics and Home Economics Education, and twelve who were trained in Other Areas (Appendix E). Of the fifty-six respondents, twenty-five were teaching both general and related housing courses, forty-five were teaching general courses, and thirty-five were teaching related courses.

A letter, together with the checklist, the personal data sheet, and the objectives of the course, was mailed in the second week of November 1957 to each of these fifty-six persons who had been named as respondents (Appendix F).

By the middle of December 1957 forty-five completed checklists had been returned to the investigator. In order to increase the number of returns, the investigator mailed cards in the first week in January 1958 to those who had not returned the checklist. The cards asked the respondents to reply within two weeks. By the last of January, returns had been received from all fifty-six persons selected as respondents; thus the return was 100 per cent.

The data were classified and arranged according to (1) areas in which the teachers of housing and related subjects were trained at the graduate level and (2) the kinds of housing courses they were teaching. Other personal data gathered concerning the respondents, such as academic rank, the institution where they were teaching, institutions

attended, years attended, degrees received, dates of degrees, and professional experience related to housing other than teaching, were not used as the data were too varied to be organized into categories.

Summary

In Chapter I the increased interest in adequate housing is presented, the importance of suitable housing is stressed, and the problem of the study is stated as a need to identify areas to be included in a course in houseplanning and decorating designed for students in home economics which would help such students acquire knowledge of adequate and satisfactory housing to enable them to be intelligent consumers of housing.

The purposes of the study are stated (1) to identify areas of housing to be included in the proposed course, (2) to determine items to be incorporated in these areas, and (3) to ascertain a recommended sequence for presenting these areas.

The need for the study is given, and the interest of colleges and universities in offering courses in houseplanning and decorating is recognized.

The limitations of the study are identification of areas of housing and items within these areas which should be included in a general course in houseplanning and decorating and the sequence in which these areas should be presented. The study is not concerned with ways or means of presenting the areas in such a course. It is further limited to the responses to the checklist as well as the technique used in obtaining the responses.

The procedures of the study are described. These include a survey

and an analysis of published writings concerned with adequate housing to ascertain topics and areas common to the writings of authorities, the preparation of a checklist and its revision, the selection of the respondents, the method of securing data, and the plan of organizing and presenting the data.

CHAPTER II

SURVEY OF LITERATURE

In order to prepare the checklist which was to be used to determine the areas and the items to be included in a four-hour general course in housing for sophomore and junior students in home economics, the investigator made a survey of published materials relating to housing. The materials read and analyzed included articles, in both professional and lay magazines, and books relating to the psychological, social, economic, and design aspects of housing. No research studies dealing with the problem were found.

From the topics treated in the literature the investigator prepared a checklist. The analysis of literature showed that the topics treated could be organized in five areas. These became the major areas of the checklist: Area I, Housing and Family Life; Area II, Economic Aspects of Housing; Area III, The Site and Neighborhood; Area IV, Houseplanning for Family Needs; and Area V, Interior and Furnishings of the House.

Area I - Housing and Family Life

A survey of the writings which dealt with housing and its effects upon family life revealed that the writers were concerned with housing and the family life cycle, social effects of housing on the family as a social unit, provisions for family living including all family

activities, provision for rest and privacy, and safety in the home.

Faulkner¹, in a discussion of family living, listed four areas to be considered before buying or building a home: getting started, living with others, private living, and housekeeping.

Kennedy² devoted four chapters of his book to family life. The material presented included the people who live in the houses and what they want of them, the people who make up a family and the demands made on the house by this family, the translation of the demands of a family into a scheme for a house, and how the activities of a family should effect the plan of the house, furniture, arrangement, and equipment.

Keppe stated:

Houses and furniture are objective things in our world that are meaningless apart from the ways in which they are used.

From the ecological point of view, housing and furnishings are important to the psychology of the individual.

The direct relationship between behavior patterns of the family and its housing facilities is particularly important when we consider that the family is far from a stable group.³

Mumford⁴ wrote about the importance of the family and the consideration due the housing of the family as well as the increased interest of architects in the planning of homes for better living.

¹Ray Faulkner, Inside Today's Home (New York, 1954).

²Robert Woods Kennedy, The House and the Art of Its Design (New York, 1953).

³William A. Keppe, "The Psychological Meanings of Housing", Marriage and Family Living, XVII (May 1955), 129 - 131.

⁴Lewis Mumford, The Culture of Cities (New York, 1938).

Mumford⁵ stressed the relationship of adequate housing to the social institution of the family. He discussed the importance of the family group in human growth.⁶ Mumford⁷ stressed the danger of considering only the physical needs of families when planning homes and wrote further: ". . . the human scale . . . has everywhere been maintained, aesthetic qualities are balanced by human qualities."⁸

Ostrow wrote of the impression made on him by a motto, "Home is a Place to Hang Your Heart" and stated, ". . . a home which has and uses recreation as a regular part of its life is a happier home."⁹

Pond, in writing of the psychological needs of the family, stated:

Each dwelling serves a multiplicity of purposes. It not only provides shelter, but it is the focus of family life, and as such, must provide the family with opportunity to be isolated from the community and the neighbors.¹⁰

Redl and Wineman discussed the influence of housing upon children:

It is amazing how sensitive even otherwise defensive children are to the "atmosphere" which the very location, the architectural design, the space distribution of the house, the arrangement and type of furnishings, the equipment, the style of housekeeping suggest.¹¹

⁵Lewis Mumford, Faith for Living (New York, 1940).

⁶Lewis Mumford, The Transformation of Man (New York, 1956).

⁷Lewis Mumford, Sticks and Stones (New York, 1924).

⁸Lewis Mumford, From the Ground Up (New York, 1947), p. 5.

⁹Albert A. Ostrow, Planning Your Home for Play (Atlanta, 1954), p. 1.

¹⁰M. Ellen Pond, "The Influence of Housing on Health", Marriage and Family Living, XIX (May 1957), pp. 157.

¹¹Fritz Redl and David Wineman, Controls from Within (Glencoe, Ill., 1952), p. 42.

Walsh¹² was concerned with the problem of adequate housing. He stated that in spite of modern methods, materials, and equipment, changes in houses have been slight in comparison to changes in family patterns of living.

McGinley¹³ discussed the importance of privacy in planning homes for family living as did the articles "Seclusion by Design"¹⁴ and "Pinpointing Privacy."¹⁵

"Making Your Home Safe to Live In", by Moseley¹⁶ contained information for the home builder as did "A House that Epitomizes Safety".¹⁷

From these writings, items one through nine, referring to Housing and Family Life, were selected.

Area II - Economic Aspects of Housing

Writings examined which dealt with the economic phases of housing showed that the authors were concerned with the pros and cons of home ownership, building standards with emphasis on the regulations of the Federal Housing Administration, estimating building costs, means of financing a home, costs of home ownership including the effects of local

¹²H. Vandervoort Walsh, Your House Begins With You (New York, 1950).

¹³Phyllis McGinley, "Privacy", House and Garden, January 1957, 32, 33, 98.

¹⁴"Seclusion by Design", House and Garden, January 1957, 34-41.

¹⁵"Pinpointing Privacy", House and Garden, January 1957, 42-51.

¹⁶Alfred L. Moseley, "Making Your Home Safe to Live in", Living for Young Homemakers, March 1956, 83, 119-121.

¹⁷"A House that Epitomizes Safety-Conditioning", Living for Young Homemakers, March 1956, 70-81.

conditions on building costs and the preliminary and continuing costs of home ownership.

Beyer discussed some of the economic aspects of housing: the demand and supply factors of the market; production, financing, and tenure; and design criteria and environmental factors.¹⁸

Houses Are For People is a study of home buyer motivations.¹⁹

Faulkner²⁰ devoted one chapter to costs and budgets, and Pink²¹ and Rapkin²² wrote of the economic aspects of housing for the middle income family.

Tunnard²³ related the tradition of land and home ownership in America.

From these writings, items one through seven, concerning the Economic Aspects of Housing, were listed.

Area III - The Site and Neighborhood

A survey of the publications which dealt with building sites and neighborhoods revealed that the writers were interested in building restrictions in neighborhoods, neighborhood facilities, economic aspects

¹⁸Glenn H. Beyer, Housing: A Factual Analysis (New York, 1958).

¹⁹Glenn H. Beyer, Thomas W. Mackesey, and James E. Montgomery, Houses are for People (Cornell University, 1955).

²⁰Ray Faulkner, Inside Today's Home (New York, 1954).

²¹Louis H. Pink, "Housing the Middle Income Family", Marriage Family Living, XVII (May, 1955).

²²Chester Rapkin, "Can the American Family Afford an Adequate Home?" Marriage and Family Living, XVII (May, 1955).

²³Christopher Tunnard and Henry Home Reed, American Skyline (New York, 1953).

of the site and neighborhood, residential landscaping and relating the house to the site, and effects of the site and neighborhood on the life of a family.

Gruenberg²⁴ wrote of the trend of moving to the suburbs and the changes in housing and family living which are involved.

Jones²⁵ discussed planned environment and individual lots, Johnstone²⁶ wrote of selection of the site.

Kennedy²⁷ discussed how the surroundings should affect the style of a house and how the site should affect its plan and concept.

From these publications, items one through six, referring to the Site and Neighborhood, were formulated.

Area IV -- Houseplanning for Family Needs

Writings examined, which dealt with houseplanning from the viewpoint of family needs, showed the authors were concerned with orientation of the house, flexibility of plans, circulation problems, fenestration, storage, lighting, and individual areas as they were planned to meet family needs.

Bauer emphasized new influences on the modern dwelling plan. In reference to Le Corbusier and Frank Lloyd Wright, who worked quite independently, she stated:

²⁴Sidonie Matsner Gruenberg, "The Challenge of the New Suburbs," Marriage and Family Living, XVII (May, 1955).

²⁵A. Quincy Jones and Frederick E. Emmons, Builders' Homes for Better Living (New York, 1957).

²⁶B. Kenneth Johnstone, Building or Buying a House (New York, 1945).

²⁷Robert Woods Kennedy, The House and the Art of Its Design (New York, 1953).

[they] reacted against the notion of a dwelling as a series of little box-like rooms. . . The interior space itself became something which was directed rather than confined. . . . Space really flows in the best of these houses.²⁸

Regarding the more progressive Continental architects she said:

It must be admitted that the various points of this new architectural compass - social, hygienic, economic, technological, and aesthetic - have so far rarely if ever been integrated into any one solution.²⁹

In reference to planning the modern house, Ford stated:

Modern residential architecture . . . makes its drastic innovations by means of recognition of two facts: that radical changes in modes of living necessitate equally thorough going changes in houseplanning.³⁰

Graf³¹ said that the practical house for contemporary living should enable a family to live in the best possible way within the framework of conditions.

In studying the uses of houses, Winnick³² used rooms rather than dwelling units as the basis for measurement.

Among the problems in planning lighting for a home discussed by Commercy³³ were color and light, selecting and organizing accessories and lamps, and methods of lighting a home.

"For Better Living"³⁰ illustrates and describes a house built for Dr. Robert Boyd, director of the Daylighting Laboratory, University of

²⁸Catherine Bauer, Modern Housing (New York, 1934), pp. 199, 200.

²⁹ibid.

³⁰James Ford and Katherine Morrow Ford, The Modern House in America (New York, 1940), p. 10.

³¹Jean Graf and Don Graf, Practical Houses for Contemporary Living, (New York, 1953).

³²Louis Winnick, American Housing and Its Use (New York, 1957).

³³E. W. Commercy and C. Eugene Stephenson, How to Decorate and Light Your Home (New York, 1955).

Michigan, "as the means of pointing the way to an entirely new concept of what makes a house psychologically comfortable."³⁴

Bergson³⁵ wrote of color application in lighting, and Ewing³⁶ treated light as a design element.

From these writings, items one through thirty-two, pertaining to Houseplanning for Family needs, were listed.

Area V - Interior and Furnishings of the House

A survey of the writings which dealt with the interior of the house and its furnishings revealed that the writers were concerned with color and its characteristics and uses, form, adaptability, and arrangement and selection of furniture, treatment of floors, walls, and windows, design, use, and arrangement of accessories.

Eustis³⁷ organized decorating information in such a way that it forms a systematic guide for the lay person's use.

Pahlmann stated his book: " . . . is not a book in which you will find hard-and-fast rules . . . but a dedicated effort to explain some of the underlying principles of interior decoration."³⁸

Pepis³⁹ has written a brief history of interior decorating as a

³⁴"For Better Living", Interior Design, XXVIII, (May 1957), 122.

³⁵Marie Bergson, "Color Application in Lighting", Interior Design, XXVIII (October 1957), 207, 222, 236, 239.

³⁶Gerald B. Ewing, "Light as a Design Element", Interior Design, XXVIII (August 1957), 150-157.

³⁷Marjorie L. Eustis, The Home Decorators Guide (New York, 1955).

³⁸William Pahlmann, The Pahlmann Book of Interior Design (New York, 1955), 5.

³⁹Betty Pepis, Guide to Interior Decoration (New York, 1957).

background for discussions concerning the influence of certain other countries on decorating in America and for furniture fashions and designers of today.

Rockow⁴⁰ wrote of the relation between the elements of decorating and the elements themselves, as did Kennedy⁴¹ and Trilling.⁴²

Beth Storey⁴³ and Birren⁴⁴ related all furnishings to the use of color.

From these writings, statements one through ten, referring to the Interior and Furnishings of the House, were formulated.

Summary

The checklist for the study was constructed from a survey of the publications discussed in Chapter II and from the criticisms expressed by the Housing and Interior Design jury.

Topics appearing in these publications which were related to Housing and Family Life were the importance of the family in our society, the direct relationship between behavior patterns of the family and housing facilities, privacy, safety, housekeeping, the importance of the family group in human growth, the danger of considering

⁴⁰Hazel Kory Rockow and Julius Rockow, New Creative Home Decorating (New York, 1956).

⁴¹Robert Woods Kennedy, The House and the Art of Its Design (New York, 1953).

⁴²Mabel B. Trilling and Florence Williams Nicholas, Design Your Home for Living (New York, 1953).

