

EVALUATIONS MADE BY THREE GAINFULLY EMPLOYED GROUPS OF PEOPLE REGARDING
COURSES IN A HOUSING AND INTERIOR DESIGN CURRICULUM

By

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PREFACE

The purposes and content of housing and interior design courses as described by the federal Security Agency Office of Education are as follows:

Housing, house furnishing, and household equipment courses are designed to help students realize how housing affects the mental and physical health of family members; and also how some trends in design, construction, manufacture and marketing of houses, home equipment, and furnishings are related to family needs. Experiences in choosing and using equipment, in planning for and furnishing rooms or parts of rooms, and in helping with the planning, reorganizing, or rearranging of rooms or houses help students develop some ability to select and care for houses, house furnishing, and equipment so as to add to the attractiveness, safety, and efficiency of the house and the satisfaction of family members. Students also develop a desire to contribute to better housing for other families.¹

The purpose of the current study is to ascertain what courses of study should be taken by the student preparing for a career in housing and interior design; and to recommend changes for the present curriculum at Oklahoma State University.

The writer wishes to thank Dr. Maie Nygren, Professor and Head of the Department of Housing and Interior Design, Oklahoma State University, for her expert guidance and helpful suggestions and criticisms. Indebtedness is also acknowledged to Milton Paschall, Assistant Professor of

¹Home Economics in Colleges and Universities of the United States. Federal Security Agency, Office of Education. Washington, D. C. Government Printing Office, 1951. (Vocational Division Bulletin No. 244; Home Economics Education Series No. 26.)

Housing and Interior Design; and Dr. Millie Pearson, Professor of Home Economics Education, for their contributions as members of the advisory committee. The writer also acknowledges his indebtedness to former majors of the Housing and Interior Design Department who graduated between the years 1955 to 1960 and who are now gainfully employed; members of the Oklahoma Chapter of the American Institute of Interior Designers; and furniture buyers located in various cities in Oklahoma who thoughtfully responded to the questionnaire.

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CHAPTER I

INTRODUCTION

In recent years there has been a great deal of discussion by home economists and others concerning the aims of a program of study in housing and interior design. Annual meetings held by representatives from land grant colleges have been for the purposes of: exchanging information on basic philosophy and purposes, sharing information on teaching techniques, exploring ways of improving instruction in housing; and determining what attitudes, understandings, knowledge and skills should be gained through study in all areas of knowledge related to housing.¹ The delegates at these meetings represent various aspects of housing and interior design; that is, household equipment, home furnishings, interior design, home management, and housing. They participate in order to find better ways and means of meeting their obligations to their students. Even as this study is being completed, plans are in progress for a meeting to be held at French Lick, Indiana, at which the educator's responsibilities in the various areas of home economics at different levels of teaching will be more clearly defined and basic subject matter appropriate to university level instruction will be identified. Parts of this meeting are to be devoted to discussing curriculum related to housing, interior design, and home furnishings.

¹Proceedings of Third Housing Conference (Mimeographed report), October 7-10, 1959, Oklahoma State University.

According to Justman and Mais, the curriculum

. . . is an instrument of education, the chief means available to the teacher for the accomplishment of his educational purpose.²

They believe, however, that there is much to be discovered in the process of planning an effective curriculum, for they say:

To laymen a profession is supposed to hold no secrets for its practitioners; those in the profession know better. It should be admitted that there is much relating to curriculum concerning which knowledge is lacking, in which professional procedure is based on trial and error, hypothesis, or simply faith. We behave sometimes as if there were no curriculum problems that greater resources of money or manpower could not solve. Such self-assurance is not justified; it would be healthier to acknowledge that in many respects our approach toward assembling, organizing, and conducting a program of study is experimental and tentative.³

Many people, including faculty, students, parents, and alumni, should participate at appropriate stages in curriculum planning and evaluation to discover: (1) what materials are significant, (2) what objectives are worth dealing with, and (3) how to effectively present materials and develop objectives. Before these can be determined, however, those involved in the planning and evaluating processes must have some concept of the ultimate goals for a curriculum. In relation to goals, Spafford says: "Changed behavior is the ultimate goal of education. The individual thinks and feels differently because of his learning, but most important of all, he acts differently."⁴ In general, educators agree that goals should be functional in order for them to be of value; and they should be

²Joseph Justman and Walter H. Mais, College Teaching: Its Practice and Its Potential (New York, 1956), p. 129.

³Ibid.

⁴Ivel Spafford, Fundamentals in Teaching Home Economics (New York, 1956), p. 75.

flexible enough to meet the needs of each individual student. This does not mean that goals must be stated so generally they cannot serve as effective guides, but they should be broad enough to encompass large areas of learning and pliant enough to accommodate changes in the social and economic structure of society.

Broadly speaking, the fundamental goal for any curriculum is to prepare the student to assume his various roles in society. In developing a curriculum which will lead toward this goal, the student's future professional or vocational role and his social roles must be defined. One of the professional roles toward which many people strive is that of the interior designer.

According to the most recent definition given by the American Institute of Interior Designers, the interior designer is one who:

- o Designs, plans and furnishes interiors of houses, commercial and institutional structures, hotels, clubs, ships, theatres, as well as set decorations for motion picture arts and television.
- o Makes drawings and plans of rooms showing placement of furniture, floor coverings, wall decorations, and determines color scheme. Furnishes complete cost estimates for client's approval.
- o Makes necessary purchases, places contracts, supervises construction, installation, finishing and placement of furniture, fixtures, and other correlated furnishings, and follows through to completion of project.⁵

In providing a curriculum for the student studying to become an interior designer, therefore, educators must provide experiences in which the student can acquire the competencies necessary for the professional activities he will be expected to assume.

