

Standards in Crafts

Objective: Young homemakers to become aware of standards in crafts and the value of crafts to the family.

Uses: Background information for agents

Mass Media

Standard for identifying saleable crafts

Introduction to craft workshops, training schools, exhibits, etc.

Basis for a talk at county council and other meetings.

References:

1. Bates, Kenneth. Basic Design. Cleveland and New York: The World Publishing Co., 1960.
2. Beitler, Ethel and Bill C. Lockhart. Design for You. New York; John Wiley and Sons, 1962.
3. Graves, Maitland. The Art of Color and Design. New York: McGraw-Hill Book Co., inc., 1951
4. Mosley, Spencer, Pauline Johnson, and Hazel Koenig. Craft Design. Belmont, California: Wadsworth Publishing Co., Inc., 1963.
5. Scrase, Pat. Let's Start Designing. New York: Reinhold Book Division, 1967.
6. Shearin, Marjorie. Revival of Crafts in North Carolina. Raleigh: The North Carolina Agricultural Extension Service, Home Economics Series Number 36, August 1966.

July 1967

Standards in Crafts

(Suggested outline for a meeting on Standards in Crafts)

Advanced Planning

1. Collect good crafts for an exhibit.
2. Arrange to show slides, "Crafts in the Home"
3. Study "Standards in Crafts".
4. Read some background material as listed under References.
5. Plan follow up activities. These could include workshops to teach craft skills in specific areas.

Meeting

1. Arrange exhibit of good crafts.
2. Present talk on "Standards in Crafts".
3. Have example of crafts to emphasize certain points in talk.
For example: use a braided rug to illustrate standards in craftsmanship.
4. Discuss exhibit
5. Show and discuss slides.
6. Discuss follow up plans and activities.

STANDARDS IN CRAFTS

Not everything that is made by hand is a craft. What, then, is a craft? Crafts are difficult to define. One good definition is "a craft is a useful and/or beautiful object created by a craftsman using his original design, working with basic materials, and using the best possible techniques." The key words are object, created, original design, basic materials, and best techniques. This then would automatically eliminate those articles made by copying another person's design, articles made from "kits", articles that are made by assembling several manufactured items, articles made from commercial molds, etc.

It would be easy to use this definition and judge handmade items to see if they are crafts. If this were the only criterion by which crafts were selected or defined, there would be very few crafts or craftsmen. For example, chair caning is considered a craft, yet, it is not creative in design. Perhaps, there is a need for the term "traditional crafts". Included in traditional crafts would be those of our forefathers that one wishes to retain as part of his heritage - including chair caning.

If this definition of crafts is used, the following might be considered: basketry, block printing, broom making, candle making, chair seating, stitchery, lapidary, leather work, articles from native materials such as cornshucks and pine needles, metalwork, mosaics, needlecrafts, pottery, rug braiding, rug hooking, textile painting, weaving, woodcarving, and woodworking.

Again in using this definition the following are some examples that are not considered crafts: Flemish flowers, fried marbles, liquid embroidery, miniature fruit, painted soap, articles from plastic bottles, popsicle stick articles, toilet tissue covers, trapunta quilting, and smocked pillows. These articles might be assembled or made by hand but are not crafts.

There are standards in craftsmanship as well as standards in crafts. Certain characteristics go into the make-up of all good quality crafts. These qualities include good workmanship, use of the best available materials, good design, and a wise choice of color. All crafts of good quality include these four characteristics. Delete any one and the quality of a craft item declines sharply. It is the combination of good workmanship, good materials, good design, and the use of color that makes for the best in quality.

Good taste is involved in making or buying crafts to use in the home. Good taste denotes a certain standard; it is not what one happens to like or dislike. One can improve his taste and standards in crafts by seeing and studying beautiful crafts made by others. Visits to craft shops, craft exhibits, craft fairs, etc. is a good way to see what is being done. When a person becomes involved in working with crafts and recognizes good crafts, then his taste begins to change and his standards improve.

Most homes can use only a certain number of craft items as accessories. If one continues to work in crafts, then using crafts as gifts or saleable items is a natural outgrowth. Tourism is North Carolina's third largest industry. It seems logical, therefore, that the market potential for good crafts is unlimited. Homemakers with young children can produce at home crafts for sale. They can add to the family income while remaining in the home with their small children.

The therapeutic value of crafts has been demonstrated in working with the handicapped and the older citizen. Working with crafts is one creative use of so much leisure time that people have today. It is important to prepare for retirement years while still young. Young homemakers need to know the value of learning in the early years, for it is difficult, oftentimes, to manage new skills when hampered with failing eyesight, arthritis, etc. Combine these values with the joys and satisfactions one derives from making by hand something useful and beautiful, and crafts can play an important role in today's society.

July 1967

Lesson Planner---Marjorie Shearin, Specialist in Creative Crafts

THE NORTH CAROLINA AGRICULTURAL EXTENSION SERVICE

North Carolina State University at Raleigh and the U.S. Department of Agriculture, Cooperating. State College Station, Raleigh, N. C., 27607, George Hyatt, Jr., Director. Distributed in furtherance of the Acts of Congress of May 8 and June 30, 1914.

FAMILY HOUSING

Concept:

The value system of an individual, family or society determines housing goals which materially affect one's choice of housing.

Housing is a compromise among location, tenure and dwelling, and a compromise within the dwelling among equipment, design, state of repairs and space, with cost the comparatively inflexible limiting factor which makes the other choices necessary.

Use of Materials:

It is suggested that this material be used for special interest programs for young couples and organized groups. Radio, T.V., newspapers, brides' packets, etc., are channels through which the information may be conveyed to homemakers.

Background Information for Agent:

1. References
2. "What Family Housing Values Mean"
3. Lesson Series (with Supporting Teaching Aids)
 - 1) "A House Is More Than Shelter"
 - 2) "You Want to Own a Home? You Can"
 - 3) "Aim for the Housing You Want"

Program Planner: Charlotte Womble

September 1967

REFERENCES

Consumers All, the Yearbook of Agriculture, 1965. U. S. Government Printing Office, Washington, D. C.

The Modern House, U.S.A. Kate Ellen Rodgers. Harper & Row, Publishers, 49 East 23rd Street, New York, N. Y.

The House: Principles, Resources, Dynamics. Tessie Agan and Elaine Luchsinger. J. B. Lippincott Company, Philadelphia and New York.

Management in Family Living. Paulina Nickell and Jean Muir Dorsey. John Wiley and Sons, Inc., New York.

The Management of Family Resources. Cleo Fitzsimmons. W. H. Freeman and Company, San Francisco, California.

"Your Housing Dollar." Household Finance Corporation, Chicago.

Mobile Homes Manufacturers Association, 20 North Wacker Drive, Chicago, Illinois 60606: "Mobile Home Life"
"Information and Facts About Mobile Homes"

"Effect of Pattern on Sense of Space." Mary Charlton. Journal of Home Economics, Vol. 53, No. 2 (1961).

"What Family Housing Values Mean." Dr. James Montgomery, School of Home Economics, V.P.I., Blacksburg, Virginia. What's New in Home Economics, October 1967.

Changing Times, the Kiplinger Magazine:

"Apartments Make Sense, Too." May 1962, pp. 17-19.

"Pick an Apartment to Fit Your Personality." December 1965, pp. 34-36.

"Imagine Yourself in a Trailer Home." September 1965, pp. 15-17.

Agent's Guide to FAMILY HOUSING

Lesson I "A House Is More Than a Shelter"

Objective: To develop a greater appreciation for values of good housing to a family and to set goals for family housing.

Questions for Discussion

1. How does the house affect family living?
2. How can the home become a profound base of personal and family growth?
3. How does the dwelling help or hinder this process?
4. Should we rent or own a home?
5. What are the advantages and disadvantages of each?
6. What is available in your community for -- (a) rental, (b) houses for the market, (3) lots for building?

Supporting Teaching Aids

1. Chapter I, The House by Agan
2. Other references as listed
3. "To Own or to Rent?" -- a guide for students
4. T.V., radio or newspaper ideas
 - a. Is There a Home in Your Future?
 - b. Pick an Apartment to Fit Your Personality
 - c. Imagine Yourself in a Trailer Home

Lesson II "You Want to Own a Home? You Can"

Objective: To develop an awareness that owning a home is a long-time goal and that families need to make many decisions and compromises in order to meet the family needs.

Questions for Discussion

1. How much space will your family need?
2. What special family activities do you desire to plan for? Mother? Father? Children? Entire family? Private?
3. What do you desire now?
4. How can you provide for the family special needs now and in the future?
5. Can you afford the space you desire? How can adjustments be made?
6. What type home do you want?

Supporting Teaching Aids

1. "Better Living at Low Cost"
2. House plans for \$5,000 - \$2,000 for space study
3. Slides of three houses in different price
4. Check sheet for renters and buyers

Lesson III "Aim for the Housing You Want"

Objective: To help young families recognize the relationship of family budget to the amount and type home they can provide for the family.

Questions to Be Discussed

1. When do you begin planning for a new home?
2. What can you do now to begin planning for a home?
3. What are the sources of financing a home, now and later?
4. Are you willing to take the responsibilities required to own a home?

Supporting Teaching Aids

1. Assistance from various sources of financing
2. Budget plans for saving for a future house
3. "Sources of Credit"
4. Check sheet for self study

WHAT FAMILY HOUSING VALUES MEAN

By Dr. James Montgomery
Virginia Polytechnic Institute

History may record that the 1960's were the years in which America redefined and elevated its housing goals. Among the forces precipitating a break with yesterday's housing are automation, urbanization, mobility, gains in education, the labor movement, increased leisure time, more discretionary dollars, and exploding population and the civil rights movement.

Automation means there will be fewer unskilled but more technical workers to be housed, clothed and fed; they will work fewer hours for higher wages. Urbanization is rapidly increasing density. Today some two-thirds of the entire United States population live on one percent of the land. Each year approximately one-fifth of all Americans move. This places a high premium on the need to acquire and then dispose of shelter quickly. It also means regional norms of housing are fading.

Gains in education result in an upgrading of income, housing tastes and standards. More leisure means a desire for space and equipment for viewing television, for cooking on a patio, for storing a boat and golf clubs. The population explosion caused President Johnson recently to predict that by the year 2000 we shall have the equivalent of another America! The implications for housing are apparent. The assault on poverty and the civil rights movement imply that the housing environment of at least a fifth of the nation must be materially upgraded.

These statements are meant to imply that in the immediate years ahead housing will undergo profound if not radical changes. It is my belief that the coming years will see more planning and building in terms of housing values than ever before. The forces of change are enabling us increasingly to be concerned with the social and psychological aspects of housing.

Never before have families had such an opportunity to define shelter in terms of values, or to include value criteria in their evaluation of the goodness of shelter. Recently anthropologist Paul Baker stated: "It appears that we have gone almost full cycle from housing as a protection against environment back to the idea that man's primary need in housing today and in the future is to protect himself from his fellow animals and satisfy his esthetic and social needs." And at the heart of these "esthetic and social needs" are our values.

Simply stated, a value is a guide for making decisions. A housing value is merely a value that is particularly relevant to housing.

Next, what are the major characteristics of values--housing or other?

- We really never see a person's values; rather we see indexes to his values.
- A person's values may exist at a conscious or subconscious level; he may be articulate or inarticulate about them.
- Values for the most part are cultural products. Therefore, to a differing degree, it can be said that we hold many values common to our culture or subculture. However, the intensity with which one person holds certain values may differ sharply from that of another person.
- Values influence behavior only when we are free to make a choice between two or more possible courses of action.