⁴³Walter Rendell Storey, Furnishing With Color (New York, 1945).

⁴⁴Faber Birren, "Color Comes First", House and Garden, CXII (September 1957) 65, 177, 178.

only physical needs, and houses and furnishings as important to the psychology of the individual.

Points relating to the Economic Aspects of Housing were demand and supply factors of the housing market, production and financing, costs and budgets, values and home buyer motivations, and the economic consideration for middle income families.

The trend of moving to the suburbs was one of the topics relevant to the Site and Neighborhood included in these writings. Others were selection of the site, individual lots, planned environment, influence of the surroundings on the style of the house, and influence of the site on the plan.

Subjects related to Houseplanning for Family Needs were new influences on the modern dwelling plan, changes in modes of living resulting in changes in planning, contemporary houses built for the best living possible in a framework of conditions, the number of rooms rather than the number of dwelling units as a guide in studying the problem of adequate housing, methods of lighting a home, and application of color in lighting.

Areas pertaining to Interior and Furnishings of the House were underlying principles of color and design, historical backgrounds as a basis of understanding influences of today, the relation between the elements of interiors and furnishings as well as the elements themselves, and color in all its uses.

From the topics treated in the literature, the areas to be included in the course were determined, and the items within each area were formulated. These constituted the checklist used for the study.

CHAPTER III

TOTAL RESPONSES TO CHECKLIST

When responses to the checklist had been received from fifty-six persons in fifty-two responding schools, data were assembled and organized on the bases indicated in the procedures (Chapter I, p. 11). Although four columns were used on the checklist, the "Should be included" and the "Probably should be included" responses were totalled as "Accepted" items since both indicated a degree of acceptance. The "Should be omitted" responses and the "Items not checked" were totalled as "Rejected" items in as much as they indicated to the writer whole or partial rejection.

Total Response to the Entire Checklist

Total responses for all respondents are shown in Table I. A study of the data in Table I reveals that there were 3228 "Accepted" responses and only 356 "Rejected" responses, constituting 90 per cent and 10 per cent respectively of the total 3584 responses. This finding indicates that the respondents generally accepted the content areas and items included in the checklist.

Total Response to the Areas of Course Content

Although 90 per cent of the items on the checklist were acceptable to the respondents, a study of the responses to individual areas of

TABLE I
TOTAL RESPONSES TO CHECKLIST AREAS

Areas of Course Content	Ratings	Number of Responses	Per Cent*
I Housing and Family Life	Accepted	497	99
	Rejected	7	1
II Economic Aspects of Housing	Accepted	356	91
	Rejected	36	9
III The Site and Neighborhood	Accepted	316	95
	Rejected	17	5
IV Houseplanning for Family Needs	Accepted	1659	93
	Rejected	133	7
V Interior and Furnishings of the House	Accepted	400	72
	Rejected	160	28
TOTAL:	Accepted	3228	90
	Rejected	356	10

* Per Cents are rounded to the nearest whole per cent.

course content (Table I) shows that acceptance was greatest for Area I, Housing and Family Life, with 99 per cent acceptance. Acceptance was least for Area V, Interior and Furnishings of the House, with only a 72 per cent acceptance. Acceptance responses for Area III, The Site and Neighborhood; Area IV, Houseplanning for Family Needs; and Area II, Economic Aspects of Housing, were 95 per cent, 93 per cent, and 91 per cent respectively.

Area I, Housing and Family Life; area II, Economic Aspects of Housing; Area III, The Site and Neighborhood; and area IV, Houseplanning for Family Needs were accepted, in terms of total responses, by more than 90 per cent of the respondents, whereas Area V, Interior and Furnishings of the House, was accepted by only 72 per cent of the respondents. Thus Areas I, II, III, and IV would be acceptable areas of course content, but Area V should be subjected to further study.

Total Response to Areas on the Checklist

According to Training of Respondents

The data were next organized according to the training of the respondents, as shown in Table II. Twenty-three respondents were trained in Home Management and Household Equipment; twelve in Housing and Design; nine, in Home Economics and Home Economics Education; and twelve in Other Areas (Appendix E).

A study of the data in Table II reveals that in Area I, Housing and Family Life, the twenty-three persons trained in Home Management and Household Equipment had an acceptance response of 100 per cent for the area; the twelve trained in Housing and Design, 98 per cent; the nine trained in Home Economics and Home Economics Education, 98 per cent;

TABLE II
TOTAL RESPONSES TO AREAS ON THE CHECKLIST
According to Training of Respondents

*Areas of Course Content	Ratings	Areas of Training							
		Home Mgt. & Equipment		Housing and Design		H. Ec. Education		Other Areas	
		Number of Responses	**Per Cent	Number of Responses	**Per Cent	Number of Responses	**Per Cent	Number of Responses	**Per Cent
I	Accept	206	100	106	98	79	98	106	98
	Reject	1		2	2	2	2	2	2
II	Accept	141	88	74	88	62	98	82	98
	Reject	20	12	10	12	1	2	2	2
III	Accept	126	91	67	93	53	99	70	97
	Reject	12	9	5	7	1	1	2	3
IV	Accept	660	90	366	95	270	94	363	95
	Reject	76	10	18	5	18	6	21	5
V	Accept	136	59	114	95	61	68	99	76
	Reject	94	41	6	5	29	32	31	24

* Area numbers correspond to area numbers on checklist.

** Per cents are rounded to the nearest whole per cent.

and the twelve trained in Other Areas, 98 per cent. This shows a close agreement among the respondents for Area I, Housing and Family Life, which ranked first in total acceptance, regardless of the preparation of the respondents, since the range was from 98 per cent to 100 per cent acceptance.

With respect to Area II, Economic Aspects of Housing, persons trained in Home Management and Household Equipment gave an acceptance response of 88 per cent; those trained in Housing and Design, 88 per cent; those trained in Home Economics and Home Economics Education, 98 per cent; and those trained in Other Areas, 98 per cent. In general, this area, which ranked fourth in total acceptance responses, is less acceptable to those trained in Home Management and Household Equipment and in Housing and Design and is considerably more acceptable to those trained in Home Economics and Home Economics Education and in Other Areas. The range of acceptance varied from 88 per cent to 98 per cent.

Persons trained in Home Management and Household Equipment had an acceptance response of 91 per cent in Area III, The Site and Neighborhood; those trained in Housing and Design, 93 per cent; those trained in Home Economics and Home Economics Education, 99 per cent; and those trained in Other Areas, 97 per cent. Again, this area, which ranked second in total acceptance, was accepted almost equally well, regardless of the training of the respondents, inasmuch as the acceptance ranged from 91 per cent to 99 per cent.

The responses to Area IV, Houseplanning for Family Needs, show that persons trained in Home Management and Household Equipment had an acceptance response of 90 per cent; that those trained in Housing and Design had 95 per cent; that those trained in Home Economics and Home

Economics Education had 94 per cent; and those trained in Other Areas had 95 per cent. This area, which ranked third in total acceptance, was somewhat less acceptable to those trained in Home Management and Household Equipment than to other respondents. The range of acceptance, however, was from 90 per cent to 95 per cent.

In Area V, Interior and Furnishings of the House, which ranked fifth in total acceptance, acceptance responses of persons trained in Home Management and Household Equipment was only 59 per cent of the total; for those trained in Housing and Design, 95 per cent; for those trained in Home Economics and Home Economics Education, 68 per cent; and for those trained in Other Areas, 76 per cent. This shows a wide difference in acceptance for this area. The area was less acceptable to persons trained in Home Management and Household Equipment than to any other group of respondents. The range of acceptance was from 59 per cent to 95 per cent.

When data are analyzed in terms of the training of the respondents, Area I, Housing and Family Life, was accepted by 98 to 100 per cent of the respondents, regardless of training.

Area III, The Site and Neighborhood, was accepted by from 91 per cent to 99 per cent of the respondents. The lowest acceptance was by persons trained in Home Management and Household Equipment, and the highest by those whose training had been in Home Economics and Home Economics Education.

Area IV, Houseplanning for Family Needs, was accepted by from 90 to 95 per cent of the respondents. The lowest percentage of acceptance was by those trained in Home Management and Household Equipment.

Area II, Economic Aspects of Housing, was accepted by 88 per cent

of these trained in Home Management and Household Equipment and Housing and Design and by 98 per cent of those trained in Home Economics and Home Economics Education and Other Areas.

Area V, Interior and Furnishings of the House, shows the greatest disagreement. Acceptance ranged from 59 per cent to 95 per cent. The lowest acceptance was again with those trained in Home Management and Household Equipment, and the highest with those trained in Housing and Design. This again indicates a need for further study of Area V.

The responses to the areas, when studied according to the training of the respondents, show the areas accepted as follows:

1. Those trained in Home Management and Household Equipment
 - I. Housing and Family Life
 - III. The Site and Neighborhood
 - IV. Houseplanning for Family Needs
 - II. Economic Aspects of Housing
 - V. Interior and Furnishings of the House
2. Those trained in Housing and Design
 - I. Housing and Family Life
 - IV. Houseplanning for Family Needs
 - V. Interior and Furnishings of the House
 - III. The Site and Neighborhood
 - II. Economic Aspects of Housing
3. Those trained in Home Economics and Home Economics Education
 - III. The Site and Neighborhood
 - I. Housing and Family Life
 - II. Economic Aspects of Housing
 - IV. Houseplanning for Family Needs
 - V. Interior and Furnishings of the House
4. Those trained in Other Areas
 - I. Housing and Family Life
 - II. Economic Aspects of Housing
 - III. The Site and Neighborhood
 - IV. Houseplanning for Family Needs
 - V. Interior and Furnishings of the House

The area of training of the respondents made no difference in the

acceptance responses for Area I, very little difference in the acceptance responses for Areas II, III, and IV, and but slightly more difference in the acceptance responses for Area V.

In general, the areas, when analyzed in terms of the training of the respondents, are accepted in the same order as indicated by total responses to the questionnaire (Areas I, III, IV, II, and V). Respondents trained in Home Management and Household Equipment, however, had the lowest acceptance rate for all areas except Area I, but respondents trained in Housing and Design showed the highest acceptance for Area V.

Total Response to Areas on the Checklist

According to Courses Taught by Respondents

Next the data were assembled according to courses taught by the respondents. These data are shown in Table III. A study of the data in this table shows that, in Area I, Housing and Family Life, persons teaching both general and related housing courses had an acceptance response of 99 per cent; those teaching housing courses, 99 per cent; and those teaching related courses, 99 per cent. This shows close agreement on the area, regardless of the courses taught by the respondents.

Persons teaching both general and related housing courses had an acceptance response of 94 per cent in Area II, Economic Aspects of Housing; those teaching general housing courses, 94 per cent; and those teaching related courses, 90 per cent. Since the range was only 4 per cent, this indicates little difference in percentage of acceptance, regardless of courses taught.

In Area III, the percentage of acceptance responses of persons

TABLE III
TOTAL RESPONSES TO AREAS ON THE CHECKLIST
According to Courses Taught by Respondents

Areas* of Course Content Ratings		Courses Taught					
		General and Related Housing Courses		General Housing Courses		Related Housing Courses	
		25 Respondents		45 Respondents		35 Respondents	
		Number of Responses	Per Cent**	Number of Responses	Per Cent**	Number of Responses	Per Cent**
I	Accept	222	99	399	99	311	99
	Reject	3	1	6	1	4	1
II	Accept	164	94	296	94	220	90
	Reject	11	6	20	6	25	10
III	Accept	141	94	255	94	195	93
	Reject	9	6	15	6	15	7
IV	Accept	769	96	1362	95	1043	93
	Reject	31	4	78	5	77	7
V	Accept	208	83	336	75	270	77
	Reject	42	17	114	25	80	23
TOTAL	Accept	1504	94	2647	92	2039	91
	Reject	96	6	238	8	201	9

* Area numbers correspond to area numbers in checklist.

** Per cents are rounded to the nearest whole per cent.

teaching both general and related housing courses was 94 per cent of the total, of persons teaching general housing courses, 94 per cent, and of those teaching related courses, 93 per cent. The three groups of respondents were in close agreement on this area since the range of acceptance was only one per cent.

In Area IV, Houseplanning for Family Needs, the acceptance response for the area by persons teaching both general and related housing courses was 96 per cent; for those teaching general housing courses, 95 per cent; and for those teaching related housing courses, 93 per cent. Again, the range was only 3 per cent, indicating little difference in acceptance regardless of the courses taught by the respondents.

The responses to Area V, Interior and Furnishings of the House, show acceptance responses of 83 per cent by those teaching both general and related housing courses, 75 per cent by those teaching general housing courses, and 77 per cent by those teaching related housing courses. The range of acceptance was from 75 per cent to 83 per cent.

In comparing the total responses to the areas of course content according to training of respondents, the investigator found closest agreement concerning Area I and least agreement concerning Area V.

Summary

Total Acceptance Responses

The data discussed in Chapter III show:

1. Ninety per cent of the total responses to the questionnaire were acceptance responses.
2. According to total acceptance, the areas ranked:
 - I. Housing and Family Life

- III. The Site and Neighborhood
- IV. Houseplanning for Family Needs
- II. Economic Aspects of Housing
- V. Interior and Furnishings of the House.

In general, Areas I, II, III, and IV are accepted content for the proposed course inasmuch as they were accepted by more than 75 per cent of the respondents. Area V should be subjected to further scrutiny since it was accepted by only 72 per cent of the respondents.

Acceptance According to Training

The final ranking of the areas in terms of the training of the respondents was:

- I. Housing and Family Life
- III. The Site and Neighborhood
- IV. Houseplanning for Family Needs
- II. Economic Aspects of Housing
- V. Interior and Furnishings of the House.

This is the same order of acceptance as the total responses to areas on the checklist.

Acceptance According to Courses Taught

According to the acceptance responses regardless of courses taught the areas ranked:

- I. Housing and Family Life
- IV. Houseplanning for Family Needs
- III. The Site and Neighborhood
- II. Economic Aspects of Housing
- V. Interior and Furnishings of the House

This indicates that the courses taught probably exerted little or no influence upon the respondents.

