

DEVELOPMENT OF A TEACHING UNIT
ON MAKING THE HOUSE LIVABLE

by

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CHAPTER I

PURPOSE OF STUDY

In the United States during the past few years, much study and emphasis has been given to the problem of housing. Although home economists have been slow in contributing to this vital phase of living, there are many indications of awakened interest among them.

Oregon high school home economics teachers, realizing the need for a course of study on housing, appointed a committee to plan such a course. During the summer conference of Oregon Home Economics Teachers and the summer session of 1939 at Oregon State College, this committee outlined suggestive material for a semester unit called "Making the House Livable." This material was planned for the third year home economics student.

A condensed outline¹ of topics in the committee's report for the unit follows:

1. Living room a pleasant family center.
2. General arrangement of areas in living room from standpoint of function.

1. On file in the Home Economics office, State Board for Vocational Education, Salem, Oregon.

3. Principles of color.
4. Principles of design.
5. Selection and arrangement of furnishings for living room.
6. Selection and arrangement of furnishings for all other rooms in house and applying correct principles.
7. Accessories for all rooms.
8. Flower arrangement.
9. Qualities in home furnishings which give permanent values.
10. Buying of home furnishings and equipment.
11. General floor plans of houses.
12. Exterior of the house.
13. Grounds around the house.
14. Construction of some article or piece of equipment to contribute to livable qualities of house.
15. Keeping house livable.
16. Safety in house.

It was the desire of the committee to see a course developed that would "meet the high school girl's present needs, point toward her future needs, develop her talents and interests in the field of housing that would give her a set of values worth working for relative to housing

that would be within her understanding and ability and be economically possible of attainment."¹

As a member of this curriculum committee the writer, in her quest for data which could be used as a basis for such a course, became interested in making the present comprehensive study in Oregon City.

Oregon City, in Clackamas County, was selected because it is fairly representative of an Oregon village and because the writer had been for four years head of the home economics department of the local high school and was, therefore, familiar with both school and community.

It is the purpose of this study to find adequate answers to the following questions as they apply to Oregon City High School girls.

1. In what kind of house and families do these girls live?
2. What do the mothers of these girls think should be included in a unit on "Making the House Livable"?
3. What do the girls want to learn about making the house livable?

1. An interpretation of the general objectives of Home Economics Education from Ivel Spafford - Fundamentals in Teaching Home Economics, p. 32.

4. What do home economics educators think should be included in a high school unit on "The Livable Home"?

On the basis of the findings of this study, suggestions for the development of the unit on "Making the House Livable" will be made.

REVIEW OF LITERATURE

It is the purpose of this section to gather the viewpoints of leaders in the field, through a study of their writings, on the importance of housing and the trends of home economics education in the teaching of housing and house furnishing. A review of the literature on each of these topics follows.

IMPORTANCE OF HOUSING

What do people expect of houses? What purpose do they serve in the life of man? Do all people have similar housing needs? When is a house livable? Answers to these questions seem important as a background for this study of what to teach high school girls on "Making the House Livable."

Shelter is one of the three basic needs of human existence. It provides the physical environment for the family and houses the spirit of home. Dr. Edith Elmer

Wood, of United States Housing Authority, says that the housing problem is one of the most important to the individual, the family, the community, and the nation. It is important to the individual because he spends from one third to nine twentieths of his time at home; to the family because all its functions, biological, social, and administrative, center in the home; and to the community because most of its area is used for home purposes and taxes on residential property contributes about one half of its real property-tax income; and finally to the nation because residential construction is one of its biggest industries, and "homemaking women raising children are the largest occupational group in the population."

(10 introduction)

Since houses are so important, it appears worthwhile to consider what people of today expect of houses. From the report of the committee on Homemaking - Housing and Family Life of the President's Conference is the following statement:

We look to the house of today:

To provide a background of peace and security so that the members of the family may relax from the strain of modern life outside.

To provide for privacy--the refuge where one can be alone and indulge one's own desires in meditation, reading or following an avocation or hobby; for without such privacy, there can be but limited use of leisure which is or should be the gift of this machine age.

To provide an environment where the members of the family may enjoy one another's companionship, where their affectional needs as human beings may be satisfied.

To provide opportunity for social contacts a place where all members of the family both parents and children may entertain friends.

To provide a workshop for the productive activities of the household--the cooking of meals, care of clothing.

To provide for the physical well-being of the family members. (3, pp. 1, 2)

Thus it can be noted that the demands on houses are many and complex. In an effort to meet these needs and to safeguard the well-being of individuals in housing problems, several leaders and organizations have tried to establish basic minimum requirements for housing, toward which individuals and communities, as well as nations, could strive.

The committee on the Hygiene of Housing, of the American Public Health Association, set up a list of 30 basic principles of Healthful Housing based on the fundamental physiological and psychological human needs and the needs for protection against contagion and accidents.

(27) Because these requirements are so fundamental and because reference to them will be made later in this writing, certain of these principles are quoted from Dr. Wood.

1. Fundamental physiological needs:

(1) Maintenance of a thermal environment which will avoid undue heat loss from the human body.

(2) Maintenance of a thermal environment which will permit adequate heat loss from the human body such as cross ventilation.

(3) Reasonably pure air for breathing purposes.

(4) Adequate daylight illumination.

(5) Direct sunlight.

(6) Adequate artificial illumination. Badly placed lights result in glare. Inadequate lights produce eye strain. School children need good light for their home work, the housewife needs it for cooking and dishwashing, all members of the family for reading, writing, or sewing.

(7) Protection against excessive noise.

(8) Provision of adequate space for exercise and for the play of children. This is a requirement of far-reaching importance.

2. Fundamental psychological needs:

(9) Provision of adequate privacy for the individual. - Room overcrowding and the elementary decencies come in here. The current English legal standards as to "person-per-room density" are commended,--not more than two persons occupying one sleeping room, with children under 10 counting as half persons and infants under one not counted.

(10) Provision of opportunities for normal family life.

(11) Opportunities for normal community life.

(12) Facilities for the performance of household tasks without undue physical or mental fatigue.

(13) Facilities for maintenance of cleanliness of the dwelling and of the person. It is interesting that this item should come here rather than under protection against contagion. Twenty gallons of water per day per person, hot and cold, and a bathtub or shower for each family are stipulated.

(14) Possibility of reasonable esthetic satisfaction in the home and its surroundings.

(15) Concordance with prevailing social standards of the local community.

3. Protection against contagion.
4. Protection against accidents. (10, pp. 28-34)

The subcommittee on Housing and Home Management of the White House Conference on Child Health and Protection listed general and specific housing standards based on studies made by leading specialists in the field of housing and home economics. These specific housing standards included suggestions on the neighborhood, house, lot, house exterior, house interior, fundamental equipment. These suggestions on housing, they hoped, will be increasingly considered in reference to the effect upon the health, protection, and welfare of children. (7)

As a result of such studies and the setting up of basic requirements, a definite trend in house design has taken place. House designers are increasingly conscious of the idea of planning houses to fit the needs of the families who will live in them. To aid house designers in determining the special needs of families, other studies have been made, some of which are here briefly reviewed.

In 1929, Ruth Lindquist made a study of 355 families to determine what families do and think regarding certain aspects of family life. (28) As a result of her study, she made recommendations on the size of the lot and

dwelling; the arrangement of rooms; the features insuring convenience; and the method of financing ownership.

These recommendations were designed for those who were looking for a satisfactory dwelling for a family with children or who had the good fortune to remodel their houses or who had fallen heir to reasonably convenient ones.

In 1937, Anna Charste Mikkelson made a study of the housing requirements of 50 selected families in Spokane, Washington. (34) The purpose of this study was to determine the housing needs of the typical urban family of moderate income. Information was secured concerning the activities in the home as well as the adequacy of the home for carrying on these activities. Information as to special needs, desires, and preferences of individual families with respect to number, type, and location of rooms, and storage space was also attained. In determining desirable features of the house, local physical conditions influencing housing were taken into consideration. With this information, the author made recommendations for characteristics of a home suited to the needs of the family with moderate income.

In 1939, Ruth Chindgren made a study of housing needs of renting families in Ontario, Oregon, and how existing rental facilities need to be supplemented and

improved to satisfy these needs. (33) From the information obtained in the study, characteristics of a house considered desirable by renting families in Ontario were set up.

In 1938, Wilma Miller Rondeau made a study of families living in Philomath, Oregon, for the purpose both of revealing housing needs based upon household operations, family activities, and storage requirements and of planning a house to meet the needs of a family dwelling in a Willamette Valley Village. (35)

The most extensive research on functional housing has been done by Maud Wilson, Home Economist, Agricultural Experiment Station, Oregon State College. Her studies have shown what the modern house should be if it is to serve completely and efficiently the needs and interests of the farm household. She states, "Every decision involved in the planning should be made from the standpoint of the work of the household or the manner of living desired by the family."

It is not enough, however, to determine the human needs and to set up basic requirements of housing. We must also educate people to want the houses after they are so designed. Families and individuals need to be taught what is important in houses and furnishings, taught what houses are for. The subcommittee on Housing and

Family Life, as a result of a comprehensive study on the effect of housing on family life, stated in their summary: (3, p. 41)

A comprehensive housing program should include education in order that families may realize what features of the house are significant for family well-being and also what money can buy in effective housing. Such a program would tend to strip the house of non-essentials, worthless ornamentation, purposeless furnishings, wasteful space, poor equipment.

Applications of principles of art to the planning, decoration, and furnishings of houses will contribute much to the fine art of living. Again, education is needed to develop a more widespread appreciation of beauty among the masses. Only then will families seek and demand houses and furnishings truly artistic.

Since houses are so important to all people, individually and collectively, to meet fundamental common needs; and since housing trends are definitely in the direction toward fulfilling these needs; but education of the people is necessary to make people aware of the possibilities of housing in their lives, then this present study to determine what to teach high school girls relative to housing and house furnishings becomes even more significant.

TRENDS IN HOME ECONOMICS TEACHING OF HOUSING

The literature on the teaching of housing and its related phases shows a desire on the part of writers to arouse interest among their fellow home economists to do their part on the present housing problems. In a review of literature on the teaching of housing and house furnishings, the following opinions and suggestions are found on the objectives of such teaching, the attitudes necessary on the part of the teachers, and the organization of materials and methods.

Edna P. Amidon, Chief of Home Economics Education Service, Washington, D. C., states in an article on "Better Housing as an Objective of Home Economics Instruction" -

It is evident to all who have studied the problem that without a demand for better homes we cannot hope to go far in any social program for providing better housing for our population. Such a demand will come about only through changed attitudes and increased understanding on the part of a large proportion of our people as to the meaning of decent, sanitary, safe, attractive, and comfortable homes. For this reason it is important that instruction related to housing be introduced early in the educational program of our young people. Through home economics instruction, centered as it is on home living, opportunity is presented for guiding boys and girls in the development of specific attitudes and understanding in relation to housing the family.....We who are interested in home economics instruction on the elementary and secondary level have an opportunity

and a responsibility. Much more careful consideration needs to be given to the selection and preparation of material for this purpose to be used by teachers on these levels. (19)

This need for careful consideration of the objectives of home economics education in housing has been discussed by other leaders in the home economics field. Florence Falgatter, Head of Home Economics Education, Iowa State College, (8) and Effie I. Raitt, Head of Home Economics Education, University of Washington, (26) and Dr. Wood (30) have each expressed a desire to see the vitalization of this phase of the home economics curriculum.

Maud Wilson, Home Economist, Oregon State College, stresses the importance of housing in the field of home economics. She says,

Homemakers need to be shown what houses do to people, to be taught to analyze and anticipate the housing needs of their own families, to be helped in making the most of their resources for home building, and to be so impressed with the importance of good housing that they will take an active part in movements for housing improvement.
.....

A housing course in home economics should begin with the needs of people and their economic status if we are to secure wide acceptance for our concept of the house as a machine for living and if we are to make any contribution to the designs of houses and equipment at the various cost

levels. Home economists must be realists. It is comparatively simple to list the characteristics of the ideal home. It is quite another matter to help people plan the spending of an amount that will not begin to pay for the ideal. (29)

Paulena Nickell, Head, Home Management Department, Iowa State College, is also an exponent of this philosophy. She adds that the home economics teacher on the secondary level has a unique opportunity to show the relation between the physical facilities of housing and all phases of home and family life. She suggests that the various departments of the high school, such as economics and manual arts, cooperate on the study. (25)

Before these objectives of home economics in the housing program can be realized with any degree of satisfaction, the teacher, the interpreter of these concepts of housing, must have a vision of the whole housing program. Miss Amidon says that the teacher must be convinced of the need for improvement of housing conditions in her community, and be able to visualize what changed conditions will mean in the lives of the people. (20)

To follow Miss Amidon's suggestion, the teacher needs first-hand knowledge of the houses of her community and of the way people live, as well as an understanding of the broader economic and sociological aspects of the

field of housing, as that term is now used. Miss Falgatter lists the following concepts as necessary for the teacher of housing.

1. She should have a knowledge of the generally accepted basic needs of every individual as far as housing is concerned -- light, air, space, privacy, safety, convenience, and comfort. These needs are basis whether one lives in a city, in a town, or on a farm.
2. She should have an understanding of the basic needs for desirable family living and the contribution housing can make to meeting these needs. She should be able to help pupils determine the basic needs for family living, the resources available for securing them, the additional resources that are necessary, and ways and means of securing them. She should also be able to recognize the limits beyond which it is impossible for her pupils to go.
3. She should recognize her need for knowledge as to (a) what has been done in the field of housing in the country as a whole, particularly in regard to national legislation; and (b) legislation which has been enacted in the State, and provisions which apply in the community in which she teaches.
4. She should be familiar with studies and surveys which have been made in the state and in her community, and the degree to which the findings can be used as source material.
5. She should know the people in the community, including other subject-matter teachers in the school, who can make a definite contribution to the unit or units in housing.

Mary E. Mason of Texas State College for Women, agrees with this viewpoint held by Miss Falgatter and comments that the teacher does not need to be a housing specialist but does need general information on both what constitutes proper housing and what it means to satisfactory living and personal development. (23) She adds that it is helpful to determine the main obstacles to obtaining good housing in any community.

When a teacher has these concepts of the field of housing, plus a knowledge of the homes of her students, she will find her teaching a means of inspiring students to a like concept; namely, that a house is a tool for living and a means of self-expression.

In the problem of organization of materials and methods, the home economics teacher is eager for help and guidance. Various suggestions have been made. Miss Amidon contributes the following.

Teaching materials must deal with the functions of the family for which the house should provide. This can be approached by looking at family life as a whole and the house as a whole and noting where discrepancies lie. Such an approach must be supplemented by, if not built on, careful analysis of many working and living situations in which the pupils find themselves and in which the relation of these situations to the whole of home life can be shown, these analyses to be used as bases for recommendations for improving facilities and followed by further

testing out of the work on living situations after improvements have been effected. The materials must also deal with improvements which are within the practical possibility of achievement by the pupil either directly or through working with some other member of his family.

Concrete, accurate information and directions for doing the jobs involved must be provided as well as experience in developing skills required. Time and instruction must be allowed for careful consideration of costs and for investigations necessary for intelligent buying of the required household materials. (20)

Miss Mason is more specific in her comments, saying that in housing on the secondary level, we need to continue emphasizing the personal needs of the student. But we are not to stop there. We must help the student view the subject of housing objectively. To teach her to refinish floors and woodwork, decorate walls, select curtain materials, and furnish her own room is the proper beginning. The student needs help on these things as well as on how to obtain a room to entertain her friends and a place to enjoy her hobbies, but the larger objectives must not be overlooked. (23)

The federal office of education issued a mimeographed booklet on "Suggestive Teaching Procedures in Certain Aspects of Housing in Home Economics Programs" as a guide to teachers in planning their programs. (8) Certain procedures that have been found effective are

outlined, and problems in housing which seem significant and of interest to high school girls are developed.

The procedure for teaching the art phases of housing and house furnishing have been suggested by many authorities. Pertinent statements from several are reviewed to show the objectives and methods suggested.