Until fairly recently most families have had little choice in securing their housing. But today we stand on the threshold of a new era when it comes to asserting our values with respect to the location of our dwelling, its design, and the treatment of its interior. I feel those of us in the middle and upper classes are limited only by our own ignorance of our values, and by the lack of understanding of them by those who provide our houses--planners, architects, builders, interior designers and bankers.

. The psychological basis of values is emotional rather than logical. They do matter; they are important. We feel good if we have behaved in terms of our values, and we feel anxious, guilty or frustrated if we have not.

. Values are usually acquired slowly and unconsciously over a long period of years from our environment. Thus they are relatively stable, yet it would be an error to assume that values do not change. For example, 100 years ago what was the attitude of the church toward recreation and leisure? What was the attitude of your grandfathers and grandmothers? Was not idleness the devil's workshop? In contrast, today what is the attitude of the church, and what is your attitude toward leisure? Apparently we value it greatly because we are doing all we can to secure it--shorter working hours, labor-saving devices and all the rest.

. Finally, values do conflict within a given society and even within a given individual. In recent years a number of people have advanced the notion that a considerable amount of our mental ill health is the result of an internal conflict of values.

A noted scholar has listed six basic values, or "standards for decision making," common to many people. These are: theoretical, religious, economic, social or humanitarian, political, and esthetic. An outstanding sociologist has identified 15 major clusters of values in American society: achievement and success, activity and work, moral orientation, humanitarian, efficiency and practicality, progress, material comfort, equality, freedom, external conformity, science and secular rationalism, nationalism-patriotism, democracy, individual personality, and racism and related group superiority themes.

In the 1950's a team of Cornell University researchers, of which I was a member, examined housing in terms of: economy, family centrism, physical health, mental health, leisure, equality, freedom, and social prestige.

None of these three analyses of values is complete but collectively they do identify and label some of these intangible phenomena which so often, consciously or unconsciously, affect people's aspiration and goals, housing and otherwise.

Next, let us view housing values from three vantage points: the community level, the structure or "raw shelter" level, the interior level.

The Community Level: In their larger context, housing values have important relevance at the community level. For example, here we can read the emphasis which we place, or do not place, on the beautiful. In your home town how exercised are the city fathers and average citizens about beautiful vistas, elegant buildings, freedom from unsightly outdoor advertising? How much sculpture, how many well-planned shopping plazas adorn your community? The answers will suggest the extent to which the esthetic value is "alive" at the community level.

The way the poor are housed--in good subsidized units, in decent structures privately owned or in slums--indicates values held toward the underprivileged groups. The standards of street lighting, traffic safety, play areas for children and adults are a testimony to the emphasis your home town places on safety. Zoning ordinances, subdivision regulations, swimming pools, parks and playgrounds, paved

streets, building codes, housing inspection and code enforcement--these are other factors that attest to values at the community level.

Your need no assistance in concluding that the long-range destiny of our communities, large and small, will be decided largely by the outcome of a gathering storm which at its heart involves a raging conflict of our values.

Generally speaking, we all have a voice in determining what values will be included in our housing environment, but some voices are much stronger than others. Our elected officials have the authority to require subdividers to set aside land for schools and recreational areas. They can control suburban sprawl, density, safety of streets and many other problems. However, if the citizens do not value order, beauty, safety, health, recreation, etc., chances are the mayor and councilmen will not be overly concerned about these matters. Leaders of civic, religious, fraternal, business and educational organizations also are in a position to further the incorporation of values into decision making at the community level.

The interested individual must make common cause with his neighbors if our communities are to achieve a good measure of livability. It should be noted that issues, problems and needs at the community level simply can never be met or solved by individual families in a singlehanded manner. A family can buy a safe house, but not a safe street or a beautiful boulevard.

Perhaps it is not merely a play on words to say that in the past Americans have not greatly valued values at the community level. And the consequences are there for all to see--the slums, congestion and unsightliness of New York, Chicago, Dallas, Atlanta and proverbial Podunk. Surely the day is passing when it is sufficient for a family to be concerned only about its own well-being.

We are redefining our environmental goals for our communities. Unless I am badly mistaken our communities of tomorrow will incorporate values of beauty, safety, freedom, health and dignity which are often only dimly visible today. Technology is not the barrier to a better housing environment; rather the problem is finding ways of incorporating more of the values to which so many of us seem at least to give lip service.

The "Raw Shelter" Level: The second level at which our values concerning housing can be called into play is when we acquire shelter, whether buying, building or renting it. All of us except the very poorest have a chance to make decisions based on values when we select our dwellings. In spite of the often heard if erroneous claim that all of our houses or all of our apartments look alike, there is a vast difference in housing types--old, new, large, small, well designed, poorly designed, convenient, inconvenient, beautiful, ugly--and usually one can find these variations within various price ranges.

I have a friend who lives in a modest house on six acres of land and another who lives in an attractive larger suburban house on a small lot. The former can keep horses for his children, the latter can keep a dog if it's no larger than a standard dachshund! I have a friend with two cars, another with one car and an electric organ, and still another with one car and a boat. I believe these illustrations underscore the fact that many of us, wittingly or unwittingly, do try to heed our values when seeking housing.

Yet there are factors which often limit the extent to which we can implement our housing values at this second level. First, our understanding of our own values is often vague. Then, too, an individual often finds his values in conflict, or one family member may want one thing and another something else. We must also remember that our ability or inability to judge structures and locations also greatly affects value fulfillment. To illustrate, poorly placed expanses of glass and

uninsulated walls can violate our desire for security and privacy. Finally, architects who design, subdividers who plot and builders who construct greatly affect our opportunities to secure shelter compatible with our value needs.

The Level of Interiors: Values can also play a vital role when the occupant of a house or apartment makes decisions about furnishing, equipping, heating, cooling, lighting, using and maintaining enclosed space. Undue emphasis seems to be placed upon the notion that most, if not all, housing values are fulfilled or frustrated within the neighborhood and within the "raw shelter" which the house provides. Yet it is entirely possible for people to fulfill several of their values through the way in which they equip, furnish, use and manage their housing. Even if a family buys a most ordinary house, the interior can be made attractive and beautiful. The way in which a living room is furnished can have great bearing on whether children and parents can play in it or whether it is to be a forbidden place except for proper and sedate activities.

Our values also affect whom we accept as neighbors, the distance we live from our work, how we entertain, the proportions of our incomes allocated to shelter, and where we eat our evening meals. The point is that space alone does not determine how a family uses its dwelling. Values also greatly affect the way people live within their four walls, what they do with those four walls.

I would imagine that most persons could make a more satisfactory use of the spaces they have if they understood better their values and if they were better educated in how to provide enjoyable and functional interiors.

Forces outside the home greatly influence our actions and decisions in most sectors of life. However, the interiors of our dwellings are almost completely our own private world. Strangers avail themselves of our community facilities --streets, sidewalks, stores, restaurants, pools and parks. Strangers may also drive in the streets, lanes and roads on which our houses are located. But no one ventures beyond the thresholds of our dwellings, except a thief or an officer of the law, unless he has been invited to enter.

Here then is the last bastion of privacy, of freedom, of individuality, of escape from the pressures of the world. Here, too, at least theoretically, families are at liberty to follow their shallowest or deepest value inclinations. An astute observer can penetrate much of the mystery that obscures our personal values by scrutinizing home interiors.

There is no doubt about the importance of values in our housing environment, but there are many doubts about how to incorporate our values in our building. One problem is making decisions in terms of these values which will maximize the livability of our communities and our dwellings. Another is deciding whose values will be followed.

Shall we run the risk of curtailing profit motives of builders by rigidly controlling when and where a subdivision can be developed? Shall we follow racial superiority themes and confine millions of Americans to ghettos? Shall we curtail signboards and satisfy esthetic considerations? Shall we subsidize the poor at expense of the slumlords? Finally, shall we require builders to construct safe dwellings just as we are about to require auto manufacturers to build safer cars?

These are only a few of many questions we must diligently try to answer. The ways in which citizens respond to these questions will be greatly affected by their own values. The mayor can do one thing and the mass builder another. The planners and architects can design, and you and I as citizens and educators can help create an atmosphere and a concern that will aid a more rational housing environment.

In a recent address which Charles Burchard, dean of the College of Architecture, Virginia Polytechnic Institute, gave to social study teachers, he stressed their opportunities to help create an enlightened public in regard to man's environment. The following sentences of his are equally relevant to home economists:

"In interpreting our environmental needs the architect is one member of a great team and that team includes every single person who lives in our cities and towns, who lives anywhere in our society, and who inhabits the buildings which form our built environment. Architecture is an art of buildings and of towns and is one which society produces--and then lives within. An informed public is paramount to the resolution of our concerns in this area."

Cooperative extension workers and teachers of home economics at the secondary level have an especially great responsibility for our future success in assisting the public with its housing decisions. Vitruvius, Roman architect-engineer of the first century B.C., said architectures should embrace firmness, commodity and delight. Today perhaps he would say that housing at all levels should embrace good construction, be designed to accommodate an array of human activities, and incorporate the major values of our time.

TO OWN OR TO RENT?

Every family must have some place to live. There are many problems involved in housing a family regardless of where they live. Families today spend about 25% to 35% of their total income for housing. When a family looks for a place to live, they must decide whether to rent an apartment; to rent or buy a house; to rent or buy a mobile home; or to buy a multi-family house.

Most couples dream of the day they will be able to own a home with generous closet space and room for the children to play. On the other hand, many home owners would like to be relieved of the responsibility of home ownership and would willingly exchange all for a two-room apartment.

The question of owning versus renting should be thought out thoroughly. Both the social and the financial advantages should be compared. It has been a tradition in this country for rural land owners to own also their homes; the two go together. Home ownership in towns and cities is the accepted goal for most families.

In some communities there are only a few desirable houses for rent. The best rental housing is found in the cities and towns and their surrounding developments.

Today more and better houses are available for rent, and families are better able to find rental houses which meet the family needs. Individual family circumstances dictate the answer to the question of renting versus buying a home. There are major decisions to be made before deciding whether to rent or buy or build.

ADVANTAGES OF HOME OWNERSHIP

Social Advantages

1. Home ownership gives the family a feeling of security, pride and independence.
2. The home owner is certain of a place to live and cannot be asked to move.
3. The home owner has a wider choice of site, house design and neighborhood.
4. Owning a home gives greater freedom to live as the family wishes without interference from a landlord.
5. The family that owns has greater opportunity for individual expression in regard to both the exterior and the interior of the house.
6. The home owner is free to remodel or improve his dwelling to provide for family needs and tastes.
7. Better decorating and furnishings plans can be made because they fit into a plan that can cover a long period of time.
8. Home owners usually are better community citizens.

9. The responsibility of ownership in meeting taxes, making financial payments and making improvements develops judgment and allows opportunity for developing skills and creative ability.

Financial Advantages

1. Home ownership is considered a good investment.
2. Home ownership frequently leads to financial independence.
3. Home ownership creates an incentive to save.
4. The annual cost of shelter is relatively stable.
5. There are income-tax advantages to home ownership.
6. Home ownership costs are less after the house is paid for.
7. Home ownership improves credit rating.

ADVANTAGES OF RENTING

Social Advantages

1. Renters are freer to move to another place as housing needs change.
2. Renters are able to move quickly without the problem of disposing of property.
3. Renters are relieved of the responsibility of the upkeep of property.
4. Renting prepares a family to be a better judge of houses they might later buy.

Financial Advantages

1. Renting may be cheaper.
2. The family that rents never suffers a loss by decline of property value.
3. Renting requires little saving in advance.
4. It is easier to budget and control expenses, since the family is not responsible for upkeep, taxes and repair.
5. Renters are obligated only during the period of the lease.

DISADVANTAGES OF OWNING AND OF RENTING

There are disadvantages to either owning or renting a house. Both the advantages and disadvantages must be studied carefully in order to make the best decisions for each individual family.