Since the order of acceptance for the areas was identical for the total responses and for the responses in terms of the training of the respondents and since the variation in rank order in terms of the courses

taught affected only Area II, Economic Aspects of Housing, Area III, The Site and Neighborhood, and Area IV, Interior and Furnishings of the House, the conclusion may be drawn that Areas I, II, III, and IV are acceptable course content and that Area V needs additional study.

CHAPTER IV

ITEM RESPONSE TO CHECKLIST

When the total responses to the checklist and the total responses to the areas of the checklist had been studied, responses to the individual items on the checklist were tabulated and organized according to total responses, responses in accordance with training, and responses in accordance with courses taught by the respondents.

Total Response to Items on Checklist

A frequency check of responses to all items was made. The items were then listed in rank order of the number of acceptance responses as shown in Table IV. A study of Table IV shows that of the 64 items on the checklist, 8 were accepted by all 56 respondents; 8 others were accepted by 55 respondents; 7 by 54; 11, by 53; 3, by 52; 6, by 51; and 3, by 50. Thus 46 of the 64 items on the checklist were accepted by 90 per cent or more of the 56 respondents. Only 18 items were not accepted by 90 per cent or more of the respondents, as shown in Table V. All but 3 of the 18 items not accepted by 90 per cent or more of the respondents were in Areas IV and V.

All items accepted by 90 per cent or more of the respondents should probably be included in the proposed course. Items not accepted by 90 per cent should be reconsidered.

TABLE IV
RANK ORDER OF TOTAL ACCEPTANCE RESPONSES TO ITEMS ON CHECKLIST

Item*	Area	Items in Rank Order	Number of Acceptance Responses
1	I	Housing and the family life cycle	56
2	I	Social effects of housing on the family and community	56
3	I	Housing and provision for recreation and entertaining	56
4	I	Housing and provision for food preparation and dining	56
5	I	Housing and provision for care of children	56
8	I	Housing and provision for rest and privacy	56
4	IV	Flexibility, accessibility, and efficient use of space in storage	56
4	III	Basic neighborhood facilities	56
1	III	Effects of the site and neighborhood on family life	55
2	III	Economic considerations of site and neighborhood	55
5	III	Relating the house to the site	55
1	IV	Orientation, flexibility, and circulation in houseplans	55
13	IV	Size and location of living areas	55
25	IV	Space requirements in kitchens	55
26	IV	Storage needs in kitchens	55
27	IV	Arrangement of work centers in kitchens	55
6	I	Care of the ill and/or the aged	54
9	I	Safety in the home	54
1	II	Pros and cons of home ownership	54
14	IV	Flexibility of living areas	54
21	IV	The "family" or compartmented bath	54
23	IV	Location of kitchen in plan	54
28	IV	Location of laundry and utilities	54
7	I	Housing and provision for personal cleanliness	53
2	II	Means of financing a home	53
3	II	Preliminary costs of home ownership	53
4	II	Continuing costs of home ownership	53
3	III	Building restrictions	53
7	IV	Principles of good lighting	53
16	IV	Storage needs in living areas	53
17	IV	Size and location of bedrooms	53
18	IV	Storage needs of bedrooms	53
20	IV	Location of bathrooms	53
22	IV	Storage needs of bathrooms	53
7	II	Effects of local conditions on building costs	52

TABLE IV (Continued)

Item*	Area	Items in Rank Order	Number of Acceptance Responses
6	IV	Adding storage to the older house	52
29	IV	Storage needs of laundries	52
3	IV	Placement of windows	51
5	IV	Storage units as non-load-bearing walls	51
9	IV	General and special lighting requirements for the home	51
19	IV	Lighting needs of bedrooms	51
24	IV	Lighting needs of kitchens, natural and artificial	51
31	IV	Storage needs of garages	51
15	IV	Lighting needs for living areas	50
30	IV	Size and location of garage	50
32	IV	Flexibility of garage and utilities	50
8	IV	Use of a lighting plan	49
5	II	Regulations of the Federal Housing Administration	47
2	IV	Types of windows	47
11	IV	Control of lighting in the home	47
6	II	Estimating building costs	44
10	IV	Decorative lighting	44
4	V	Scale and form of furniture	44
12	IV	Outdoor lighting	43
6	III	Residential landscaping	42
1	V	Floor treatments	42
6	V	Adaptability and arrangement of furniture	42
2	V	Wall treatments	41
3	V	Window treatments	41
7	V	Use, design, and arrangement of accessories	40
9	V	Architectural use of color	39
5	V	Guides for selecting furniture	38
10	V	Color schemes	37
8	V	Characteristics of color	36

* Item number refers to number on checklist

TABLE V

RANK ORDER OF TOTAL REJECTION RESPONSES TO ITEMS ON CHECKLIST

Item*	Area	Items in Rank Order	Number of Rejection Responses
8	V	Characteristics of color	20
10	V	Color Schemes	19
5	V	Guides for selecting furniture	18
9	V	Architectural use of color	17
7	V	Use, design, and arrangement of accessories	16
2	V	Wall treatments	15
3	V	Window treatments	15
6	III	Residential landscaping	14
1	V	Floor treatments	14
12	IV	Outdoor lighting	13
6	V	Adaptability and arrangement of furniture	13
6	II	Estimating building costs	12
10	IV	Decorative lighting	12
4	V	Scale and form of furniture	12
5	II	Regulations of the Federal Housing Administration	9
2	IV	Types of windows	9
11	IV	Control of lighting in the home	9
8	IV	Use of a lighting plan	7
32	IV	Flexibility of garages	6
3	IV	Placement of windows	5
19	IV	Lighting needs of bedrooms	5
31	IV	Storage needs of garages	5
7	II	Effects of local conditions on building costs	4
6	IV	Adding storage to the older house	4
26	IV	Storage needs in kitchens	4
30	IV	Size and location of garage	4
7	I	Personal cleanliness	3
3	II	Preliminary costs of home ownership	3
4	II	Continuing costs of home ownership	3
3	III	Building restrictions	3
7	IV	Principles of good lighting	3
16	IV	Storage for the living area	3
18	IV	Storage needs of the bedroom	3
20	IV	Location of the bathrooms	3
22	IV	Storage needs of bathroom	3
6	I	Care of the ill and/or the aged	2
9	I	Safety in the home	2
2	II	Means of financing a home	2
28	IV	Location of laundry and utilities	2
5	III	Relating the house to the site	1
13	IV	Size and location of living area	1
17	IV	Size and location of the bedroom	1
25	IV	Space requirements in kitchen	1
27	IV	Arrangement of work centers in kitchen	1

* Item Number refers to number on checklist

Total Response to Items on Checklist
According to Training of Respondents

Home Management and Household Equipment

A study of the data in Table VI A reveals the rank order of the responses to the checklist made by respondents trained in Home Management and Household Equipment. Seventeen, or 27 per cent, of the total number of items were accepted by all 23 persons in this group. Forty-three items were accepted by 20 or more of the 23 persons in the group. This made an acceptance response of 90 per cent or more for all but 21 items by the persons trained in Home Management and Household Equipment. Of the 21 items accepted by less than 90 per cent of these respondents, all but three were in Area IV, Houseplanning for Family Needs, and in Area V, Interior and Furnishings of the House. Two rejected items were in Area II, Economic Aspects of Housing, and one in Area III, The Site and Neighborhood.

Housing and Design

A study of the data in Table VI B reveals that 36 items, or 56 per cent of the items on the checklist, were accepted by all 12 respondents trained in Housing and Design. Sixty-one items were accepted by 90 per cent or more of the respondents. Only 3 items were rejected by 10 per cent. These were Regulations of the Federal Housing Administration and Estimating Building Costs in Area II, Economic Aspects of Housing, and Use of a Lighting Plan in Area IV, Houseplanning for Family Needs.

Home Economics and Home Economics Education

A study of the data in Table VI C shows acceptance responses by

TABLE VI A

RANK ORDER OF TOTAL RESPONSES TO ITEMS ON CHECKLIST

According to Training of Respondents

Item*	Area	Items in Rank Order	Number of Acceptance Responses
<u>Home Management and Household Equipment</u> <u>23 Respondents</u>			
1	I	Housing and the family life cycle	23
2	I	Social effect of housing on the family and community	23
3	I	Housing and provision for recreation and entertaining	23
4	I	Food preparation and dining	23
5	I	Care of children	23
6	I	Care of the ill and/or the aged	23
8	I	Rest and privacy	23
9	I	Safety in the Home	23
1	III	Effects of the site and neighborhood on family life	23
2	III	Economic considerations of the site and neighborhood	23
4	III	Basic neighborhood facilities	23
1	IV	Orientation, flexibility, and circulation in houseplans	23
4	IV	Flexibility, accessibility, and efficient use of space in storage	23
17	IV	Size and location of bedrooms	23
23	IV	Location of kitchens	23
25	IV	Space requirements in kitchens	23
27	IV	Arrangement of work centers	23
7	I	Personal cleanliness	22
4	II	Continuing costs of home ownership	22
3	III	Building restrictions	22
5	III	Relating the house to the site	22
5	IV	Storage units as non-load-bearing partitions	22
6	IV	Adding storage to the older house	22
13	IV	Size and location of living areas	22
14	IV	Flexibility of living areas	22
20	IV	Location of bathrooms	22
26	IV	Storage needs in kitchens	22
28	IV	Location of laundry and utilities	22
1	II	Pros and Cons of home ownership	21
2	II	Means of financing a home	21
3	II	Preliminary costs of home ownership	21
7	II	Effects of local conditions on building costs	21

TABLE VI A (Continued)

Item*	Area	Items in Rank Order	Number of Acceptance Responses
16	IV	Storage needs for living areas	21
18	IV	Storage needs for bedrooms	21
19	IV	Lighting needs of bedrooms	21
21	IV	The "family" or compartmented bath	21
22	IV	Storage needs of bathrooms	21
29	IV	Storage needs for laundry and utilities	21
7	IV	Principles of good lighting	20
8	IV	Use of a lighting plan	20
15	IV	Lighting needs of living areas	20
24	IV	Kitchen lighting, natural and artificial	20
30	IV	Size and location of the garage	20
3	IV	Placement of windows	19
9	IV	General and special lighting requirements for the home	19
31	IV	Storage needs of the garage	19
32	IV	Flexibility of the garage	19
5	II	Regulations of the Federal Housing Administration	18
6	II	Estimating building costs	17
2	IV	Types of windows	17
11	IV	Control of lighting in the home	17
4	V	Scale and form of furniture	17
10	IV	Decorative lighting	16
1	V	Floor treatments	15
2	V	Wall treatments	15
3	V	Window treatments	15
12	IV	Outdoor lighting	14
6	V	Adaptability and arrangement of furniture	14
7	V	Design, use, and arrangement of accessories	14
6	III	Residential landscaping	13
5	V	Guides for selecting furniture	12
9	V	Architectural use of color	12
10	V	Color schemes	12
8	V	Characteristics of color	10

* Item number refers to number on checklist

TABLE VI B
RANK ORDER OF TOTAL RESPONSES TO ITEMS ON CHECKLIST
According to Training of Respondents

Item*	Area	Items in Rank Order	Number of Acceptance Responses
<u>Housing and Design</u> <u>12 Respondents</u>			
1	I	Housing and the family life cycle	12
2	I	Social effects of housing on the family and community	12
3	I	Housing and provision for recreation and entertaining	12
4	I	Food preparation and dining	12
5	I	Care of children	12
7	I	Personal cleanliness	12
8	I	Rest and privacy	12
1	II	Pros and cons of home ownership	12
1	III	Effects of the site and neighborhood on family life	12
4	III	Basic neighborhood facilities	12
5	III	Relating the house to the site	12
4	IV	Flexibility, accessibility, and efficient use of space in storage	12
7	IV	Principles of good lighting	12
13	IV	Size and location of living areas	12
14	IV	Flexibility of living areas	12
16	IV	Storage needs of living areas	12
17	IV	Size and location of bedrooms	12
18	IV	Storage needs of bedrooms	12
19	IV	Lighting needs of bedrooms	12
20	IV	Location of bathrooms	12
21	IV	The "family" or compartmented bathroom	12
22	IV	Storage needs of bathrooms	12
23	IV	Location of kitchens	12
24	IV	Lighting in kitchen, natural and artificial	12
25	IV	Space requirements in kitchens	12
26	IV	Storage needs in kitchens	12
27	IV	Arrangement of work centers	12
28	IV	Location of laundry and utilities	12
29	IV	Storage needs of laundry and utilities	12
30	IV	Size and location of garage	12
31	IV	Storage needs of garage	12
1	V	Floor treatments	12
4	V	Scale and form of furniture	12
5	V	Guides for selecting furniture	12

TABLE VI B (Continued)

Item*	Area	Items in Rank Order	Number of Acceptance Responses
7	V	Design, use, and arrangement of accessories	12
9	V	Architectural use of color	12
6	I	Care of the ill and/or the aged	11
9	I	Safety in the home	11
2	II	Means of financing a home	11
3	II	Preliminary costs of home ownership	11
7	II	Effects of local conditions on building costs	11
2	III	Economic considerations of the site and neighborhood	11
1	IV	Orientation, flexibility, and circulation in houseplans	11
3	IV	Placement of windows	11
9	IV	General and special lighting requirements for the home	11
10	IV	Decorative lighting	11
11	IV	Control of lighting in the home	11
15	IV	Lighting needs of living areas	11
32	IV	Flexibility of garages	11
2	V	Wall treatments	11
3	V	Window treatments	11
8	V	Characteristics of color	11
4	II	Continuing costs of home ownership	10
3	III	Building restrictions	10
6	III	Residential landscaping	10
2	IV	Types of windows	10
5	IV	Storage units as non-load-bearing partitions	10
6	IV	Adding storage to the older house	10
12	IV	Outdoor lighting	10
10	V	Color schemes	10
5	II	Regulations of the Federal Housing Administration	9
6	IV	Use of a lighting plan	9
6	II	Estimating building costs	7

* Item number refers to number on checklist

TABLE VI C
RANK ORDER OF TOTAL RESPONSES TO ITEMS ON CHECKLIST
According to Training of Respondents