Miss Falgatter says,

The aim of art instruction offered in connection with high school home economics courses is designed to help girls of today recognize beauty, to enjoy the beautiful and to create beauty through successfully selecting and arranging of everyday articles of the home. (22)

Other exponents of this objective of art instruction are Grace Morin (24), Professor of Home Economics, Cornell University, and Grace Denny (21), Professor of Home Economics, University of Washington. In the bulletin on "The Teaching of Related Art," this general aim of art work is fully developed together with outlines for suggested procedures, content, materials, and teaching problems. (9)

Miss Morin says that we cannot teach house furnishings apart from house planning but that both can be approached from the viewpoint of family living. (24) She suggests starting the teaching of house furnishings with some room in the home of the high school pupil. The

pupil sketches it briefly, then tentatively plans its furniture arrangement and rearrangement. From these tentative plans by the individual class members, the class as a group selects one plan as representative of their houses. Using this room drawn to scale and a hypothetically representative family as its occupants, the class proceeds to study furnishing and refurnishing of the room, according to good designs of color, line, and texture. Miss Morin emphasizes the need for a wide use of actual house furnishings, illustrative materials, and well-trained teachers. Grace Denny, of University of Washington, says,

Can you imagine a more absorbing job than that of presenting high standards of taste scaled to meet the needs of incomes of the bulk of our population? All home economics teachers have a share in the task.
(21)

SUMMARY

The foregoing review of literature on the subject shows that housing is not only very important, but that the procedures for teaching are equally important. The leaders in the field of home economics are aware of their responsibility in this phase of life, and are encouraging others to creative thinking on the national problem of housing.

CHAPTER II

PROCEDURES AND SOURCES OF INFORMATION

The purpose of this chapter of the study is to state the sources of information and explain the procedures used for the collection of the data.

The information for this study was obtained (1) by a questionnaire concerning the homes of 200 high school girls, (2) by case studies of selected homes and (3) by a study of reactions of home economics educators toward topics suggested for the unit. The procedures used and the data collected from each source will be described in detail.

FORMATION AND GIVING OF QUESTIONNAIRE

The questionnaire method was used to secure basic information concerning the homes of the high school girls. The blank was formulated to determine; the composition of the household and occupation of the parents; living arrangements of the girls; length and place of residence in the community; ownership of residence; type of house in which family lives as to number of rooms, whether a single or a multiple unit house; types of heating and sanitary facilities; number of flower gardens, lawns, and house plants; and house

building and remodeling experience of the household (See appendix, p. 8, for questionnaire).

With the help of the Oregon City High School staff this questionnaire was distributed to the girls enrolled in home economics classes during the 1939-1940 school year and to other girls of the school who were interested in helping with the study. Through this cooperation, 200 replies to the questionnaire were obtained.

In order to see how representative these 200 girls were, it was necessary to make certain comparisons with the total enrollment in the high school. Data were secured from the high school office, and the comparisons are shown in Table I.

TABLE I

Grade Placement of 200 Selected Girls in Comparison with Total Number of Girls in High School

	All High School Girls		200 Selected Girls	
	Number	Per cent	Number	Per cent
Total enrollment of girls	316	100.0	200	63.0
Sophomore girls	117	37.0	95	47.5
Junior girls	105	33.0	59	29.5
Senior girls	94	30.0	46	23.0
Number of girls who have studied home economics one or more years	293	92.7	192	96.0

This table shows that the group of 200 is 63 per cent of the total number of girls enrolled. A fairly representative number in each of the classes are included, although the sophomore group is 10 per cent higher than the total group.

Likewise, the selected group has only a slight increase over the total enrollment in number of girls who had taken home economics over the number then taking such courses.

As a result of this comparison, the group of 200 girls were considered sufficiently representative to be used for the study.

The data from the questionnaires were then tabulated, and from them (see appendix 12) tables were constructed.

SELECTION OF HOMES FOR CASE STUDIES

To secure a detailed picture of a limited number of houses and to get the opinions of the mothers on what should be included in the unit on "Making the House Livable," a group of cases were selected as representative of the large group of 200 cases. In a personal interview, Maud Wilson, Home Economist, Agricultural Experiment Station, Corvallis, stated that the number of cases necessary to interview depends on the amount of

information secured in each. As soon as new cases yield no additional material, it can be assumed that a sufficient number of interviews have been made. Using this method, the writer chose 10 as a probable number. She found that little new information was secured after eight interviews. However, to bring the number to 10, two other homes of the reserve group were asked key questions. When no new information was secured from these two, it was considered that 10 were a satisfactory number of cases.

A study of the data tabulated from the 200 questionnaires (See appendix, p.12) supplied the basis for determining the following qualifications for each of the 10 homes selected. The father was to be employed, the mother unemployed other than as homemaker, one half were to live on acreages, 40 per cent to live in town, and 10 per cent on the farm; the high school girl was to live with her own family of four, five, or six members in a single family house that 80 per cent owned and 20 per cent were renting. Ten per cent of the families were to have lived in their house less than six months, and 90 per cent to have lived there two years or more. The house was not to be shared with other relatives or roomers.

On the basis of these criteria, 29 cases were

selected from the group of 200. Since all of the 29 families were well-known to the writer, certain ones were eliminated for various reasons such as inability of mothers to speak English, illness in the home, or an unwillingness to cooperate in school enterprises. The 10 selected were chosen from the remaining group by the random sample method until a comparable representative group was selected, as the percentages indicate (See appendix, p.13).

CASE STUDY OF SELECTED HOMES

Since it was desirable to obtain opinions of the mothers as well as detailed information concerning the house, the interview method was chosen as the most reliable one for securing data from these 10 selected cases. Guide questions such as the following were used in the interview.

1. How long have you lived in this house and in Oregon?
2. Is the storage of household things a problem for you, in the kitchen, in the living room, the bedroom?
3. In which room does the family like to congregate?
4. What do you want us to teach your daughter

concerning the house and its furnishings?

5. Should the emphasis of the course be on the decoration and care of the girl's own room, the living room, or the entire house?
6. What things does she need to know how to make for the house, such as curtains, etc.?
7. Do you paint, calcimine, etc.? Should the high school girl be taught in school how to paint and calcimine or can she learn that at home?
8. Do girls need to know how to do such things as repair electric iron cords or to drive a nail?
9. What changes have you made in the house to make it better serve the needs of the family?
10. What further changes would you like to make?

Throughout the interview an attempt was made to lead the mother to talk of her family and house, to discover how the family used the house, their attitude toward it, and how it is functioning as a tool for the living of the family. Further questions were asked as to the part the high school girl has in house decoration and care and what household responsibility the mother has given her daughter or is sharing with her. The interviewer tried with varying degrees of success to get the mother

to show her all the rooms of the house.

During the interview, items such as the following were noted: yard appearance, exterior condition of the house, wall finishes, floor finishes and coverings, window treatments, use of color, decorative accessories, use of flowers and plants, condition and arrangement of furnishings, lighting facilities, adaptations of house for needs of the family, things the high school girl could be trained to do to contribute to the housing needs of herself and family.

To get the high school girl's opinion on what should be included in the unit, each girl was asked to write an informal letter to the interviewer stating her opinion on what she wants to learn about the house, its furnishing and care in a unit on housing. (See appendix, p. 11 for letter).

The information secured by these interviews¹ was written as a case study for each family. It includes a picture of the family members, showing work, background and family relationships, together with description of the house, including location and number of rooms, unusual features, and adaptations to need. The study also

1. Seven of the homes were interviewed a second time to secure additional information and as a check on the first interview.

includes the opinion of the mother and the high school student on what to include in the course on "Making the House Livable." On a check sheet (see p. 90) the interviewer recorded the esthetic qualities of the living room of the house. The points on this check sheet are tabulated to give a detailed picture of the 10 houses that the home economics teacher can have in mind when she is teaching the unit on "Making the House Livable."

TENTATIVE SELECTION OF TOPICS TO BE
INCLUDED IN UNIT "THE LIVABLE HOME"

To get the opinions of home educators on what should be included in the unit on "The Livable Home," a suggestive list of topics was prepared. In the preparation of this list six home economics state courses of study and tentative outlines (13, 14, 15, 16, 17, 18) were examined for the topics included in units of housing, house furnishing, and care. To further augment the list, five frequently used textbooks (1, 2, 4, 5, 6) were consulted for content and emphasis, as well as the federal bulletin on The Teaching of Art Related to the Home, (9) and The Tentative Syllabus on Housing. (32) From the compilation of topics from these varied sources a tentative list (See appendix, p. 3) of topics to be included in the unit was prepared in questionnaire form for the consideration of home economics educators. They were asked

to check each item under one of the following classifications: Should always be included; desirable but not necessary; usually omit; never include.

REACTIONS ON HOME ECONOMICS EDUCATORS TOWARD
TENTATIVE SELECTED TOPICS FOR
UNIT "THE LIVABLE HOME"

The list of selected topics to be included in the unit was given to three groups of home economics educators for their consideration. One group was made up of state and local supervisors and teacher trainers; another of experienced home economics high school teachers; and a third, of prospective home economics teachers.

Supervisors and teacher trainers. The group of supervisors and teacher trainers who checked the questionnaire were in attendance at the Pacific Regional Conference of Home Economics Educators in Seattle, Washington, in May, 1940.

Experienced home economics teachers. The group of 20 experienced home economics teachers were ones who had taught a similar unit or a unit on home furnishing or related art and were in attendance at the summer conference of home economics teachers and classes at Oregon State College, July, 1940.

Prospective home economics teachers. The group of 20 prospective teachers had completed their supervised

teaching work, and although they were not experienced in teaching, they had had more recent training in related art. A few had had courses in housing.

In all, a total of 60 questionnaires were checked by the three groups of home economics educators. The data from the questionnaires were tabulated and from them a table was constructed. (See p. 103)

ADDITIONAL SOURCES OF DATA

As the data secured in the State Board of Vocational Education survey seemed pertinent to this study, it was used as an additional source of information as was also the experience of the writer.

State Board for Vocational Education Survey

In 1935-1936, the State Board for Vocational Education in Oregon collected data from 600 high school girls to be used as a basis in planning the State Course in Home Economics. In order that all types of living conditions would be pictured, the information included in their report was secured from representative girls, from various sized communities, distributed throughout the state.

The 45 vocational and non-vocational high schools contributing were located not only in the two main

divisions of the state but in every type of community. Western Oregon - the coast, the Columbia River Valley, southern Oregon, the Willamette Valley, and the foothills of the Cascades - and Eastern Oregon - the central plateau, the wheat country of the northeast, the Baker district, the extreme southeast portion, and the Wallowa mountain territory - all were represented.¹

To show the comparison of these data with those of the present study, selected items are arranged in the Master Table (See appendix, p. 12) under the heading Oregon Survey. Hereafter the term, Oregon Survey, will be used to refer to this study of 600 Oregon high school girls.

Homes Visited by the Writer

Of the 200 homes, the writer personally visited 93 and had conferences with a person who had made visits to 37 other homes of this group. This means that 65 per cent of the 200 homes were well-known to the writer.

SUMMARY

By the procedures described, information for this study was secured on which to base suggestions for the

1. These data are on file in the Home Economics Education office, Oregon State College.

development of the unit of study for Oregon City High
School girls on "Making the House Livable."

CHAPTER III

ANALYSIS OF DATA

The purpose of this section of the study is to analyse the data collected by the procedures described in Chapter II; namely, the survey of 200 homes, the case studies of 10 selected homes, and the study of reactions of home economics educators toward the tentative selected topics for the unit. It also includes a background of information for the analysis of such data.

Since the girls of the Oregon City High School were the cooperators in this study, it is helpful in interpreting the data from the 200 questionnaires to have some understanding of Oregon City as a place to live. Pertinent data on the city have, therefore, been assembled and are included in this section.

Description of Oregon City¹

Oregon City, oldest incorporated town west of the Rocky Mountains, was designated in 1849 as the first capital of the Oregon territory. It has a rich pioneer heritage that expresses itself in conservatism and dignity.

The city is located near the north entrance to the

1. Data supplied by Oregon City Chamber of Commerce.

fertile Willamette Valley, at the Willamette Falls just twelve miles south of Portland. It is the county seat of Clackamas County and lies in the heart of one of the most productive agricultural centers of the northwest. It has a population of 6,000 and serves a trading area of some 20,000 people.

The Willamette Falls furnishes power for the main industries, the Crown Willamette Paper Company, the Hawley Pulp and Paper Company, and the Oregon City Woolen Mills. These three concerns employ some 1700 people. Unlike the case in most mill towns, the payrolls of these mills are fairly constant, and the workers are assured a steady income. This not only adds to the stability of the city but also makes it possible for mill workers to establish their families on acreages and small farms. This in turn produces satisfactory living conditions and as well provides means of supplementary income.

Oregon City is ideally located from a recreational standpoint. The Willamette River and nearby mountain streams furnish excellent fishing for salmon and trout. Mount Hood is only 40 miles away with a nine month skiing season and a long season for summer sports. Many beautiful picnicking spots and lakes are within a half hour's drive of the city, and the Pacific coast is only two hours' drive away.

The main business district and industrial centers are separated from the residential areas by a perpendicular cliff. Pedestrians are carried from one street level to the other by a free municipal elevator.

Oregon City has seventeen churches which naturally influence the life of the community, keeping it conservative and stable. There are four civic service clubs.

There are many fine school facilities. The high schools are the educational centers for a large rural area from which modern school buses bring 425 students of the total 833 students enrolled in the Junior and Senior high school.¹

Only about 50 per cent of the families in the higher income level from the mill payrolls and 10 per cent of the business men live in Oregon City proper. The others live in the adjoining desirable residential areas, such as West Linn, Jennings Lodge, and Lake Oswego. Although there are plenty of houses in Oregon City of the \$10 and \$12 monthly rental value, there is a shortage in houses of the \$15 and \$25 monthly rental class,² and people wishing this type of house must buy or build their homes.

1. Information secured from J. T. Longfellow, Superintendent of Schools, Oregon City.

2. Information secured from A. C. Howland, Real Estate Agent, Oregon City.

This condition has forced the income group desiring this standard into the adjoining areas.

Other features about Oregon City which make it a pleasant one in which to live are the efficient fire department, which keeps insurance rates low; the well-equipped library, which also maintains a traveling service throughout the county; and the low electric rates.

In short, Oregon City ranks very high among Oregon towns providing satisfactory living environment.

SURVEY OF 200 HOMES

An analysis of the data from the 200 questionnaires reveals certain facts about the people and houses they represent that are significant for planning a course on "Making the House Livable." The data have been assembled under two main divisions; first, that concerning the family members; second, that concerning the family dwelling. Each of these divisions is analyzed in detail.

Data Concerning the Family Members

Occupation of fathers

The occupation of the fathers as classified according to the United States census report (See appendix, p. 12) shows that one fourth were engaged in manufacturing and merchandising, 17.5 per cent in agriculture, and 16.5 per

cent in trades. A total of 11 per cent were unemployed, and four per cent were employed as W.P.A. workers. The per cent of fathers engaged in merchandising and manufacturing is high in comparison with the Oregon Survey (See appendix, p. 12) and low in agriculture and trades which are 30 and 24 per cent respectively. Since Oregon City is a manufacturing center, this difference is logical. In the Consumer Purchase Study of Oregon Villages (12, p. 7) 23 per cent received direct relief some time during the report year of 1935-36. Therefore, the 15 per cent unemployed and W.P.A. workers, who were potential relief families in this study, is low in comparison.

Estimated income of family

For obvious reasons, no statement as to probable income from these occupations was asked in the questionnaire. However, according to the Consumer Purchase Study¹ (See appendix, p. 1), the median income in Oregon for small cities is \$1,555; for villages, \$1,024; and for farms, \$1,250-\$1,499. It may, therefore, be assumed that the median income of the group under consideration would

1. A review of this study and selected data from published reports and preliminary releases is included in the appendix for reference for this present writing.

be comparable.

Housing authorities state that not more than twice the annual income should be invested in a house. Therefore, these families must select houses that cost from \$2,048 to \$3,110. Which means that the majority of the families will either have to choose old houses or do most of the building themselves.