Owning

1. Meeting the costs of home ownership may rob certain members of the family of other development opportunities.
2. Ownership ties a family to a given location, since property often cannot be sold without a sacrifice.
3. Family members may have neither the time nor desire to manage the upkeep of a home.
4. Property values may decline and investment in a house decrease accordingly.
5. There are often hidden or unexpected expenses.
6. In time of economic stress and reduced income the family may find itself encumbered with ownership costs out of reasonable relation to their income.

Renting

1. The renting family has nothing to show for its lifelong housing expenditure.
2. It is often difficult for the family to obtain necessary repairs on a rental house.
3. It is not always possible to find a house in the desired location.
4. There is no income tax deduction for rent paid.
5. When housing supply is scarce, it may be more difficult to find housing the family can afford to rent.
6. Land owner can sell house or ask the renter to move at end of lease.

ACTIVITY

List all the advantages and disadvantages owning a house would be to your family.

List all the advantages or disadvantages renting would be to your family.

How many houses are available in your community for sale? For rent?

Do the available houses meet your family needs? In what way?

 Prepared by Charlotte Womble, Extension Housing and House Furnishings Specialist, North Carolina State University at Raleigh and the U. S. Department of Agriculture, Cooperating, N. C. Agricultural Extension Service, Raleigh, N.C. 27607

BETTER LIVING AT LOW COST

GOAL STANDARDS

Within the American society there is a certain minimum level of living in the home that is expected if one is to be respected as a good citizen and neighbor. This level of living is available to anyone who conscientiously works for it.

- A. Space Standards - The average size house in the United States is around 1200 sq. ft.
 1. One person per room is a standard usually considered desirable. Family characteristics will determine if this is too little or too much space.
 2. Bedrooms less than 9 ft. wide or with less than 100 sq. ft. are below minimum needs.
 3. Rooms should be so arranged that it is not necessary to traffic through a bath or another bedroom to get to a bedroom or bath. Traffic from the bedroom area through the living area to reach the kitchen area is tolerable but not very desirable.
 4. There should be a kitchen and good dining space, and the house should have one social room at least 12 ft. by 14 ft. For large families two social rooms are very desirable, and one of the social areas may be combined with the kitchen.
 5. A bathroom is needed in every home.
 6. A utility room or work room now takes the place of the old back work porch.
 7. Separate bedrooms should be provided for boys and girls of school age.
 8. Bathrooms should not open into the kitchen or the living room.
 9. Dining space should be large enough for a 3 ft. by 5 ft. table with minimum seating space of 2 ft. for chairs. The serving side of the table should be 2 ft. 6 in. to 3 ft. 6 in. minimum.
- B. Structural Standards
 1. A house should be built of materials that are commonly available and that will be durable and low in cost. A concrete masonry (Preferably solite block) house meets these requirements. A wood frame house on a concrete masonry foundation wall also fits into this category. Some might consider brick - this would depend on the local situation.

2. A concrete floor with a tile covering would be appropriate, especially with masonry walls. A 5 in. gravel fill and a vapor barrier such as 6 mil plastic are recommended under concrete, also at least $\frac{1}{2}$ -in. insulation between floor and wall is recommended. Oak flooring, even the low grade No. 2, is sound and acceptable as a wood floor. In the kitchen, bath, and work areas tile or sheet linoleum on a plywood underlayment are more practical.
3. Roofs may be flat or pitched. Generally a pitched roof is more acceptable for a dwelling. For this, specialists are not required for doing roofing. Asphalt shingles of 215 pounds per square are the most popular, and some carry a warranty of 15 years. Roofs are considered flat if they slope less than 3 inches in 12. A five-ply built-up roof with gravel on top should be installed on dwellings with flat roofs. Generally a pitched roof for shingles slopes 4 inches in 12 minimum.
4. Overhead ceilings should be $\frac{1}{2}$ -in. gypsum board (sheetrock) with joints finished by a "sheetrock finisher." An alternate economy ceiling would be $\frac{3}{8}$ -in insulating tile.
5. Walls of solite masonry block are usually left exposed for reasons of economy as well as utility. The porous surface is a good sound absorber. Interior wall finishes in frame houses should be $\frac{1}{2}$ -in. gypsum wallboard finished by "sheetrock finishers." There are some inexpensive wood panels such as $\frac{1}{4}$ -in. fir that are acceptable if a good finish is applied. It can be painted or finished natural.
6. Insulation should be considered for at least the overhead. A 3-5/8 inch thick mineral wool would generally be installed. For little cost, 2-in. insulation could be installed in the walls. In masonry block a waterproof expanded mica insulation can be poured in the core spaces. This will double the heat holding capacity of even solite block. The cost will be about 11¢ per square foot for block insulation.
7. Windows and Doors. Generally steel or aluminum windows would be used in masonry block houses. A single-hung aluminum window set in the blocks is most economical. For wood frame houses, competitive wooden double hung windows are economical. Screens can be aluminum. Doors for interiors can be hollow core flush doors. For exterior doors, solid wood panel doors are more practical. All exterior doors should have screens.
8. The distance from floor to ceiling should be 8 ft. The top of windows should be 6 ft. 8 in. above the floor usually. This is the same as the top of the doors.
9. Door and window hardware should be of good quality. Cheap hardware is not economical.

10. Window area should be from 10% to 20% of the floor area. Window area that can be opened should be at least 5% of the floor area. The front door should be 3 ft. wide, and other exterior doors may be 2 ft. 8 in. wide. Interior door sizes for rooms usually are 2 ft. 8 in. wide, except the bath door may be 2 ft. wide.

11. A 2 ft. roof overhang is good protection.

c. Heating

1. A circulator heater should be located so that the living and work areas can be kept at 72°F.
2. Baths may need auxiliary heat in a house using a circulator heater.
3. A hot air oil fired furnace is the most economical automatic central heat. It can be installed under a house or in it with piped heat to each room. Roughly, the cost would be \$100 per room.
4. A fireplace is considered a luxury and is not consistent with planning an economy house.
5. Any fuel burning heating device should have a permanent vent or chimney.

D. Convenience

1. A floor plan properly oriented in relationship to the lot or local environment and with a good traffic pattern is necessary for convenience. Front and back doors should be convenient to the drive.
2. Storage in bedrooms is necessary. Each person should have 2 ft. 4 in. of rod space as a minimum. As much as 6 ft. may be needed by some people. Closets should be 2 ft. deep.
3. Storage for bedroom linen should be located in the bedroom hall. Shelves should be about 10 in apart.
4. Kitchens should have base cabinets and wall cabinets suitable for easy meal preparation. Plans for various kitchen arrangements are available from the Extension Service.
5. A coat closet near the back entrance is much needed.
6. A closet for mops, brooms, and cleaning supplies in the kitchen or utility room is needed.
7. There should be some storage for bathroom supplies in every bathroom.
8. Floors should be hard floor covering or finished wood floors for ease in maintenance. They should be tight.

9. The washing machine should be in the kitchen or utility room - not on a porch.
10. A sink with hot and cold water should be provided in the kitchen.
11. Kitchen cabinets with easy to clean top surface material such as plastic are needed.

E. Appearance

1. The house should have a neat appearance inside and out.
2. In open rural areas the house should set back at least 80 ft. from the road, preferably 100 ft.
3. Foundation plantings are needed, and definite walks and drives should be established. The yard should be seeded and the lawn kept cut.
4. Exteriors of masonry concrete should be painted. The first coat should be Portland cement paint, and the second coat should be acrylic latex. Two coats of cement paint are good if white is used. Exterior woodwork needs three coats of exterior house paint. Two are often used on economy jobs.
5. Interior block walls can be suitably painted with two coats of latex paint. Interior woodwork should have an undercoat and at least one coat of semi-gloss enamel. For a natural finish on wood, one coat of varnish sealer and one coat of varnish are an economical finish. Sand between coats with fine sandpaper.

F. Electrical

1. A minimum 100 ampere service entrance should be provided.
2. Minimum wire size in circuits should be No. 12.
3. Ranges should be wired with No. 6 wire.
4. All rooms should have a ceiling light with a diffusing shade or bulb.
5. Wall receptacles should be located along the walls every 12 ft. with no wall over 3 ft. without an outlet.
6. An exterior light should be provided at the front and back entrances.
7. Switches should be located to light the path ahead of you.
8. Install a light in all closets.

STEPS TO BUILDING A HOUSE

1. SELECT YOUR BUILDING SITE.
2. SELECT A STOCK PLAN TO FIT YOUR NEEDS.
Minor changes may be necessary.
3. MAKE A PLOT PLAN IF REQUIRED.
This plan locates the house on the lot.
4. FILL OUT STANDARD SPECIFICATION FORMS.
This describes every item used in the construction of the house.
5. SUBMIT PLANS AND SPECIFICATIONS FOR BIDS.
Give two or three builders a chance to bid if you want your house built by contract.
6. APPLY FOR A LOAN TO A LOAN AGENCY.
Informal contacts may be made with several loan agencies before you have progressed this far. In other words, you should have some idea as to where you will get a loan, probably before you get building plans.
7. LOAN APPROVAL.
If the loan agency approves your plan for a loan, you will be ready for the next step which is to sign an agreement with your choice of builder - usually the low bidder.
8. SIGN A BUILDING CONTRACT.
This may be a standard form setting forth construction start and finish dates, terms of payment to contractor, contract price of house, etc.
9. SEE THAT PLANS AND SPECIFICATIONS ARE FOLLOWED.
During construction you or a dependable representative and the loan agency representative will check to see that plans and specifications are followed.

SOURCES OF CREDIT

Building and Loan Associations
Farmers Home Administration
Federal Land Bank
Production Credit Association
Federal Housing Authority
Insurance Companies
Personal Friends
Banks

CHECK LIST FOR SELECTING A HOUSE

Neighborhood

Check one: Yes No

- | | | |
|---|-----|-----|
| 1. Does the neighborhood appeal to the family? | ___ | ___ |
| 2. Are stores within reasonable distance? | ___ | ___ |
| 3. Is it convenient to public transportation? | ___ | ___ |
| 4. Are schools and churches conveniently located? | ___ | ___ |
| 5. Is there a play area for the children? | ___ | ___ |
| 6. Is there an absence of excessive noise? | ___ | ___ |
| 7. Is there absence of smoke and unpleasant odors? | ___ | ___ |
| 8. Does the area have fire and police protection? | ___ | ___ |
| 9. Is there adequate zoning for residential protection? | ___ | ___ |
| 10. Are the roads or streets adequate for all weather conditions? | ___ | ___ |
| 11. Are all needed utilities available? | ___ | ___ |
| 12. Is sewage and garbage disposal provided? | ___ | ___ |

Lot

- | | | |
|---|-----|-----|
| 1. Is the size of the yard satisfactory? | ___ | ___ |
| 2. Is there proper drainage? | ___ | ___ |
| 3. Is there adequate driveway area? | ___ | ___ |
| 4. Are the lawn and plantings satisfactory? | ___ | ___ |
| 5. Is there provision for privacy? | ___ | ___ |

Exterior

- | | | |
|--|-----|-----|
| 1. Is the style of the dwelling attractive? | ___ | ___ |
| 2. Does the house lend itself to expansion, if needed? | ___ | ___ |
| 3. Is the foundation on solid ground? | ___ | ___ |
| 4. Are the windows and doors weatherstripped? | ___ | ___ |
| 5. Are there adequate gutters and downspouts? | ___ | ___ |
| 6. Are the screens in good condition? | ___ | ___ |
| 7. Is the roof in good condition? | ___ | ___ |
| 8. Is there adequate termite protection? | ___ | ___ |
| 9. Is there an electrical system of at least 100 amperes? | ___ | ___ |
| 10. Is there sufficient outdoor storage space? | ___ | ___ |
| 11. Is the overall exterior (paint, windows, doors) in good condition? | ___ | ___ |
| 12. Are the entrances well lighted? | ___ | ___ |