Item*	Area	Items in Rank Order	Number of Acceptance Responses
<u>Home Economics and Home Economics Education</u> <u>9 Respondents</u>			
1	I	Housing and the family life cycle	9
2	I	Social effects of housing on the family and community	9
3	I	Housing and provision for recreation and entertaining	9
4	I	Food preparation and dining	9
5	I	Care of children	9
8	I	Rest and privacy	9
9	I	Safety in the home	9
1	II	Pros and cons of home ownership	9
2	II	Means of financing a home	9
3	II	Preliminary costs of home ownership	9
4	II	Continuing costs of home ownership	9
5	II	Regulations of the Federal Housing Administration	9
7	II	Effects of local conditions on building costs	9
1	III	Effects of site and neighborhood on family life	9
2	III	Economic considerations of site and neighborhood	9
3	III	Building restrictions	9
4	III	Basic neighborhood facilities	9
5	III	Relating the house to the site	9
1	IV	Orientation, flexibility, and circulation in houseplans	9
2	IV	Types of windows	9
3	IV	Placement of windows	9
4	IV	Flexibility, accessibility, and efficient use of space in storage	9
5	IV	Storage units as non-load-bearing partitions	9
6	IV	Adding storage to the older house	9
7	IV	Principles of good lighting	9
9	IV	General and special lighting requirements for the home	9
13	IV	Size and location of living area	9
14	IV	Flexibility of living area	9
15	IV	Lighting needs of living areas	9
16	IV	Storage needs of living areas	9
24	IV	Kitchen lighting, natural and artificial	9
25	IV	Space requirements of kitchens	9
26	IV	Storage needs of kitchens	9

TABLE VI C (Continued)

Item*	Area	Items in Rank Order	Number of Acceptance Responses
27	IV	Arrangements of work centers	9
6	I	Care of the ill and/or the aged	8
7	I	Personal cleanliness	8
6	II	Estimating building costs	8
6	III	Residential landscaping	8
8	IV	Use of a lighting plan	8
11	IV	Control of lighting in the home	8
12	IV	Outdoor lighting	8
17	IV	Size and location of bedrooms	8
18	IV	Storage needs of bedrooms	8
20	IV	Location of bathrooms	8
21	IV	The "family" or compartmented bath	8
22	IV	Storage needs in bathrooms	8
23	IV	Location of kitchens	8
28	IV	Location of laundry and utilities	8
29	IV	Storage needs of laundry and utilities	8
30	IV	Size and location of garage	8
31	IV	Storage needs of garage	8
32	IV	Flexibility of garage	8
10	IV	Decorative lighting	7
19	IV	Lighting needs of bedrooms	7
6	V	Adaptability and arrangement of furniture	7
1	V	Floor treatments	6
2	V	Wall treatments	6
3	V	Window treatments	6
4	V	Scale and form of furniture	6
5	V	Guides for selecting furniture	6
7	V	Design, use, and arrangement of accessories	6
8	V	Characteristics of color	6
9	V	Architectural use of color	6
10	V	Color schemes	6

* Item number refers to number on checklist.

TABLE VI D
RANK ORDER OF TOTAL RESPONSES TO ITEMS ON CHECKLIST
According to Training of Respondents

Item*	Area	Items in Rank Order	Number of Acceptance Responses
<u>Other Areas of Training</u> <u>12 Respondents</u>			
1	I	Housing and the family life cycle	12
2	I	Social effects of housing on the family and community	12
3	I	Housing and provision for recreation and entertaining	12
4	I	Food preparation and dining	12
5	I	Care of children	12
6	I	Care of the ill and/or the aged	12
8	I	Rest and privacy	12
9	I	Safety in the home	12
1	II	Pros and cons of home ownership	12
2	II	Means of financing a home	12
3	II	Preliminary costs of home ownership	12
4	II	Continuing costs of home ownership	12
6	II	Estimating building costs	12
2	III	Economic considerations of site and neighborhood	12
3	III	Preliminary costs of home ownership	12
4	III	Basic neighborhood facilities	12
5	III	Relating the house to the site	12
1	IV	Orientation, flexibility, and circulation in houseplans	12
3	IV	Placement of windows	12
4	IV	Flexibility, accessibility, and efficient use of space in storage	12
5	IV	Storage units as non-load-bearing partitions	12
7	IV	Principles of good lighting	12
8	IV	Use of a lighting plan	12
9	IV	General and special lighting requirements for the home	12
13	IV	Size and location of living areas	12
17	IV	Size and location of bedrooms	12
18	IV	Storage needs of bedrooms	12
21	IV	The "family" or compartmented bathroom	12
22	IV	Storage needs of bathrooms	12
28	IV	Location of laundry and utilities	12
30	IV	Size and location of garages	12
31	IV	Storage in garages	12
32	IV	Flexibility of garages	12

TABLE VI D (Continued)

Item*	Area	Items in Rank Order	Number of Acceptance Responses
7	I	Personal cleanliness	11
5	II	Regulations of the Federal Housing Administration	11
7	II	Effects of local conditions on building costs	11
1	III	Effects of the site and neighborhood on family life	11
6	III	Residential landscaping	11
2	IV	Types of windows	11
6	IV	Adding storage to the older house	11
11	IV	Control of lighting in the home	11
12	IV	Outdoor lighting	11
14	IV	Flexibility of living areas	11
16	IV	Storage needs of living areas	11
19	IV	Lighting needs of bedrooms	11
20	IV	Location of bathrooms	11
23	IV	Location of kitchens	11
25	IV	Space requirements of kitchens	11
26	IV	Storage needs of kitchens	11
27	IV	Arrangement of work centers	11
29	IV	Storage needs of laundry and utilities	11
10	IV	Decorative lighting	10
15	IV	Lighting needs of living areas	10
24	IV	Kitchen lighting, natural and artificial	10
6	V	Adaptability and arrangement of furniture	10
1	V	Floor treatments	9
2	V	Wall treatments	9
3	V	Window treatments	9
4	V	Scale and form of furniture	9
8	V	Characteristics of color	9
9	V	Architectural use of color	9
10	V	Color schemes	9
5	V	Guides for selecting furniture	8
7	V	Design, use, and arrangement of accessories	8

* Item number refers to number on checklist

90 per cent or more of the respondents for 52 items of the 64 on the checklist. Thirty-four items were accepted by 100 per cent of the respondents. The 12 items accepted by less than 90 per cent of these respondents were in Area IV, Houseplanning for Family Needs, and in Area V, Interior and Furnishings of the House.

Other Areas of Training

A study of the data in Table VI D reveals that the 12 respondents whose training fell in the category of "Other Areas" accepted 33 of the items in the checklist. Fifty-five items were accepted by 90 per cent or more of the respondents. The 9 items accepted by less than 90 per cent of the respondents were all in Area V, Interior and Furnishings of the House.

In general, regardless of training, the following items were accepted by less than 90 per cent of the respondents:

Area II. Economic Aspects of Housing

Regulations of the Federal Housing Administration
Estimating building costs

Area III. The Site and Neighborhood

Residential landscaping

Area IV. Houseplanning for Family Needs

Types of windows
Placement of windows
Use of a lighting plan
General and special lighting requirements for the home
Decorative lighting
Control of lighting in the home
Outdoor lighting
Lighting needs of bedrooms
Storage in garage
Flexibility of garage

Area V. Interior and Furnishings of the House

Floor treatments
 Wall treatments
 Window treatments
 Scale and form of furniture
 Guides for selecting furniture
 Adaptability and arrangement of furniture
 Accessories: use, design, and arrangement
 Characteristics of color
 Architectural use of color
 Color schemes

The items accepted by less than 90 per cent of the respondents dealt with building regulations and costs, landscaping, types of windows and their placement, storage, lighting, flexibility of the garage, floor, wall and window treatment, furniture and accessories, and color and its uses.

Total Response to Items on the Checklist

According to Courses Taught by Respondents

General and Related Housing Courses

An examination of Table VII A shows the rank order of the responses to the checklist made by respondents teaching both general and related housing courses. Twenty-seven, or 42 per cent, of the items were accepted by the 25 respondents in this group, and 56 items were accepted by 90 per cent or more of the respondents. Eight items were accepted by less than 90 per cent. All but two of these items accepted by less than 90 per cent were in Area IV, Houseplanning for Family Needs, and in Area V, Interior and Furnishings of the House.

General Housing Courses

An examination of data in Table VII B reveals that 14 items were accepted by all 45 persons teaching general housing courses. Forty-eight

TABLE VII A
RANK ORDER OF TOTAL RESPONSES TO ITEMS ON CHECKLIST
According to Courses Taught by Respondents

General and Related Housing Courses 25 Respondents			
Item*	Area	Items in Rank Order	Number of Acceptance Responses
1	I	Housing and the family life cycle	25
2	I	Social effects of housing on the family and the community	25
3	I	Recreation and entertaining	25
4	I	Food preparation and dining	25
5	I	Care of children	25
8	I	Rest and privacy	25
1	II	Pros and cons of home ownership	25
2	II	Means of financing a home	25
3	II	Preliminary costs of home ownership and down payment	25
4	II	Continuing costs of home ownership	25
4	III	Basic neighborhood facilities	25
5	III	Relating the house to the site	25
4	IV	Flexibility, accessibility, and efficient use of space in storage	25
6	IV	Adding storage to the older house	25
13	IV	Size and location of living areas	25
17	IV	Size and location of bedrooms	25
21	IV	The "family" or compartmented bath	25
22	IV	Storage needs of bathrooms	25
23	IV	Location of kitchens	25
25	IV	Space requirements in kitchens	25
26	IV	Storage needs in kitchens	25
27	IV	Arrangement of work centers	25
28	IV	Location of laundry and utilities	25
29	IV	Storage needs in laundry and utilities	25
30	IV	Size and location of garage	25
31	IV	Storage in garage	25
32	IV	Flexibility of garage	25
6	I	Care of the ill and/or the aged	24
7	I	Personal cleanliness	24
9	I	Safety in the home	24
1	III	Effects of the site and neighborhood on family life	24
2	III	Economic considerations of site and neighborhood	24
3	III	Building restrictions	24
1	IV	Orientation, flexibility, and circulation in houseplans	24

TABLE VII A (Continued)

Item*	Area	Items in Rank Order	Number of Acceptance Responses
2	IV	Types of windows	24
3	IV	Placement of windows	24
5	IV	Storage units as non-load-bearing partitions	24
7	IV	Principles of good lighting	24
14	IV	Flexibility of living areas	24
16	IV	Storage needs of living areas	24
18	IV	Storage needs in bedrooms	24
19	IV	Lighting needs in bedrooms	24
20	IV	Location of bathrooms	24
7	II	Effects of local conditions on building costs	23
8	IV	Use of a lighting plan	23
9	IV	General and special lighting requirements for the home	23
15	IV	Lighting needs in living areas	23
24	IV	Kitchen lighting, natural and artificial	23
5	II	Regulations of the Federal Housing Adminis- tration	22
6	V	Adaptability and arrangement of furniture	22
9	V	Architectural use of color	22
10	IV	Decorative lighting	21
1	V	Floor treatments	21
4	V	Scale and form of furniture	21
5	V	Guides for selecting furniture	21
10	V	Color schemes	21
11	IV	Control of lighting in the home	20
12	IV	Outdoor lighting	20
2	V	Wall treatments	20
3	V	Window treatments	20
7	V	Design, use, and arrangement of accessories	20
8	V	Characteristics of color	20
6	II	Estimating building costs	19
6	III	Residential landscaping	19

* Item number refers to number on checklist

TABLE VII B
RANK ORDER OF TOTAL RESPONSES TO ITEMS ON CHECKLIST
According to Courses Taught by Respondents

General Housing Courses <u>45 Respondents</u>			
Item*	Area	Items in Rank Order	Number of Acceptance Responses
1	II	Housing and the family life cycle	45
2	I	Social effects of housing on the family and community	45
3.	I	Housing and provision for recreation and entertaining	45
4	I	Food preparation and dining	45
5	I	Care of children	45
8	I	Rest and privacy	45
1	II	Pros and cons of home ownership	45
2	II	Means of financing a home	45
4	III	Basic neighborhood facilities	45
5	III	Relating the house to the site	45
4	IV	Flexibility, accessibility, and efficient use of storage space	45
25	IV	Space requirements in kitchens	45
26	IV	Storage needs in kitchens	45
27	IV	Arrangement of work centers	45
3	II	Preliminary costs of home ownership and down payment	44
4	II	Continuing costs of home ownership	44
1	III	Effects of site and neighborhood on family life	44
2	III	Economic considerations of site and neighborhood	44
1	IV	Orientation, flexibility, and circulation in house plans	44
13	IV	Size and location of living areas	44
14	IV	Flexibility of living areas	44
16	IV	Storage needs in living areas	44
17	IV	Size and location of bedrooms	44
21	IV	The "family" or compartmented bathroom	44
23	IV	Location of kitchens	44
28	IV	Location of laundry and utilities	44
30	IV	Size and location of garage	44
6	I	Care of the ill and/or the aged	43
7	I	Personal cleanliness	43
9	I	Safety in the home	43
3	III	Building restrictions	43
5	IV	Storage units as non-load-bearing partitions	43
6	IV	Adding storage to the older house	43

TABLE VII B (Continued)

Item*	Area	Items in Rank Order	Number of Acceptance Responses
7	IV	Principles of good lighting	43
9	IV	General and special lighting requirements for the home	43
15	IV	Lighting needs in living areas	43
18	IV	Storage needs in bedrooms	43
20	IV	Location of bathrooms	43
22	IV	Storage needs in bathrooms	43
29	IV	Storage needs in laundry and utilities	43
31	IV	Storage in garage	43
32	IV	Flexibility of garage	43
7	II	Effects of local conditions on building costs	42
24	IV	Kitchen lighting, natural and artificial	42
8	IV	Use of a lighting plan	41
19	IV	Lighting needs in bedrooms	41
5	II	Regulations of the Federal Housing Administration	40
3	IV	Placement of windows	40
22	IV	Type of windows	39
11	IV	Control of lighting in the home	38
10	IV	Decorative lighting	37
6	II	Estimating building costs	35
12	IV	Outdoor lighting	35
1	V	Floor treatments	35
6	V	Adaptability and arrangement of furniture	35
6	III	Residential landscaping	34
2	V	Wall treatments	34
3	V	Window treatments	34
4	V	Scale and form of furniture	34
5	V	Guides for selecting furniture	33
7	V	Design, use, and arrangement of accessories	33
9	V	Architectural use of color	33
10	V	Color schemes	33
8	V	Characteristics of color	31