In regard to preparing the student for his various social roles, Davies says:

⁵"Education and Career Information," American Institute of Decorators (New York, 1960).

In carrying out the work of housing education, educators and educational institutions should work to:

1. Educate consumers to the needs and possibilities of good housing. . .
2. Educate in such knowledges and understandings as
 - a. Need for government housing and slum clearance. . .
 - b. Conditions of housing of lower-income classes. . .
 - c. Justification for government participation in housing. . .
 - d. Crime, disease, and delinquency arising out of slum conditions. . .
 - e. Economic losses arising from lowered morals, crime, and insanity resulting from bad housing. . .
 - f. Relationship of housing to business groups and other groups in the community. . .
3. Inform the public about best construction methods. . .
4. Provide information for home buyers relative to home finance. . .
5. Educate home owners to the need of keeping their property in repair. . .
6. Gather scientific data regarding housing. . .
7. Educate the public to realize the necessity for community planning in relation to any satisfactory housing program. . .
8. Make the public slum conscious. . .⁶

The present study is an investigation to determine what areas of study should be included in a curriculum designed to prepare a student for a professional position in the field of housing or interior design and to prepare him sufficiently for his responsibilities to society. In addition to providing some knowledge pertinent to the development of curricula for housing and interior design, the writer hopes the study also will provide a basis for future studies.

⁶Joseph Earl Davis, Fundamentals of Housing Study (New York, 1938), p. 274.

Statement of the Problem

What do professionally active people recommend be included in a housing and interior design curriculum?

The study seeks to determine what should be incorporated into a curriculum required of housing and interior design majors.

* The Purposes of the Study

The purposes of the study are two-fold. The first purpose is to discover and consider the recommendations made by three groups of people who would probably have some concern for or interest in a housing and interior design curriculum. The second purpose is to establish bases for future studies regarding the housing and interior design curriculum.

Hypothesis

Major Hypothesis. There will be a consensus among persons gainfully employed in various professional fields related to housing and interior design regarding the value of certain courses to an undergraduate curriculum in housing and interior design.

Procedures of the Study

The procedures used in making this study are as follows:

1. The problem was identified.
2. An instrument was developed for obtaining the data.
3. The instrument was pretested and changes were made to improve its clarity and meaningfulness.
4. The data were collected and analyzed.
5. The findings were presented in a written form.

Methodology

Three groups of respondents were selected for study and an instrument was developed for obtaining the data.

The Selection of Respondents

To obtain professional opinions concerning areas of study important to the field of housing and interior design, three groups of gainfully employed persons were selected to participate in the study. These groups consisted of: (1) the Active Members of the Oklahoma Chapter of the American Institute of Interior Designers, (2) furniture buyers from certain cities in Oklahoma, and (3) former majors of the Oklahoma State University Department of Housing and Interior Design who graduated between the years 1955 to 1960 and who are now employed.

The members of the Oklahoma Chapter of the American Institute of Interior Designers were selected to partake in the study because their organization is the only nationally recognized professional group in the field of interior design in Oklahoma. The group of furniture buyers were selected because their profession is closely allied to the field of interior design. This group of respondents was obtained in the following manner: cities in Oklahoma having a population of ten thousand or more were selected because it was considered probable that a town of that size would have a fairly large furniture market and interior design operation. Smaller cities having only one furniture store or none at all were thus eliminated. According to the 1960 census, there are twenty-six cities having a population over ten thousand in Oklahoma. Starting alphabetically with the names of the cities, a list was compiled of furniture retail stores in each of the twenty-six cities. The names of the stores were obtained from the Southwestern Bell Telephone directories of the cities. From this listing, every fifth furniture store was selected until

one-hundred furniture stores had been chosen. This number of furniture stores was selected in order to improve the possibility of an adequate number of completed questionnaires being returned.

Former majors were selected because of their experience with the present curriculum in housing and interior design at Oklahoma State University. Only those who graduated between 1955 and 1960 were selected, however, because previous to that time the Housing and Interior Design Department was not a separate unit in the College of Home Economics. The selection of former graduates was limited to those gainfully employed because it was felt that their professional experiences would make their contribution more valid. According to the latest employment record maintained by the department only twelve of the former majors who graduated from the Department of Housing and Interior Design at Oklahoma State University between the years 1955 to 1960 are gainfully employed in an occupation directly or indirectly related to the fields embraced by the department.

Development of the Instrument

The instrument used for obtaining the data in the current study is of the mailed check-list type of questionnaire. An instrument of this nature was developed for use because it made possible a certain amount of standardization of responses and because time and money did not permit individual discussions with the respondents.

Prior to developing the questionnaire, a review was made of the literature concerning curriculum development in general and the housing and interior design curriculum in particular. This literature included magazine articles and publications by various professional organizations and government agencies.

Because the three groups of respondents differ in that they are in separate phases of the furniture industry and their educational backgrounds are varied, the writer prepared two questionnaires which could be mailed to the respondents; one to be mailed to former majors of the Oklahoma State University Housing and Interior Design Department and the other to the members of the Oklahoma Chapter of the American Institute of Interior Designers and the furniture buyers.

The questionnaire developed for the former majors of the Housing and Interior Design Department asked them to evaluate the courses of study in the curriculum required by the department. They were asked to indicate their evaluation of each course by circling the number at the left which corresponded with their evaluation. The levels of evaluation were:

- (1) "Did not need as much as was required";
- (2) "Had a sufficient amount";
- (3) "Wish I had had more."