Interior

Check one:

Yes No

- | | | |
|--|-------------|-------------|
| 1. Is there a minimum of 250 square feet of space per person? | <u> </u> | <u> </u> |
| 2. Is there a coat closet near the front entrance? | <u> </u> | <u> </u> |
| 3. Is there a family entrance near the kitchen? | <u> </u> | <u> </u> |
| 4. Are the living, working and sleeping areas zoned from each other? | <u> </u> | <u> </u> |
| 5. Are there traffic lanes that do not crisscross? | <u> </u> | <u> </u> |
| 6. Will the rooms accommodate desired furniture? | <u> </u> | <u> </u> |
| 7. Is there sufficient dining space? | <u> </u> | <u> </u> |
| 8. Is there at least one closet for each bedroom? | <u> </u> | <u> </u> |
| 9. Is the bathroom entrance out of the living and work area view? | <u> </u> | <u> </u> |
| 10. Are the doors near the corners of the room? | <u> </u> | <u> </u> |
| 11. Do the bathrooms have correctly installed and operating fixtures? | <u> </u> | <u> </u> |
| 12. Are the bedrooms at least medium sized (140 - 190 sq. ft.)? | <u> </u> | <u> </u> |
| 13. Is there storage space for all items of each family member? | <u> </u> | <u> </u> |
| 14. Is the kitchen arranged by work triangle (refrigerator to sink to range)? | <u> </u> | <u> </u> |
| 15. Is there adequate work surface in kitchen? | <u> </u> | <u> </u> |
| 16. Is there a ventilating fan in kitchen? | <u> </u> | <u> </u> |
| 17. Are the floors in satisfactory condition? | <u> </u> | <u> </u> |
| 18. Are there plenty of conveniently located lighting and service outlets and wall switches? | <u> </u> | <u> </u> |
| 19. Are all the kitchen appliances in good condition? | <u> </u> | <u> </u> |
| 20. Do the windows work easily? | <u> </u> | <u> </u> |
| 21. Do the doorknobs and locks work smoothly? | <u> </u> | <u> </u> |
| 22. Are the windows ample in size and number? | <u> </u> | <u> </u> |
| 23. Is the heating system in good working condition? | <u> </u> | <u> </u> |
| 24. Is the water heater adequate for your needs? | <u> </u> | <u> </u> |
| 25. Are there space and work area for laundry equipment? | <u> </u> | <u> </u> |
| 26. Is there adequate insulation in the ceiling and walls? | <u> </u> | <u> </u> |
| 27. Are the interior walls in good condition? | <u> </u> | <u> </u> |
| 28. Is the basement dry and free of moisture penetration? | <u> </u> | <u> </u> |

By Charlotte Womble, Housing and House Furnishings Specialist, N. C. State University, Raleigh, N. C. 27607. October 1967.

Housing Program Plan

A GOOD HOUSE FOR ALL WHO CARE

Uses

Background Information for Agents

Mass Media

Homemakers Clubs

Community Clubs

Civic Groups

Agricultural and Home Economics Workers

Supporting Materials

Slides and Script: "A Good House for All Who Care"

"Housing--a Community Problem"(Agent's Reference)

Community Survey Sheets (Available January 1968)

Outline for Agents

Program Planners

Charlotte Womble, Housing and House Furnishings
Specialist

Woodley C. Varrick, Extension Specialist, Biological
and Agricultural Engineering
N. C. State University at Raleigh, Raleigh, N. C.

September 1967

Agents' Outline for
A GOOD HOUSE FOR ALL WHO CARE

Objective:

All community citizens to develop an awareness of the conditions of all families in their neighborhood or community and to set up action programs to help those who need assistance.

Advanced planning:

1. Collect a few slides of some poor houses and some moderately-priced good houses in county.
2. Review slide set from state office.
3. Add enough of own slides to make the set applicable to own county.
4. Read background material.
5. Prepare chart showing housing conditions in county (Use information from Planning Target 2).

Meeting:

1. Show slides
2. Discuss county situation.
3. Group discussion or follow-up programs. These questions could be used as bases for homework:
 - a. How many families in your neighborhood are living in uncomfortable and unsanitary conditions?
 - b. Why are these families in this condition?
 - c. Do the poorly housed need guidance in making family decisions related to good housing?
 - d. What obligations do community citizens have to the poorly housed?
 - e. What aids are available to help make it possible for all to have comfortable housing?
 - f. What can we do in our community?
 - g. What would it mean to our community if all the citizens were living in good houses?
 - h. What can you do to improve your own home? to assist a neighbor?

Follow-up activities:

1. Organize county and/or community housing committee.
2. Conduct community surveys to determine housing situation.
3. Plan for special programs to study available sources of assistance for private and public housing, water systems, sewage disposal, recreational facilities and beautification of communities.

(Agents' reference)

HOUSING--A COMMUNITY PROBLEM

Better housing for all people in the community, county and state is a problem of special interest to many individuals and groups. There are no realistic answers to the problems. We deal with housing as if it were the same in all locations and under all circumstances, and we need to recognize that housing conditions are different in different residential areas and that housing needs vary according to economic status, educational level, size of the household and age of the household head.

Housing values have important relevance at the community level. For example here we see our appreciation of beauty reflected in streets, parks, roadsides, schools and other areas. The well-planned shopping centers and clean roadsides as well as well-kept homes are indications that beauty is valued in the community.

The standards of street lighting, traffic safety, play areas for children and adults are an indication of the emphasis the community places on safety. County or city zoning ordinances, subdivision regulations, swimming pools, parks, paved streets, building codes, housing inspection, mobile parks regulations, and code enforcement are all factors that attest to values at the community level.

The way the poor are housed, whether in subsidized or privately-owned housing, indicates values held in regard to underprivileged groups.

Studies that have been made show housing, health and welfare to be closely related. Housing is not an indication of but a factor directly affecting people's health and well-being.

Infant mortality and illegitimacy are both correlated with crowded living conditions. Poor housing and lack of space for privacy, as well as lack of interest in school work, are also causes of school drop-outs. Poor housing has been given as one of the major causes of demonstrations and riots in our larger cities.

Poor housing also has a direct relationship to crime and juvenile delinquency. The poorly housed are not likely to take much interest in or participate in community or social activities. Better housing aids in developing self-pride as well as community pride.

Area of Concern

Communities and organizations that are concerned with the housing conditions under which people live might direct attention to the problem of crowding; to the dilapidated dwellings that exist; and also to the relatively large number of deteriorating housing units, especially among rented houses.

Groups concerned with bringing industry into communities are interested in housing conditions for the present citizens as well as new housing for families moving into the area. Industry will be looking at the housing in a community before an industrial site is selected. The area which shows improvements in housing is much more likely to be attractive to new industry.

Groups concerned with the aged are interested in better housing for this age group. Studies show that housing conditions of persons 65 years old and over are inferior to those of younger age groups. The number in the 65-and-over-age group is increasing every year, and housing for this group appears to be of increasing importance.

Groups concerned with the welfare of all citizens are interested in the housing conditions of the people in the community, at all income levels and at all ages. Leaders of civic, religious, fraternal, business and educational organizations are in a position to improve standards in decision-making at the community level.

The problems and needs at the community level simply can never be met or solved by individual families. Interested individuals must cooperate with their neighbors if our communities are to achieve good housing for all citizens.

By Charlotte Womble, Housing and House Furnishings Specialist, N. C. State University, Raleigh, N. C. September 1967.

House Furnishings Program Planning Aid

H O U S E S -- F U R N I S H I N G S -- P E O P L E : H O M E S

This material was prepared to be used as a framework for planning county programs designed specifically to provide assistance to families in furnishing their homes to attain maximum social and physical satisfaction at all stages and levels of development. When supplemented with county data, priority needs and clientele are readily apparent.

By Lillie B. Little

September 1967

(For Agents to Use in Programming)

PEOPLE -> HOUSES -> FURNISHINGS: HOMES

"The way of living chosen by families, that is, the kinds of houses, the way these houses are furnished, the kinds of food and clothing, the forms of recreation, the way that time, energy and money are spent, all reflect values sought in family living. Limited to varying extent by socio-economic factors beyond the control of the individual family the goal values sought determine the quality of family living achieved." - Goodyear and Klohr

Having just experienced a county and statewide programming effort you have at your fingertips a wealth of pertinent data and information that reflects social, economic and cultural characteristics of the people with whom you work.

Individual and family value orientations obviously influence particular choices related to the family living environment. By the same token, the accepted values and standards of the community influence individual and family values and goals.

Housing for the family unit is part of the family concept. All families are consumers of shelter and each has a certain number of dollars to spend for the house and its furnishings. The way these dollars are spent is largely determined by the values held by family members.

Few people can have all of the things they want; so they have to sacrifice in one area to acquire something else that seems more important. Nearly all families expect their homes to fulfill certain basic needs. They want and expect a certain amount of comfort, privacy and convenience and most families want their homes to be beautiful.

Your job - and ours - is to make sure that housing is more than mere shelter -- The relationship between the individual and his home carries with it important implications for the future structure and character of society.

Homes exist for and because of people - to serve their needs: physical, psychological and social. How can we in extension provide the assistance needed for people to have homes that meet these needs?

The logical place to begin, of course, is with the data you already have about the people in your county. A study of the age structure, mobility, occupations, income, stage in the family cycle, size of family and housing status will point up many facts relevant to housing and furnishings. These data help delineate certain groups who have similar problems. However, because families vary in their backgrounds, experiences and aspirations, they defy categorizing into neat blocks of people with problems that can all be solved with a standard formula.

Change is one of the most salient features about the time in which we are living. Some communities and counties are changing more rapidly than others, but generally North Carolinians are experiencing an era of affluence. A high percentage of people have reached an income level at which basic needs have been satisfied, and they have resources to spend for non-essentials - those that satisfy a want rather than a need. Many items once economically possible only for the wealthy are now within the purchasing power of many.

For those who have not reached affluence it becomes increasingly difficult to operate in the midst of abundant materialism. Traditional values of thrift and economy are constantly threatened by the concept - buy now and pay later. Ownership has been encouraged by the availability of financing on favorable terms and good incomes.

Today's family is not likely to live in one house but in a succession of houses as the family moves from one job to another, from one stage in the family cycle to the next or from one socio-economic level to another. Each move usually necessitates or stimulates furniture changes, adaptation or additions.

It is difficult to determine just how much the physical aspects of a home influence the pattern of family and community relationships. Yet we do know that physical aspects are important and when they are undesirable it is difficult to maintain a happy, productive and satisfying life.

What constitutes desirable living quarters? Standards will vary with individuals and their values. In today's affluent society, standards are continually being revised upwards. The consumer is concerned that his choices not only meet his needs but that they are acceptable to others.

Ownership has been a traditional value held by the American family. However, an increasing number of families are finding it advantageous to rent. Apartments, multi-unit dwellings and mobile homes have increased at a rapid rate to meet the demands for different housing. This concept of living has given rise to rental furnishings and the trend is expected to continue.

The house is not really a home until it is adequately furnished to meet the needs of the people who dwell therein. Each family has many decisions to make in transforming bare rooms into a background that fits their needs, tastes and style of living.

There are few statistics to suggest how people furnish their homes. However, the physical structure of the house as well as the individuals who make up the family indicate the kind and amount of furnishings needed. Each period or stage in the family cycle is paralleled by certain furnishings needs which can be fulfilled in such a way as to promote or inhibit development of the individuals concerned. The four stages at which changes in furnishings are likely to occur are: the beginning family, the expanding family, the teenage or launching family and the older family.