* Item number refers to number on checklist

TABLE VII C

RANK ORDER OF TOTAL RESPONSES TO ITEMS ON CHECKLIST

According to courses taught by respondents

Related Housing Courses 35 Respondents			
Item*	Area	Items in Rank Order	Number of Acceptance Responses
1	I	Housing and the family life cycle	35
2	I	Social effects of housing on the family and community	35
3	I	Housing and provision for recreation and entertaining	35
4	I	Food preparation and dining	35
5	I	Care of children	35
8	I	Rest and privacy	35
4	III	Basic neighborhood facilities	35
4	IV	Flexibility, accessibility, and efficient use of space in storage	35
13	IV	Size and location of living areas	35
17	IV	Size and location of bedrooms	35
6	I	Care of the ill and/or the aged	34
9	I	Safety in the home	34
2	II	Means of financing a home	34
1	III	Effects of site and neighborhood on family life	34
2	III	Economic considerations of site and neighborhood	34
5	III	Relating the house to the site	34
1	IV	Orientation, flexibility, and circulation in house plans	34
7	IV	Principles of good lighting	34
21	IV	The "family" or compartmented bathroom	34
22	IV	Storage needs in bathroom	34
23	IV	Location of kitchen	34
25	IV	Space requirements in kitchen	34
26	IV	Storage needs in kitchens	34
27	IV	Arrangement of work centers	34
28	IV	Location of laundry and utilities	34
30	IV	Size and location of garage	34
7	I	Personal cleanliness	33
1	II	Pros and cons of home ownership	33
3	II	Preliminary costs of home ownership	33
3	III	Building restrictions	33
3	IV	Placement of windows	33
6	IV	Adding storage to the older house	33
14	IV	Flexibility of living areas	33
18	IV	Storage needs in bedrooms	33

TABLE VII C (Continued)

Item*	Area	Items in Rank Order	Number of Acceptance Responses
19	IV	Lighting needs in bedrooms	33
20	IV	Location of bathrooms	33
29	IV	Storage needs in laundry and utilities	33
31	IV	Storage needs in garage	33
32	IV	Flexibility of garage	33
7	II	Effects of local conditions on building costs	32
2	IV	Types of windows	32
9	IV	General and special lighting requirement of home	32
16	IV	Storage needs in living areas	32
4	II	Continuing costs of home ownership	31
5	IV	Storage units as non-load-bearing partitions	31
8	IV	Use of a lighting plan	31
15	IV	Lighting needs in living area	31
24	IV	Kitchen lighting, natural and artificial	31
5	II	Regulations of the Federal Housing Administration	30
6	V	Adaptability and arrangement of furniture	29
1	V	Floor treatments	28
6	II	Estimating building costs	27
10	IV	Decorative lighting	27
11	IV	Control of lighting in the home	27
12	IV	Outdoor lighting	27
2	V	Wall treatments	27
3	V	Window treatments	27
4	V	Scale and form of furniture	27
7	V	Design, use, and arrangement of accessories	27
5	V	Guides for selecting furniture	26
9	V	Architectural use of color	26
10	V	Color schemes	26
6	III	Residential landscaping	25
8	V	Characteristics of color	25

* Item number refers to number on checklist

items were accepted by 90 per cent or more of these respondents. Of the 16 items accepted by less than 90 per cent, 14 were in Area IV, Houseplanning for Family Needs, and in Area V, Interior and Furnishings of the House.

Related Housing Courses

An examination of the data in Table VII C shows acceptance responses for 10 items by all 35 persons teaching related housing courses. Forty-eight of the items were accepted by 90 per cent or more of the 35 respondents. Of the 16 items accepted by less than 90 per cent, 11 were in Area IV, Houseplanning for Family Needs, and in Area V, Interior and Furnishings of the House.

The largest percentage of acceptance responses was 80 per cent, which was made by persons teaching both general and related housing courses. Seventy-five per cent of the items were accepted by 90 per cent or more of the respondents teaching general courses and by 90 per cent or more of those teaching related courses. The difference between the smallest and the largest acceptance response was only 5 per cent.

In general, the following 17 items were accepted by less than 90 per cent of the respondents, regardless of the courses taught:

Area II. Economic Aspects of Housing

Regulations of the Federal Housing Administration
Estimating building costs

Area III. The Site and the Neighborhood

Residential landscaping

Area IV. Houseplanning for Family Needs

Decorative lighting

Control of lighting in the home
 Outdoor lighting
 Storage needs in bathrooms

Area V. Interior and Furnishings of the House

Floor treatments
 Wall treatments
 Window treatments
 Scale and form of furniture
 Guides for selecting furniture
 Adaptability and arrangement of furniture
 Accessories: use, design, and arrangement
 Characteristics of color
 Architectural use of color
 Color schemes

These items related primarily to building regulations and costs, landscaping, lighting, storage, floor, wall, and window treatment, furniture and accessories, and the use of color.

Item Responses by Areas

Total item responses were next analyzed by areas to help determine acceptance or rejection of the content of each area. These data are shown in Table VIII.

Area I - Housing and Family Life

The data in Table VIII show that 6 of the 9 items in Area I were accepted by all 56 respondents. All 9 items in the area were accepted by 90 per cent or more of the respondents and probably should, therefore, be included in the course. Item 6, Care of the ill and/or the aged, item 7, Personal cleanliness, and item 9, Safety in the home, might be given less emphasis since they were rejected by approximately 5 per cent of the respondents.

Area II - Economic Aspects of Housing

Five of the 7 items in this area were accepted by 90 per cent or

TABLE VIII
RESPONSES TO ITEMS IN AREAS OF COURSE CONTENT

AREAS OF COURSE CONTENT		56 Respondents	
		Accept	Reject
<u>Area I Housing and Family Life</u>			
1	Housing and the family life cycle	56	
2	Social effects of housing on the family and community	56	
Housing and provision for:			
3	Recreation and entertaining	56	
4	Food preparation and dining	56	
5	Care of children	56	
6	Care of the ill and/or the aged	54	2
7	Personal cleanliness	53	3
8	Rest and privacy	56	
9	Safety in the home	54	2
<u>Area II Economic Aspects of Housing</u>			
1	Pros and cons of home ownership	54	2
2	Means of financing a home	53	3
3	Preliminary costs of home ownership	53	3
4	Continuing costs of home ownership	53	3
5	Regulations of the Federal Housing Administration	47	9
6	Estimating building costs	44	12
7	Effects of local conditions on building costs	52	4
<u>Area III The Site and Neighborhood</u>			
1	Effects of the site and neighborhood on family life	55	1
2	Economic considerations of site and neighborhood	55	1
3	Building restrictions	53	3
4	Basic neighborhood facilities	56	
5	Relating the house to the site	55	1
6	Residential landscaping	42	14

TABLE VIII (Continued)

AREAS OF COURSE CONTENT		56 Respondents	
		Accept	Reject
<u>Area IV Houseplanning for Family Needs</u>			
1	Orientation, flexibility, and circulation in houseplans	55	1
2	Types of Windows	47	9
3	Placement of windows	51	5
4	Flexibility, accessibility, and efficient use of space in storage	56	
5	Storage units as non-load-bearing partitions	51	5
6	Adding storage to the older house	52	4
7	Principles of good lighting	53	3
8	Use of a lighting plan	49	7
9	General and special lighting requirements for the home	51	5
10	Decorative lighting	44	12
11	Control of lighting in the home	47	9
12	Outdoor lighting	43	13
13	Size and location of living areas	55	1
14	Flexibility of living areas	54	2
15	Lighting needs of living areas	50	6
16	Storage needs of living areas	53	3
17	Size and location of bedrooms	55	1
18	Storage needs of bedrooms	53	3
19	Lighting needs of bedrooms	51	5
20	Location of bathrooms	53	3
21	The "family" or compartmented bath	54	2
22	Storage needs of bathrooms	53	3
23	Location of kitchens	54	2
24	Lighting needs of kitchens, natural and artificial	51	5
25	Space requirements of kitchens	55	1
26	Storage needs of kitchens	52	4
27	Arrangement of work centers in kitchens	55	1
28	Location of laundry and utilities	54	2
29	Storage needs of laundry and utilities	52	4
30	Size and location of garage	52	4
31	Storage needs of garage	51	5
32	Flexibility of garage	50	6

TABLE VIII (Continued)

AREAS OF COURSE CONTENT		56 Respondents	
		Accept	Reject
<u>Area V Interior and Furnishings for the House</u>			
1	Floor treatments	42	14
2	Wall treatments	41	15
3	Window treatments	41	15
4	Scale and form of furniture	44	12
5	Guides for selecting furniture	38	18
6	Adaptability and arrangement of furniture	42	14
7	Use, design, and arrangement of accessories	40	16
8	Characteristics of color	36	20
9	Architectural use of color	39	17
10	Color schemes	37	19

more of the respondents. No item was accepted by all respondents. Two items, item 5, Regulations of the Federal Housing Administration, and item 6, Estimating Building Costs, were rejected by more than 10 per cent of the respondents. Possibly these items should be studied further although agreement concerning them was substantial.

Area III - The Site and Neighborhood

Ninety per cent or more of the respondents accepted 5 of the 6 items in Area III. Item 6, Residential landscaping, was the only item to be rejected by as many as 10 per cent of the respondents. Perhaps this item too should be reconsidered.

Area IV - Houseplanning for Family Needs

Of the 32 items in this area, only 1 was accepted by all 56 respondents. Ninety per cent or more of the respondents accepted 27 of the 32 items. Only 7 items were rejected by as many as 10 per cent of the respondents. Those were item 2, Types of windows, item 8, Use of a lighting plan, item 10, Decorative lighting, item 11, Control of lighting in a home, and item 12, Outdoor lighting.

Area V - Interior and Furnishings of the House

No item in this area was accepted by as many as 90 per cent of the respondents. Hence the entire area should be studied more closely or be omitted.

A study of the items which were accepted by less than 90 per cent of the respondents shows that further study should be made of these items. These items should include:

Area II. Economic Aspects of Housing

Regulations of the Federal Housing Administration
Estimating building costs

Area III. The Site and Neighborhood

Residential landscaping

Area IV. Houseplanning for Family Needs

Types of windows
Use of a lighting plan
Decorative lighting
Control of lighting in the home
Outdoor lighting

Area V. Interior and Furnishings of the House

Floor treatments
Wall treatments
Window treatments
Scale and form of furniture
Guides for selecting furniture
Adaptability and arrangement of furniture
Accessories: use, design, and arrangement
Characteristics of color
Architectural use of color
Color schemes

The unaccepted items related to: building regulations and costs, landscaping, types of windows, lighting, garage, floor, wall, and window treatments, furniture and accessories, and the use of color.

Item Responses by Areas

According to Training of Respondents

The area responses were then analyzed in terms of the training of the respondents as shown in Table IX.

Area I - Housing and Family Life

This entire area was accepted by more than 90 per cent of the respondents in each area of training. No one item was rejected by as

TABLE IX

ITEM RESPONSES TO CHECKLIST ACCORDING TO TRAINING OF RESPONDENTS

Area of Training of Respondents	Home Management and Household Equipment		Housing and Design		Home Economics and H. Ec. Education		Other Areas	
	Number of Respondents	23	12	9	12	9	12	
Rating	Accept	Reject	Accept	Reject	Accept	Reject	Accept	Reject

AREAS OF COURSE CONTENT

I Housing and Family Life

1	Housing and the family life cycle	23		12		9		12	
2	Social effects of housing on the family & community	23		12		9		12	
3	Recreation & entertaining	23		12				12	
4	Food preparation & dining	23		12		9		12	
5	Care of children	23		12		9		12	
6	Care of the ill and/or the aged	23		11	1	8	1	12	
7	Personal cleanliness	22	1	12		8	1	11	1
8	Rest and privacy	23		12		9		12	
9	Safety in the home	23		11	1	9		12	

TABLE IX (Continued)

Area of training of Respondents	Home Management and Household Equipment		Housing and Design		Home Economics and H. Ec. Education		Other Areas	
Number of Respondents	23		12		9		12	
Rating	Accept	Reject	Accept	Reject	Accept	Reject	Accept	Reject
<u>AREAS OF COURSE CONTENT</u>								
<u>II Economic Aspects of Housing</u>								
1	Pros and cons of home ownership	21	2	12		9		12
2	Means of financing a home	21	2	11	1	9		12
3	Preliminary costs of home ownership	21	2	11	1	9		12
4	Continuing costs of home ownership	22	1	10	2	9		12
5	Regulations of the Federal Housing Administration	18	5	9	3	9		11
6	Estimating building costs	17	6	7	5	8	1	12
7	Effects of local conditions on building costs	21	2	11	1	9		11
<u>III The Site and Neighborhood</u>								
1	Effects of the site and neighborhood on family life	23		12		9		11
2	Economic considerations of site and neighborhood	23		11	1	9		12
3	Building restrictions	22	1	10	2	9		12

TABLE IX (Continued)

Area of training of Respondents	Home Management and Household Equipment		Housing and Design		Home Economics and H. Ec. Education		Other Areas	
Number of Respondents	23		12		9		12	
Rating	Accept	Reject	Accept	Reject	Accept	Reject	Accept	Reject
AREAS OF COURSE CONTENT								
<u>III (Continued)</u>								
4 Basic neighborhood facilities	23		12		9		12	
5 Relating the house to the site	22	1	12		9		12	
6 Residential landscaping	13	10	10	2	8	1	11	1
<u>IV Houseplanning for Family Needs</u>								
1 Orientation, flexibility, and circulation in houseplans	23		11	1	9		12	
2 Types of windows	17	6	10	2	9		11	1
3 Placement of windows	19	4	11	1	9		12	
4 Flexibility, accessibility, and efficient use of space in storage	23		12		9		12	
5 Storage units as non-load-bearing walls	22	1	10	2	9		10	2
6 Adding storage to the older house	22	1	10	2	9		11	1
7 Principles of good lighting	20	3	12		9		12	