Estimated expenditure for housing expenses, house furnishing, and equipment

The amount of money that families spend for housing expenses, household operation, furnishings, and equipment is small, as is shown in the Consumer Purchase Study (See appendix, p. 2). The amount annually spent for all house furnishings and equipment by the farm family is \$47; by the small city family, \$86; and by the village family, \$74; the average amount spent each month is from \$4 to \$7. Such figures are realistic and provide an economic base for the teaching of housing and house furnishing. To requote Miss Wilson, (p. 13) "It is comparatively simple to list the characteristics of an ideal home. It is quite another matter to help people in the spending of an amount that will not begin to pay for the ideal."

Occupation of mothers

The occupation of the mothers was homemaker in 85 per cent of the cases, which was higher than that from the Oregon Survey, 77 per cent.

Place of residence of high school girl

The fact that 94.5 per cent of the girls live at home with their parents or relatives is significant for the planning of the course on housing, since it suggests the possibilities of many problems based on the family dwelling. This per cent is fairly consistent with the average of the Oregon Survey, which is 90 per cent. The other five per cent of the girls work or live in homes where they are employed.

Size of family

The households of the families in this study range from two to eleven persons, with 50 per cent having four or five members. (See appendix, p. 14) This number is fairly consistent with the Oregon Survey. There were a total of 1,010 persons in the 200 households, an average of 5.5 persons per household.

Although this is higher than the average for this area, 3.4 to 3.8 (See appendix, p.1), it is partly

accounted for by the fact that two- and three-person families were practically eliminated since only families having a high school girl were included in the study.

Family pattern

The family pattern for these 200 households includes one or more brothers in 65 per cent of the cases and one or more sisters in 63 per cent. Only eight per cent have grandparents or other relatives living with the family.

Interest in extension

Indication of the mother's interest in studying their problems as homemakers was given by the tabulations. (See appendix, p. 12) Eighteen per cent belong to a study club or home demonstration extension unit. Of the 200 girls, 29.5 per cent are or were members of 4 H Clubs. Cooperative projects between the home economics department and these organizations is, therefore, practical.

Summary

The selected group of 200 families is a low income group. The families are large, an average of five persons to a household. This means a heavy drain on the small

income for food, clothing, and housing.

Data Concerning Family Residence
of 200 High School Girls

The data from these questionnaires on the 200 houses will be analyzed with two objectives in mind. First, to develop a composite picture that a home economics teacher could consider when planning a course on "Making the House Livable." Second, to determine as nearly as possible how livable these houses are on the basis of the 30 requirements for human needs set up by the American Public Health Association. (See p. 7)

The family residence

The location and type of family residence, and whether it is owned, appear in Table II.

TABLE II
Location, Ownership and Type of Residence

	Number	Per cent
Location of residence		
Acreage or country, no farming	88	44.0
Farm for living	19	9.5
Town	93	46.5
Ownership of residence		
Owners	141	70.5
Renters	58	29.0
No data	1	0.5
Type of residence		
One-family house	190	95.0
Two-family house	3	1.5
More-than-two-family house	7	3.5

According to these tables, 46.5 per cent live in town or adjoining suburban areas. Residences in Gladstone and Jennings Lodge communities were considered as town and increased the per cent. Of the groups, 44 per cent live on acreages or rural areas, and only 9.5 per cent live on a farm used to provide the family living. Since 17.5 per cent of the girls listed their father's occupation as agriculture, it would seem that some live on acreages or in town and work elsewhere.

The per cent of home owners, 70.5, is high in comparison with the Oregon Survey of 57 per cent (See appendix,

p. 13) and with the Consumer Purchase Study in which 47 per cent were home owners in the small cities, 51 per cent in the villages and 82 per cent in the farm areas. (See appendix, p. 2) Since home ownership is often a determining factor in the family's interest in improving the house and adapting it to their needs, this figure seems significant. In planning a course on housing, it is also important to consider that only one fourth (29 per cent) are renters. Another consideration is, that although families owning their homes are often more interested in keeping them in repair and in adapting them to their needs, the economic factor prevents them from doing so. On the other hand, the landlord must keep his houses in repair in order to rent them. Because of the initial investment required, many renting families are able to live in a house of higher rental value than they could afford to own.

The question "How much rent do you pay?" (Question 4 of the House Survey, appendix p. 8) was answered by only a few and was, therefore, not tabulated. However, in the Consumer Purchase Study, the average rent reported for small cities was \$19, and for villages, \$11 (See appendix, p. 2).

In a problem for any high school class on renting facilities, this average rental can serve as a guide in selecting houses for class consideration.

Since the single-family detached house was the type occupied by 95 per cent of the group, one might assume that the basic physiological requirements of cross ventilation, pure air, and direct sunlight could be provided.

In some houses, inadequate daylight illumination may be caused by the dark days of an Oregon winter plus overgrown plantings near the house, large porches, and small windows.

The stability of the population is indicated in Table III which indicates length of residence in the present house.

TABLE III
Length of Residence in Present House

	Number	Per cent
Length of residence in present house		
Less than six months	29	14.5
Two years and less than five years	55	27.5
Five years and less than fifteen years	64	32.0
Fifteen years or over	47	23.5
No data	5	2.5

It appears that the group under discussion are fairly permanent residents. Only 29 families have lived

in the present house less than six months. In fact, a fourth of the girls have lived in the same house their entire lifetime. This permanence of residence increases the possibility of a normal community life.

Table IV shows the number of rooms in the houses.

TABLE IV
Number of Rooms in Residence

	Number	Per cent
Number of rooms in residence		
Two or three	8	4.0
Four	21	10.5
Five	54	27.0
Six	67	33.5
Seven	41	20.5
Eight or more	9	4.5

In 84.5 per cent of these houses there are five or more rooms, and in 14.5 per cent, four or less rooms. This is similar to the report of the Oregon Survey. The average size of the household, four or five persons, indicates an average of one or more rooms per person per household. This in turn suggests room for privacy and a normal family life as far as space is an asset, which signifies these houses may meet these two basic psychological needs.

The following table shows the number of girls who share their bedrooms and clothes closets.

TABLE V
Number of Girls Sharing Bedrooms and Closets

	Number	Per cent
Number of girls sharing bedroom		
With no one	102	51.0
With one person	78	39.0
With more than one person	20	10.0
Number of girls sharing bedroom closet		
With no one	101	50.5
With one or more persons	99	49.5

It is interesting to note that one-half of the girls have their own bedroom and 39 per cent share their room with only one person. This situation should provide opportunities to interest girls in room improvement in parts of the house over which they have some control. The implication in this table is that all the girls have personal clothes closets; whereas some of these may be family closets not in the girl's room. It is the writer's opinion that many of the closets are small and that help is needed in their arrangements.

The tabulation shows that these houses meet the psychological requirements for privacy, that not more than

two persons occupy one sleeping room. Ninety per cent have their own bedroom or share it with but one other person; only 10 per cent fail to meet this basic requirement. The basic rule for protection from disease limits two persons to a sleeping room. The general lack of overcrowding seems to indicate that, except in the 10 per cent, this rule is being met.

Types of heating for residence

Complete rest and relaxation are not possible in a crowded house. Many houses with adequate rooms per person per house are cramped for space by lack of adequate heat and lighting facilities. Table VI shows the type of heating facilities in these 200 houses.

TABLE VI

Types of Heating for Residence

	Number	Per cent
Fireplace	44	22.0
Furnace	46	23.0
Kitchen stove and heating stove	130	65.0
Heating stove and other combinations	23	11.5

Since 65 per cent of the residences depend for heat on the kitchen stove and heating stove, it is not surprising that half the girls state their bedrooms were not

warm enough to study in during the winter. This situation is general throughout the state. (See appendix, p.15) and should be kept in mind when considering the adequacy of the houses for privacy and when planning for study and hobby centers or furniture arrangements. Some consideration should be given in the plans for the placement of the heating stove.

For cooking purposes, 54 per cent of the houses use wood; 27 per cent, electricity; and 17 per cent, gas. In the Oregon Survey, 87 per cent use wood and 21 per cent electricity.

The Oregon Outlook Conference reported (See appendix p. 7) that since "Clackamas County is 85 per cent electrified, it is not so much a problem of power as of income adequate to buy appliances" and to pay for the current used each month.

A total of 41 per cent of the houses are equipped with electric or gas stoves, which are considered by many as labor saving devices. They are thus contributing the performance of household tasks without undue physical or mental fatigue.

Water supply and toilet facilities

The basic requirement for cleanliness stipulates 20 gallons of water, hot and cold, per day per person, and a

bathtub or shower for each family. Table VII shows how these houses conform to this requirement.

TABLE VII
Water Supply and Toilet Facilities

	Number	Per cent
Water supply		
Number having no water piped	22	11.0
Number having hot and cold water in kitchen, bath, and laundry	106	53.0
Number having hot and cold water in kitchen and bath	31	15.5
Number having cold water in kitchen and bath	15	7.5
Number having water in kitchen only	19	9.5
Number having water piped near house only	7	3.5
Toilet facilities		
Number having inside toilet	132	66.0
Number not having inside toilet	67	33.5
No data	1	.5
Number of outside toilets of government improved type	20	27.0
Number of not improved type	54	73.0

This table shows that 137 or 68.5 per cent of the houses have baths equipped with hot and cold water; an additional 7.5 per cent have cold water only in the bathrooms. Therefore, nearly two-thirds of the houses fall below the basic requirement. The Oregon Survey indicates an even lower average, 61 per cent, of houses

equipped with hot and cold water. It reported only four per cent without piped water and 12 per cent with water near the house. In the 200 cases, 11 per cent have no water piped. This lack of piped water in the 29 houses indicates that such houses are not providing required facilities for personal cleanliness and for the performance of household tasks without undue physical fatigue.

A basic need for health is protection against contagion. Toilet facilities should be of such a type as to minimize the danger of transmitting disease.

Of the houses in the study, one third did not have inside toilets. There were 74 outside toilets, some houses having inside and outside toilets, but of this number only 27 per cent were of the government approved type. Improving sanitary conditions gives opportunity for cooperative activity with agencies such as the state extension and health services.

Experiences in building by members of 200 households

As shown in Table VIII nearly half of the cases reported some building or remodeling experience.

TABLE VIII
Experience in Building

	Number	Per cent
Number who built or planned present residence	49	29.5
Number who built or planned present or some other residence	89	45.5
Number who have done extensive remodeling of a residence	122	61.0

A total of 122, or 61 per cent, have done extensive remodeling of a house, such as changing partitions, adding windows, or finishing a room in an attic. Since 29.5 per cent built or planned their present dwelling and 45.5 per cent either built or planned their present or some other house, there would seem to be opportunity for guidance in building and remodeling.

These figures also seem to indicate an interest on the part of homemakers to adapt their dwellings to the family needs. Under guidance, cooperative projects of the high school girl and boy might be developed on certain housing problems such as those reported in the Housing Survey for Clackamas County in 1934¹. This

¹. On file in Clackamas County Extension Office, Oregon City, Oregon.

survey shows that in rural homes, 49 per cent needed clothes closets; 47 per cent, bathrooms; 23 per cent, bedrooms; and 22 per cent, storage facilities for fresh fruit and vegetables.

Flower gardens and lawns

The basic rule of "possibility of reasonable esthetic satisfaction in the home," and surroundings was probably attainable by all this group of 200. The writer observed few homes in this area located in particularly objectionable places. Many houses afford glorious views of the Willamette River and Mt. Hood. The luxuriant growth of this area of western Oregon makes gardens and plantings possible. It is not surprising to find 81.5 per cent having some type of flower garden. The mother seems to be the flower gardener or helper in all but 11 per cent of the cases. (See appendix, p. 16)

All but 13 of the houses had one or more house plants, the majority having one to five. High school girls should, therefore, be interested in training for the raising of plants and flowers, provided either in home economics or in some related course. The writer frequently observed old tin cans, worn-out cooking utensils, and stained pots being used as containers for the house plants. The shelf or table on which they are

placed is often newspaper covered and water stained. The resulting effect certainly is not an esthetic one. It would seem, therefore, that some emphasis could well be given this problem.

Three-fourths of the group have a mowed or clipped lawn, even at considerable cost and labor.

Lighting

Although 85 per cent of the rural homes of Clackamas County have electricity (See appendix, p. 7) we cannot assume that the houses have adequate artificial illumination. On the contrary, many are poorly lighted because of improper choice of lighting fixtures.

Summary

It appears from the available data that these 200 houses meet the basic housing requirements fairly well, the exceptions being that 10 per cent need more bedroom space, 14 per cent need water piped, 31.5 per cent need bathrooms with piped hot and cold water, and 73 per cent of the outside toilets are unimproved. To change these conditions takes money, which is not too plentiful in this low income group. Therefore the question can well be raised, are there some things that can be taught these girls to improve these conditions until they can be

completely remedied?

CASE STUDIES OF TEN SELECTED HOMES

This section of Chapter III contains the case studies of the selected homes, and the analyses of the data secured. The selection of these homes and the procedures followed for securing the information were described in Chapter II (See p. 22).

The narrative report of these case studies includes a general picture of the family and their relationships, and of the house, together with the opinions of the mothers and of high school girls on what to include in the unit on "Making the House Livable."

Case Study I

The family is composed of a stepfather, a mother, a daughter who is a high school junior, and two boys, aged 13 and 16. They live on an acreage about ten miles from town. Of the twenty acres only four or five are under cultivation. On these are fruit, nuts, and vegetables for family use, and hay for the stock. The father does seasonal work, such as road construction and harvest work.

Last year the family moved to Southern California, but being unable to find a satisfactory situation, they

returned to Oregon. For several years they lived in Southern Oregon where the mother was active in Extension work under Mrs. Mabel Mack. She found the work valuable and would like to see her community sewing circle become an extension unit.

The entire family enjoys working and playing together. While in California they all attended the W.P.A. "woodworking" classes, where they made various pieces for the home. The high school boy continued his interest by taking woodwork in high school.

The house is about fifteen years old and in a fair state of repair. It has a large living room, a kitchen, two bedrooms downstairs, and two upstairs. It is modern in sanitary facilities, with its own water system. The house has a lived-in look. The hobbies and interests of the family are expressed in the furnishings and arrangements of the living room, where family activities are centered. The bedrooms are used as sleeping and dressing rooms. The house meets the needs of the family fairly well, the mother thought, except that the parents' bedroom is small and should have another window for cross ventilation. Since the family eats all meals in the kitchen, the mother would like a breakfast nook built to replace the back porch.

The mother says her daughter is interested in

housekeeping and usually helps with the weekly cleaning on Saturday. On school days she assists with the housework while the mother helps with the outside chores and garden.

She thought the home economics course should include work on interior decoration such as the use of color, room and storage arrangement, the selection of furnishings for the home, practical helps on how to paint woodwork and refinish furniture, how to wisely select and apply calcimine and wallpaper.

"Girls can be more independent if they can put up a shelf, drive a nail, and keep their kitchen knives sharpened," the mother said. "Emphasis of the course should be on the entire house. The high school girl can apply the home decoration rules in her own room, but in the living room she must also consider the needs and wishes of the entire family."

The high school girl was not sure what to include in a course on "Making the House Livable." She took the course this year in home economics and said it was satisfactory for her needs. She liked the lessons on planning the color schemes, arrangements, and decorations of rooms, and the care of the house when we removed scratches, etc. from furniture. "The lessons on learning how to paint and enamel were all right but took

a lot of time," she said. "I think girls are most interested in learning how to fix up their own rooms; then they can apply the ideas to the rest of the house," she added.

This family appears to be operating on a small unstable income which limits their activities; however, they seem fairly successful in maintaining a house as a tool for their living and are willing to learn and eager for suggestions.

Case Study II

Eighteen years ago this family moved to Oregon into their present house. The family is composed of father and mother and three children. The youngest child graduated from high school this spring. The father and son are carpenters, the older daughter a secretary, the mother a busy homemaker and an active leader of 4 H clubs. County and State Fair time is a busy one for this family because they all go to the fair and win blue ribbons; the girls in 4 H sewing, the mother in 4 H club activities, and the father in poultry. It is a busy household of many activities and interests.

Ten years ago they started to remodel their house. The outside has been completed, but the interior walls are only partially finished. The building boom

in this area demands so much of the time of the father and brother that their own house is incomplete. A breakfast alcove, a bathroom, and extra space in the living room have been added. Their most pressing present need is the completion of their plans, which requires both time and money. The family lives in the living room, using their bedrooms for sleeping purposes.