A summary of "House Furnishings Practices According to the Family Life Cycle and Certain Selected Factors" was sent to you in 1966. This study reflects information relative to the adequacy of furnishings for dining, living and sleeping of 328 North Carolina families.

In an attempt to better understand their needs it seems appropriate to review some of the significant characteristics of families in each stage of the cycle.

1. The Beginning Family. The beginning family is composed of only the husband and wife who are learning to live with each other and in the process of establishing a home. Even though financially insecure, they usually set up housekeeping in a place of their own - typically a small furnished apartment or rented cottage. Quite often one or both are in school. Husband and wife may be employed part or full time or they depend on parental subsidy. Entertaining is usually informal and for small groups. Limited resources prevent large expenditures for furnishings. Even though they have little to spend, they are intensely concerned that what they accumulate is tastefully chosen. They haunt junk shops, attics and basements to salvage pieces of furniture that can be redone and used until they can do better. It is increasingly evident that material limitations promote creativity and uncover hidden talent and good judgment. Today's young families do not view the permanence of furnishings that have been traditional with older generations.

2. The Expanding Family. Typically, the first child arrives about a year after marriage. Few young families are prepared to live as a family of three on a single income. Space and total house comfort are of great importance to the family with children. It is during the child-bearing period that the young family moves most frequently. The scarcity of adequate rental quarters forces the family to consider home ownership in order to have the space needed and to be able to live in an acceptable area. Many couples feel that the furnishings can be kept simple and inexpensive during this stage. Once the young family accomplishes ownership, it tends to settle down and think in terms of more permanent furnishings.

3. The Teenage or Launching Family. This stage is characterized by an increasing need for space and furnishings to accommodate expanding family and their interests and activities. Dating and entertaining friends are an important part of the teenagers' social life. In addition, adolescent family members need privacy from the rest of the family. By this time the family income has increased but the drain on resources is especially heavy. The home and its furnishings are highly symbolic of the family's economic achievement and social standing. As the teenager develops interest and awareness in his surroundings, he learns values that will affect his future goals.

4. The Older Family. This is the time after children have left the nest. The middle-aged couple is likely to stay on in the family home as long as they can. When taking care of the house becomes too much for dwindling income and energies, the trend is to move to smaller quarters. The transition can be made much easier if some of the cherished possessions can be moved along to the new home. In selecting those furnishings to move or buy, comfort, ease of care, convenience and safety are of primary consideration.

An effective extension educational program to meet the needs of people should take into account that:

1. By 1975 approximately 44 percent of the adult population will be between 15 and 34 years of age. As today's teenagers move into their twenties, there will be a sharp increase in the number of new families.

2. Persons over age 55 will increase substantially in the next ten years, while the present age 35-44 will decline by 8 percent.

3. If new housing units are continued at the present rate of one million each year, North Carolina should have its proportionate share. This should generate continued interest in furnishings for new homes.

4. The change in residence for a high percentage of families each year promotes interest in new furniture and renovation of old.

5. Furnishing the home is a continuous process as family needs and preferences change.

6. In an era of mechanization and mobility furnishings provide an opportunity for individuality and also a sense of personal identity.

Prepared by Lillie B. Little, Extension Housing and House Furnishings Specialist, North Carolina State University at Raleigh and the U. S. Department of Agriculture, Cooperating; George Hyatt, Jr., Director; North Carolina Extension Service, State College Station, Raleigh, N. C. 27607

July 1967

House Furnishings Program Planning Aid

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Housing for the family unit is part of the family concept. All families are consumers of shelter and each has a certain number of dollars to spend for the house and its furnishings. The way these dollars are spent is largely determined by the values held by family members.

Few people can have all of the things they want; so they have to sacrifice in one area to acquire something else that seems more important. Nearly all families expect their homes to fulfill certain basic needs. They want and expect a certain amount of comfort, privacy and convenience and most families want their homes to be beautiful.

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4. The Older Family. This is the time after children have left the nest. The middle-aged couple is likely to stay on in the family home as long as they can. When taking care of the house becomes too much for dwindling income and energies, the trend is to move to smaller quarters. The transition can be made much easier if some of the cherished possessions can be moved along to the new home. In selecting those furnishings to move or buy, comfort, ease of care, convenience and safety are of primary consideration.

An effective extension educational program to meet the needs of people should take into account that:

1. By 1975 approximately 44 percent of the adult population will be between 15 and 34 years of age. As today's teenagers move into their twenties, there will be a sharp increase in the number of new families.
2. Persons over age 55 will increase substantially in the next ten years, while the present age 35-44 will decline by 8 percent.
3. If new housing units are continued at the present rate of one million each year, North Carolina should have its proportionate share. This should generate continued interest in furnishings for new homes.
4. The change in residence for a high percentage of families each year promotes interest in new furniture and renovation of old.
5. Furnishing the home is a continuous process as family needs and preferences change.
6. In an era of mechanization and mobility furnishings provide an opportunity for individuality and also a sense of personal identity.

Prepared by Lillie B. Little, Extension Housing and House Furnishings Specialist, North Carolina State University at Raleigh and the U. S. Department of Agriculture, Cooperating; George Hyatt, Jr., Director; North Carolina Extension Service, State College Station, Raleigh, N. C. 27607

July 1967

House Furnishings Lesson

BEGIN WITH A PLAN

This topic suggests an orderly and professional approach for furnishing the homes for homemakers of any age group or income level. It may be used as a guide for successfully furnishing a new home or adding to the furnishings presently owned.

Supporting Teaching Aids

1. Publication for general distribution: "Begin with a Plan"
2. Teaching guide for agent
3. Scaled blueprint and templates
4. Guides for radio and television
5. Self-study check sheet

Lesson Planner: Lillie B. Little

BEGIN WITH A PLAN

A well-appointed home -- one that is easy to live in, attractive and comfortable -- doesn't just happen. It is planned.

Home is a place to eat, sleep, work, and play. It is also a place to be along or enjoy family and friends. Needs, interests, and tastes change as individuals and families move from one stage of living to the next. Furnishing the home to meet these changing needs is for most families a continuous process.

A carefully thought-through plan is the surest guide for successfully furnishing a new home or adding to the furnishings you already have.

Analyze Needs

Whether you are furnishing one room or a whole house, many basic principles are the same. Each family is different, so plan for your family, the way you live, and the space you have to furnish.

Most rooms will have to be planned and furnished to meet several needs or activities. Make a list of the activities that will take place in each room. This will help you decide what items of furniture are needed.

It will also help determine the general mood or theme you wish to express. Do you want it to be formal or informal? Bright and cheerful or more on the restful side? Do you want it to reflect your interests, hobbies, or perhaps the manner in which you entertain? The more carefully you consider all of these factors the more successful your plan will be.

Plan on Paper

Furniture should be selected and arranged to make space both useful and beautiful. When space is limited, as is often the case, planning for efficiency is particularly important.

A scaled drawing is worth many times the small effort it takes. One-fourth inch to the foot is a good scale to work with. Draw each room, showing the location of windows, doors, electrical outlets, heating units, and any other architectural details which will affect the placement of furniture.

The next step is to draw scale patterns, called templates, of each piece of furniture. Locate the larger pieces of furniture first. Then fit in the smaller supporting pieces. The templates can be moved around until you find a satisfactory arrangement.

When you have completed the layout, study it carefully to see if the traffic lanes are open, and if the furniture is grouped for convenient use. Be sure the room is not cluttered. Before you can be really happy with a room, it must meet the tests of good balance and scale.

Make an Inventory

Your first inventory will include the furniture you already have. Very few people have absolutely no furniture to start with. Even newlyweds have wedding gifts, hand-me-downs, or carry-overs.

The second list will be the furniture you need to buy. If the list is lengthy, you may have to make a buying plan to spread the purchases over a period of three to five years. Families rarely have large sums set aside for cash purchases but can budget for some furnishings each year.

While most people consider furniture a long-term investment, there is a growing trend to consider short-term investments, also. Families who move often or have greater potential incomes may want to buy furniture with the idea of replacement.

Decide on Furniture Budget

The amount of money available for furnishings varies from family to family and must be determined on an individual basis. The income, size of the house, the size of the family, the stage in family cycle, as well as values and goals, influence the furnishings budget.

There is no rule of thumb that can be applied to all situations, but some authorities suggest that an amount equal to one-fourth the cost of the house or an amount equal to one-half one year's income should be invested in furnishings. If the income fluctuates, use an average of income over a period of years. Most families must budget such a sizable investment over a period of time.

The logical approach to acquiring furniture is to invest the greatest sum possible in those items that receive the hardest wear and are of a more lasting nature, such as sofas, upholstered chairs, chests of drawers, bed-springs, and mattresses. Smaller amounts may be spent on accessory furniture that goes in and out of fashion more quickly and is less expensive to replace, such as lamps, lamp tables, coffee tables, end tables, and other such supporting items. This method of budgeting not only gives the greatest return for the money but also adapts beautifully to the two main periods of furniture buying: the bride-and-groom stage, when family hand-me-downs are often used for temporary fill-ins, and the middle stage, when parents replace some of the original furniture after children have reached a responsible age.

Decide on Style

You need not be confused by the emphasis placed on the different styles of furniture offered on today's market. Very few homes are furnished by hard and fast rules. One of the easiest ways to learn what can be successfully combined is to separate furniture into two elementary classes of opposite character.

We all recognize that certain pieces look heavy while others have a feeling of lightness. Any piece that falls within one class will automatically harmonize with another from the same category, since both pieces share common traits.

Once these broad classifications are recognized, it is time to look at details -- straight and curved silhouettes, plain and ornamented surfaces. Here the same principles for combining applies.

If this rule is followed too rigidly it will lead to monotony. The present trend is to let one style predominate and use other styles for interest or variety.

A short study of furniture styles is usually enough to give facility in grouping pieces harmoniously and for a beginner to recognize what goes with what. This will also help you select the style best suited to your home and the way you live.

Functional Requirements

Function in furniture means it must act, work, and serve for its intended use. Some major functional requirements to keep in mind are:

1. Comfortable, supporting chairs for family members (since height, weight, and proportions usually vary).
2. Additional seating to accommodate guests.
3. Beds that are long and wide enough for family members.
4. Storage pieces that are right in size, shape, and in quantity for storing varied possessions of family members.
5. Tables for the various purposes of eating, writing, reading, pursuit of hobbies, or keeping close at hand such conveniences as lamps, books, ash trays, etc.

If space is limited or you are temporarily situated, you should give thoughtful consideration to dual-purpose furniture and modular construction.

Look for Quality Construction

Quality depends not only on quality ingredients, but upon the combination and application of these within the completed piece of furniture. Today we have a wide range of construction methods and compositions -- all the way from custom-order hand crafting, through partial machine making with hand assembly and finishing, to that which is completely mechanized for mass production.

The wise shopper should learn to read labels, ask questions, and examine each piece of furniture carefully. While construction of case goods and upholstered furniture are discussed more fully in other publications of this series, the following are some general clues that indicate quality:

1. The label. The manufacturer who offers you quality furniture is proud to identify himself and stand back of his product. A label should provide information about the wood or other materials used in the piece of furniture.

2. The finish. Examine the finish of wooden parts in a good light to see if it is even and smooth. The inside of drawers and backs of quality furniture are also smooth and finished.
3. Decorative detail. While decoration does not add to the functional quality, it does add to the cost of production. Carving, inlay, special finished, and tailoring details used to individualize furniture are indications of more expensive furniture.
4. Construction detail. Examine furniture to see whether pieces are constructed solidly of substantial woods, if parts are securely joined, if the movable parts fit well and operate easily. Is the tailoring of covers neat and secure? These visible details are usually some indication of the quality of inside construction.