The questionnaire also contained a list of "desired objectives" which had been developed as a result of a previous investigation conducted by the writer. The former majors were asked to indicate which of these "desired objectives" should be achieved by the student majoring in housing and interior design. Questions were also included which asked the former majors to give information about their occupations since leaving school; their suggestions for strengthening the courses in the curriculum; their reasons for choosing housing and interior design as their major; and additional schooling taken since graduation. Ample space was allowed to permit the respondents to write additional comments if they so desired.

The questionnaire developed for the members of the Oklahoma Chapter of the American Institute of Interior Designers and the furniture buyers

requested their evaluations of the various areas of study in their undergraduate preparation or what they thought would be valuable to the student who desires to become a furniture merchandiser or an interior designer. The respondents of these two groups were to indicate their evaluation by circling a number representing one of the following levels of evaluations: (2) "Of no value, should be omitted"; (1) "Of some value, should be included if possible;" (0) "Of great value, should definitely be a part of the undergraduate curriculum." This questionnaire also contained the list of "desired outcomes" and asked the respondents of these two groups to indicate which they considered to be essential to people associated with interior design or the home furnishings industry. In addition, each respondent was asked to tell whether or not he had graduated from college; what he feels was his most valuable experience in his undergraduate curriculum; why he chose interior design as his major in college; his occupation for the first three months after graduation; and additional schooling taken since graduation. This questionnaire also provided opportunity for the respondent to give additional comments relating to the questions.

The two questionnaires were submitted to the writer's advisory committee for their comments and criticisms. The suggestions made by the various members of the committee were adopted and the questionnaires were revised. The questionnaires were then pretested and, following additional revisions, were sent to the participants of the study.

Description of Respondents

Former Majors

The ten former majors responding to the questionnaire are not distributed equally among the various graduating classes. Five graduated in 1957, one in 1958, two in 1959, and two in 1960. Six of the former majors responding to the questionnaire are males and four are females. Only four of the graduates had completed all of their undergraduate work at Oklahoma State University. The other six had attended junior colleges and other colleges and universities before entering Oklahoma State University. Prior to entering Oklahoma State University, nine of those included in the study lived in cities and one lived in a rural non-farm area.

The former majors who participated in the study now live in cities of four states. Five respondents are living in Texas; three in Oklahoma; one in Florida; and one in Arizona. Since their graduation a number of occupations have been experienced by the former majors. Some of the occupations listed are: trainee; decorator; buyer; carpet salesman; furniture salesman; instructor in housing and interior design; specialist in housing and home furnishings; designer of commercial interiors; and architectural and industrial designer. This is a broad representation of careers possible for graduates of the housing and interior department. All ten of the former majors had been employed immediately after graduation; five in the field of interior design within the first three months after graduation. Fields other than interior design in which former majors were gainfully employed within three months after graduation are: carpet salesman; trainee for buyer in department store; and work in fashion merchandising.

The question regarding factors which influenced the former major's choice of housing and interior design as a major while in college was so stated that more than one influence could be indicated. This was done because it was deemed possible that more than one reason could influence a student in his choice of a major. Most of the majors indicated two or more reasons had influenced their choice of study. Six indicated that they wished to become an interior designer; six that they liked to be creative; four that they wished to become wage earners; three that they liked to do things with their hands, such as crafts; one indicated that his friends influenced him; one that his parents encouraged him, and one that he thought it to be a more practical course. From these data concerning influences it appears that, in general, the former majors selected study in housing and interior design because these areas gave promise of satisfying their own personal desires.

Five of the former majors indicated they had taken additional work since receiving their bachelor's degree. Three have taken more school work to meet professional improvement requirements, and two to work toward a master's degree. Five recommended graduate work. They suggested work at a design school or an art school.

Members of the Oklahoma Chapter of the American Institute of Interior Designers

Seven members of the Oklahoma Chapter of the American Institute of Interior Designers are college graduates who had majored in art, interior decoration, textiles, or interior architecture and design. The members who selected interior design as their major were asked to check the reason which caused them to choose interior design as their major. The influence indicated most frequently was their wish to

become an interior designer while, "I like to do things with my hands such as crafts," and "I like to be creative," were the influences of next importance.

In giving their reasons for taking additional work since receiving their bachelor's degree, two of the members indicated they had taken additional work to meet professional improvement requirements; one had taken work for a master's degree. Five members of the Oklahoma Chapter of the American Institute of Interior Designers recommend graduate work. The types of graduate work suggested by them are: school of interior decoration; work at Parsons School of Design; and architecture.

Four of the members indicated they were gainfully employed within the first three months after graduation; one entered the armed service; and two were employed in another field. Other fields in which the members of the Oklahoma Chapter of the American Institute of Interior Designers indicated they had been employed are: portrait painting; teaching graphics and plastic arts; and assistant in department of textiles and art.

Furniture Buyers

Of the forty furniture buyers responding to the questionnaire, seventeen indicated they were college graduates. Their majors in college were: marketing; business administration; business; business management; history and architecture; housing and interior design; interior design; fashion merchandising; school administration, journalism; accounting; elementary education.

The furniture buyers who selected interior design as their major indicated that the factors which had influenced their choice of interior design as a major while in college were: the desire to be creative,

followed by the wish to become an interior designer and liking to do things with their hands such as crafts.

Four furniture buyers have taken additional work to meet professional improvement requirements; one for a master's degree; and two beyond a master's degree. Thirteen furniture buyers recommend graduate work while fifteen do not, and twelve do not make a recommendation. The types and places of graduate work suggested by the furniture buyers are: furniture design, salesmanship, business procedures, design, color and fabrics, decorating studio, psychology, and management, and Parson's School of Design.