The house is located in the suburban area with space for chickens and flower gardens. The mother is fond of flowers and has many choice plants.

The living-dining room is furnished with a davenport, two rocking chairs, a desk, a sewing machine, a large dining table, and several straight chairs, and a card table for extra desk space.

When asked what to teach on "Making the House Livable," the mother mentioned first the need for the study of storage arrangements. She also advised including such things as room arrangements, color schemes, house decoration, adapting the house to the needs of family, making it homelike. "Have the emphasis of the course on the girl's own room; help her to plan its complete decoration and furnishing," she said. "We as a family plan and discuss the buying of the furnishings for the house. Such things as learning how to paint, varnish, refinish furniture, how to make curtains

and draperies, are fine and should be included," she added. "The principles of the selection and application of calcimine and wallpaper would be helpful but not necessary. A knowledge of simple household repairs would help a girl to be independent," she suggested.

The high school girl expressed her opinion about the course as follows:

"I think our high school course in housing was quite complete. They taught practically everything that could be taught except that which we all must learn more or less by experience. One thing I think the girls need more of is actual experience in the care of a house; also in remodeling and fixing up the house. Then I think probably good color schemes for each room in the house could be stressed a little more.

"One thing I would like to learn is how to make more room for clothes. Another is how to arrange a large amount of furniture in a small room. Namely - the bedroom. It isn't very large, and we have a whole bedroom set, and it is a problem to arrange it satisfactorily."

Thus we have a picture of a family, active, enthusiastic, and socially minded. They use their house as a means of shelter and as a center for their many activities.

Case Study III

This family lives in town in a house built on the steep slope of a side hill. The father is a machinist in the paper mill. There are four children, two boys, 20 and 18, and two girls, one 16, a junior in high school, and her sister, aged 13. The high school girl is active in school affairs and was treasurer of the Home Economics club. The parents are active in community affairs, and enjoy a rich family life. The father is friendly and entertaining, the mother devoted to her children and husband.

The house, as mentioned above, is built on the steep side of a hill, with garage and storage space on the street level, and one bedroom below, and the living and dining rooms, the kitchen and two bedrooms on the upper level. The most delightful part of the house is the front porch from which is a magnificent view of the city and river. The outdoor living room is a favorite spot for the family and a source of many happy hours.

The living room is furnished with a davenport, a large upholstered chair, and three rockers. Small tables are placed at each end of the davenport and by the large chair. The small lamps on the tables by the davenport add supplementary light to the overhead fixtures. A

large bookcase provides space for books and storage of living room equipment.

"Girls need to know how to make things for the home, such as curtains, draperies, and pillows," the mother said. "How to care for the house and the house-keeping procedures are also things girls need to know. My daughter is a pretty good housekeeper when she wants to be," she added. "It is a good idea for girls to know how to remove scratches and touch up furniture. The high school girl painted the kitchen chairs and table last winter. She plans to do more painting this summer."

This mother thought girls needed help on how to buy furniture and furnishing and on solving storage problems. "How to arrange a closet for the adequate storage of shoes, hats, and clothing is a problem. Right now they are fixing up a downstairs room for their bedroom, but it worries me not to have them next door to me on this floor. They are fixing curtains, arranging the furniture and storage places for their things and they are having a grand time."

The family has lived in their present house for about five years. During that time the main changes they have made are the addition of a sleeping porch and new household furnishings, such as an electric refrigerator, gas range, sewing machine, davenport and chair. The mother

tries to make the house a pleasant setting for the development and use of her family. While the children were small, she removed the large living room rug to facilitate the use and lessen the care of the room. The family does their own painting and calcimining.

The mother thinks any work on house decoration would be valuable to high school girls, including such work as the use of color, room arrangements, selection of furniture and furnishings.

The mother is willing for the girls to try out their ideas of home decoration in the home. They can rearrange the furniture and furnishings. They also help with the housework and have regular duties.

The high school girl had few suggestions to make for the course on "Making the House Livable." She thought the course as given last year was complete and satisfactory. She best liked the lessons on color schemes for rooms, furniture selection and arrangement. "Learning how to paint was fun, too," she added. "I wish we had done more on simple household repairs, though."

In such a home the high school girl has opportunities for expressing her ideas on house decoration because the family is cooperative and has a sufficient income to allow her to experiment.

Case Study IV

This family consists of father, mother, a boy twenty-four, and two daughters; one a sophomore, the other a junior in high school. The father is a tenant farmer, the son a mason. To supplement the income the girls pick berries and hops in the summer, and the father plows gardens and digs basements.

In an effort to find a farm on which they can earn an adequate income, they move nearly every year. This year they are on a part of an old land donation claim a few miles from Oregon City. As there are only eighteen acres in this place, an additional sixty acres are rented.

The family came to Oregon from North Dakota six years ago. It is "all shoulders to the wheel" in this family to earn the living. They have a big garden, raise rabbits, chickens, and pigs for food, and milk a cow. They can dozens of jars of food and keep their meat in a cold storage locker.

The house on this old estate is a fine example of northern colonial architecture. It is located on a knoll at the end of a long curving drive lined with walnut trees. From the low windows and veranda is a magnificent view of the valley and mountains. Although the house is

stripped of its former glory and furnishings, it stands proudly reminiscent of its days of coach and coachman.

This family are proud to be in the old house and are trying to adapt it to their needs. They have completely repainted the downstairs rooms, added two cabinets to the kitchen, and dug a basement for the storage of root vegetables and potatoes. To curtain the many long windows in the living room, the mother made draperies of inexpensive cretonne and lined them with flour sacks. They use the old ballroom to dry walnuts and to store garden and household equipment. There are four fireplaces in the house. The large living room is furnished with a davenport, an occasional chair, two rockers, an improvised desk, and a heating stove. The dining room, smaller and more cozy, with a large table, buffet, house plants, and sewing machine, is used more than the living room as a place for visiting.

The family considers the house as a tool for living. It is managed cooperatively by the entire family. The girls and mother have worked out a rotating schedule which gives each girl a chance to learn and to experiment.

This mother in response to the question of what to include in the unit on "Making the House Livable" said, "Give the girls practical things, such as how to make

things for the house like curtains, draperies, pillows. We do a lot of painting because we move so much; so suggestions on painting and refinishing of furniture would be helpful; also how to apply calcimine and wall-paper." The mother wanted her girls to know how to select furnishings for a house and get their money's worth; how to plan a satisfying color scheme. "Teach them how to use what they have to good advantage," she emphasized.

The sophomore high school girl in this family, in stating her opinion on what to include, said the topics mentioned in the letter (See appendix, p. 11) to her were interesting and should be included. Other things she would like to do are: make a scrapbook of houses, the rooms in the house; along with this study the colors and different types and prices of furniture. If possible, a few things about remodeling a house or room could be mentioned.

The problems of the tenant farmer family that is constantly moving are usually more serious than this family feel them because of the ambition of the homemaker and her daughters in adapting each house to their needs. The suggestions in a class on "Making the House Livable" for these girls should be on a low economic level. However, the girls will no doubt have many practical suggestions to enrich the experience of the entire class, as well as

problems for the class to help solve.

Case Study V

This interesting family is composed of father, mother, two girls, one a senior in high school and one in the eighth grade, and two boys, ages fifteen and seventeen. They live on an acreage about five miles from Oregon City on which they raise 1000 turkeys and chickens. The father is a paper maker at the mill.

The parents are natives of the northwest. The mother, of pioneer stock, was reared near Pullman, Washington and is vitally interested in her family, desiring complete development of her children's personalities. The home seems to be one of great congeniality, the spirit of cooperation being evident in many ways.

The house is in a state of reconstruction. They started with a small old shack and to it not only have added rooms but have attempted to remove this central unit as they have added new material.

They are doing most of the construction themselves. Many ideas they are attempting are fine, but lack of technical information and skill is evident. However, the joy the entire family is getting out of building their house will no doubt compensate for most of these difficulties.

They have one large living and dining room where the family lives, plays, and entertains. At present the walls are unfinished, the partitions and doors are not in, but the family life of fun and entertainment goes on unhampered. The mother says, "Oh, yes, we entertain just the same; we have lots of folks in. We are camping; it doesn't bother us. Our guests must accept us as we are."

There are two bedrooms on the first floor, and they plan for two more upstairs. The bathroom is not yet made and neither is the laundry or utility room. There is no basement. They have their own pressure water system.

Throughout the house they have planned quite adequately for storage space. The kitchen is light and cheerful and fairly well planned to care for meal preparation, food preservation, washing, and eating.

The living room is furnished with two small leather davenports covered with cheap Indian blankets, two rockers, a desk, a bookcase, a sewing machine, a small table, and a floor lamp.

The dining room end has a round dining table and chairs. The plan is to build in a buffet on one side of the room, and shelves and table around the west window for house plants.

The floor is covered with a good all-over pattern of linoleum. The curtains are simple tie backs. They

plan to use plyboard on the walls. "We will finish the house first, then decide on its decoration," said the mother.

She was very enthusiastic about home economics and expressed freely her gratitude for the help her daughter had received in her three years of home economics. She said she was most anxious for her girls to learn how to manage and operate a house since as a girl she had had no such training. They lived on a 400 acre farm, and she rode horseback and helped with the stock. Her mother managed the house and would not accept help, even to the drying of a dish. "So, you see, I really have felt the lack of training in my life. I want my girls to get all they can. We do all the work here at home together. All my girls can do every part of managing the house. I want them to learn the best ways in school," she said. "Planning room arrangement for comfort and beauty is a first requirement, then the use of color in the house," she commented. How to plan for the building of a house and how to store personal belongings, household goods, and equipment she considers very important.

Learning to make things for the home would be helpful, such as curtains, draperies, decorative accessories. When asked if the unit should include suggestions for painting, wall papering, calciming, she replied, "Yes, as

much as you can. My older daughter is working in a private home in Oregon City, and she has learned to make curtains and to do many things the right way. I am pleased that she has an opportunity to work in this fine home.

"Learning to buy and spend money wisely is important. I take my daughters to the market and train them to buy correctly. I teach buying to my boys also. We plan our family financial matters together. We figure that money is of family concern and so they should be in on the planning.

"The emphasis of the work should be on the entire house, not just the girls' room," she concluded.

The senior high school girl made the following comments on what to include in the unit of "Making the House Livable."

"I think a girl would like best to be able to fix places to store her clothes and belongings. That has been and still is my problem. I think girls should take notes on taking care of the house and fixing things, and keep them, for after they are through school and start working or just helping at home, those notes come in handy."

During the second interview at this house, the senior girl announced that she planned to be married this

fall. This event perhaps accounts for her desire to have a record of suggestions developed in her classes.

What shall we teach to the younger daughter when she comes to high school this fall? The mother has already outlined a large order. This girl served cookies and frosty root beer while the mother and the interviewer completed their conference. Her poise and assurance testified to the fine home training this excellent mother was giving her family.

Case Study VI

This family of four members is one of the very fine families in our school system. The father is with a retail lumber company; his hobbies are fishing and carpentry. The mother is one of the most active members of the Parent Teachers Association. She is a past president of the High School Parent Teachers Association and is now president of the county Parent Teachers Association council. She is active in community affairs, particularly those whose efforts are toward enriching home and family life. There are two daughters, a high school senior, and her sister, aged 12. The senior used to be a 4 H club member, and the mother is a lay leader in a Parent Education Extension group. They live in a suburb of Oregon City in a home built by the mother's family.

Each member of the home has one or more hobbies to which he is devoted. The mother and senior girl crochet and knit; the other daughter reads and collects bottles of perfume and advertising signs. Her room is a Junior High School girl's haven. The father has a special corner for his fishing equipment. His cabinet is located in the only available space, the blank wall of the basement stair well. Here he has installed a drop-leaf platform on which to stand. The principles of adequate and complete storage are exemplified in his cabinet where every fish fly has its appointed place. He has cartoon of fishing, clippings of where to fish, and logs of past fishing trips on the bulletin boards of the cabinet doors. It is truly a man's sanctuary, one that is unique.

The family living-dining room is a large room with comfortable cushioned chairs. Its furnishings include a fireplace, flanked on either side with bookcases, a davenport with an overstuffed chair to match, two rockers, an end table and a coffee table, a folding dining room table, a buffet, and a piano. A large plain brown rug covers the floor with scatter rugs to protect places receiving most wear.

To arrange the house to further meet the needs of the family, one of the downstairs bedrooms is furnished

as a den. Bright gay colors of green and light yellow decorate the room, which is furnished with a studio couch, chairs, a lamp, and a radio.

The kitchen is well-equipped for storage space and is attractively decorated and furnished. The breakfast alcove is used almost exclusively for the serving of meals. We had a glass of iced tea and cookies there as we continued our discussion.

The father, who is handy as a carpenter, finished the upstairs to make a bedroom for each of the girls. The girls planned the partitioning of the space and the decoration of each room. Clever corner cupboards and book shelves made by the father display the girls' hobby collections. The father also built the senior girl's desk. Each girl has her own dressing table, desk, and chest of drawers, bed, and chair. The rooms are theirs to use and decorate as they please.

The mother appreciates the responsibilities of education and gladly contributed her ideas to this study. "School is a day's work for the children, and I usually try to manage the care of the house myself, and thus relieve the girls of any home responsibilities. They are both active in extra curricular activities, and then they have their music," she said. "However they do care for their own rooms and pick up after themselves. The

younger doesn't assume much responsibility about the house, but the older girl does. One helps with the dishes at night, and the other sets the table. They are pretty good about cooking supper when I am away.

"Girls need study on money management. They should know something of what it costs to run a house. The older girl kept the household accounts as part of her commercial course, and although it was a worry to remember how we spent every nickel, it was good training for all of us. Records of expenditures are especially helpful when the income is not stable.

"Give the girls some work on house planning, what they should look for in selecting a house, and how to adapt the present house they are living in to meet the needs of the family. My husband is handy with tools, so we are able to adapt a house better than most families." She went on to say, "Sometimes parents do not realize, or are not aware of problems in their families; so parents need parent education to awaken them to these problems and to help in their solution. The work we have had in the extension study groups has been valuable in that respect.

"It would be helpful for girls to know how to do simple repair jobs, so they could do them if needed. With us, my husband does all of that, but in many families

the women do it. The principles of the application of paint, calcimine, and wall papering would also be nice to know.

"My husband and father do the gardening; I don't enjoy it. Occasionally the girls try to raise some things, but their interest is short lived," she concluded.

The high school girl stated the following opinion about what to include in the unit. "I believe a varied study including all the small tasks and talents involved in homemaking would be best. Especially, I think, fixing places to store clothes and belongings is important, because each girl can benefit from that even if it's only through the rearrangement of her closet to make it more convenient. In this study girls undoubtedly would learn orderliness, too.

"The study of fixing her own room can hold the most interest for girls because at present it seems most important. Of course, they like to have a part of helping fix the living room to make them proud to bring their friends into the home.

"Many girls get married without any further schooling after high school; the making of curtains, painting, consumer buying, and keeping a budget should be of great help to them."

In a family like this one, the summer projects

would be an ideal arrangement. The girls are so busy during the school year that they can do only simple short problems relative to housing. They are interested not only in their own rooms but in the entire house, and because of the excellent home atmosphere they could try many ideas gained in the housing course. Although the family probably enjoys an above average income, any suggestions of home decoration should be on a low income scale because they live simply so that they may have money for other important phases of living.

Case Study VII

This family consists of a father, mother, and two daughters, ages fourteen and fifteen. The father is a machinist in the navy yards in Bremerton, Washington, and is home only from Friday night until Sunday afternoon. They live five miles in the country on an acre of land next door to the mother's parents. The mother grew up in this neighborhood, and taught in the neighborhood school for several years before her marriage. She seems devoted to her parents and prefers living near them than in Washington. She feels that Bremerton is not the place to raise her daughters, although they spend the summers there.

The house is a five-room, two-bedroom one that the

parents built when they married. It is fully modern with respect to light, water, furnace, fireplace. It is plastered and painted with flat wall paint. The floor is dark, the woodwork light. The mother was repainting the walls and woodwork. The living room is furnished with a davenport, a large chair with accompanying end table, a lamp, and a piano. Bookcases flanked either side of the fireplace, which occupied one wall of the living room. Art objects and flower arrangements added interest to several shelves not lined with books. The lower shelves were filled with the usual magazines, games, and living room materials.