Develop Shopping Skills

You can develop shopping techniques which will help you find the best values for your money. Before making a purchase, you should shop around and compare prices as well as quality in merchandise. Good design in furniture is available in every price range if you know what to look for.

Gather helpful information about the items you intend to buy. A good label should provide many useful facts. Look for written guarantees and warranties. Additional information can be gained from magazines, consumer publications, and asking questions.

Shop in stores that provide the goods and services you want for the price you can pay. Find out about delivery, installation, servicing, and adjustments for unsatisfactory service.

If you are trying to keep furnishing expenses at a minimum, you may wish to explore the possibility of second-hand furniture, unfinished furniture, furniture seconds, and furniture sales. For most families furnishing the home is a continuing process. In addition to the initial investment, the furnishings budget must provide for maintenance, replacement of items no longer useful, and the addition of new furniture as needed. Thoughtful planning will help you to acquire furniture that best meets your needs and fits the budget.

In short, the following motto aptly expresses the procedure for becoming a satisfied consumer:

"I want to see the inside, outside
and backside of furniture
I want to touch it, rub it, open
all the doors and drawers, and brood
about what to put into them.
I want to squeeze the upholstery
and examine the tailoring
I want to lift and shove furniture
myself to see if I can move it
And even then I want to think
it over before I buy."

Teaching Outline for
"Begin with a Plan"

Teaching objective: To assist homemakers make plans for acquiring furniture to meet individual family needs and preferences.

- I. Introduction
"A well-appointed home doesn't just happen--it is planned."
- II. Analyze needs according to
 - A. Family characteristics
 - B. Family activities
 - C. Available space
- III. Plan on Paper
 - A. Use scaled drawings to decide on furniture needs and placement
 1. Blueprint or enlarged scale drawing of rooms or house
 2. Scaled patterns or templates of furniture
 - B. Study layout for
 1. Traffic lanes
 2. Grouping furniture according to use
 3. Balance and scale
- IV. Make an inventory for
 - A. Furniture on hand
 1. Can be used as is
 2. Must be renovated
 - B. Furniture to buy
 1. Immediately
 2. Over period of time
- V. Decide on furniture budget
 - A. Budget for furnishings determined by
 1. Income
 2. Size of house
 3. Size of family
 4. Stage in Family Life Cycle
 5. Values and goals
 - B. Rule-of-the-thumb guides for investment in furniture
 - C. Largest investment made in basic furniture items
- VI. Decide on style
 - A. Best suited to family house and way of living

B. Let one style predominate

C. Use other styles for interest or variety

VII. Base selection on functional requirements

VIII. Look for Quality

A. Materials

B. Construction

C. Finishes

IX. Develop shopping skills

A. Shop around

B. Compare merchandise

C. Find out about services - guarantees

References:

Other circulars in Furniture Series:

Case Goods

Upholstered Furniture

Arranging Furniture

Furniture Styles

Books:

Duvall, Evelyn Millis, Family Development. New York: J. B. Lippincott Company, 1962.

Faulkner, Ray and Sarah. Inside Today's House. New York: Holt, Rinehart and Winston, revised 1960.

Gross, Irma H. and Elizabeth W. Crandall, Management for Modern Families. Second Edition. New York: Appleton-Centry-Crafts, Inc., 1963.

Stepat-Devan, Dorothy, Introduction to Home Furnishings. New York: The MacMillan Company.

Other aids available upon request:

Visuals

Check sheet for homemakers to indicate need for additional study or assistance.

"Plan Before You Buy"
News and Radio Release

For millions of American women, furnishing a home is a source of endless pleasure. The home to which new pieces are added, now and then, is kept fresh and new looking.

Furniture needs and tastes change as family members grow and change. Therefore, it is always helpful and fun to browse through model rooms and look at beautiful furniture.

Another homemaker hobby is clipping magazines for new arrangements, new designs, interesting color schemes and space saving ideas. This hobby helps to make dreams become realities. The more thought you give to making furniture decisions, the happier you will be with choices you make.

Take a close look at the rooms you plan to furnish. Make a list of the family activities that take place in them. Consider the size of the room and the architectural features. These will help set the mood for the style of furniture and the colors you choose.

The actual floor space will guide you in selecting furniture of the right scale. It will also help you decide how many pieces will fit easily into the room. One of your best investments might be time spent arranging furniture cut-outs on graph paper for each room you plan to furnish.

Your home serves as a background for family living. It should be easy-to-live-in and should never be one the family must "live-up-to" if you want to have the relaxed atmosphere and warmth which is the essence of a comfortable interior.

Today, decorating, like marriage, is a partnership. Respecting one another's ideas will result in a pleasant plan that will effect the personality of the entire family.

The man of the house is a key figure in today's decorating plan. His growing interest in the home has been largely responsible for the use of brighter colors, longer-wearing fabrics and more comfortable furniture.

While parents should definitely consider the needs of the children, they would be wise to avoid giving in to youngster's decorating whims.

Once you know what items of furniture are needed, you are ready to shop. Take time to look around and compare brands, qualities, prices and services.

Don't be timid about asking questions. The more you know, the surer you will be to make right decisions.

Once you know the number of dollars you have to work with, you should take time to shop carefully to get the most for them in terms of quality, styling and value.

Suggested TV Script "Begin with a Plan"

(May be adapted for use with lesson "Furnish Your First Home")

Video

Audio

Sofa Are you thinking about buying a new sofa, chair, table or some
Chair other piece of furniture in the very near future?
Table
Room Or are you one of those lucky persons getting ready to furnish
House a room -- or perhaps an entire house?

If so, this program is designed to help you select those pieces that will fit your house and family needs.

Most people consider furniture a long-time investment and buy those pieces that they expect to live with for many years.

There are no hard and fast rules for how much money you should spend on furnishings. Some authorities consider one-fourth of the cost of the house as a reasonable amount. Others suggest a figure equal to one-half or two-thirds of the annual income. However, the amount that would be right for you and your family depends on--

- your income
- savings
- the size of your family
- the furnishings you already have
- the stage in the family cycle
- the way you wish to live

Successful decorating depends on careful planning. The less money you have to spend, the more important planning becomes.

Tape Before you buy--shop on paper first--it's cheaper--it's easy--
measure. and lots of fun.
scale
ruler.

graph Your most valuable assets can easily be a tape measure, scale
paper. ruler and graph or tracing paper.

House If you are fortunate enough to be planning a new home, you should
plan plan for the furnishings as you plan the house, or you can easily begin at the blueprint stage.

If you are living in an older home, you can easily make a scaled drawing of the rooms.

It is best to use furniture cut-outs rather than draw directly on the plan. They allow you to experiment with different groupings without spending a penny or lifting a table.

Your scaled drawings can be used for everything from ordering paint to buying curtains and arranging furniture.

House
Plan 72

I have here an enlarged floor plan of Extension House Plan No. 72 (other plans may be used) which I would like to use to show how you might use furniture cut-outs to help you decide on basic furniture needs. This is the type of house almost any young family might be interested in furnishing. This plan has an open kitchen-den area which would most likely be the center of many family activities. It is an especially convenient arrangement where there are small children.

Kitchen-
Den Area

The working areas in the kitchen are arranged in the energy saving U shape around three basic pieces of equipment so that the work sequence progresses from right to left.

This space at the end of the range area then would be a convenient place for family dining. So let's begin with furniture for dining.

Dining
Table

The dining table should be ample in size to accommodate family members and allow for ease in serving.

A minimum of 36 inches is needed for seating on both sides of the table--40" to 42" would be much better. Each adult needs 21" to 24" of table space and there should be 44" between the edge of the table and the wall to allow for serving.

This dining table could accommodate a family of five. Located here close to the range it allows for ease in serving, and chairs could easily do double duty when needed in the den.

Den

There are two important structural features of the den--the fireplace and a wall of built-ins help provide a background for the furnishings.

Sofa

Seating space is very important for this room. Therefore, a sofa with generous seating space is the major piece of furniture needed and would probably be one of the first purchases.

It is important in placing the furniture to remember the traffic pattern between these three doors. This leaves little choice in placing the sofa--ordinarily it is better not to place the sofa under the windows. However, these windows are placed high enough that the sofa would fit quite nicely.

With an end table and good lamp at this end of the sofa and a floor lamp at the other, there would be good light both by day and night; and it would be an ideal spot for watching TV, reading or just relaxing.

Lounge
Chair

The man of the house deserves a comfortable chair. So a lounge chair and ottoman might provide this nicely.

Built-in
Wall

The built-in area can be arranged for the TV, books, hobbies and a desk area to take care of family needs and interests. A

comfortable chair, of course, would be needed here at the desk.

Table A table or narrow commode could be used to fit close to this wall area. Since this house has no dining room, a drop leaf table could make the den a gracious place for dining on special occasions.

The addition of a couple of occasional chairs would give pull-up seating space when needed.

Bedroom I

Now let's talk about furniture for the bedrooms. The master bedroom would be furnished first. As in all bedrooms, the bed is the most important piece of furniture. If you must count pennies-- buy the very best mattress and springs you can afford. These will provide comfort for proper sleep. A good-looking bedstead can be added later or devised at small cost.

A night table and good light provide convenience and safety at the bedside.

Every bedroom also needs drawer space for folded clothing in addition to closet space for hanging clothes. An extra large or double dresser would be needed in the master bedroom.

Every bedroom also needs at least one chair. Other pieces would depend on personal activities and space.

Bed- room II

The other two bedrooms could be furnished as they are needed by a growing family. The basic needs in each room would vary with individual occupants but would include:

- a good bed
- a bedside table with a good light
- a dresser or chest of drawers
- and a chair

Bedroom III

In a small bedroom stack, or bunk, beds would leave more floor space and give extra sleeping room. Drawer space could easily be combined with desk space for a student in the family.

Living Room

A second living room has become a "must" for many homes today. With a well-furnished family room, the living room might well be the last room to be furnished.

Because of the two doors at this end of the room, traffic would dictate a thin-line chest or commode piece of furniture on this wall.

As in the den, seating space is very important. A sofa and end tables might be chosen to fit the other end of the room.

A pair of easy chairs and table would complete a nice conversational grouping.

With these basic pieces of furniture placed on your floor plan, you are ready to decide on the general style of furnishing or decor and begin collecting samples of color, fabrics and floor coverings. You also want to make a list of the accessories needed to complete the furnishings.

With your plans well in mind, you are ready to really begin shopping. This type of planning will make it much easier to buy furnishings that fit your home and family needs.

Check Sheet for Self-Study Needs
(To follow lesson "Begin with a Plan")

For additional information or assistance, please check one of the following choices in each category:

I. Stage in family cycle

- ☐ A. Newly wed
- ☐ B. Beginning family (children under school age)
- ☐ C. Teenage family
- ☐ D. Older family (children have left home or on own)
- ☐ E. Overlapping stages

II. Are you interested in buying new furniture?

- ☐ Yes
- ☐ No

III. Are you interested in renovating old furniture?

- ☐ Yes
- ☐ No

IV. Do you need additional information for

A. Buying upholstered furniture?

- ☐ Yes
- ☐ No

B. Buying case goods?

- ☐ Yes
- ☐ No

C. Arranging furniture?

- ☐ Yes
- ☐ No

D. Selecting furniture styles?

☐ Yes

☐ No

V. Do you need information on making

A. Slip Covers?

☐ Yes

☐ No

B. Reupholstering?

☐ Yes

☐ No

C. Refinishing furniture?

☐ Yes

☐ No

House Furnishings Lesson for Youth

A P L A C E T O C A L L Y O U R O W N

This topic is designed to capture the interest of youth in regard to 4-H project activities. It also provides an opportunity for the 4-H member to express interest in special areas, giving the agent and leaders information they can use in program sequences.