Within the first three months after graduation, four of the furniture buyers were employed in interior design; two in the armed service; and seven in another field. The fields in which the furniture buyers had had other employment were: retail merchandising; carpet sales in furniture store; newspaper work; and high school teaching. Twenty-seven of the furniture buyers did not respond to this question.

CHAPTER II

REVIEW OF LITERATURE

Preparatory to making the study, the writer reviewed literature concerning the development of a curriculum and of studies pertaining particularly to housing and interior design curricula. The review included theses, books, articles from professional magazines, leaflets, and bulletins.

The literature reviewed herein is concerned with two general areas. These areas are: (1) principles of curriculum planning or development; and (2) studies relating to curriculum for a housing and interior design program.

Principles of Curriculum Planning or Development

Anderson justifies the need for curriculum study in the following manner:

The rapidity of social change is in itself a reason for curriculum study. We may be uncomfortably aware that the changes in society seem to be racing with the speed of a jet plane, while the curriculum changes crawl like the tortoise. The scientific advancement in atomic energy alone, with its world-shaking consequences, spells a need for change in the curriculum.¹

¹Vernon E. Anderson, Principles and Procedures of Curriculum Improvement (New York, 1956), p. 4.

* Is curriculum reconstruction necessary? Hopkins' answer to this question is:

Human experience seems to show that with changing social life there must come both biological and social readjustment. Since the school system is a social institution, it would seem that it must be amenable to similar laws.²

Many procedures have been recommended for the development of a curriculum. Tyler identifies four fundamental questions that should be considered when developing a curriculum and plan of instruction and he also suggests possible solutions. His questions are:

- I. What educational purposes should the school seek to attain?
- II. How can learning experiences be selected which are likely to be useful in attaining these objectives?
- III. How can learning experiences be organized for effective instruction?
- IV. How can the effectiveness of learning experiences be evaluated?³

In obtaining the answers to questions I and II, he suggests subject specialists as sources for objectives.

Spafford believes that those who have had experience with a curriculum can assist in curriculum development. In regard to this, she says:

Alumnae and nongraduates can help in appraising a department's offerings. They speak from experience and are in a position to pass judgment on the strengths and weaknesses of the program as they use their learning in their own living and as homemakers or professionally employed persons, or both.⁴

²L. Thomas Hopkins, Curriculum Principles and Practices (New York, 1929), p. 3.

³Ralph W. Tyler, Basic Principles of Curriculum and Instruction (Chicago, 1957), pp. 3-80.

⁴Ivöl Spafford, Home Economics in Higher Education (Washington, D. C., 1949), p. 30.

Justman and Mais, in their approach to curriculum development say that:

Once a trouble spot is located, the portion of the curriculum affected should be scrutinized and an attempt made to assemble all pertinent information. Talks with students, teachers, and counselors, analysis of students' programs and academic records, review of course syllabi, outlines, and study materials, and reliable standardized tests may serve to establish more precisely the nature of the difficulty and sometimes suggest the needed remedy.⁵

They also say:

It is useful to know how other institutions are dealing with comparable problems in order to check or verify certain assumptions, gain insight into possible procedures, or discover and avoid unanticipated difficulties. A canvass of research studies will disclose findings on disputed matters. . .⁶

From the review of literature, the writer concluded that former graduates who had experienced a curriculum and professionally active people who had probably experienced similar curricula or could speak from their knowledge of professional responsibilities would be a valuable source for their ideas regarding courses of study required of an undergraduate.

Studies Pertaining to Planning a Curriculum Relating to Housing and Interior Design

A review of the literature revealed that little writing or research has been done in regard to planning a curriculum for the areas of housing and interior design.

The chief purpose of a study conducted by Davies was to determine the understandings which should be set up as objectives in a study of

⁵Joseph Justman and Walter H. Mais, College Teaching: Its Practice and Its Potential (New York, 1956), p. 160.

⁶Ibid., p. 162.

✕ housing. His assumption was that education should aid in promoting desirable changes in housing conditions. After studying facts and opinions expressed in writings by experts on housing, he derived a number of generalizations which he suggested could be used as a basis for several units in a course on housing at the college level. According to him, these generalizations are expressive of: (1) housing conditions, (2) effects of housing conditions upon human life, (3) factors which determine housing conditions, and (4) shortages among these factors.⁷

The purpose of a study conducted by a special committee at the University of Southern California was to examine the relationship and responsibility of higher education to the field of housing. As a result of interviews conducted by faculty at the University of Southern California with persons actively engaged with public and private housing and with representatives of the consuming public, the special committee suggested the following curriculum be used in housing education:

FIRST YEAR

1st Semester		2nd Semester	
	Units		Units
English Composition I....	3	English Composition II....	3
Mathematics I.....	3	Mathematics II.....	3
Man and Civilization I... 3		Man and Civilization II... 3	
Science.....	5	Science.....	5
Physical Education.....	1	Physical Education.....	1
Total.....	15	Total.....	15

⁷Joseph Earl Davies, Fundamentals of Housing Study (New York, 1938), pp. 9-10.