The girls' bedroom was large and was furnished with twin beds, vanity dresser and bench, and high chest. A book shelf for magazines and storage space completed the equipment. The vanity dresser with mirror was used as desk, dresser, and hobby table. The girls spend much time in their room, which seemed inadequate for their needs and interests.

The mother's room was furnished with a full set of bird's eye maple furniture, a wedding gift from her parents. She spends much time there sewing and doing fancy work. The mother says the teachers, because of their observation and study, should be better judges of what to include in a unit on "Making the Home Livable,"

although she feels learning to buy and the use of money are very important. She seemed reluctant to turn over much home decoration to the child. However, she was experiencing many surprises over her high school daughter's knowledge and understanding.

The high school girl was analytical of her needs and wishes for a unit on "Making the Home Livable." Ideas from her letter are arranged as follows:

"Next year I expect to take the unit on housing; first, I want to learn how to 're-do' our living room which we use for entertaining and for family living. I want to know how to make this room fill the needs of our family and guests in a practical, durable, comfortable, and attractive way. I want to know what colors to use, what furniture to select, and what backgrounds of walls and rugs to choose. I believe my problem is also one of many girls of average means.

"It would be nice to learn how to choose and made draperies and curtains and to refinish furniture.

"Another feature would be the use of carpentry tools so I could remodel a bed or dresser, make shelves, do repair work, and construct equipment for storage arrangements. Of course, I would want to learn how to paint this furniture, too."

The entire unit on "Making the House Livable" could

be built around this one girl's problem. If this girl could work out a reasonable solution to her problem, the mother would probably cooperate in carrying the plans through.

Case Study VIII

This is a study of a family of father, mother, three boys, aged six, nine, fourteen, and one sophomore girl, aged seventeen. The family lived in Iowa for many years where they had a home and fine business until the mother became ill and was in the hospital for eighteen months and bedfast for several years longer. This illness plus the depression left the family bankrupt, without either house or business. They came to Oregon upon the suggestion of friends, and live in Parkplace, where they rent an old house for \$10 a month. The father is a carpenter and is working on many new houses being built in Portland.

The mother is completely recovered from her illness and is young, attractive, and vivacious; only her gray hair suggests her years of ill health. The mother and daughter have a fine understanding and seem more like sisters than mother and daughter. The mother's attitude toward the house and her remarks concerning her husband and sons showed a fine family relationship.

The house was an old one of six rooms-- living room, dining room, kitchen on first floor, and three bedrooms upstairs. Because of its unsatisfactory condition, the living room was not used. They were redoing the house as they could afford it, and as the father had time to work on it.

They had started with the kitchen; the walls were covered with a well selected design of oilcloth. A new sink cabinet unit had just been installed and painted. They had planned redecoration of both dining and living room. The floors were to be sanded and refinished, the walls repapered, the dark woodwork painted light ivory. As the built-in cabinets were crude, the father plans to put on new fronts to the drawers. The color scheme and designs of the selected wallpaper is excellent.

The refinishing of the house is a whole family project, and they seem to be enjoying the reconstruction. They were interested in learning of the free helps and suggestions available from the Extension Service.

One of the first things the family did to adapt the house to their needs was to install a shower. The only available place for it was in the basement. They do not have an inside toilet.

The living-dining room is the place in which the family spends their time together. It was furnished with

a studio couch, dining table in the center of the room, and straight chairs around it, two rockers, a magazine rack, and a radio. The curtains were simple cretonne and marquisette.

The mother was very enthusiastic about home economics, and was pleased with the opportunity to make suggestions for the course. She said that she and her daughter needed help in planning for the decoration of the home and its management. Any suggestions on room arrangement, the use of color, the buying of equipment should be valuable; also on how to make a home livable and satisfying for the family members on a limited income.

"How to adapt what you have to give satisfaction is so important," she said. "Although my husband does most of the painting, papering, etc. we all help, and I think it would be useful for girls to understand the principles of such activities. Girls should know how to make curtains and draperies and furnishings for the house. Knowing how to do simple repairs of household equipment will make a girl more independent and self-sufficient in managing a home. If she knows how to re-finish furniture and care for it, she can have a nicer house for the same amount of money than one who cannot do such things. Sometimes I am afraid my daughter has

had too much responsibility in the home. It has made her more serious and older than other girls her age."

The high school daughter makes the following comments on what she would like to have included in the unit on "The Livable Home":

"For my own use just now I would like to learn how to make my room attractive, but I think I would like to know other things about the home for later life, such as how to make attractive curtains and other furnishings. I would like to learn to paint and how to make the whole house attractive."

Any work on the house that give this girl help on her problem of redecoration, refurnishing the house and her room, will be practical. The application of the principles of color and design and the selection of equipment must be on a low income level. The mother was very much interested that girls learn how to buy wisely and to plan expenditures.

Case Study IX

A high school girl and boy, a father, and mother are the family members of this pioneer family. They are all very active in community and school affairs. The father is a captain in the National Guard and is in State business. The mother is one of the social leaders

of the town and is president of an organization of her church. She is a charming hostess and dresses in exquisite taste. She is ambitious for her children.

The family lives in town in a small six-room house that the parents built when they were first married. It is beautifully furnished with many heirloom pieces from grandparents and other relatives. They have five exquisite needlepoint upholstered chairs and a rarely beautiful mahogany bedroom set. The hand woven coverlet on the bed in the parents' room was made by a great-great aunt of the children in 1843. Because the rooms are small, the doors to those on the first floor are usually open, and the same general decorating tone is used throughout. This somewhat complicates the high school girl's activities, as she is unable to use her room as a means of self-expression. She wishes her room were upstairs.

When the members of the family study or write, they usually go to the breakfast nook where the light is better and there is room to spread out.

The children wish they had a "rumpus" room, a place where they could bring in the gang and have fun. For parties of any considerable number, they either use the parish hall or entertain with friends who have a "rumpus" room.

When asked what to include in a unit on "Making the House Livable," the mother suggested the following items: room decoration, including color schemes, selection of furnishings and accessories, arrangement of furnishings artistically, and storage arrangements for personal and household articles. The emphasis of the unit should be objective, instead of on the homes of the girls, because they are not skillful enough to undertake any part of its decoration. The mother was doubtful whether learning to paint and refinish furniture should be included because in her home there was little opportunity to practice it.

The high school girl was not analytical concerning the problem. She stated that she thought the present unit as taught was satisfactory and better than in other schools she had visited. She did want new ideas on housekeeping and cookery after she had learned the fundamentals of homemaking.

Because of the efficiency of the mother and the very active school life of the daughter, home projects and home practice activities are going to be difficult to guide in this home.

Case Study X

This family is composed of five members; father, mother, one boy and two girls; an older girl works away from home but is home on week-ends. The family have lived in this district for many years. The father's work in the local store demands long hours and limits his time at home. The father has an American Legion drum corps of which two of the children are members. The mother is active in an extension unit and is the leader of a 4 H Club. The mother and children spend the summer working in the berry and hop fields to supplement the family income.

The house is located several miles from town on a knoll with a beautiful view of Oregon City and the valley. They have several acres of land on which they raise grain and a garden, keep cows and chickens, all of which provides much of their food supply. The house is a two-story structure of six rooms. As in many rural homes, the front entrance is seldom used. Adequate storage facilities presents one of the most difficult problems in this home. To help overcome this difficulty in the kitchen, cabinets have been installed. A curtain in one bedroom divides the room for sleeping accommodations for the younger brother and sister. Because the kitchen is large, it is

used as the dining room, and the other two downstairs rooms are used as living rooms. The piano and bookcase are in one room, the davenport and radio in the other. These rooms are used by the family for living, as the bedrooms are just sleeping rooms. The painting and house repair jobs are done by the father. The girls take turns in helping with the household tasks; one is housekeeper, and one is cook, a week at a time.

The mother was enthusiastic about helping plan the unit for "Making the House Livable." She made the following suggestions: Include housekeeping procedures and cleaning aids, selection of furnishings and equipment, the complete furnishing of a house, including color schemes, curtains, arrangements, storage arrangement. "It is a good idea for the girls to know simple household repairs, for it will save them a lot of trouble later on. I missed a whole day of ironing once because the cord to the electric iron needed repair," she said. "To learn how to refinish furniture and make furniture covers would be helpful. Although my husband does the painting here, I think it would be a good idea for girls to understand how to paint, calcimine, and paper," she added. "Girls and boys need help on how to spend their money wisely. My children earn by picking berries, and this year they are keeping accounts of the money and planning

expenditure on the basis of their anticipated needs."

The high school girl stated that she wanted to know such things as how to arrange flowers, how to care for and clean woodwork, how to arrange furniture, how to select, make, and hang curtains, how to plan satisfactory color schemes for rooms, how to arrange a kitchen conveniently, how to make covers for upholstered furniture.

The writer found this family enthusiastic about home economics and the contribution it could make to them. They were quite analytical of their needs and were eager for helps and suggestions on their problems.

ANALYSIS OF DATA FROM 10 CASE STUDIES

The purpose of the analysis of these 10 case studies is to point out the additional information secured by the interviewer and so to further develop the picture of the households and houses of the 200 Oregon City High School girls.

This analysis includes (1) the discussion of the families and their relationship and how the families have adapted the house to their needs, (2) the rating scale on the esthetic qualities of the living room, (3) what the mothers and high school girls think should be included in the unit on "Making the House Livable."

The families and their relationships

Since Oregon City is the oldest incorporated city in the northwest, it is not surprising to find that four of this selected group are of pioneer stock, and five other families are long-time residents of this community. The families were composed of four, five, and six members, the fathers being employed and the mothers homemakers. The incomes from the occupations of the fathers were estimated by a banker¹, and the County Agricultural Extension Agent². The annual income of the tenant farmer was not over \$450; of the seasonal laborer, probably \$750; of the two carpenters, \$825 to \$1375; of the machinists and paper makers, \$1900 to \$2400; and of the three in business, \$1200, \$1600 and \$2000. The average cash income of the 10 cases was estimated at about \$1350 annually. This estimate is comparable to that of the Consumer Purchase Study (See appendix, p. 1). In two of these families the children work in the berry and hop fields to supplement the family income. The low incomes of these families make it necessary that the teaching situations be on a commensurable level, to be most effective.

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1. A. W. Brookings, Manager, Oregon City Branch
United States National Bank, Oregon City.
 2. John I. Inskeep, County Agricultural Agent,
Clackamas County, Oregon City.

The families are interested in community activities, four of the mothers and three of the father being in leadership positions.

Since family relationships play such an important part in family living and color every activity of the family not only as a group but as individuals, it is interesting to note that in five of these families there were evidences of a wholesome, cooperative relationship among the family members with an opportunity for individual freedom and development. In two families, there were evidences of strain and domination by the parents which expressed themselves in attitudes toward the house that might make it difficult for the high school girl to express herself freely and to apply the principles taught in a school course. This would suggest need for parent education. On the other hand, in these cases the mothers expressed freely their pleasure with the training their daughters had received in home economics, and the confidence they had in the ability of the home economics teachers to determine the content of the courses.

Adaptations of house to needs of family

How these families used their houses as a machine for living is one of the interesting parts of these case studies. In four of the cases there was definite evidence

that the family were adapting their house to their needs; while in two cases there were evidences of protecting the house or not using it to capacity. In the ten cases, the following ways of adapting the house are noted:

1. Complete remodeling of the house for space and conveniences.
2. Addition of a sleeping porch.
3. Purchase of labor saving devices, such as gas stove, and refrigerator.
4. Remodeling of attic into sleeping rooms.
5. Furnishing of downstairs bedroom as a den.
6. Installation of cabinet for father's hobby equipment.
7. Provision of additional storage equipment.
8. Refinishing of room interiors for beauty.
9. Use of chest of drawers in living room for storage instead of the bedroom.
10. Installation of shower bath.

Other changes that the families wish to make in their houses include:

1. Addition of dining room and breakfast alcove.
2. Provision for more storage arrangements.
3. Addition of bedrooms.
4. Refinishing of interiors of house.
5. Completion of remodeling plans.

6. Selection of new or additional furniture.
7. Provision for cross ventilation in bedroom.

These two lists are interesting and show not only things accomplished but things planned for accomplishment. They suggest excellent opportunities for home practice and home project activities. All these families have had some building experience, and further adaptations of the houses are probably limited as much by income as by training and time. This again shows the need for ideas on a low income level and suggestions for the resourceful use of available materials.

Esthetic evaluation of living rooms

To secure an objective rating of the care and furnishing of the house, including selection, arrangement, and artistic qualities, the interviewer used a scale to evaluate the living rooms in these 10 selected homes. The rooms were measured on 16 items with three levels of evaluation under each, as indicated in Table IX.

For obvious reasons the tabulations of this rating scale of the individual homes are not included but the number of cases rated on each point and the total score on each are included in Table IX which follows.

TABLE IX
Rating Scale for Living Rooms

	No. Cases Rated	Total Score
1. General appearance of good taste in use of color*		***
a. Attractive in positive way**	4	17
b. Drab, monotonous, neutral.	5	13
c. Bizarre, clashing, inharmonious or offensive.	1	1
2. Cleanliness of room and furnishings.*		
a. Well kept, cleaned, spotless, dustless.	7	31
b. Surface only, dusty, furniture gummy.	3	7
c. Spotted or stained, generally unkept.	-	-
3. Orderliness of room and furnishings.*		
a. Articles in place in usable order.	8	34
b. Articles strewn about in disorder.	2	5
c. No apparent order or system. Meaningless array of articles.	-	-
4. Condition of repair of articles and furnishings.*		
a. Articles or furnishing in good repair and well-kept.	6	26
b. Articles or furnishings patched, davenport good except springs.	4	11
c. Articles broken, scratched, frayed, or torn.	-	-
5. Room arrangements.		
a. Articles grouped in activity areas, harmonious with structural lines of room, well-balanced.	5	24

* Adapted from article, Living Rooms of Low-income Farm Families in Mississippi, Dorothy Dicken, J. Home Econ., Dec. 1937, V. 10, p. 703.

** Under each item the maximum score for a was five points, for b, three points, and for c, one point.

*** Table should read: Four cases were rated "attractive in a positive way," with a total of 17 points for these four living rooms so rated out of a possible 20 points.

Table IX (Continued)

Rating Scale for Living Rooms

	No. Cases Rated	Total Score
b. Some grouping of articles and furniture.	5	14
c. Meaningless array of furniture and articles.	-	-
6. Walls and woodwork.		
a. Successful use as background for furnishings, inconspicuous and harmonious.	5	22
b. Drab or high in color, moderately successful as background.	3	9
c. Inharmonious, garish, poor condition.	1	1
7. Floor coverings.		
a. Successful use of floor covering as decoration.	5	23
b. Drab, neutral, fair in design, size or number moderately suitable.	4	10
c. Garish, badly worn, improper size.	1	1
8. Furniture selection.		
a. Harmonious in design, attractive, suitable in scale.	6	25
b. Inharmonious in design and scale, poor lines, articles not related in feeling.	4	10
c. Over-decorated, poor proportion, garish, badly worn.	-	-
9. Window treatments.		
a. Successful, painstaking use of windows, treatment as decoration of room.	3	13
b. Selection and arrangement moderately successful as decoration for room.	6	16
c. For money invested, could do better in selection and use.	1	1
10. Picture selection.		
a. Evidences of appreciation through use of good copies.	4	17
b. Pictures garish, cheap oil paintings or prints, crayon portraits.	2	5
c. Calendars, magazine clippings, etc.	4	4
11. Hanging of pictures.		
a. Hung with inconspicuous fasteners or two wires in relation to furniture groupings.	2	9

Table IX (Continued)
 Rating Scale for Living Rooms

	No. Cases Rated	Total Score
b. Hung in relation to furniture, in most cases using one wire.	8	19
c. Haphazard effect, no grouping.	-	-
12. Use of flowers and house plants.		
a. Well chosen, attractively arranged in suitable container, adding charm to room.	3	13
b. Attempt at arrangement, selection and container poor.	7	18
c. Container not suitable, little or no attempt at arrangement, flowers dead or withered.	-	-
13. Natural lighting, general impressions.		
a. Adequate daylight illumination, freedom from glare, pleasant	10	44
b. Glare, strong contrasts of light.	-	-
c. Dark, gloomy.	-	-
14. Lighting of areas in room.		
a. Reading, writing, sewing, (day music, centers well lighted. (night	5 1	22 4
b. One or more centers (day poorly lighted. (night	5 6	15 17
c. Centers poorly lighted. (day (night	- 3	- 3
15. Selection lighting fixtures.		
a. Harmonious in design, suitable for use, shades light.	-	-
b. Design good, but size and shape inadequate.	6	16
c. Shades dark, or bulbs exposed.	4	4
16. Characteristics of room.		
a. Evident use by entire family.	8	37
b. Evident domination by one person or age group.	1	2
c. Evidences of over-protection of room to exclusion of use.	1	1

What does this rating indicate as important for planning a unit on "Making the House Livable?" These living rooms are representative of the larger group from which they were selected, and so give a picture of the living rooms of the Oregon City High School girls.