Supporting Teaching Aids

1. Publications for direct distribution: "Pen Pal" mimeographed letter (for 4-H Club members)
2. Teaching outline
3. Self-study check sheets (for 4-H Club members to return to leaders or agent)

Lesson Planner: Edith B. McGlamery

September 1967

Dear Home Improvement Pen Pal:

Hi! Have you ever dreamed of A PLACE TO CALL YOUR VERY OWN that was very attractive and met your needs? I dreamed of this many times and finally made up my mind to do something about it.

At first, I wondered why I needed a place of my own. I came up with several good reasons. Among them was that I wanted a place away from the busy, hurrying world. I wanted a place of peace and quiet. When this became fixed in my mind, other reasons came rushing in -- such as, a place to think, to be creative (draw, sew, build), to work, to store my personal clothing and other items, to enjoy beauty, to listen to music. I know you can think of many other reasons you'd like a place of your own. Be honest!! Can't you?

Around my house about the only place to exercise any choice and have privacy is in the bedroom. It is away from most of the hustle and bustle of the family. Shall we see if we can find a place to be yours and mine in the bedroom?

Since the primary purpose of a bedroom is to sleep and rest, consider the mattress upon which you sleep: Is it 8 inches longer than you to allow for stretching? Is there a 39-inch width for you to twist and turn at night? (This rules out the old "double" bed for two sleepers.)

Is the mattress less than 10 years old? Most mattresses are old enough in years to register for college. Is it free from sagging borders, lumps, bumps, and body slumps? Are you proud to take the cover off it? Is it free from sidesway, broken stitching, rips, and tears? Does it support your weight without any sinking feeling? Is it pleasant to sleep on even in very hot weather? Is it tailored to fit your sleeping needs -- soft, medium, firm, or extra firm? Do you wake in the morning feeling refreshed?

Is your pillow the size, softness, and kind that helps you to rest? Does it help the appearance of your bed?

Are your linens clean and smooth? Colored and designed ones cost very little more if you like them.

Is there a mattress cover between the mattress and sheets for extra protection from soil?

Are there ample quilts and blankets? Are they clean?

A bedspread can be plain, tailored, or frilly. Do you have a bedspread that is colorful, clean, and of a style that you like?

Do you enjoy getting into a nice, clean, well-made bed at night? I hear some boys and girls don't always get theirs made each day. This is a "must" for me.

To look your best, grooming articles and clothing should be stored and well cared for in an area that is convenient to good lighting and a mirror. I like a good mirror (preferably full-length) which is well lighted. This way I see my face, hair, and myself from top to toe. Others see me this way. How do you like to see yourself? Is there organized

storage for both hanging and folded clothing? Good storage boxes, well labeled, help when there is limited drawer space. Is there a place for a man to place the contents of his pockets? Is there organized storage for grooming items? Is that a chair or seat of some kind?

A corner somewhere to study helps in keeping things together for school, letter-writing, and records. A table or desk of good height with a good lamp and comfortable chair helps to get one organized. Do you have these? Storage for reference books, pencils, pin-ups, and records saves time if it is close by. Would this be helpful to you?

A bedroom should be livable, not just a place to "catch-as-catch-can." I know some people who run and pull the bedroom doors shut if someone comes in. Oops -- did I step on your toes? Sorry!!

There should be a spot to read, relax, listen to music, sew, or just loaf. Say, does your room have a comfortable chair for bedtime snacks? Is there a footstool for those precious feet-up minutes during the day?

Consider the things I've said. I know you have your own ideas about these things. Your experiences with your family and friends, the things you have seen and heard on television, the market place, the theater -- all influence you in what you dream about and what you need.

The physical needs can be fulfilled by the color, style of furnishings, and the arrangement of furniture. Fulfilling the physical needs may be limited by the space available. The choices you make reflect your values and goals.

The psychological needs can be fulfilled by having a place for privacy, where you can sit, think and get away from it all. Space organization and storage facilities influence mental well-being. No one feels at peace in the midst of clutter.

Emotional security requires a place where you feel safe and free from danger. A place of your own for things owned, such as collections, even if only string or rocks, hair ribbons or bows. Security is having a place to have Brother or Sister (or even Mother or Dad) come in to share a secret.

A PLACE TO CALL YOUR OWN may not be a castle -- just a corner. But you need one -- or do you? Again, let me say, I need a place to think, to dream, to work, to study, to dress, to keep secrets, to store. I need a place that is clean, comfortable, convenient, colorful, and satisfying to me. Simplicity and attractiveness are my keynote words.

If you're interested in a space to call your own -- to dream, look, plan, and work, check the attached sheet and return to your agent or leader. They, in turn, will obtain information and materials to help you make A PLACE TO CALL YOUR OWN comfortable, colorful, and convenient, which will satisfying to you.

I'm looking forward to hearing from you through your leaders and home economics agent; your project work in home improvement; your junior leadership activities; and your long-time records. So long!!

Sincerely yours,

Edith B. McGlamery
Mrs. Edith B. McGlamery
Extension Housing and
House Furnishings

Teaching Outline for
A PLACE TO CALL YOUR OWN

Teaching objectives: To assist youth to become aware of their physical, social and psychological needs.

To assist youth in giving priority to their needs over their wishes.

How agent is to send lesson sheet: By direct mail or by leaders

Use returned check sheet for: Priority program sequence
Leader training sequence
Special interest meeting
Ordering subject-matter lesson sheets

Other uses: Radio)
News article) Elaborate, use parts, or use as written
T.V.)

References: COLOR IN YOUR ROOM (Club Series 119)
MY DRESSING AREA (Club Series 95)
MY CLOTHING STORAGE AREA (4-H M-17-3)
CLOTHING STORAGE (Home Economics 8)
BEDROOMS AND CLOTHES CLOSETS (Home Economics 33)
SLEEPING AREA IDEAS (4-H M-17-4)
STUDY AND BUSINESS AREA (4-H M-17-1)

If in doubt as to what to order, mail self-study sheets that are filled in to specialist and material will be sent that applies.

(Return to your leader or home economics agent)

Self-Study Check Sheet for
A PLACE TO CALL YOUR OWN

Name:

Parents' Name:

Street, Route or Box No. :

City, State and Zip Code:

County:

School Attended:

4-H Leader:

Number the items below according to your needs and preferences (number 1 for first preference, etc.):

Example: (4) a.
(2) b.
(1) c.
(3) d.

I want help with:

- () a. How to plan colors
- () b. Study area
- () c. Study lamp selection
- () d. Sleeping area
- () e. Bedspreads to make
- () f. How to paint walls
- () g. Floor covering
- () h. Dressing area
- () i. Storage for my clothes
- () j. Simple flower arrangements
- () k. Pillows that are decorative
- () l. Other (name):
- () m. Other (name):

House Furnishings Lesson for Low-Income Families

ORDER AND COMFORT: THE VALUE OF COMFORTABLE BEDS TO THE FAMILY

1. Outline
2. Suggestions for programs
3. "The Value of Comfortable Beds for the Family"
4. "Why People Live as They Do"

Lesson Planner: Genevieve K. Greenlee

October 1967

Teaching Outline for
THE VALUE OF COMFORTABLE BEDS TO THE FAMILY

Disadvantaged families in North Carolina are not satisfied with the sleeping conditions in their homes, for they want some of the same things that the average American has; however, they lack the knowledge and resources to secure them.

Objectives: 1. To provide house furnishings programs with emphasis on better bedding to help disadvantaged young homemakers to raise their standards of living, to improve overcrowded sleeping conditions, poor health and sanitary conditions, to appreciate clean beds and to enjoy comfortable sleep.

2. To develop appreciation for better bedding.

3. To provide information that relates to better bedding to help young homemakers to solve individual or family sleeping problems.

Young homemakers are excellent targets for promoting education programs, and the team approach has been the most successful way to execute action programs.

1. Framework for developing better bedding programs

- A. Bedding programs should be planned to help solve individual or family problems.
- B. Start where the people are.
- C. Plan bedding short courses for four to seven weeks to develop appreciation, improve values, motivate, interest and encourage families to want to raise their standards of living, improve overcrowded sleeping conditions and improve the health and sanitary conditions in the home.
- D. Discuss the idea and need for the program with county commissioners, advisory board, county resource personnel, extension county staff, other extension administrative staff members and lay leaders.
- E. Set up a committee of professional, non-professional and lay leaders to plan the content of the program. Assign the lessons to whoever is going to teach them.
- F. Train a committee of adult and youth leaders to assist with the program.
- G. Set up objectives and goals.
- H. Set time to start and end the program.

I. Make survey to show the need for the program.

J. Train adult and youth leaders to assist with certain aspects of the program, especially with making survey and compiling survey facts.

II. Suggestions for short course series of educational lessons for seven or more meetings to teach better bedding.

A. Short course lessons may be used for teaching young homemakers, adults, youth, lay leaders and other interested persons.

B. Short course lessons may be used for:

1. Clubs
2. County
3. Community
4. Special interest meetings
5. Workshops
6. Other educational meetings

C. Subject matter for short course lessons may be used for:

1. Television
2. Radio
3. News articles
4. News articles
5. Self-study work

III. Suggested follow-up lessons

A. Care of the Bed

B. Care of the Bedsprings

C. Care of the Mattress

D. How to Make a Mattress

E. Care of Bed Pillows

F. Re-Styling Bedsteads

G. How to Cover Springs and Make Bed Frames

THE VALUE OF COMFORTABLE BEDS TO THE FAMILY

Many years of study, research and testing have made clean, comfortable beds available. Acquiring such beds depends upon the attitude, values and goals of the family. If families know the importance of sleeping in clean, comfortable beds, they are likely to take advantage of the opportunity to secure them, along with bedding, which will help greatly to improve family health and sanitary conditions in the home.

Home economics agents, county resource personnel, and business managers are rolling out the red carpet daily to encourage families to improve sleeping conditions in the home.

Comfortable beds are needed for better health, for sleeping conditions play a definite role in how well family members get along together as well as with others. In order to relax completely when asleep, scientists have said, we need good, comfortable beds to avoid suffering from fatigue, which sometimes affects the nervous system.

Many tests by scientists have proven that the average person while sleeping changes positions from 20 to 45 times during a night. This means that sagging, worn-out bedsprings or a lumpy mattress will not give the support needed for proper rest. Worn-out bedsprings will also wear out the mattress. Sleeping on the "hill and valley" type of spring and mattress will make people feel cranky, disagreeable and fatigued. This is an important factor for families to know when they begin to improve the sleeping conditions in the home.

The value of comfortable beds is determined by their importance to the family. Studies show that we spend one-third of our life in bed: the bed is a place to relax when we are tired and sleepy or sick. Rest in comfortable beds helps everybody to be more effective during waking hours.

You may want to learn more about how to make your bed firm and comfortable. Your county home economics agent will be glad to add your name to the list for the next workshop to learn more about the VALUE OF COMFORTABLE BEDS.

WHY PEOPLE LIVE AS THEY DO

All during the ages you will find "cast and class" as evidenced from Biblical times by people who have high, medium and low standards as it related to housing, income, and society. This emphasizes man and his fight for survival.

Parents with high standards may have the largest income as well as the highest level of education. The medium standards are to be associated with a smaller income, and the ones with low standards, in general, are the families with little or no income. The latter-mentioned group usually have the least education and frequently depend upon the welfare agency and other means for their income.

It would be expected that parents with the largest incomes would have the most convenient homes. These conveniences generally apply to storage, running water, bathrooms, screens, clean beds, bedding, lighting, heat, attractive walls, surroundings, etc. Children from these homes usually have the same standards their parents have and they too have the highest standards they can afford. Children from these homes should have higher standards and values than their parents, because the parent pushes the child on to heights even higher than themselves.