TABLE IX (Continued)

Area of training of Respondents	Home Management and Household Equipment		Housing and Design		Home Economics and H. Ec. Education		Other Areas	
Number of Respondents	23		12		9		12	
Ratings	Accept	Reject	Accept	Reject	Accept	Reject	Accept	Reject
AREAS OF COURSE CONTENT								
<u>IV (Continued)</u>								
8 Use of a lighting plan	20	3	9	3	8	1	12	
9 General and special lighting for the home	19	4	11	1	9		12	
10 Decorative lighting	16	7	11	1	7	2	10	2
11 Control of lighting in the home	17	6	11	1	8	1	11	1
12 Outdoor lighting	14	9	10	2	8	1	11	1
13 Size and location of living areas	22	1	11	1	9		12	
14 Flexibility of living areas	22	1	12		9		11	1
15 Lighting needs of living areas	20	3	11	1	9		10	2
16 Storage in living areas	21	2	12		9		11	1
17 Size and location of bedrooms	23		12		8	1	11	1
18 Storage needs in bedrooms	21	2	12		8	1	12	
19 Lighting needs in bedrooms	21	2	12		7	2	11	1
20 Location of bathrooms	22	1	12		8	1	11	1
21 The "family" or compartmented bathroom	22	1	12		8	1	10	2
22 Storage needs in bathrooms	21	2	12		8	1	12	
23 Location of kitchens	23		12		8	1	11	1

TABLE IX (Continued)

Area of training of Respondents	Home Management and Household Equipment		Housing and Design		Home Economics and H. Ec. Education		Other Areas		
Number of Respondents	23		12		9		12		
Ratings	Accept	Reject	Accept	Reject	Accept	Reject	Accept	Reject	
AREAS OF COURSE CONTENT									
IV (Continued)									
24	Lighting in kitchen, natural and artificial	20	3	12		9		10	2
25	Space requirements in kitchens	23		12		9		11	1
26	Storage needs in kitchens	22	1	12		9		11	1
27	Arrangement of work centers	23		12		9		11	1
28	Location of laundry and utilities	22	1	12		8	1	12	
29	Storage needs in laundries and utilities	21	2	12		8	1	12	
30	Size and location of garage	20	3	12		8	1	12	
31	Storage in garage	19	4	12		8	1	12	
32	Flexibility of garage	19	4	11	1	8	1	12	

TABLE IX (Continued)

Area of Training of Respondents	Home Management and Household Equipment		Housing and Design		Home Economics and H. Ec. Education		Other Areas	
Number of Respondents	23		12		9		12	
Ratings	Accept	Reject	Accept	Reject	Accept	Reject	Accept	Reject
AREAS OF COURSE CONTENT								
<u>V Interior and Furnishings of the House</u>								
1 Floor treatments	15	8	12		6	3	9	3
2 Wall treatments	15	8	11	1	6	3	9	3
3 Window treatments	15	8	11	1	6	3	9	3
4 Scale and form of furniture	17	6	12		6	3	9	3
5 Guides for selecting furniture	12	11	12		6	3	8	4
6 Adaptability and arrangement of furniture	14	9	11	1	7	2	10	2
7 Design, use, and arrangement of accessories	14	9	12		6	3	8	4
8 Characteristics of color	10	13	11	1	6	3	9	3
9 Architectural use of color	12	11	12		6	3	9	3
10 Color schemes	12	11	10	2	6	3	9	3

many as 10 per cent of the respondents, regardless of training.

Area II - Economic Aspects of Housing

Five of the 7 items in Area II were accepted by 90 per cent or more of the respondents. Only two items were accepted by less than 90 per cent of the respondents trained in Home Management and Household Equipment and Housing and Design. Those two items were item 5, Regulations of the Federal Housing Administration, and item 6, Estimating building costs.

No item in Area II was accepted by less than 90 per cent of those trained in Home Economics and Home Economics Education and in Other Areas.

Area III - The Site and Neighborhood

Ninety per cent of the respondents accepted 5 of the 6 items in this area, regardless of their training. Item 6, Residential landscaping, was accepted by less than 90 per cent of the respondents trained in Home Management and Household Equipment.

Area IV - Houseplanning for Family Needs

Twenty-four of the 32 items in Area IV were accepted by 90 per cent or more of the respondents trained in Home Management and Household Equipment, 31 of the 32 by those trained in Housing and Design; and 30 of the 32 by those trained in Home Economics and Home Economics Education. All items in this area were accepted by 90 per cent or more of those trained in Other Areas. Eight of the 32 items were rejected by as many as 10 per cent of the respondents trained in Home Management and Household Equipment; of the 32 by respondents trained in Housing and Design; and 2 of the 32 respondents trained in Home

Economics and Home Economics Education.

The unaccepted items in Area IV, according to the training of the respondents, were:

Home Management and Household Equipment

- Types of windows
- Placement of windows
- Principles of good lighting
- Use of a lighting plan
- General and special lighting for the home
- Decorative lighting
- Control of lighting in the home
- Outdoor lighting
- Lighting needs of living areas
- Kitchen lighting, natural and artificial
- Size and location of garage
- Storage in garage
- Flexibility of garage

Housing and Design

- Types of windows
- Storage units as non-load-bearing partitions
- Adding storage to the older house
- Use of a lighting plan
- Outdoor lighting

Home Economics and Home Economics Education

- Decorative lighting
- Lighting needs of bedrooms

Other Areas

- Storage units as non-load-bearing partitions
- Decorative lighting
- Lighting needs in living areas
- The "family" or compartmented bathroom
- Kitchen lighting, natural and artificial

In general, the unaccepted items were concerned with problems of lighting, the garage, and the windows.

Area V - Interior and Furnishings of the House

The 10 items in Area V were accepted by 90 per cent or more of the respondents trained in Housing and Design. This was the only group in

which all of the respondents rated any item in Area V as acceptable and the only one in which the items were acceptable to as many as 90 per cent of the respondents.

Item Responses by Areas

According to Courses Taught by Respondents

Area item data were next organized according to courses taught by respondents, as shown in Table X.

Area I - Housing and Family Life

There was very little difference in the responses to items in Area I made by respondents teaching both general and related housing courses, those teaching general courses, and those teaching related ones. As shown in Table X, only three items received any rejection responses, and none of these received more than two rejections. These items were Care of the ill and/or the aged, Personal cleanliness, and Safety in the Home.

Area II - Economic Aspects of Housing

There was some difference of opinion concerning items in this area. The first two items were accepted by all persons except those teaching related courses. Items 4 and 5 were accepted by all persons teaching both general and related courses and by all but one person teaching general housing courses. Item 6, Estimating building costs, was less acceptable to the three groups of respondents than was any other item in Area II. There were twenty-four rejection responses to this item. The largest number of rejections for any other item in Area II was thirteen for item 5.

TABLE X

ITEM RESPONSE TO CHECKLIST ACCORDING TO COURSES TAUGHT BY RESPONDENTS

Housing Courses Taught by Respondents		General & Related		General		Related	
Number of Respondents		25		45		35	
Ratings		Accept	Reject	Accept	Reject	Accept	Reject
<u>AREAS OF COURSE CONTENT</u>							
<u>I Housing and Family Life</u>							
1	Housing and the family life cycle	25		45		35	
2	Social effects of housing on the family and community	25		45		35	
3	Housing and provision for recreation and entertaining	25		45		35	
4	Food preparation and dining	25		45		35	
5	Care of children	25		45		35	
6	Care of the ill and/or the aged	24	1	43	2	34	1
7	Personal cleanliness	24	1	43	2	33	2
8	Rest and privacy	25		45		35	
9	Safety in the home	24	1	43	2	34	1
<u>II Economic Aspects of Housing</u>							
1	Pros and cons of home ownership	25		45		33	2
2	Means of financing a home	25		45		34	1
3	Preliminary costs of home ownership	25		44	1	33	2
4	Continuing costs of home ownership	25		44	1	31	4
5	Regulations of the Federal Housing Administration	22	3	40	5	30	5
6	Estimating building costs	19	6	35	10	27	8
7	Effects of local conditions on building costs	23	2	42	3	32	3

TABLE X (Continued)

Housing Courses Taught by Respondents		General & Related		General		Related	
Number of Respondents		25		45		35	
Ratings		Accept	Reject	Accept	Reject	Accept	Reject
AREAS OF COURSE CONTENT							
<u>III The Site and Neighborhood</u>							
1	Effects of the site and neighborhood on family life	24	1	44	1	34	1
2	Economic considerations of the site and neighborhood	24	1	44	1	34	1
3	Building restrictions	24	1	43	2	33	2
4	Basic neighborhood facilities	25		45		35	
5	Relating the house to the site	25		45		34	1
6	Residential landscaping	19	6	34	11	25	10
<u>IV Houseplanning for Family Needs</u>							
1	Orientation, flexibility, and circulation in houseplans	25		44	1	34	1
2	Types of windows	24	1	39	6	32	3
3	Placement of windows	24	1	40	5	33	2
4	Flexibility, accessibility, and efficient use of space in storage	25		45		35	
5	Storage units as non-load-bearing partitions	24	1	43	2	31	4
6	Adding storage to the older house	25		43	2	33	2
7	Principles of good lighting	24	1	43	2	34	1
8	Use of a lighting plan	23	2	41	4	31	4
9	General & special lighting requirements for the home	23	2	43	2	32	3

TABLE X (Continued)

Housing Courses Taught by Respondents		General & Related		General		Related	
Number of Respondents		25		45		35	
Ratings		Accept	Reject	Accept	Reject	Accept	Reject
AREAS OF COURSE CONTENT							
<u>IV (Continued)</u>							
10	Decorative lighting	21	4	37	8	27	8
11	Control of lighting in the home	20	5	38	7	27	8
12	Outdoor lighting	20	5	35	10	27	8
13	Size and location of living areas	25		44	1	35	
14	Flexibility of living areas	24	1	44	1	33	2
15	Lighting needs of living areas	23	2	43	2	31	4
16	Storage needs of living areas	24	1	44	1	32	3
17	Size and location of bedrooms	25		44	1	35	
18	Storage needs of bedrooms	24	1	43	2	33	2
19	Lighting needs of bedrooms	24	1	41	4	33	2
20	Location of bathrooms	24	1	43	2	33	2
21	The "family" or compartmented bathroom	25		44	1	34	1
22	Storage needs of bathrooms	25		43	2	34	1
23	Location of kitchens	35		44	1	34	1
24	Kitchen lighting, natural and artificial	23	2	42	3	31	4
25	Space requirements of kitchens	25		45		34	1
26	Storage needs of kitchens	25		45		34	1
27	Arrangement of work centers	25		45		34	1
28	Location of laundry and utilities	25		44	1	34	1
29	Storage needs of laundry and utilities	25		43	2	33	2
30	Size and location of garages	25		44	1	34	1
31	Storage needs of garage	25		43	2	33	2
32	Flexibility of garages	25		43	2	33	2

TABLE X (Continued)

Housing Courses Taught by Respondents		General & Related		General		Related	
Number of Respondents		25		45		35	
Ratings		Accept	Reject	Accept	Reject	Accept	Reject
AREAS OF COURSE CONTENT							
<u>V Interior and Furnishings for the Home</u>							
1	Floor treatments	21	4	35	10	28	7
2	Wall treatments	20	5	34	11	27	8
3	Window treatments	20	5	34	11	27	8
4	Scale and form of furniture	21	4	34	11	27	8
5	Guides for selecting furniture	21	4	33	12	26	9
6	Adaptability and arrangement of furniture	22	3	35	10	29	6
7	Design, use, and arrangement of accessories	20	5	33	12	27	8
8	Characteristics of color	20	5	31	14	25	10
9	Architectural use of color	22	3	33	12	26	9
10	Color schemes	21	4	33	12	26	9

Area III - The Site and Neighborhood

The respondents were in general agreement concerning items in this area. All but one item received either complete acceptance or no more than two rejection responses. There were six, eleven, and ten rejection responses respectively for Residential Landscaping from the three groups of respondents.

Area IV - Houseplanning for Family Needs

Flexibility, accessibility, and efficient use of space in storage was the only item in Area IV to receive acceptance responses from all respondents in each group. Outdoor lighting received the largest number of rejection responses from the three groups of respondents. Items 10, 11, and 12 were accepted by less than 90 per cent of the respondents in all three groups.

Area V - Interior and Furnishings of the House

No item in Area V was completely acceptable to the three groups of respondents. Characteristics of color received the largest number of rejection responses from persons teaching general housing courses and from those teaching related courses and shared this rating with three other items when checked by persons teaching both general and related housing courses.

Summary

When the responses to the items on the checklist were considered as a whole, the data showed 46 of the 64 items were accepted by 90 per cent or more of the respondents.

A study of the total responses according to the training of the

respondents showed: 43 items were accepted by 90 per cent or more of the respondents trained in Home Management and Household Equipment; 61, by 90 per cent or more of those trained in Housing and Design; 52, by 90 per cent or more of those trained in Home Economics and Home Economics Education; and 55, by 90 per cent or more of those trained in Other Areas.

A study of the total responses according to the courses taught by the respondents showed: 51 items accepted by 90 per cent or more of those teaching both general and related courses; 48, by 90 per cent or more of those teaching general courses; and 48, by 90 per cent or more of those teaching related courses.

When the items were considered by areas of course content, a study of the data in the tables showed: 90 per cent or more of the respondents accepted all items in Area I, Housing and Family Life; 5 of the 7 items in Area II, Economic Aspects of Housing; 5 of the 6 items in Area III, The Site and Neighborhood; and 27 of the 32 items in Area IV, Houseplanning for Family Needs. None of the items in Area V, Interior and Furnishings of the House, were accepted by as many as 90 per cent of the respondents. Thus 46 items from Areas I, II, III, and IV were accepted by 90 per cent or more of all respondents. Eighteen items from Areas II, III, IV, and V were not accepted at the 90 per cent or higher level.