According to Table IX, over one-half the living rooms are drab, monotonous, or neutral in the use of color and general good taste. Seven were rated well-kept and clean; while three showed evidences of poor house-keeping. "A place for everything and everything in its place," was partially attained in eight cases. The interviewer realizes the application of this rule depends upon adequate and efficient storage facilities. The attitude toward this problem by the homemakers and their daughters will be discussed later in this section.

The condition of articles and furnishings was scored 37 out of a possible 50 points. In four rooms the furniture needed repair, especially of springs in davenports and upholstered chairs. Which raises the question, is such repair too difficult for high school girls or should it be included in the unit?

Only five rooms had the furniture grouped into activity areas harmonious to the lines of the room and well balanced; however, there was some grouping in all the rooms.

In five rooms, the walls, woodwork, and floor coverings were successful as backgrounds.

Seven families had handmade hooked or braided rugs. Only two had all-over fabric rugs, from choice as well as income. In a study of preferences for living room floor coverings, Miss Wilson¹ reports that 56.3 per cent of the rural women prefer a fabric rug or carpet in the dining room. It would seem, therefore, that consideration should be given to the selection of congoleum and linoleum rugs and to designs for braided and hooked rugs.

The selection of furniture for these rooms rated only 35 out of a possible 50 points. Several families had selected a new piece of furniture completely out of key with the old.

In some of these homes there were beautiful heirloom pieces of furniture, hand-woven coverlets, and other household articles. An appreciation of these old pieces should be developed toward insuring their preservation. Many handicraft arts and skills will be lost in this generation unless effort and encouragement is given to their preservation. Home economics has a responsibility in this direction.

1. "House Planning Ideas of Oregon Rural Women"--Maud Wilson and Laura Wells, Station Bulletin #369, Agricultural Experiment Station, Oregon State College, 1940, p. 17.

Curtains and draperies rated only 30 out of a possible 50 points. Over one half the rooms were but moderately successful in their use of curtains as decoration for the rooms. In some instances the curtains were fairly well selected but were of improper length or poorly laundered.

Since many homes use washable curtains, their care and proper laundering should be included in the unit "Making the House Livable."

The rating on the selection of pictures was only 26 out of the possible 50 points. Four cases bore evidence of appreciation of art; in four others, calendars and magazine clippings, often unmounted, were used. In only two cases were the pictures hung correctly. There seems to be definite need for developing appreciation of good pictures. Since magazines carry so many excellent reproductions of good pictures, good copies are not so much a matter of income as of ingenuity in the use of available materials.

The rooms considered had flowers and house plants as decorative notes but artistic arrangement rated only 31 points. The tabulations of the 200 cases (See appendix p. 16) showed that only 13 did not have house plants and that 61.5 per cent had flower gardens. Therefore, considerable emphasis could well be given to the arrangements

of flowers and the selection of simple inexpensive containers for flowers and plants.

As a whole, these rooms were well-lighted as far as general room lighting was concerned. Five had all activity centers well-lighted, and five had one or more poorly lighted for day work. For night illumination only one room was well-lighted for all centers of activity. Therefore some guidance should be given on this problem of adequate night illumination.

In only two homes was there evidence that the living room was not being used by the entire family; in one instance it was dominated by one group, and in the other it was over-protected.

Summary

It appears then that through the application of principles of good design and color these rooms could become more satisfying and enjoyable to the families occupying them. Just how much can be accomplished through training the high school girl is another question. The writer knows girls must not be made unhappy about their homes or feel too responsible for them. In practically all these homes, however, there was evidence that the homemaker would be willing to cooperate with the girl in well planned activities.

Opinion of mother

Probably the most important part of the interview was the mother's suggestions on what to teach on "Making the House Livable." The mothers were pleased to be consulted and were, in most instances, very analytical of their desires and gave pertinent suggestions.

"Teach them how to use what they have to good advantage," was mentioned specifically by two mothers and suggested by many others. They all wanted house furnishings included so that the girls would know how to develop artistic homes. Such things as color and room arrangements, selection of furniture and equipment were mentioned by all.

A need for better storage arrangements and the haphazard way many adolescent girls care for their belongings prompted several mothers to suggest that definite lessons on storage be included.

"A girl needs to know how to keep a house livable," said six mothers. "I want my daughter to learn the best way of doing things in schools."

One mother wanted house planning included and another the selection of a house.

How to buy furniture as well as other household items should be included according to the ten mothers. The study of money management to guide in planning

expenditures as well as in getting one's money's worth was emphasized as a specific need by four mothers.

One believed that many mothers were not aware of their problems and responsibilities as parents and therefore needed guidance to acquaint them with their needs.

"Teach them practical things, how to make things for the house," said these mothers. All ten wanted the construction of curtains and draperies included, only one said to include the construction of slip covers; the others thought this too difficult a problem. How to paint wood and suggestions for applying calcimine and wallpaper were considered desirable by eight, and unnecessary by two. How to refinish and touch up furniture was considered desirable by nine and not necessary by one mother.

To be able to do simple household repairs and use common tools was considered important by eight mothers. Seven thought that some guidance should be given to flower arrangements but only six indicated that work on flower raising should be included. Several of these doubted that girls would be interested in a study of flower gardening.

The question which rooms of the house should be emphasized elicited various opinions; five said the girl's own room; two, the living room; and three, the

entire home.

These mothers apparently believe that girls should be taught not only the principles of house decoration on an economic level of their present homes but how to apply these principles. They want the unit to develop some ability in making things for the house and keeping the house livable.

The mothers expressed confidence in the ability of the teachers and school to make wise choices for the education of their daughters. Therefore the responsibility is upon the teachers to know the homes thoroughly and to have data upon which to determine what to teach.

Opinion of high school girls

To the question "What do you want included in a unit on "Making the House Livable,"" the girls replied with the following suggestions.

"Teach us how to care for the house," said seven girls, "We want to know good housekeeping procedures." "How to fix places to store clothes and personal belongings is important," said four girls. All ten girls want to know how to redecorate a room, especially such things as color arrangements, furniture selection and arrangement. Three want to redecorate their own bedroom; three, the family living room; four, any room.

These girls want to learn how to make things for the house, such as curtains (four), painting, of wood (four), refinishing of furniture (two), simple repairs (three), and the use of carpentry tools (one). Four girls of the group said the unit as given last year and including these problems was satisfactory.

In conclusion it is interesting to note how this list coincides with that suggested by the mothers. There seems to be a desire for learning how to do and for an opportunity to practice for the development of skills.

Summary of Case Studies

Interviewing these selected families and studying their houses has given a detailed picture of the homes of the Oregon City High School girls and suggests ways to make the unit on "Making the House Livable" effective in the lives of these girls.

The analysis of the opinions of the mothers and the high school girls on what they want included in the unit contributed additional light on the problem of what to teach on "Making the House Livable."

REACTION OF SUPERVISORS, EXPERIENCED TEACHERS,
AND PROSPECTIVE TEACHERS TOWARD THE 47 TOPICS
SUGGESTED FOR THE UNIT "THE LIVABLE HOME"

The opinion of the home economics educators on what to include in the unit "The Livable Home" was determined by their reaction toward the tentative selected topics for the unit. (See appendix, p.3)

Their reactions are analyzed in this section and from them is compiled a selected list of topics for the unit "The Livable Home."

What do supervisors and teacher trainers think should be included in the unit on "The Livable Home?" What do teachers in the field who are teaching or have taught such a unit think should be included? What do the prospective teachers think is important to teach in this unit? The reaction of these groups in the checking of the questionnaire of 47 topics is shown in per cent in Table X.

The terms used in the table are explained as follows:

"Should always be included," means these topics rank of first importance to persons checking this column.

"Desirable but not necessary," means these topics are valuable supplementary material but not basic material.

"Usually omit," means that ordinarily such topics

would not be included, but may be used if desired.

"Never include" indicates topics considered of so little value, or so irrelevant they should not be considered in the unit.

In the construction of the table, columns "usually omit" or "never include" were combined.

"S." means supervisors and teacher trainers;
"E.T.," experienced teachers; "P.T.," prospective teachers;
"A.," average per cent.

TABLE X

Master Table of Reactions of Home Economics Educators
toward Tentative Selected Topics for Unit "The Livable Home"

	Should always be included				Desirable but not necessary				Usually omit or never include			
	S.	E.T.	P.T.	A.	S.	E.T.	P.T.	A.	S.	E.T.	P.T.	A.
1. Develop idea of house as im- portant setting for family life and its function in individual's development.	100	95	100	98	-	5	-	2	-	-	-	-
2. Ways to overcome deficiencies in housing, such as cutting windows for light.	65	45	30	47	35	45	55	45	-	10	15	8
3. Prevention of household accidents.	90	60	70	73	10	35	30	25	-	5	-	2
4. Storage arrangements.	80	90	70	80	20	10	30	20	-	-	-	-
5. Social significance of hous- ing as national and local problem.	65	40	30	45	30	60	60	50	5	-	10	5
<u>House Building</u>												
6. Study of low-cost house plans.	80	80	55	72	20	15	40	25	-	5	5	3
7. Procedures in building.	10	10	-	7	70	45	35	50	20	45	65	43
8. Visit houses under construction.	45	30	20	32	45	60	55	53	10	10	25	15
9. Zoning laws and building regulations.	30	15	5	17	55	50	45	50	15	35	50	33
<u>Financial Aspects</u>												
10. Methods of financing homes.	55	60	45	52	45	35	40	53	-	5	15	7
11. Cost of building and upkeep of homes.	70	85	50	68	25	15	35	25	5	-	15	7
12. Cost of furnishing.	95	95	70	87	-	5	10	5	5	-	10	5
13. Comparative costs of housing family; ownership vs. renting.	100	90	75	88	-	10	20	10	-	-	5	2

Table X (Continued)

Master Table of Reactions of Home Economics Educators
toward Tentative Selected Topics for Unit "The Livable Home"

	Should always be included				Desirable but not necessary				Usually omit or never include			
	S.	E.T.	P.T.	A.	S.	E.T.	P.T.	A.	S.	E.T.	P.T.	A.
<u>House Design</u>												
14. Domestic architecture, styles, trends.	10	40	20	23	60	55	70	62	30	5	10	15
15. Exterior designs.	20	50	20	27	60	40	60	53	20	10	20	17
<u>Landscaping</u>												
16. Landscape planting plans.	15	35	5	18	70	35	85	63	15	30	10	18
17. Landscape planting procedures.	10	10	5	8	60	50	45	52	30	40	50	40
18. Available plants and suitability.	25	35	20	27	60	35	45	43	15	30	35	27
<u>Management of Housekeeping Problem</u>												
19. Housekeeping procedures.	80	70	85	78	20	15	15	17	-	15	-	5
20. Daily and weekly housekeeping schedules.	75	65	55	65	25	20	35	28	-	15	10	8
<u>Consumer Buying, Standards for</u>												
21. Selection of household goods, such as mattresses.	50	60	70	60	35	35	30	33	10	5	-	5
22. Large equipment, ranges, vacuums.	60	55	55	57	35	40	40	38	-	5	5	3
23. Dishes, linens, silverware, small art objects.	65	70	80	71	35	30	20	28	-	-	-	-
<u>Furnishing and decoration</u>												
24. Determination of groups or activity areas.	85	90	80	85	15	10	20	15	-	-	-	-
25. Backgrounds, walls, woodwork.	75	80	80	78	35	20	20	25	-	-	-	-
26. Window treatment.	70	90	80	80	30	10	20	20	-	-	-	-
27. Floor coverings.	70	85	80	78	30	15	20	25	-	-	-	-

Table X (Continued)

Master Table of Reactions of Home Economics Educators
toward Tentative Selected Topics for Unit "The Livable Home"

	Should always be included				Desirable but not necessary				Usually omit or never include			
	S.	E.T.	P.T.	A.	S.	E.T.	P.T.	A.	S.	E.T.	P.T.	A.
28. Lighting standards, also fixtures and lamps.	85	90	65	80	15	10	35	20	-	-	-	-
29. Furniture design.	40	50	45	45	45	45	45	45	15	5	10	10
30. Furniture materials and con- struction.	45	70	50	55	45	30	45	40	10	-	5	5
31. Furniture selections relative to use.	90	100	85	92	10	-	15	8	-	-	-	-
<u>Decorative furnishing</u>												
32. Pictures, selection, framing, placing.	65	85	35	62	35	15	55	35	-	-	10	3
33. Textiles, linens, bedding.	55	80	65	67	45	20	35	33	5	-	-	2
34. Mirrors, dishes, linens.	65	55	35	52	30	45	65	47	5	-	-	-
35. Art objects, selection, placing.	60	60	30	70	30	35	55	40	10	5	15	10
36. Flowers and house plants, selection, placing.	55	35	35	42	35	50	45	43	10	15	20	15
<u>General Aspect of Furnishings</u>												
37. Principles of room arrangement.	100	100	95	98	-	-	5	2	-	-	-	-
38. Art principles, proportion, balance, etc.	90	90	70	85	10	10	30	17	10	-	-	3
39. Study of color and its use.	95	85	75	85	5	15	25	17	-	-	-	-
<u>Laboratory Problems</u>												
40. Flower arrangements.	80	40	45	55	20	55	45	40	-	5	10	5
41. Cleaning processes.	80	55	50	62	20	40	50	37	-	5	-	2
42. Curtain and drapery con- struction.	40	10	10	20	50	60	75	62	10	30	15	18
43. Slip or furniture covers.	15	10	10	12	70	55	70	65	15	35	20	23

Table X (Continued)

Master Table of Reactions of Home Economics Educators
toward Tentative Selected Topics for Unit "The Livable Home"

	Should always be included				Desirable but not necessary				Usually omit or never include			
	S.	E.T.	P.T.	A.	S.	E.T.	P.T.	A.	S.	E.T.	P.T.	A.
44. Painting and enameling wood.	40	10	10	20	50	60	70	60	10	30	20	20
45. Refinishing furniture	55	35	15	35	35	40	60	45	15	25	25	22
46. Simple household repairs.	70	55	70	65	25	25	15	22	5	20	15	13
47. Making miniature rooms to scale.	10	10	10	10	10	30	25	22	80	65	65	70

Topics which "Should Always be Included"

The reactions of the three groups on the 47 topics show both agreement and variation. In the column "should always be included," the per cent of supervisors checking ranged from 10 - 100; of experienced teachers, from 10 - 100 per cent; of prospective teachers, from 5 to 100 per cent.

The greatest variation in checking in this column was 40 per cent. On seven topics the three groups varied only five per cent or less in their reaction.

Topics concerning which 70 per cent or more of the three groups agree "should always be included"

This percentage is high, but it was desired to get a high rating reaction on this point to establish a list of basic topics for the unit on "The Livable Home." A list of topics rated by 70 per cent or more of any one group was compiled. From this list another was made of 13 topics on which all three groups agreed. These are listed as follows in order of percentages checked by the total group.