SECOND YEAR

1st Semester		2nd Semester	
	Units		Units
Economics I.....	3	Economics II.....	3
Accounting I.....	3	Sociology I.....	3
American Civilization and Institutions I.....	2	American Civilization and Institutions II.....	2
Problems of Human Behavior I.....	3	Problems of Human Behavior II.....	3
English (Literature).....	3	English (Public Speaking)	3
Physical Education.....	1	Physical Education.....	1
Total.....	<u>15</u>	Total.....	<u>15</u>

THIRD YEAR

1st Semester		2nd Semester	
	Units		Units
Statistics.....	3	Market Analysis and Business Cycles.....	3
Economic, Social, and Political Aspects of Housing I.....	3	Economic, Social, and Political Aspects of Housing II.....	3
Business Organization and Administration.....	3	Business Law.....	3
Real Estate Principles and Practices I.....	3	Real Estate Principles and Practices II.....	3
Land Use and Urban Plan- ning.....	2	The Building Enterprise and Finance.....	2
Dwelling Plan and Construction I.....	2	Dwelling Plan and Construction II.....	2
Total.....	<u>16</u>	Total.....	<u>16</u>

FOURTH YEAR

Areas of Specialization

Construction and
Development

Site Planning (2)

Cost Estimating
(3-3)Cost Accounting (3)
Bldg. Construction
and Contracting
Procedures (3-3)Management

Sequence A

Principles & Prac-
tices of Property
Management (3)

Tenant Relations

Sequence B

Principles of Public
Administrations:
Staff Functions (3)Principles of Public
Organization and
Management (2)

Building Laws & Codes (2)	Law of Landlord & Tenant (3)	Human Relations in Management (2)
Electives from other specialties (5)	Labor Relations & Personnel Management (2)	Public Financial Administration (3)
<u>Appraisal and Assessment</u>	Electives from other specialties or Sequence B (9)	Public Personnel Administration (3)
Cost Estimating (3-3)		Supervised Field Work (3)
Advanced Appraisal & Field Work (3-3)		Electives from other specialties or Sequence A (8)
Building Laws & Codes (2)		
Electives from other specialties (10)		

FinanceBrokerage

Money & Banking (3)	Principles of Salesmanship (3)	Investments (3-3)
Taxation (3)	Advanced Real Estate Brokerage (3-3)	Building Laws & Codes (2)
Investments (3-3)		Electives from other specialties (7)
Building Laws & Codes (2)		
Electives from other specialties (10)		

Required Areas

Real Estate Finance	(2)
Real Estate Law	(2)
Construction	(2)
Appraisal	(2) ⁸

Pepin studied the curriculum of the Department of Household Arts at Oklahoma Agricultural & Mechanical College. This is the department from which the present Housing and Interior Design Department emanated.

⁸Housing Education in Universities and Colleges, University of Southern California (Los Angeles, 1947), pp. 36-37.

According to the purposes identified by her, she undertook the study in order to:

. . .determine to what extent the present curriculum of the Household Arts Department at Oklahoma Agricultural and Mechanical College is contributing to the former graduates and what changes are desirable to make a well rounded course of study.⁹

To obtain the information needed for her study she sent a questionnaire to one hundred graduates who had completed their college training for a Bachelor of Science degree in the Household Arts Department between the years 1928 to 1938. She found that the former students had changed their vocations frequently after graduation. She concluded, therefore, that she could not determine whether the curriculum was meeting all of their educational needs. Pepin also concluded that:

1. There should be greater emphasis on leadership and personality development since the home economist in business must be able to work with many people and to cooperate with others in her own firm and with many organizations. . .
2. The curriculum of the Household Arts Department offered especial appeal to many because of the opportunity afforded for creative expression.¹⁰

In 1958, Klingstedt studied one aspect of the housing and interior design curriculum in an attempt to:

. . .identify content areas which might be included in a one-semester, four-hour course in house planning and decorating designed for sophomore or junior students in home economics, a course designed to help these students develop an understanding and an appreciation of the basic problems in the general areas of housing.¹¹

⁹Leevera Pepin, "A Study of the Contributions of the Household Arts Curriculum to the Needs of Certain Former Students" (unpublished Master's thesis, Oklahoma Agricultural and Mechanical College, 1939), p. 2.

¹⁰Ibid., pp. 31-33.

¹¹Mary Estill Yates Klingstedt, "Guides for a Course in House-planning and Decorating" (unpublished Ed.D. dissertation, Oklahoma State University, 1958), p. 5.

In order to secure responses from respondents in the land-grant institutions selected for her study, she developed and used a checklist. To prepare such a checklist, she surveyed writings of experts in the field of housing. From the readings she compiled a list of areas and topics treated in various publications. The checklist included a statement of course objectives, five general areas of course content broken into specific items to indicate points of emphasis, and a section concerning sequence of the areas in a proposed course.

Fifty-six persons from fifty-two schools responded to the checklist. Twenty-three persons were trained in Home Management and Household Equipment; twelve, in Housing and Design; nine, in Home Economics and Home Economics Education; and twelve, in other areas. Twenty-five respondents taught both general and related housing courses; forty-five taught general housing courses; and thirty-five taught related housing courses. As a result of her study, Klingstedt concluded that:

1. A general course in houseplanning and interior decorating as defined in the study should include the general content of the checklist since a 90 per cent acceptance response was recorded for the checklist as a whole.¹²

In his report of a study of housing imagery, Montgomery presents implications for education in housing. He says:

1. Instructors in housing need to be aware of the fact that students often come to them with fixed ideas as to what they think their future housing should be and that these mental pictures will materially affect the learning process.
2. Since the majority of the girls planned to start house-keeping in a rented apartment or house (usually unfurnished), it would seem highly desirable to give more attention to the problems entailed in selecting and furnishing apartments and less to the development of elaborate house plans.

¹²Ibid., p. 90.