When the data were examined according to the training of the respondents, 90 per cent or more of all respondents, regardless of training, accepted all items in Area I.

Ninety per cent or more of the respondents trained in Home Economics and Home Economics Education and 90 per cent or more of the

respondents trained in Other Areas accepted all items in Area II. Ninety per cent or more of those trained in Housing and Design, and 90 per cent or more of those trained in Home Management and Household Equipment accepted all but 2 items in Area II.

Ninty per cent or more of the respondents trained in Home Economics and Home Economics Education, 90 per cent or more of those trained in Other Areas, and 90 per cent or more of those trained in Housing and Design accepted all items in Area III. Ninety per cent or more of those trained in Home Management and Household Equipment accepted all but one item in Area III.

All items in Area V were accepted by 90 per cent or more of the respondents trained in Other Areas; all but 1 by persons trained in Housing and Design, and all but 2 by persons trained in Home Economics and Home Economics Education. All but 8 items in Area IV were accepted by 90 per cent or more of the respondents trained in Home Management and Household Equipment.

All items in Area V were accepted by 90 per cent or more of the respondents trained in Housing and Design. None of the other respondents accepted any items in this area to this extent.

Thus, with the exception of the items in Area V, little difference in the responses is evident, regardless of the training of the respondents.

When the items were studied according to the courses taught by the respondents, 90 per cent or more of the respondents, regardless of the courses they taught, accepted all items in Area I.

Ninety per cent or more of the respondents teaching general courses and 90 per cent or more of those teaching related courses accepted all

items in Area II, except items 5 and 6. Ninety per cent or more of those teaching general and related courses accepted all items in the area except item 6.

All three groups of respondents gave a 90 per cent acceptance response to all items, except item 6, in Area III.

Item 2 in Area IV was accepted by less than 90 per cent of those persons teaching general courses, and items 10, 11, and 12 were accepted by less than 90 per cent of all three groups of respondents. All other items in Area IV were accepted by 90 per cent or more of all respondents in the three groups.

When the acceptance responses to the items in Area V were analyzed according to the courses taught, items 6 and 9 were accepted by 90 per cent or more of the respondents teaching both general and related courses. No item received this acceptance by persons teaching general courses or those teaching related courses.

Little difference is evidenced in the responses to the checklist according to the courses taught by the respondents.

CHAPTER V

RESPONSES TO CHECKLIST

CONCERNING SEQUENCE OF AREAS OF COURSE CONTENT

Of the 56 persons responding to the checklist, only 51 responded to Section II which requested an opinion concerning a presentation sequence of the areas of course content. Of the 51 persons responding, one stated that she did not feel qualified to respond to Part II, Sequence of Presentation of Units, of the checklist. Ten stated that they did not feel the presentation sequence was important.

A study of Table XI shows the majority of the respondents to be in agreement concerning the position of the area of Housing and Family Life in the presentation sequence. Thirty-nine respondents, or 76 per cent of the total, would present it as the first area in the proposed course.

The opinions of the respondents were varied in relation to the placement of the Economic Aspects of Housing in the course. Fourteen of the 51 respondents placed this area in second place. Fifteen respondents placed it in third position. Twenty-nine, or 57 per cent of the total respondents, placed the area second or third in the sequence of areas.

Eighteen of the 51 respondents would present Area III, The Site and Neighborhood in third place; 18 would place it in fourth place.

TABLE XI
 RESPONSES TO CHECKLIST
 CONCERNING PRESENTATION SEQUENCE OF AREAS OF COURSE CONTENT
 According to Training of Respondents

AREAS OF COURSE CONTENT	SEQUENCE OF PRESENTATION OF UNITS				
	1st	2nd	3rd	4th	5th
<u>The Interior of the House</u>					
Home Management and Household Equipment			1	3	13
Housing and Design		1	3	2	6
Home Economics and Home Economics Education	1		1		5
Other Areas of Training		3	2	1	6
<u>The Site and Neighborhood</u>					
Home Management and Household Equipment		4	7	7	2
Housing and Design		2	4	5	1
H. Ec. and H. Ec. Education		2	1	4	
Other Areas of Training	1	2	6	2	1
<u>Economic Aspects of Housing</u>					
Home Mgt. and Household Equip.	2	7	7	4	
Housing and Design		3	2	3	4
H. Ec. and H. Ec. Education		1	5		1
Other Areas of Training	3	3	1	3	2
<u>Housing and Family Life</u>					
Home Mgt. and Household Equip.	15	2	2		1
Housing and Design	10	1	1		
H. Ec. and H. Ec. Education	6	1			
Other Areas of Training	8	1	1	1	1
<u>Houseplanning for Family Needs</u>					
Home Mgt. and Household Equip.	3	7	3	6	
Housing and Design	3	5	2	2	
H. Ec. and H. Ec. Education		3		3	1
Other Areas of Training	1	3	3	4	1

Three respondents trained in Home Management and Household Equipment did not place The Interior of the House and one did not place Houseplanning for Family Needs.

Five persons did not respond to Part II of the checklist.

Therefore, 36, or 70 per cent, would place it either third or fourth in the sequence.

The respondents were divided in their placement of Houseplanning for Family Needs. Eighteen, or 35 per cent, would place it in second place, and 15, or 29 per cent, would place it in fourth place in the sequence.

With respect to Area V, Interior and Furnishings of the House, thirty respondents, or 59 per cent of the total, would present it as the last area in the course.

On the basis of the fifty-one responses to Part II of the checklist concerning the presentation sequence of areas of course content, the five areas probably should be presented in the following order: Housing and Family Life, Houseplanning for Family Needs, Economic Aspects of Housing, The Site and Neighborhood, and the Interior and Furnishings of the House.

CHAPTER VI

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This study was concerned with the problem of identifying the content areas which should be included in a one-semester, four-hour course in houseplanning and decorating designed for sophomore or junior students in home economics. A determination of what items should be included in the areas of course content and of the sequence in which the areas should be presented has been included in the problem.

The need for the study grew out of the tremendous growth in the demand for adequate housing. Family units are increasing much faster than are housing units. It has been estimated that the need for new houses between 1955 and 1965 will be between 1.3 and 1.9 million annually. It also grew out of mental hygienists' concern with the impact of housing upon mental health and the interest of colleges and universities in offering courses in houseplanning and decorating.

Courses in housing have been initiated only recently at the college and university level. Graduate work is now provided in some schools. Colleges of home economics in land-grant institutions have become aware within the last two years of a need to clarify the concept of housing and have become concerned with how the subject should be taught. A national meeting concerned with these problems was held in October 1957. A second national meeting of teachers from the land-

grant institutions will be held in October 1958 to continue the study of these problems.

A survey of the opinions of a group of persons teaching housing and/or related courses in colleges was deemed a suitable technique for securing data relevant to the purposes of the study. The respondents were selected from faculty members of the land-grant institutions.

In order to secure responses from the respondents in the land-grant institutions, the investigator needed a checklist. To prepare such a checklist, the investigator surveyed writings of experts in the field of housing. From the readings the investigator compiled a list of areas and topics treated in the publications. These topics and areas were organized into a checklist. The checklist included a statement of course objectives, five general areas of course content broken into specific items to indicate points of emphasis, and a section related to the sequence of the areas in the proposed course.

Fifty-six persons from fifty-two schools responded to the checklist. Twenty-three persons were trained in Home Management and Household Equipment: twelve, in Housing and Design; nine, in Home Economics and Home Economics Education; and twelve, in Other Areas. Twenty-five respondents taught both general and related housing courses; forty-five taught general housing courses; and thirty-five taught related housing courses.

Findings of the Study

When returns had been received from the fifty-six respondents, data were recorded, organized, and examined. Responses were classi-

fied as "Accepted" if the areas or items were checked "Should be included" or "Probably should be included." Responses were classified as "Unaccepted" or "Rejected" if the areas or items were checked as "Should be omitted" or if the areas or items were not checked. A 90 per cent acceptance response was used to determine whether an area or item should be included. An acceptance response of less than 90 per cent was used to indicate a need for further study of the area or item.

Total Acceptance Responses to the Entire Checklist

When data were assembled and organized according to total responses on the checklist, 3228 responses, or 90 per cent of the possible 3584 responses, were acceptance responses.

Total Acceptance Responses to the Areas of Course Content

When the total acceptance responses were organized and studied according to the individual areas of the checklist, the areas were accepted in the following order:

Area	I - Housing and Family Life	99 per cent
Area	III - The Site and Neighborhood	95 per cent
Area	IV - Houseplanning for Family Needs	93 per cent
Area	II - Economic Aspects of Housing	91 per cent
Area	V - Interior and Furnishings of the House	72 per cent

Acceptance Responses to Areas of Course Content According to the Training of the Respondents

When the total acceptance responses to the areas of course content were studied according to the training of the respondents, the areas were accepted in the following order:

Area	I - Housing and Family Life	98 per cent
Area	III - The Site and Neighborhood	96 per cent
Area	IV - Houseplanning for Family Needs	93 per cent

Area II - Economic Aspects of Housing	93 per cent
Area V - Interior and Furnishings of the House	74 per cent

This is the same order of area acceptance as was found for total acceptance of the areas.

Acceptance Responses to the Areas of Course Content according to the Courses Taught by the Respondents

When the total acceptance responses to the areas of course content were examined according to the courses taught by the respondents, the percentage of acceptance responses was highest for the area of Housing and Family Life. The percentage of acceptance responses was lowest for the area of Interior and Furnishings of the House. This is in accord with the total area acceptance and with total area acceptance according to the training of the respondents.

The remaining three areas were accepted in varying order according to the courses taught by the respondents. Those teaching general and related housing courses and those teaching general housing courses accepted the three areas in the following order:

Houseplanning for Family Needs
Economic Aspects of Housing
The Site and Neighborhood

The respondents teaching related housing courses accepted the same three areas in the following order:

Houseplanning for Family Needs
The Site and Neighborhood
Economic Aspects of Housing

Total Item Response

When the total responses to the individual items on the checklist were examined, forty-six of the sixty-four items were accepted by 90 per cent or more of the respondents.

Total Item Response by Areas

When the item responses were considered by areas of course content, 90 per cent or more of the respondents accepted:

All items in Area I, Housing and Family Life
 Five of the seven items in Area II, Economic Aspects of Housing
 Five of the six items in Area III, The Site and Neighborhood
 Twenty-seven of the thirty-two items in Area IV, Houseplanning for Family Needs
 None of the items in Area V, Interior and Furnishings of the House

Thus fifteen of the eighteen unaccepted items were in Areas IV and V. Ten of the unaccepted responses were in Area V.

Item Acceptance Responses According to the Training of the Respondents

The twenty-three respondents trained in Home Management and Household Equipment had a 90 per cent or more acceptance response for the items as follows:

All items in Area I, Housing and Family Life
 All but two items, numbers 5 and 6, in Area II, Economic Aspects of Housing
 All but one item, number 6, in Area III, The Site and Neighborhood
 All but eight items in Area IV, Houseplanning for Family Needs
 No items in Area V, Interior and Furnishings of the House

The twelve respondents trained in Housing and Design had a 90 per cent or more acceptance response for the items as follows:

All items in Area I, Housing and Family Life
 All items in Area II, Economic Aspects of Housing
 All items in Area III, The Site and Neighborhood
 All but two items in Area IV, Houseplanning for Family Needs
 All items in Area V, Interior and Furnishings of the House

The nine respondents trained in Home Economics and Home Economics Education had a 90 per cent or more acceptance response for the items as follows:

All items in Area I, Housing and Family Life
 All items in Area II, Economic Aspects of Housing
 All items in Area III, The Site and Neighborhood
 All but two items in Area IV, Houseplanning for Family Needs
 No items in Area V, Interior and Furnishings of the House

The twelve respondents trained in Other Areas showed a 90 per cent or more acceptance response for the items as follows:

All items in Area I, Housing and Family Life
 All items in Area II, Economic Aspects of Housing
 All items in Area III, The Site and Neighborhood
 All items in Area IV, Houseplanning for Family Needs
 Only one item, number 6, in Area V, Interior and Furnishings of the House

The items accepted by less than 90 per cent of the respondents were related to lighting, storage, the living area, the bathroom, the garage, the kitchen, the bedrooms, the windows, and items concerned with color and interior furnishings.

Item Response According to Courses Taught by Respondents

The twenty-five respondents teaching general and related housing courses gave a 90 per cent or more acceptance response for:

All items in Area I, Housing and Family Life
 All but two items, numbers 5 and 6, in Area II, Economic Aspects of Housing
 All but one item, number 6, in Area III, The Site and Neighborhood
 All but three items, numbers 10, 11, and 12, in Area IV, Houseplanning for Family Needs
 No items in Area V, Interior and Furnishings of the House

The forty-five respondents teaching general housing courses gave a 90 per cent or more acceptance response for:

All items in Area I, Housing and Family Life
 All but two items, numbers 5 and 6, in Area II, Economic Aspects of Housing
 All but one item, number 6, in Area III, The Site and Neighborhood
 All but five items, numbers 2, 3, 10, 11, and 12, in Area IV, Houseplanning for Family Needs

No items in Area V, Interior and Furnishings of the House

The thirty-five respondents teaching related housing courses gave a 90 per cent or more acceptance response for:

All items in Area I, Housing and Family Life
 All but two items, numbers 5 and 6, in Area II, Economic Aspects of Housing
 All but one item, number 6, in Area III, The Site and Neighborhood
 All but three items, numbers 10, 11, and 12, in Area IV, Houseplanning for Family Needs
 No items in Area V, Interior and Furnishings of the House

There is agreement among the respondents, regardless of courses taught, since all items in Area I were accepted by each group; all items in Area V were rejected by each group; item 5 in Area II, item 6 in Area III, and items 10, 11, and 12 in Area IV were rejected by each group. Items 3 and 4 in Area II were rejected by one group. Items 2 and 3 in Area IV were rejected by one group.