1. Develop idea of house as important setting for family life and its function in individual's development. (Topic 1)
2. Principles of room arrangement. (Topic 37)

3. Furniture selections relative to use.
(Topic 31)
4. Comparative costs of housing family, ownership vs. renting. (Topic 13)
5. Cost of furnishing. (Topic 12)
6. Determination of groups or activity areas.
(Topic 24)
7. Art principles such as proportion, balance.
(Topic 38)
8. Study of color and its use. (Topic 39)
9. Storage arrangements. (Topic 4)
10. Window treatment. (Topic 26)
11. Housekeeping procedures. (Topic 19)
12. Backgrounds, walls, woodwork. (Topic 25)
13. Floor coverings. (Topic 27)

Topics concerning which 70 per cent or more of any two groups agree "should always be included"

Six topics 70 per cent of two groups agree should always be included. These are:

1. Prevention of household accidents. (Topic 3)
2. Lighting standards, also fixtures and lamps.
(Topic 28)
3. Simple household repairs. (Topic 46)
4. Dishes, linens, silverware, small art objects.
(Topic 23)

5. Cost of building and upkeep of homes.
(Topic 11)
6. Study of low cost house plans. (Topic 6)

Topics concerning which 70 per cent or more of one group check "should always be included"

Seven topics were chosen by 70 per cent of only one group. These are:

1. Pictures, selection, framing, placing.
(Topic 32)
2. Textiles, linens, bedding. (Topic 33)
3. Flower arrangements. (Topic 40)
4. Cleaning processes. (Topic 41)
5. Daily and weekly housekeeping schedules.
(Topic 20)
6. Selection of household goods such as mattresses. (Topic 21)
7. Furniture materials and construction.
(Topic 30)

Selected list of topics to "always be included" in the unit

By using the methods just described a list was selected of 26 topics considered basic by 60 Home Economics Educators for the unit "The Livable Home."

Topics concerning which 50 per cent or more of the group agree are "desirable but not necessary"

A list of topics which 50 per cent or more of the three groups regard as good supplementary material for the unit were selected and listed in the order of the percentages checked.

1. Slip or furniture covers. (Topic 43)
2. Domestic architecture, styles, trends.
(Topic 14)
3. Curtains and drapery construction. (Topic 42)
4. Painting and enameling wood. (Topic 44)

Six topics, 50 per cent of two groups only agreed were "desirable but not necessary," to include in the unit "The Livable Home." These topics are listed in the order of the percentages as checked by the two groups.¹

1. Landscape planting plans. (Topic 16)
2. Exterior designs. (Topic 15)
3. Visit houses under construction. (Topic 8)
4. Zoning laws and building regulations.
(Topic 9)
5. Social significances of housing as a national and local problem. (Topic 5)

¹. Topic 17 belongs in this group but is excluded because 40 per cent of the groups checked it "usually omit" or "never include."

Again using the methods described, a list of topics considered supplementary material by the 60 home economics educators for the unit on "The Livable Home," was selected. The list of nine topics includes only those concerning which 50 per cent of two or three of the groups regarded important enough to list "desirable but not necessary."

Topics concerning which 30 per cent or more of two or three groups agree they would "usually omit" or "never include

The reactions of the groups on topics they "usually omit" or "never include" in the unit vary greatly. The highest per cent of checks on any topic in this column was 80 per cent, which the supervisors checked on topic 47. The greatest variations were on topics 7 and 9, on which the three groups varied as much as 35 per cent.

Three of the groups agreed that the two topics listed below they would "usually omit" or "never include."

Making miniature rooms to scale. (Topic 47)

Landscape planting procedures. (Topic 17)

Two of the groups agreed that the three topics, listed below, they would usually omit or never include.

Procedures in building. (Topic 7)

Zoning laws and building regulations. (Topic 9)

Available plants and suitability. (Topic 18)

The topics selected by the 20 state and local supervisors and teacher trainers, the 20 experienced home economics teachers, and the 20 prospective home economics teachers from the tentative list of topics prepared for the unit is as follows: The topics are listed in the order of percentages checked.

List of topics selected by home economics educators for unit on "The Livable Home"

Basic essential topics to "always be included"

1. Develop idea of house as important setting for family life and its function in individual's development.
2. Principles of room arrangement.
3. Furniture selections relative to use.
4. Comparative cost of housing family, ownership vs. renting.
5. Cost of furnishing.
6. Determination of groups or activity areas.
7. Art principles such as proportion, balance.
8. Study of color and its use.
9. Storage arrangements.
10. Window treatment.
11. Housekeeping procedures.
12. Backgrounds, walls, woodwork.
13. Floor coverings.
14. Prevention of household accidents.
15. Lighting standards, also fixtures and lamps.
16. Simple household repairs.
17. Dishes, linens, silverware, small art objects.
18. Cost of building and upkeep of homes.
19. Study of low-cost house plans.
20. Pictures, selection, framing, placing.
21. Textiles, linens, bedding.
22. Flower arrangements.
23. Cleaning processes.
24. Daily and weekly housekeeping schedules.
25. Selection of household goods such as mattresses.
26. Furniture materials and construction.

Supplementary topics "desirable but not necessary"

1. Slip or furniture covers.
2. Domestic architecture, styles, trends.
3. Curtain and drapery construction.
4. Painting and enameling wood.
5. Landscape planting plans.
6. Exterior designs.
7. Visit houses under construction.
8. Zoning laws and building regulations.
9. Social significance of housing as national and local problem.

SUMMARY

Through an analysis of the data in this study, the writer has tried to develop adequate answers to the following questions:

1. In what kind of families and houses do these high school girls live?
2. What do the mothers think should be included in a unit on "Making the House Livable"?
3. What do the high school girls think should be included in the unit on "Making the House Livable"?
4. What do home economics educators think should be included in the unit on "Making the House Livable"?

One of the original problems remains, that of re-assembling these discussions into suggestions for the development of the unit on "Making the House Livable," To accomplish this is the purpose of the following chapter.

CHAPTER IV

SUMMARY AND SUGGESTIONS FOR UNIT
"MAKING THE HOUSE LIVABLE"

The present study was undertaken to secure data for use in developing a unit of study for high school home economics students on "Making the House Livable." Oregon City was selected as sufficiently representative of an Oregon village and because the writer was employed in its high school as a home economics teacher.

The study proposed to find adequate answers to certain questions as they applied to Oregon City High School girls, and on the basis of such answers to formulate suggestions for developing the unit "Making the House Livable."

The first question was obviously, "In what kind of houses and families do these high school girls live?" To secure such information, a questionnaire study was made among 200 Oregon City High School girls. Answers to the various questions gave a comprehensive picture of living conditions in these homes.

Families were found to run from two to eleven persons, with one half falling in the four to five person range, the children including both boys and girls. The mother was the homemaker, and the father the breadwinner. Twenty-five per cent of the fathers worked in manufacturing

and merchandizing; 17.5 per cent in agricultural pursuits; 16.5 per cent in trades; and 15 per cent unemployed and in W.P.A. projects. Estimated median incomes varied from \$1024 to \$1555.

Homes of these girls are single-family detached houses, 46.5 per cent being located in or close to the city, 44 per cent on acreages, and only 9.5 per cent on farms. Of these homes, only 29 per cent are rented. Considering their incomes, these families could afford to own houses costing from \$2048 to \$3110, or to rent at a rate of \$11 to \$19 a month. The fact that only 14.5 per cent of the families have moved during the past two years indicates resident stability.

For the most part the houses are fairly adequate to the family needs. Almost 85 per cent have five or more rooms, which insures privacy for the high school girls, over half of them having individual bedrooms and clothes closets. In only 10 per cent of the cases did the girls have to share a bedroom with more than one person.

Heating of the houses was accomplished in 65 per cent of the cases by kitchen and heating stoves, with the result that half of the girls reported their rooms too cold for study during the winter months. In addition, although 85 per cent of Clackamas County rural homes are equipped with electricity, many do not have sufficient

income to buy adequate power and appliances. Proper illumination is, therefore, present at most in the living room, where only one or more centers are well lighted. Lighting fixtures in many instances are poorly selected.

Plumbing facilities also are frequently inadequate. Although 76 per cent of the houses have baths equipped with hot and cold water, 29 houses have no piped water, and there were 54 unimproved outside toilets, a definite health hazard.

Many of these 200 families have had practical experience in house planning, building, or remodeling either their present or a former home, and three fourths of them cultivate a mowed or clipped lawn and a flower garden, in spite of the cost and labor involved.

After this general picture of the sort of houses the girls lived in was secured, 10 representative cases were chosen for more detailed study by personal interview. These interviews provided information on family personnel and home equipment and disclosed in most cases cooperative family relationships with distinct efforts, limited only by income, time, and training, to adapt the house to the family needs.

In the matter of furnishings, however, there was in many cases a lack of artistic attractiveness. Over half the living rooms lacked color and variety and were poorly

arranged as to furniture, window hangings, floor coverings, and decorative accessories, such as pictures, plants, and flower containers. In several rooms the furniture was sadly in need of repair in the form of painting or upholstery. Wall finishes, too, were in many cases uninviting and lacking in decorative value.

Such, then, are the homes of the girls of the Oregon City High School. They furnish a picture for the home economics teacher to have in mind when preparing a unit on "Making the House Livable."

The second and third questions this study proposed to answer were, "What do the mothers and what do the high school girls themselves think should be included in this unit on "Making the House Livable?" Opinions of the mothers were secured in interviews at the 10 selected homes, and of the daughters, in informal statements in letters.

Mothers and daughters agreed that the school could do much to teach the girls how to use what they have to good advantage; how to select furniture, accessories, and general household equipment to produce effective and comfortable results; how to make simple repairs and do refinishing jobs on furniture; in general, how to care for the house to make it attractive and homelike for every member of the family.

Although the opinions of mothers and daughters on what should be included in the unit "Making the House Livable," are of great importance, the writer felt home economics educators should also be in a position to make helpful suggestions. To secure an answer to the fourth question, "What do home economics educators think should be included in the unit?" the writer asked 20 state and local supervisors, 20 experienced home economics teachers, and 20 prospective teachers to rate 47 selected topics. Reactions to the topics were to be checked under one of four headings: Should always be included; Desirable but not necessary; Usually omit; and Never include. From the checking, 26 topics under the heading "Always include" and nine under the heading "Desirable but not necessary" were selected for use in developing suggestions for teaching the unit.

These topics indicated as important by home economics educators, together with data from the questionnaire study of the 200 homes and those from the interview study of the ten selected homes, furnish a guide to building the unit "Making the House Livable." From them it should be possible to include items to meet the girls' present needs, to provide them with a knowledge of housing values worth working for, to develop their talents and interests in the housing field within the scope of

their understanding, ability, and possible attainment.

Development of the idea of the house as an important setting for individual and family life should receive first consideration. Students need to have this concept of a house before they can effectively plan adequate housing for themselves and for others. When they do grasp the importance of housing as a personal machine for living, they will see the meaning of effective housing both for the family and for the community. A study of inadequate housing found in the town, plus the experiences of their own families will show the girls how houses may be adapted to the needs of those living in them.

When the girls have become aware through such study of the importance of housing problems, they are ready to take up more specific topics. Based on the opinions expressed by the educators, the mothers, and the girls themselves, these topics can be grouped under three general headings; The House and its Garden; Interior Finishings and Furnishings; and Housekeeping Procedures.

For convenience, then, the suggestions for the unit "Making the House Livable" are recapitulated in outline form as follows:

A. The House and Its Garden

1. Since the median family of this study can afford to own a house costing \$3000 or less, or to rent for \$11 to \$19 per month, houses for consideration should be of this economic level. Houses under construction could be visited, to illustrate room arrangements and building costs and to motivate a study of building regulations.
2. The trend away from giving first consideration to an attractive exterior and toward designing houses from the inside out can be illustrated by a comparison of old and modern houses in the town as well as by a study of functional houses.
3. Since so many families have flower gardens and mowed or clipped lawns, assistance on making simple plans for landscaping should be provided.

B. Interior Finishings and Furnishings

1. Efficient storage arrangements should include not only planning new closets and cabinets but also the making use of available facilities through better article arrangement.
2. Only five of the living rooms studied had reasonably successful backgrounds. A study of walls and woodwork, of window draperies and curtains; of pictures and floor coverings should include considerations of color combinations, patterns, materials and placing, together with financial outlay. Appreciation of good pictures can be stimulated through class use of reproductions to be found in current magazines.
3. Because of the limited incomes found in this Oregon City group, the selection of furniture must be carefully worked out. Since many upholstered pieces in the homes have failed to stand up under constant usage, guidance in recognizing the hidden

values in furniture should be stressed. The repair work for such pieces was not generally regarded as practical for the girls to know.

4. As one half the selected houses had drab, neutral, or monotonous living rooms, the girls should be given an opportunity to work out pleasing and stimulating color schemes as a guide to such furnishing.
5. Furniture arrangement should be considered from both the artistic and the convenience point of view. Especially does the location of the heating unit need to be considered in planning the placement of living room furniture.
6. The effect of Oregon winters on the daylight illumination of the house should receive consideration. Although Clackamas County is 85 per cent electrified, there is still much ineffective night illumination. Modes of adapting present lighting fixtures for proper illumination, as well as the selection of adequate new ones, should, therefore, be included in the unit.
7. These low income families cannot afford to make unwise purchases of anything in the nature of household equipment, such as mattresses, dishes, linens, silverware, kitchen utensils, small art objects, etc. To meet that situation, they need standards to guide them in their selections. Such standards may well be incorporated into the work of the unit on "Making the House Livable," provided, of course, they are formulated with the economic level of the families in mind.

C. Housekeeping Procedures

1. Both mothers and girls stressed the inclusion of work on how to care for the house and keep it livable as vital to the teaching of the unit "Making the House Livable." Proper housekeeping procedures should include care of upholstered furniture

and laundering of curtains. Evidences of the need for such topics was found in one third of the case study houses.

2. Since most of these families do their own painting and enameling because they are financially unable to hire it done, they asked that some training in this skill be provided.
3. A knowledge of how to make simple household repairs was stressed by both mothers and daughters as important to a homemaker in keeping her house livable. Some instruction on these elements of repairing should, it would seem, be included in class instruction.

The topics and considerations under these three headings, The House and Its Garden, Interior Finishing and Furnishings, and Housekeeping Procedures, can well serve as suggestive material for the development of a unit on "Making the House Livable." One must, however, keep constantly in mind the income level of these families. Annual expenditures for furnishings must be not more than \$46 to \$86; for household operation, not more than \$63 to \$148. If these figures are used as a basis for suggested work, the findings of this study can be made realistic for girls enrolled in schools of towns comparable to Oregon City.

RECOMMENDATIONS

Since so many facts about Oregon City are typical of other Oregon towns, it is believed by the writer that

the present study will be found useful throughout the entire state. To complete the picture, however, the writer recommends the following procedures:

1. Similar studies should be conducted in three or four carefully selected towns of varying sizes to determine whether the investigators would come to the same conclusions concerning suitable subject matter for inclusion in the unit "Making the House Livable."
2. After each such study, the unit should be taught according to the plans and with careful evaluation of the results. Such results should be measured by the most effective devices, including interviews with the mothers of the high school girls.

The final outcome of such studies and their application should be a citizenry educated to appreciate a well-planned house, to desire esthetic qualities in the home, and able to achieve those objectives.

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APPENDIX

Extracts from the Consumer Purchase Study¹
and Selected Releases

Comparative data has been selected from the consumer Purchase Study to give a picture of the Oregon area. The four Pacific small cities selected are all in the Pacific Northwest. One, Olympia is in Washington, and three - Astoria, Eugene and Klamath Falls - are in Oregon. Of the 24 Pacific Coast Villages selected for the study, 12 were in Washington and Oregon and 12 in California. The Oregon villages are McMinnville, Newberg, Sheridan, Silverton, and Woodburn.

The farms selected in this area were from Marion and Polk counties.

The size of the families:

Small cities	3.4 persons per family
Villages	3.6 persons per family
Farms	3.8 person per non-relief family
Nation	3.8 persons per family

The median income of families eligible, relief and non-relief:

Small cities	\$1,555
Villages	1,024
Farms	1,250 - 1,499
	(Average \$1,362)
Preliminary release, Table F 391-1	
Nation	1,285

The living quarters:

Small cities	86% in one family detached house
Villages	95% in one family detached house

1. Consumer Purchase Study, Family Income and Expenditures Pacific Region Part One Family Income, Urban and Village Series. Miscellaneous Publication Number 339. United States Department of Agriculture, Washington, D.C.