3. Students need to become more aware of the changing, dynamic nature of their housing needs and to see more clearly that these needs vary from person to person and from time to time.
4. It is true that America is going suburban, and that the majority of the students included in this study expected to live in the suburbs. However, perhaps it would do no harm if those who teach housing pointed out that there was also other places in which to live--the open country, villages, the suburban fringe, and the central part of cities.
5. Finally, those who teach housing courses need to know wherein students are realistic in their imagery and wherein they are unrealistic. For example, in the study reported here, students were probably realistic in assuming that one day they will be living in relatively new, one-story houses in the suburbs; but they were probably unrealistic in assuming that they will design and build their own house.¹³

Montgomery's study was concerned with the housing imagery of 319 college women. His group included approximately equal numbers of freshmen, sophomores, juniors, and seniors enrolled in home economics classes at Oklahoma State University. He studied housing imagery because he believes that what students learn from their classes or other sources of knowledge and how they perceive different situations is determined in part by the "pictures in our heads" or, in other words, images. In relation to this, he says:

There can be little doubt that a person's mental picture of the kind of house he wants, expects, and is willing to strive for is a potent social and psychological force to be reckoned with. It follows that the more a professor knows about these mental filters through which his information is to be screened, the greater are his chances of achieving a reasonable degree of effectiveness.¹⁴

¹³James E. Montgomery, "Housing Imagery and the Teaching of Housing," Journal of Home Economics, LI (1959), 466-468.

¹⁴Ibid., p. 468.

CHAPTER III

THE HOUSING AND INTERIOR DESIGN CURRICULUM AT OKLAHOMA STATE UNIVERSITY

The objectives of the Housing and Interior Design Department as stated in a publication issued in 1960 by the Housing and Interior Design Department are to help students understand, appreciate, and evaluate the housing environment as it influences living in today's society as well as to provide courses for professional persons in the field and for homemakers.

According to the description given in the Oklahoma State University Catalogue, work in the Department of Housing and Interior Design is concerned with:

. . . the design and the socio-economic aspects of housing and interiors. The former includes courses in house planning, color and design, and other art courses; the latter deals with basic family, neighborhood and community needs; processes by which housing is provided, government housing activities; and current housing issues and trends.¹

Careers which can be pursued as a result of study in these two phases of housing are in such varied areas as designing, merchandising, extension, teaching, and research work.

The housing and interior design curriculum is somewhat similar to other departmental curricula in the College of Home Economics at Oklahoma State University. That is, in all of the departments of home

¹Oklahoma State University Catalog, 1959-60, (Stillwater, 1959), p. 136.

economics, the freshmen are required to take certain prescribed courses. The major purpose to be achieved by these prescribed courses is the preparation of ". . . women and men for homemaking and for professions related to home and family living."²

The courses which the freshmen home economics student completes before choosing a field of specialization are as follows:

1. English	8 hours
2. Chemistry	6 hours
3. Biological Science	3-4 hours
4. Physiology	3-4 hours
5. Art (Survey of Art Principles)	1 hour
6. Art (Elementary Principles of Art)	3 hours
7. Home Economics Orientation	1 hour
8. Home Economics (General)	8 hours
9. Personal Health, First Aid and Home Nursing	2 hours
10. Physical Education	4 hours
11. Speech	2-3 hours
12. Library Science	1 hour
13. Family Nutrition & Meal Management	3 hours
14. House Planning & Decoration	4 hours
15. Textiles	2 hours
16. Child Development & Guidance--Preschool	3 hours
17. Clothing	3 hours
18. American History--Government--Political	6 hours
19. Elements of Economics	3 hours ³

If prescribed requirements are met at the end of the freshman year, the student may then select a field of specialization in one of the five instructional departments. The five departments are: Clothing, Textiles, and Merchandising; Family Relations and Child Development; Food, Nutrition and Institutional Administration; Housing and Interior Design; Home Economics Education; and Home Management, Equipment, and Family Economics.

The sophomore year is primarily a continuation of the freshman year in that the student continues to take general courses. The student may,

²Ibid., pp. 126-127.

³Ibid.

however, take a few courses in a specialized field.

The Department of Housing and Interior Design offers two plans for undergraduate majors. The student selects one of these two plans at the beginning of his or her junior year. The first of these plans is for the student who is seriously interested in becoming a professional interior designer. The second plan is for the student who is interested in a more liberal course in housing and interior design.

The courses required in Plan I are as follows:

Junior Year

Period Styles in House Planning and Furnishings	2 hours
Introduction to Interior Decoration	3 hours
Costume Design	3 hours
Visual Techniques for Home Decoration	2 hours
Family Economics and Management	2 hours
Art (Applied Design)	2 hours
Humanities	4 hours
English Elective	2-3 hours
Electives	9-10 hours

29 or 31 hours

Senior Year

Decorative Fabrics	3 hours
Textile Selection	2 hours
Period Furniture	2 hours
Problems in Interior Decoration	3 hours
Furniture Renovation	2 hours
Home Management House Residence	3 hours
Art (Lettering and Layout)	2 hours
Art Elective	2 hours
Electives	11 hours

30 hours

The courses required for Plan II, to be taken by the student during his junior and senior years, are:

Junior Year

Art (Applied Design)	2 hours
Speech Elective	2-3 hours
Family Economics and Management	2 hours
Costume Design	3 hours
Humanities	4 hours
English Elective	2-3 hours
Psychology Elective	3 hours
Housing and Interior Design Elective	4-6 hours
Electives	4-6 hours
	<hr/>
	28 or 32 hours

Senior Year

Family Relations and Child Development Elective	2 hours
Home Management House Residence	3 hours
Textile Selection	2 hours
Sociology Electives	2 hours
Housing and Interior Design Elective	6-8 hours
Electives	10-12 hours
	<hr/>
	28 or 32 hours ⁴

Recommended Electives

A student majoring in housing and interior design has opportunity to select from fifteen to twenty hours of electives from a designated list of courses which are closely related to the courses required in the housing and interior design department. In doing this, the student can work toward a minor in a related field. The electives recommended by the department are as follows:

Courses in Housing and Interior Design

1. Readings in Housing and Interior Design	1-2 hours
2. Applied Design for the Home	2-4 hours
3. Special Unit Course in Home Economics	1-6 hours
4. Problems in Interior Decoration	3 hours

⁴Ibid., p. 137.