Area Sequence in the Course

Only fifty-one of the fifty-six respondents checked Section II of the checklist, which was concerned with the sequence in which the areas should be presented in a course in houseplanning and decorating. The respondents stated that they believed the sequence was unimportant. The study of their responses resulted in the following probable sequence:

Housing and Family Life
 Houseplanning for Family Needs
 Economic Aspects of Housing
 The Site and Neighborhood
 Interior and Furnishings of the House

Conclusions

1. A general course in houseplanning and interior decorating as de-

defined in the study should include the general content of the checklist since a 90 per cent acceptance response was recorded for the checklist as a whole.

2. Areas I, II, III, and IV should be included as units or divisions of the course as each area had a total acceptance response of 90 per cent or more.
3. Area V should be re-examined before it is made a part of the course inasmuch as it was accepted by only 72 per cent of the respondents.
4. Based upon a 90 per cent or more acceptance response, all items in Area I are suitable course content; all but two of the seven items in Area II are acceptable course content; all but one of the six items in Area III are suitable course content; all but five items in Area IV are suitable course content; none of the items in Area V are suitable course content.
5. All items accepted by less than 90 per cent of the respondents, as listed in the above paragraph, should be studied before they are accepted as course content.
6. Little variation in the acceptance responses was evident when the responses were studied in relation to the training of the respondents, except in Area V.
7. Little variation in the acceptance responses was evident when the responses were studied in relation to the housing courses taught by the respondents except in Area IV.
8. The sequence of units within the course is relatively unimportant. Only fifty-one of the fifty-six respondents checked this section

of the checklist. Ten respondents commented that they felt the sequence was unimportant.

Recommendations

It is recommended that a course be organized, taught, and evaluated at Oklahoma State University that incorporates the areas and items found acceptable in the checklist.

A further study should be made of Area V, Interior and Furnishings of the House.

Additional study should be made of building costs and standards, lighting in the home, floors and floor treatments, walls and wall treatments, windows and window treatments, design, arrangement, and selection of furniture, design and use of accessories, and characteristics and use of color since there was less than 90 per cent agreement on items related to these topics.

BIBLIOGRAPHY

- Bauer, Catherine. Modern Housing. New York: Houghton Mifflin Company, 1934.
- Bergson, Marie. "Color Application in Lighting." Interior Design, 28 (October, 1957), 207, 222, 236, 239.
- Beyer, Glenn H, Thomas W. Mackesey, and James E. Montgomery. Houses are for People. Cornell University Housing Research Center, 1955.
- Beyer, Glenn H. Housing: A Factual Analysis. New York: The Macmillan Company, 1958.
- Birren, Faber. "Color Comes First," House and Garden, 112 (September, 1957), 65, 177, 178.
- Commerly, E. W. and C. Eugene Stephenson. How to Decorate and Light Your Home. New York: Coward-McCann, Incorporated, 1955.
- Eustis, Marjorie L. The Home Decorator's Guide. New York: Thomas Y. Crowell Company, 1955.
- Ewing, Gerald B. "Light as a Design Element," Interior Design, 28 (August, 1957) 150-157.
- Faulkner, Ray. Inside Today's Home. New York: Henry Holt and Company, 1954.
- _____. "For Better Living," Interior Design, 28 (February, 1957), 122-125.
- Ford, James and Katherine Morrow Ford. The Modern House in America. New York: Architectural Book Publishing Company, Incorporated, 1940.
- Graf, Jean and Don Graf. Practical Houses for Contemporary Living. New York: F. W. Dodge Corporation, 1953.
- Gruenberg, Sidonie Matsner. "The Challenge of the Suburbs," Marriage and Family Living, XVII (May, 1955), 133-137.
- _____. "A House that Epitomizes Safety-Conditioning," Living for Young Homemakers, (March, 1956), 70-81.
- Jones, A. Quincy and Frederick E. Emmons. Builders' Homes for Better Living. New York: Reinhold Publishing Corporation, 1957.

- Johnstone, B. Kenneth. Building or Buying a House. New York: McGraw Hill Book Company, Incorporated, 1945.
- Kennedy, Robert Woods. The House and the Art of Its Design. New York: Reinhold Publishing Company, 1953.
- Koppe, William A. "The Psychological Meanings of Housing and Furnishings," Marriage and Family Living, XVII (May, 1955), 129-132.
- McGinley, "Privacy," House and Garden, III (January, 1957), 32, 33, 98.
- Moseley, Alfred L. "Making Your Home Safe to Live In," Living for Young Homemakers, (March, 1956), 83, 119-121.
- Mumford, Lewis. The Culture of Cities. New York: Harcourt, Brace, and Company, 1938.
- Mumford, Lewis. Faith for Living. New York: Harcourt, Brace, and Company, 1940.
- Mumford, Lewis. From the Ground Up. New York: Harcourt, Brace, and Company, 1947.
- Mumford, Lewis. Sticks and Stones. New York: Boni and Liveright, 1924.
- Mumford, Lewis. The Transformation of Man. New York: Harper Brothers, 1956.
- Ostrow, Albert A. Planning Your Home For Play. Atlanta: Tupper and Love, 1954.
- Pahlmann, William A. The Pahlmann Book of Interior Design. New York: Thomas Y. Crowell Company, 1955.
- Pepis, Betty. Betty Pepis' Guide to Interior Decoration. New York: Reinhold Publishing Corporation, 1957.
- Pink, Louis H. "Housing the Middle Income Family," Marriage and Family Living, XVII (May, 1955), 152-154.
- _____. "Pinpointing Privacy," House and Garden, III (January, 1957), 42-47.
- _____. Planning the Home for Occupancy, The American Public Health Association, Committee on the Hygiene of Housing. Public Administration Service, 1050, p. 1.
- Pond, M. Ellen. "The Influence of Housing on Health," Marriage and Family Living, XIX (May, 1957), 157.
- Rapkin, Chester. "Can the American Family Afford an Adequate Home?" Marriage and Family Living, XVII (May, 1955), 138-142.

- Redl, Fritz and David Wineman. Controls from Within. Glencoe, Ill.: The Free Press, 1952.
- Rockow, Hazel Kory and Julius Rockow. New Creative Home Decorating. New York: H. S. Stuttman Company, 1956.
- _____. "Seclusion by Design," House and Garden, III (January, 1957), 34-41.
- Storey, Walter Rendell. Furnishing With Color. New York: The Studio Publications, 1945.
- Trilling, Mabel B. and Florence Williams Nicholas. Design Your Home for Living. New York: J. B. Lippincott Company, 1953.
- Tunnard, Christopher and Henry Hope Reed. American Skyline. New York: Houghton Mifflin Company, 1953.
- Walsh, H. Vandervoort. Your Home Begins with You. New York: George W. Stewart, Publishers, 1950.
- Winnick, Louis. American Housing and Its Use. New York: John Wiley Sons, 1957.

APPENDIXES

APPENDIX A

INSTRUCTIONS FOR RESPONDING TO THE CHECKLIST

In terms of the following objectives, please indicate the importance you would attach to each of the areas in the checklist.

This study is based on the assumption that a four-hour credit course, designed for all home economics students, and taught at the sophomore or junior level, will develop in the students a general understanding and appreciation of housing by providing an opportunity for them to:

1. Analyze the relationship between housing and wholesome family life.
2. Understand the economic factors in housing.
3. Develop the ability to recognize the assets and liabilities of different kinds of neighborhoods.
4. Acquire the ability to evaluate critically house plans for different kinds of families.
5. Learn guides and principles that can be employed in providing interiors and furnishings consistent with values and goals of individuals and families.

	A	B	C
5. Living areas			
a. Size and location			
b. Flexibility			
c. Lighting needs			
6. Bedrooms			
a. Size and location			
b. Storage needs			
c. Lighting needs			
7. Bathrooms			
a. Location			
b. The "family" or compartmented bathroom			
c. Number of bathrooms			
8. Kitchens			
a. Location			
b. Lighting, natural and artificial			
c. Space requirements			
d. Storage needs			
e. Arrangement of work centers			
9. Laundry and utilities			
a. Location			
b. Storage needs			
10. Garage			
a. Size and location			
b. Storage			
c. Flexibility			

Others:

V. Interior and Furnishings of the House

	A	B	C
1. Wall treatments			
2. Window treatments			
3. Scale and form of furniture			
4. Adaptability and care of furniture			
5. Arrangement of furniture			
6. Accessories: use, design, and arrangement			
7. Characteristics of color			
8. Psychological aspects of color			
9. Architectural use of color			
10. Color schemes			

Others:

General comments on Part I.

PART II

Please indicate the sequence in which you feel the areas in Part I, if they are to be included, should be presented in a general course in housing.

Areas of Course Content

The Interior of the House

The Site and the Neighborhood

Economic Aspects of Housing

Housing and Family Life

The House and Family Needs

Sequence of Presentation of Units				
1st	2nd	3rd	4th	5th

General comments on Part II.

APPENDIX B

1. Name of respondent - Mr. _____
Mrs. _____
Miss _____
2. Present academic rank _____
3. Present institution _____
4. Education:

Institutions	Years Attended	Major Subjects	Degrees Received	Date of Degree

5. Teaching experience - housing and related courses.

Do you teach, or in the last two years have you taught,

a. A general course in housing? Yes ___ No ___

b. A course related to housing? Yes ___ No ___

6. Please list professional experience related to housing other than teaching. _____

APPENDIX C

PART I

Place a check in the appropriate column according to the following:

- Column A - Should be included
- Column B - Probably should be included
- Column C - Should be omitted

Relative importance of items

Should be included	Probably should be included	Should be omitted
A	B	C

Areas of Course Content

I. Housing and Family Life

1. Housing and the family life cycle
2. Social effects of housing on the family and the community
3. Housing and provisions for:
 - a. Recreation and entertaining
 - b. Food preparation and dining
 - c. Care of children
 - d. Care of the ill and/or the aged
 - e. Personal cleanliness
 - f. Rest and privacy
 - g. Safety in the home

Others:

II. Economic Aspects of Housing

1. Pros and cons of home ownership
2. Means of financing a home
3. Preliminary costs of home ownership and down payment
4. Continuing costs of home ownership

	A	B	C
6. Bedrooms			
a. Size and location			
b. Storage needs			
c. Lighting needs			
7. Bathrooms			
a. Location			
b. The "family" or compartmented bathroom			
c. Storage needs			
8. Kitchens			
a. Location			
b. Lighting, natural and artificial			
c. Space requirements			
d. Storage needs			
e. Arrangement of work centers			
9. Laundry and Utilities			
a. Location			
b. Storage needs			
10. Garage			
a. Size and location			
b. Storage			
c. Flexibility			

Others:

V. Interior and Furnishings of the House

	A	B	C
1. Floor treatments			
2. Wall treatments			
3. Window treatments			
4. Scale and form of furniture			
5. Guides for selecting furniture			
6. Adaptability and arrangement of furniture			
7. Accessories: Use, design, and arrangement			
8. Characteristics of color			
9. Architectural use of color			
10. Color schemes			

Others:

General comments on Part I.

PART II

Please indicate the sequence in which you feel the areas in Part I, if they are to be included, should be presented in a general course in housing.

Areas of Course Content

The Interior of the House

The Site and the Neighborhood

Economic Aspects of Housing

Housing and Family Life

House Planning for Family Needs

Sequence of Presentation of Units				
1st	2nd	3rd	4th	5th

General comments on Part II.

APPENDIX D

Dear

The College of Home Economics at Oklahoma State University is engaged in self-study and revision of its course offerings, especially in the field of housing. One study, sponsored jointly by the College of Education and the Graduate School of the University, is being made to identify areas which should be included in a four-hour credit course in housing designed for all home economics students and taught at the sophomore or junior level.

Will you please designate a person or persons on your staff whom you feel well qualified to respond to a checklist for this study and who would be willing to contribute to the study in this way?

Sincerely yours,

(Mrs.) Mary Estill Klingstedt
Assistant Professor
Housing and Interior Design

APPENDIX E

EDUCATIONAL BACKGROUND OF RESPONDENTS

Date of latest degree	1912- 1929	1930- 1939	1940- 1949	1950- 1958	Total
Areas of Specialization	Number of degrees in groups of respondents				
Home Management and Household Equipment (23 persons)					
Masters		6	5	7	18
Doctors			2	3	5
Housing and Design (12 persons)					
Masters		2	6	2	10
Doctors			1	1	2
H. Ec. and H. Ec. Education (9 persons)					
Masters	1		3	3	7
Doctors	1			1	2
Other Areas (12 persons)					
Masters	2	5	2	2	11
Doctors				1	1

APPENDIX F

Dear _____

You have been designated by Dean _____ as a person who is qualified to respond to the enclosed checklist for the purpose of identifying areas which should be included in a general course in housing.

Will you please return the completed form in the return envelope within two weeks? Your cooperation will be greatly appreciated.

Sincerely yours,

(Mrs.) Mary Estill Klingstedt
Assistant Professor
Housing and Interior Design

VITA

Mary Estill Yates Klingstedt

Candidate for the Degree of

Doctor of Education

Thesis: GUIDES FOR A COURSE IN HOUSEPLANNING AND DECORATING

Major Field: Higher Education

Minor Field: Housing and Interior Design

Biographical:

Personal Data: Born in Celina, Texas, the daughter of Carl and Claudine Yates.

Education: Graduated from Central High School in Fort Worth, Texas; attended Texas Christian University, Fort Worth, Texas; Dallas Art Institute, Dallas, Texas; Chautauqua Institute, Chautauqua, New York; received the Bachelor of Arts degree from the Oklahoma State University, with a major in Art, in May, 1945; received the Master of Science degree from the Oklahoma State University, with a major in Household Arts, in May, 1953; attended Cornell University, Ithaca, New York, for one year; completed requirements for the Doctor of Education degree in August, 1958.

Professional experience: Taught art at the Stillwater Mission, Stillwater, Oklahoma, 1946-1948; taught in the Adult Education program in Stillwater, 1950-1953; has been a member of the Housing and Interior Design staff at Oklahoma State University since 1953.