Home ownership of non-relief families:

Small cities	47%
Villages	51%
Farm	82%

Monthly rent of relief and non-relief families:

Small cities	\$19
Villages	\$11 (in Washington and Oregon)

Selected data on value of living and changes in net worth for farm families, small city families and wage earning village families in the \$1,500-\$1,749 family income class, 1935-1936¹:

	Farm		Small city		Villages	
	Year	Month	Year	Month	Year	Month
Average value of family living plus increased net worth	\$1613	\$134	\$1546	\$129	\$ -	\$ -
Average money expense for family living	911	76	1541	128	1503	125
Housing expense	29	2	183	15	144	12
Household Operation	63	5	148	12	135	11
Furnishings and equipment	47	4	86	7	74	6

The average net family income from farm and non-farm sources for the two counties in Oregon was \$1,417. Of this amount \$567 was money earned from farm enterprises and \$256 non-farm sources and \$594 was farm furnished goods as food, fuel and housing.

¹. Data selected from Preliminary Releases of Consumer Purchase Studies assembled by Family Credit Section Farm Security Administration.

OPINIONS OF HOME ECONOMICS TEACHERS

The following items are suggested for a unit on "The Livable Home" (18 weeks) in the third year of home-making in Oregon schools.

Please check according to your own judgment.

	Should always be included	Desirable but not necessary	Usually omit	Never include
1. Develop idea of house as important setting for family and its function in the individual's development				
2. Ways to overcome deficiencies in housing, such as cutting windows for light.				
3. Prevention of household accidents.				
4. Storage arrangements.				
5. Social significance of housing as a national and local problem.				
<u>House Building</u>				
6. Study of low cost house plans.				
7. Procedures in building.				
8. Visit houses under construction.				
9. Zoning laws and building regulations.				
<u>Financial Aspects</u>				
10. Methods of financing homes.				

	Should always be included	Desirable but not necessary	Usually omit	Never include
11. Cost of building and upkeep of homes.				
12. Cost of furnishing.				
13. Comparative costs of housing a family, ownership vs. renting.				
<u>House Design</u>				
14. Domestic architecture, styles, trends.				
15. Exterior designs.				
<u>Landscaping</u>				
16. Landscape planting plans.				
17. Landscape planting procedures.				
18. Available plants and suitability.				
<u>Management of Housekeeping Problem</u>				
19. Housekeeping procedures.				
20. Daily and weekly housekeeping schedules.				
<u>Consumer Buying, Standards for</u>				
21. Selection of household goods such as mattresses.				
22. Large equipment, ranges, vacuums.				
23. Dishes, linens, silverware, small art objects.				

	Should always be included	Desirable but not necessary	Usually omit	Never include
<u>Furnishing and Decoration</u>				
24.	Determination of groups or activity areas.			
25.	Background, walls, woodwork.			
26.	Window treatment.			
27.	Floor coverings.			
28.	Lighting standards, also fixtures and lamps.			
29.	Furniture design.			
30.	Furniture materials and construction.			
31.	Furniture selections relative to use.			
<u>Decorative Furnishing</u>				
32.	Pictures, selection, framing, placing.			
33.	Textiles, linens, bedding.			
34.	Mirrors, dishes, linens.			
35.	Art objects, selection, placing.			
36.	Flowers and house plants, selection, placing.			
<u>General Aspect of Furnishings</u>				
37.	Principles of room arrangement.			
38.	Art principles, proportion, balance, etc.			
39.	Study of color and its use.			

	Should always be included	Desirable but not necessary	Usually omit	Never include
<u>Laboratory Problems</u>				
40. Flower arrange- ments.				
41. Cleaning pro- cesses.				
42. Curtain and drapery con- struction.				
43. Slip or furniture covers.				
44. Painting and enameling wood.				
45. Refinishing furniture.				
46. Simple household repairs.				
47. Making miniature rooms to scale.				

Housing Committe ReportClackamas County Outlook Conference, 1938¹

Since one of the results desired from farm work in the farm business is a comfortable home, adequate for family needs, we believe a housing program is desirable to encourage more adequate housing facilities and to develop more comfortable homes.

In a survey of housing facilities in Clackamas County, it was found that there was a great need for bathrooms and showers; for adequate bedroom space, adequate closet and storage space; room for a laundry; wash room for help; screened windows and doors; food storage; electricity; and water in the home. We recommend that careful consideration be given by Clackamas County home owners to improve these housing facilities. Since 85 per cent of Clackamas County is electrified, it is not so much a problem of power, as of an income adequate to buy appliances.

It was found that approximately three-fourths of Clackamas County farm houses had unimproved outdoor toilets.

Since the homes of the county would be improved by careful planting around the home, the committee recommends: that the use of shrubs be encouraged; that the use of perennials be encouraged, as they take little time.

1. On file in Oregon State Extension Office, Oregon State College.

HOUSE SURVEY QUESTIONNAIRE

Name _____ Age _____ Year in H.S. _____

Address: Street _____ Community Center _____

Telephone No. _____ Mailing Address _____

Check grades in which you have studied Home Economics:

7 _____ 8 _____ 9 _____ 10 _____ 11 _____ 12 _____

Are you a 4-H Club member? _____

Does your mother belong to an Extension Unit? _____
A Study Club? _____

Present occupation of father (if employed) _____

Present occupation of mother _____

Occupation of any other members of the family living at
home _____1. Does your family live on an acreage just garden and
fruit _____; in country no farming _____; in country
farm for living _____; in town _____2. Check if you
live with relatives other than your family _____
work for your board and room _____
board _____
batch _____3. Does your family own or is it paying for the house in
which they live? Yes _____ No _____

4. If the later, how much rent do they pay? _____

5. How long have you lived in your present house?
less than 6 months _____
Two years and less than five years _____
Five years and less than fifteen years _____
Fifteen years or over _____6. Do you live in
One family house _____
Two family house or Duplex _____
More than two family house or apartment _____

Page 2--House Survey Questionnaire

7. How many persons live in your house at the present time? _____
8. The number of members of your family living in your house are:
 Father _____ Boys (state age) _____
 Mother _____ Girls (state age) _____
9. Any other people living in this house.
 Grandparents _____ Boarders _____
 Household hired help _____ Roomers _____
 Farm hired help _____ Other relatives _____
10. Do you share your bedroom
 with one person _____
 with more than one person _____
11. Do you have a clothes closet all by yourself?
 Yes _____ No _____
12. Did your family build or plan your present house?
 Yes _____ No _____
13. Has your family ever built a house?
 Yes _____ No _____
14. Has your family ever done extensive remodeling of a house?
 Yes _____ No _____
15. Check the type or types of heating used in your house.
 Fireplace only _____ Kitchen stove _____
 Furnace _____ Heating stove _____
 Fireplace (state no.) _____ (state no.) _____
16. During the winter months is your bedroom usually warm enough to study in?
 Yes _____ No _____
17. Is water piped
 into the kitchen? hot _____ cold _____
 into the bathroom? hot _____ cold _____
 into the laundry or other room? hot _____ cold _____
 near the house? hot _____ cold _____
18. Do you have an inside toilet?
 Yes _____ No _____

Page 3--House Survey Questionnaire

19. If you have an outside toilet is it the government approved type?
Yes _____ No _____
20. Check the type or types of fuel used for cooking purposes:
Coal _____ Gasoline _____
Electricity _____ Oil or kerosene _____
Gas includes flame _____ Wood _____
21. Do you have plants in the house? How many?
one to 5 _____
5 to 10 _____
10 or more _____
22. Do you have a flower garden? _____
23. If so, who cares for it? _____
24. Do you have a mowed lawn? _____
25. Make a sketch of the floor plan of your house: 1st floor, 2nd floor, attic, basement (include closets). Label each room what it is called and used for.

C
O
P
Y

(11)

206 North Seventh
Corvallis, Oregon
June 27, 1940

Dear

I have talked with your mother and with teachers and supervisors about what they think a home ec course should include concerning the house, for high school girls. Now won't you please tell me just what you would like to study about the house itself? Is it how to fix your own room? How to make curtains, paint, fix places to store your clothes and belongings, how to make the living room attractive? Just what do you want to learn about the house itself and the care of the house? If you have already had the course on housing, did you get what you wanted, or what was not included?

Just write me an informal letter, telling me your side of this problem, and I shall be ever and ever so grateful and so will the high school girls in years to come whose home ec courses will be affected by the results of this thesis you are helping me to write.

Please send me your reply as soon as you can so I can continue my work.

I plan to be in Oregon City in a couple more weeks and hope that I may call on you again then.

Sincerely and gratefully,

M. I. Leach

MIL RS

Master Table of Tabulation of 200 Cases
with Comparable Items from Oregon Survey

	200		10		Oregon
	Cases		Cases		Survey
	No.	%	No.	%	%
<u>Years of Home Ec</u>					
Seventh or eighth only	6	3.0	-	-	-
One	20	10.0	-	-	-
Two	90	45.0	4	40.0	-
Three	76	38.0	6	60.0	-
None	8	4.0	-	-	-
Number who were or have been a 4-H club member	49	29.5	5	50.0	-
Mother belongs to study club or H Ec Extension unit	36	18.0	2	20.0	-
<u>Occupation of Father</u>					
Agriculture	35	17.5	1	10.0	30.0
Forestry and fishing	8	4.0	-	-	7.0
Extract minerals	-	-	-	-	-
Manufacturing and mer- chandizing	51	25.5	6	60.0	9.0
Transportation and communications	12	6.0	-	-	3.0
Trade	33	16.5	3	30.0	24.0
Public Service	6	3.0	-	-	3.0
Professional Service	8	4.0	-	-	5.0
Domestic and personal	-	-	-	-	1.0
Clerical	10	5.0	-	-	1.0
Unemployed	22	11.0	-	-	-
W.P.A. workers	8	4.0	-	-	-
<u>Occupation of Mother</u>					
Homemaker	170	85.0	10	100.0	77.0
Mill work	5	2.5	-	-	-
W.P.A.	2	1.0	-	-	-
Domestic or personal	6	3.0	-	-	-
Trade	3	1.5	-	-	-
Professional	3	1.5	-	-	-
Clerical	7	3.5	-	-	-
Agriculture	1	0.5	-	-	-

Master Table of Tabulation of 200 Cases
with Comparable Items from Oregon Survey

(Continued)

	200		10		Oregon
	Cases		Cases		Survey
	No.	%	No.	%	%
<u>Parents not living or invalids</u>					
Fathers not living	8	4.0	-	-	-
Mothers not living	5	2.5	-	-	-
Mothers that are invalids	3	1.5	-	-	-
<u>Place of Residence</u>					
Acreage or country no farming	88	44.0	5	50.0) 45.0
Farm for living	19	9.5	1	10.0	
In town	93	46.5	4	40.0	55.0
<u>Living Arrangement of Girls</u>					
Live at home	179	89.5	10	100.00	85.0
Live with relatives or guardians	10	5.0	-	-	5.0
Work for board and room	5	2.5	-	-	3.0
Board	5	2.5	-	-	2.0
"Batch"	1	0.5	-	-	-
<u>Family Residence</u>					
Family owns or is paying for the house	141	70.5	8	80.0	57.0
Family is renting the house	58	29.0	2	20.0	-
No data	1	0.5	-	-	-
<u>Length of Residence in Present House</u>					
Less than six months	29	14.5	1	10.0	20.0
2 years and less than 5 years	55	27.5	4	40.0) 79.0
5 years and less than 15 years	64	32.0	2	20.0	
15 years or over	47	23.5	3	30.0	-
No data	5	2.5	-	-	-
<u>Type of Residence</u>					
One-family house	190	95.0	10	100.0	-
Two-family house	3	1.5	-	-	-
More than two-family house or apartment	7	3.5	-	-	-

Master Table of Tabulation of 200 Cases
with Comparable Items from Oregon Survey

(Continued)

	200		10		Oregon
	No.	%	No.	%	Survey
<u>Number of Persons in Household</u>					
Two or three	30	15.0	-	-	16.0
Four	51	25.5	3	30.0	-
Five	50	25.0	4	40.0	22.0
Six	37	18.5	3	30.0	19.0
Seven	21	11.5	-	-	9.0
Eight	5	2.5	-	-	6.0
Nine or more	6	3.0	-	-	5.0
<u>Composition of Household</u>					
Girls having one or more brothers	131	65.5	8	80.0	-
Girls having one or more sisters	126	63.0	7	70.0	-
Grandparents or other relatives	16	8.0	-	-	13.0
Roomers or boarders	6	3.0	-	-	5.0
Hired help	7	3.5	-	-	4.0
<u>Number of Girls Sharing Bedroom</u>					
With no one	102	51.0	6	60.0	15.0
With one person	78	39.0	4	40.0	46.0
With more than one person	20	10.0	-	-	9.0
<u>Number of Girls Having Own Clothes Closet</u>					
Yes	101	50.5	6	60.0	44.0
No	99	49.5	4	40.0	55.0
<u>Number of Rooms in House</u>					
Two or three	8	4.0	-	-	5.0
Four	21	10.5	1	10.0	11.0
Five	54	27.0	3	30.0	21.0
Six	67	33.5	6	60.0	23.0
Seven	41	20.5	-	-	18.0
Eight or more	9	4.5	-	-	21.0

Master Table of Tabulation of 200 Cases
with Comparable Items from Oregon Survey

(Continued)

	200		10		Oregon
	Cases		Cases		Survey
	No.	%	No.	%	%
<u>Number Who Have Participated</u> <u>in House Construction</u>					
Built or planned present house	49	29.5	4	40.0	-
Built or planned this or some other house	89	45.5	9	90.0	-
Has done extensive remodeling of a house	122	61.0	10	100.0	-
No data	5	2.5	-	-	-
<u>Heating of House</u>					
Fireplace	44	22.0	3	30.0	-
Furnace	46	23.0	4	40.0	13.0
Kitchen stove and heating stove	130	65.0	6	60.0	62.0
Heating stove and other combinations	23	11.5	-	-	-
Bedroom warm enough for study	111	55.5	5	50.0	52.0
Bedroom not warm enough for study	87	43.5	5	50.0	47.0
No data	2	1.0	-	-	-
<u>Fuel Used for Cooking</u>					
Coal	-	-	-	-	7.0
Electricity*	48	24.0	3	30.0	21.0
Gas*	34	17.0	1	10.0	9.0
Wood	108	54.0	6	60.0	87.0
Gasoline	2	1.0	-	-	1.0
* Sometimes combined with wood					
<u>Water Supply and Plumbing</u>					
No water piped	22	11.0	-	-	4.0
Number having hot and cold in kitchen, bath and laundry	106	53.0	5	50.0	32.0
Number having hot and cold in kitchen and bath	31	15.5	2	20.0	29.0

Master Table of Tabulation of 200 Cases
with Comparable Items from Oregon Survey

(Continued)

	200		10		Oregon
	Cases		Cases		Survey
	No.	%	No.	%	%
<u>Water Supply - Continued</u>					
Number having cold water					
in kitchen and bath	15	7.5	1	10.0) 19.0
Number in kitchen only	19	9.5	2	20.0	
Number water piped near					
the house only	7	3.5	-	-	-
<u>Inside Toilet</u>					
Yes	132	66.0	8	80.0	61.0
No	67	33.5	2	20.0	39.0
No data	1	0.5	-	-	-
<u>Outside Toilet (Government approved type)</u>					
Yes	20	27.0	-	-	-
No	54	73.0	2	20.0	-
<u>Flower Garden</u>					
Yes	163	81.5	10	100.0	-
No	37	18.5	-	-	-
<u>Who Cares for Flower Garden</u>					
Mother	51	25.5	2	20.0	-
Father	14	7.0	1	10.0	-
Mother and father	21	10.5	2	20.0	-
Girl and mother	29	14.5	-	-	-
Whole family	37	18.5	5	50.0	-
Others	8	4.0	-	-	-
No data	3	1.5	-	-	-
<u>Mowed lawn</u>					
Yes	146	73.0	5	50.0	-
No	54	27.0	5	50.0	-
<u>Number of House Plants</u>					
None	13	6.5	-	-	-
One to five	99	45.5	6	60.0	-
Five to ten	36	18.0	1	10.0	-
Ten or more	42	21.0	3	30.0	-