Courses in Art

- | | |
|---------------------|---------|
| 1. Color and Design | 2 hours |
| 2. Art History | 6 hours |
| 3. Art Appreciation | 3 hours |

Courses in Clothing, Textiles and Merchandising

- | | |
|-------------------------------------|---------|
| 1. Clothing | 3 hours |
| 2. Fashion Store Service Laboratory | 2 hours |
| 3. Merchandise Display Essentials | 2 hours |

Courses in Family Relations and Child Development

- | | |
|-------------------------------|---------|
| 1. Home Economics for Men | 2 hours |
| 2. Personal and Family Living | 3 hours |

Courses in Home Management, Equipment and Family Economics

- | | |
|---------------------------|---------|
| 1. Consumer Problems | 3 hours |
| 2. Equipment for the Home | 3 hours |

Courses in Horticulture

- | | |
|--------------------------|---------|
| 1. Home Landscape Design | 3 hours |
|--------------------------|---------|

Courses in Humanities

- | | |
|----------------------------------|---------|
| 1. Humanities in Western Culture | 4 hours |
|----------------------------------|---------|

Courses in Psychology

- | | |
|--|---------|
| 1. Introductory Psychology | 3 hours |
| 2. Child and Adolescent Psychology | 3 hours |
| 3. Psychology of Business and Industry | 3 hours |

Courses in Sociology

- | | |
|--------------------------------|----------------------|
| 1. Principles of Sociology | 3 hours |
| 2. Human Relations in Industry | 3 hours |
| 3. Standards of Living | 3 hours ⁵ |

After completing one hundred and twenty semester credit hours (exclusive of basic military training or physical education) with a minimum of 240 grade points, the student is eligible to receive the Bachelor of Science degree in Home Economics.

⁵Ibid.

CHAPTER IV

INTERPRETATION OF DATA

The responses were tabulated according to the three groups interviewed: (1) former majors, (2) members of the Oklahoma Chapter of the American Institute of Interior Designers, and (3) furniture buyers from certain cities in Oklahoma.

Former Majors

The former majors were asked to evaluate the courses of study presently included in the curriculum required of majors in the Housing and Interior Design Department. They were to indicate and evaluate the courses they had taken while at Oklahoma State University by circling a number corresponding to one of the following levels of evaluation:

- (1) Did not need as much as was required
- (2) Had a sufficient amount
- (3) Wish I had had more

The Field of Arts and Sciences

The evaluations of the courses required in the fields of arts and sciences as given by the former majors are presented in Table I.

TABLE I
EVALUATIONS MADE BY FORMER MAJORS OF COURSES IN THE FIELDS
OF ARTS AND SCIENCES

Areas of Study	Levels of Evaluation			Total*
	1	2	3	
	Number of Respondents			
English Composition	0	8	1	9
General Chemistry	2	3	1	6
Biology	5	4	0	9
Voice and Speech Improvement	1	3	5	9
Physical Education	4	4	0	8
Library Science	3	4	1	8
American History	0	9	0	9
American Government	0	9	0	9
Elementary Physiology	1	4	1	6
Elements of Economics	0	5	4	9
Lettering and Layout	0	6	2	8
Survey of Art Principles	0	3	6	9
Elementary Principles of Art	0	3	6	9
Applied Design in Crafts, Pottery and Textile Decoration	1	3	5	9
Humanities in Western Culture	1	4	4	9
	Number of Cases			10

* Totals do not equal ten because some majors failed to circle all of the courses listed on the questionnaire, apparently indicating that for some reason they had not taken the course.

Biology was the only arts and sciences course which five or more of the former majors feel they did not need as much of as was required. One half or more of the ten former majors feel they had sufficient amounts of: English composition, American history, American government, elements of economics, and lettering and layout. They wish they had had more voice and speech improvement, survey of art principles, applied design in crafts, pottery and textile decoration, and the elementary principles of art in their undergraduate preparation.

The Field of Home Economics

The former majors' evaluations of the courses of study in the College of Home Economics are given in Table II.

The two courses which five or more of the former majors indicated they did not need as much of as was required are first aid and home nursing and family nutrition and meal management. History of decorative fabrics, however, is a course of which over half of the majors wished they had had more.

The Area of Housing and Interior Design

The former majors' evaluations of the areas of study in the Department of Housing and Interior Design are shown in Table III.

Most of the majors who responded feel either that they had sufficient amounts of or that they could have had more of the courses in housing and interior design. The courses which over half of the majors feel they had had in sufficient amounts are: introduction to interior design and furniture renovation. Courses which five or more of the ten former majors wished they had had more of are: house planning and decoration, period styles in house planning and furnishing, period furniture, and problems in interior decoration.