Parents who had medium standards, with medium incomes, had homes which were equipped with minimum conveniences while parents who have low incomes are the ones who have low housing standards and their children usually, but not always, have the same type of homes. It is quite interesting to note here that sometime a few of these children break free of this ill fate of birth, and by far excel their environment. We know that, due to the environmental condition of most of these people, they are the families that need the greatest assistance.

The houses people live in are the only place that they can call home. Every home is different because every individual family is different. Usually the house people live in reflects their family living patterns that have been handed down by their parents.

The child that is born has to accept the house that the mother and father provide for him. As the child grows he learns to accept things that are taught to him by his parents. He experiences a little love, kindness, and social values such as: respect, how to share, cooperate, how to be fair, honest, and have a true concern for other members of the family.

Modern living patterns have changed work, and some parents have had to leave home to work; therefore, many times young children are left to feed, clean and care for the smaller ones. When the mother returned home she was tired and the care of the home was by-passed until tomorrow which never comes, thereby the same situation still exists and revolves around weekend and week-out. This type of situation has existed for many years. Children from this type of home suffer from many handicaps.

After elementary and high school, the teenage-adult begins to realize that the home he lives in is not adequate and that it does not have all of the things that he has learned about in school. At this age he has learned that a home must have modern conveniences, including bathroom

facilities, storage, lighting, heating, adequate sleeping conditions, household equipment, and be attractive, etc. This frustrates the young adult and he looks for the easiest way to "get by" to escape this embarrassment and lack of comfort. Many times young adults drop out of school and marry at an early age or they leave home to look for work. The burning desire of these individuals is to get the things that their parents did not have in the home. Many handicaps are experienced such as: lack of knowledge, money, medical attention and an understanding from the society they live in have caused these young people to develop a feeling of hopelessness and despair. The family home begins to deteriorate, there is no money to repair or to build; therefore, they are discouraged. They lose self-pride; respect for the family members and others in their society. They live in a neighborhood where others have the same problems and live in the same situations.

Many of these people feel lost. They do not know where to go to get help nor whom to ask for help. We must find ways to reach these young adults.

Housing Lesson for Low-Income Families

ORDER AND COMFORT: THE VALUE OF STORAGE TO THE FAMILY

This lesson is designed for assisting disadvantaged families, with special emphasis for young homemakers, to acquire adequate storage in the home.

Supporting Teaching Aids

1. Teaching outline
2. "Why People Live As They Do" (See in lesson "The Value of Comfortable Beds to the Family")
3. Sample news article and coupon
4. Ideas for motivating to plan programs
5. Suggestions for simple demonstrations to be conducted by leaders
6. "More Important Housing Programs"
7. Check sheet
8. Lesson sheets:

"My Clothing Storage Area" (4-H M-17-3)

"Bedrooms and Clothes Closets" (H.E. 33)

"Planning Your Kitchen for Easier Work"

Food preservation storage sheet

"Household Linen Storage" (H.E. 54)

"Storage for Cleaning Equipment" (H.E. 53)

Lesson Planner: Genevieve K. Greenlee

October 1967

Teaching Outline for
THE VALUE OF STORAGE TO THE FAMILY

Disadvantaged families may not appear to be interested in housing; however, they are not satisfied with poor housing or poor living conditions inside of their homes. They want some of the same things other Americans have, but they lack the knowledge and resources to secure them. Do not get discouraged; they will be more interested in programs that will show results in a hurry, that may lead toward better low-cost housing with minimum standards.

Objective: To provide an opportunity for young homemakers to develop higher values and goals with regard to adequate storage for basic household items.

For your information read mimeographed leaflet entitled "Why People Live As They Do."

I. Ideas for programs

- A. Read leaflet entitled "What Does a Comfortable Home Mean to You?"
- B. A sample news article and coupon have been prepared to serve as an idea that may be used to plan housing programs or special-interest meetings with emphasis on storage in the home.

II. It may be necessary to plan special activities to help motivate young homemakers, adults and leaders to participate in housing meetings.

Read leaflet entitled "Ideas for Motivation to Plan Program."

III. Simple demonstrations conducted by leaders may help to interest, motivate and get information across to young homemakers.

- A. Read leaflet entitled "Simple Demonstrations Conducted by Leaders."
- B. Printed leaflets will be available by 1968.

IV. Read leaflet entitled "More Important Housing Programs."

V. Communications Model: One message → two questions → job done.

- A. Message → adequate storage in the home.
- B. Two questions - Fill in the correct words (See check sheet).

VI. Discuss only kind of storage at a time.

- A. Plan a series of education meetings on storage.
- B. Start with simple, inexpensive ideas that may be used for building convenient storage.
- C. Plan special interest meetings to discuss the value of storage in the home.

VII. Use miniature storage cabinets to show ideas for building.

VIII. Discuss space, measurements, equipment needed and cost.

IX. Plan workshops to make one or two life-size simple storage cabinets.

- A. Include lay men leaders, carpenters and vocational trade teachers.
- B. Work closely with local lumber supply dealers.

Sample News Article and Coupon
for
WHAT DOES A COMFORTABLE HOME MEAN TO YOU

A comfortable home means more than you can actually measure, however, young homemakers will have to experience certain conveniences before they will know the real value of comfort and convenience.

A comfortable home gives you a feeling of personal pride, stature, comfort and beauty. It also gives you an opportunity to feel more like you are a North Carolina tax-paying citizen. It will give you a feeling of security, prestige and leadership and will make life happier.

A comfortable, convenient home makes it easier for you to take a bath, dress, keep the house and surroundings clean, keep the clothes clean; and it helps the family to be healthy.

Young homemakers have many more educational opportunities, advantages and things to look forward to than the young homemakers of twenty year ago. Everyone has rolled out the red carpet to give free information that will help to guide young homemakers to build the kind of house they want. Free extension house plans and courses to give information (on how to secure loans, how to understand and fill in specification sheets, and how to select durable low-cost building supplies and materials) are available to young homemakers for the asking.

Free information may also be obtained on how to select and install plumbing, lighting, heating and household appliances.

Free educational information for the asking is available on how to select paint, how to install and care for floors, and how to install floor coverings.

If you are interested in serving as a leader to plan a county housing program or in attending special interest housing meetings, please sign the coupon below and return to the extension office.

----- Cut on dotted line -----

Name _____ Address _____

Telephone No. _____

Serve as a leader ☐ Yes ☐ No Attend special interest course ☐ Yes ☐ No

Do both?

IDEAS FOR MOTIVATION TO PLAN PROGRAMS

Coffee Hour

Plan a get-acquainted coffee hour; call a meeting of interested lay leaders who responded and returned the news article coupon. Introduce yourself and discuss the purpose of the call meeting.

Discuss specific facts of the county housing and/or house furnishings situation, making brief statements about what extension will have to offer to help North Carolina's disadvantaged families to live better. Find out exactly what the clientele will want to learn or to do about their housing situations. They may be very slow in responding at first, and it may be necessary to make suggestions that will help them to think and to talk. Be sure to be patient and friendly.

It may be necessary to plan one or two call meetings to make the progress anticipated. Encourage the clientele to talk and be sure they say what they want to learn.

Suggest things you think they may like to do; however, they may not want to do anything in housing at first--but do not get discouraged. Plan programs and work slowly in that direction. The following may be ideas for programs:

Ice Breakers

Slides to show basic furnishings for specific rooms in the home.

Slides to show furniture arrangement for certain rooms in the home.

Arrangement of furniture for the living room, bedroom or other rooms in the house.

A door prize may be given as a bonus to the first person who attends certain special interest meetings.

A lucky number drawing may be given as a bonus to the club or community with the largest attendance.

A social hour, recreation hour, community sing, tea party, lawn or garden party may serve as ice breakers in certain communities, to help create interest in housing programs.

SIMPLE DEMONSTRATIONS TO BE CONDUCTED BY LEADERS

Simple demonstrations on how to do things that will show results in a hurry may lead toward improving the housing situation. It will also lead to more important housing programs. The following simple demonstrations may be conducted by Home Demonstration Club leaders to help get information across to young homemakers:

1. How to make the home attractive.
2. How to make the home convenient.
3. How to make the house warmer in the winter.
4. How to make attractive, inexpensive curtains for the home.
5. How to make attractive, comfortable cushions for chairs.
6. How to make the living room walls look clean, neat and pretty.
7. How to make the bedroom colorful and restful.

MORE IMPORTANT HOUSING PROGRAMS

More important housing programs should be planned, based on the needs of the people (individually and as families).

Appoint a committee to plan long- and short-range programs.

Set up objectives and goals.

Make copies of county housing programs for special-interest meetings or for a series of meetings.

Discuss county program plans for carrying out and evaluating meetings with committee. Include who will attend, when and where meetings will be held, length of time, who will conduct meetings, etc.

Advertise program by writing news articles; plan radio and television programs.

Announce programs at church, school and club meetings.

Arrange to have a coupon at the end of the news articles for readers to fill in and return to the extension office.

Extension specialists and county resource personnel may conduct planned meetings and workshops.

Write news articles periodically to keep the public informed of the planned program and information taught and/or given at each meeting. Keep in mind the importance of values and goals as they relate to housing and furnishings for the clientele.

The following program topics are suggested:

- The value of storage to the family.
- Care of walls and floors.
- Running water (hot and cold).
- Planning the bathroom, etc., may be steps that will help to solve minor or major county housing problems.

Check Sheet for
THE VALUE OF STORAGE TO THE FAMILY

Fill in the following blank spaces (one word for each space):

Example: What will clothing storage mean to you and your family?

Answer: convenience (or choose another answer)

I. A. What will clothing storage mean to you and your family?

Trouble
Expense
Comfort

Status
Convenience
Prestige

Importance
Leadership
Rich

B. How soon will you plan to get the clothing storage you need?

Now
Tomorrow

Next month
Next year

Longer than 2 years

II. A. What will storage for kitchen utensils mean to you and your family?

Trouble
Expense
Comfort

Status
Convenience
Prestige

Importance
Leadership
Rich

B. How soon will you get the storage you need for kitchen utensils?

Now
Tomorrow

Next month
Next year

Longer than 2 years

III. A. What will storage for canned goods mean to you and your family?

Trouble
Expense
Comfort

Status
Convenience
Prestige

Importance
Leadership
Rich

B. How soon will you get storage you need for canned goods?

Now
Tomorrow

Next month
Next year

Longer than 2 years

IV. A. What will storage for household linens mean to you and your family?

Trouble
Expense
Comfort

Status
Convenience
Prestige

Importance
Leadership
Rich

B. How soon will you get storage you need for household linens?

Now
Tomorrow

Next month
Next year

Longer than 2 years

V. A. What will storage for cleaning supplies mean to you and your family?

Trouble
Expense
Comfort

Status
Convenience
Prestige

Importance
Leadership
Rich

B. How soon will you get storage you need for cleaning supplies?

Now
Tomorrow

Next month
Next year

Longer than 2 years

TARGET 2

VALUES AND GOALS

CREATIVE CRAFTS, HOUSING AND HOUSE FURNISHINGS

This Packet Contains Teaching Materials On:

Creative Crafts

"Standards in Crafts," includes teaching guide
for agents and leaders, lesson sheet, list
of references.

Housing

Series for young homemakers:

"A House Is More Than Shelter"

"You Want to Own a Home? You Can"

"Aim For the Housing You Want"

**For organized groups: "A Good Home for Everyone
Who Cares"**

House Furnishings

"Houses—Furnishings—People: Homes," program
planning aid

"Begin with a Plan," designed for any age group or
income level

"Furnishing Your First Home," for young
homemakers

"A Place to Call Your Own," for youth

"Order and Comfort," for low-income families