TABLE II
EVALUATIONS MADE BY FORMER MAJORS OF COURSES IN THE FIELD
OF HOME ECONOMICS

Areas of Study	Levels of Evaluation			Total*
	1	2	3	
	Number of Respondents			
Orientation to Home Economics	2	3	0	5
Home Economics for Men	2	3	0	5
Personal and Family Living	3	3	0	6
First Aid and Home Nursing	5	3	0	8
Family Nutrition & Meal Management	5	2	0	7
Textile Fiber, Yarns, Finish, Use and Care	0	4	4	8
Clothing Construction	4	3	0	7
Costume Design as Applied to Dress	3	3	1	7
History of Decorative Fabrics	0	3	6	9
Textile Selection in the Home	1	1	4	6
Preschool Child Development & Guidance	3	4	0	7
Family Economics & Management	3	3	0	6
Home Management House Residence	4	0	0	4
	Number of Cases			10

* Totals do not equal ten because some majors failed to circle all of the courses listed on the questionnaire, apparently indicating that for some reason they had not taken the course.

TABLE III
EVALUATIONS MADE BY FORMER MAJORS OF COURSES IN THE FIELDS
OF HOUSING AND INTERIOR DESIGN

Areas of Study	Levels of Evaluation			Total*
	1	2	3	
	Number of Respondents			
House Planning & Decoration	1	0	9	10
Period Styles in House Planning and Furnishing	0	4	5	9
Introduction to Interior Design	0	7	2	9
Visual Techniques for Home Decoration	1	4	3	8
Period Furniture	0	4	5	8
Problems in Interior Decoration	0	3	7	10
Furniture Renovation	2	6	2	10
	Number of Cases			10

* Totals do not equal ten because some majors failed to circle all of the courses listed on the questionnaire, apparently indicating that for some reason they had not taken the course.

Elective Courses

The evaluations made by the former majors concerning the electives recommended by the department of housing and interior design are shown in Table IV.

TABLE IV
EVALUATIONS MADE BY FORMER MAJORS OF RECOMMENDED
ELECTIVES

Areas of Study	Levels of Evaluation			Total*
	1	2	3	
				Number of Respondents
Shades, Shadows and Perspective	0	2	5	7
Architectural Elements	0	1	6	7
Use of Color and Design	0	2	5	7
History of Art	1	2	4	7
Art Appreciation	0	5	4	9
Landscape Design	0	0	7	7
Fundamentals of Fashion Retailing	3	4	1	8
Fashion Store Service	3	2	1	6
Merchandise Display Essentials	1	5	1	7
Equipment for the Home	3	2	1	6
Number of Cases				10

* Totals do not equal ten because some majors failed to circle all of the courses listed on the questionnaire, apparently indicating that for some reason they had not taken the course.

Apparently the former majors either feel they had had a sufficient amount of or wished they had had more of the various recommended electives.

Art appreciation and merchandise display essentials are the courses which one-half of the former majors feel they had a sufficient amount of in their undergraduate curriculum. The courses which five or more

of the former majors wish they had had more of are: shades, shadows and perspective; architectural elements; use of color and design; and landscape design.

Suggestions by the Former Majors for Strengthening the Curriculum of the Department of Housing and Interior Design

The suggestions given by the former majors for strengthening the curriculum of the Housing and Interior Design Department are:

1. More design courses in order to meet membership requirements of the American Institute of Interior Designers.
2. More instructors who have had interior design experience.
3. More time spent on several design problems rather than one.
4. A course that introduces the designer to the client with a presentation of ideas and plans.
5. A course in salesmanship, mostly oral.
6. More three-dimensional sketching and rendering.
7. A course in furniture construction with woods and finishes.
8. More architectural type courses.
9. More intensification on courses applying to the students' future work.

Members of the Oklahoma Chapter of the American Institute
of Interior Designers and Furniture Buyers

The members of the Oklahoma Chapter of the American Institute of Interior Designers and the furniture buyers who participated in the study were asked to evaluate courses which are frequently required of undergraduates preparing for careers in interior design or related areas such as the home furnishings industry. The courses presented for evaluation were a compilation of courses listed in the required curricula of several colleges and universities which offer a major area of study in fields

related to housing and interior design. The respondents were asked to evaluate each course listed by circling the number which corresponded with their evaluation of the course. The numbers were placed at the left of the course name and represented the three levels of value given below:

- (2) Of no value, should be omitted.
- (1) Of some value, should be included if possible.
- (0) Of great value, should definitely be a part of the undergraduate curriculum.

The evaluations of courses in the various areas of study made by the interior designers and furniture buyers are presented in Tables V, VI, VII, and VIII.

Courses in Arts and Sciences

Biology, physical education, and library science are courses which five or more of the members of the Oklahoma Chapter of the American Institute of Interior Designers who responded feel to be of no value to the student and therefore should be omitted. The courses which one-half or more of those responding believe to be of some value and should be included if possible are: English composition, general chemistry, American history, elements of economics, principles of accounting, lettering and layout, and music. The courses which five or more of the members think are of great value and should definitely be a part of the undergraduate preparation are: voice and speech improvement, survey of art principles, elementary principles of art, mathematics, principles of marketing, and salesmanship.

The evaluation of arts and sciences courses made by the furniture buyers was somewhat different for not one of these courses is considered by a majority of the buyers who responded as being of no value and

TABLE V

EVALUATIONS MADE BY MEMBERS OF THE OKLAHOMA CHAPTER OF THE AMERICAN
INSTITUTE OF INTERIOR DESIGNERS AND FURNITURE BUYERS
OF COURSES IN THE FIELDS OF ARTS AND SCIENCES

Areas of Study	American Institute of Interior Designers				Furniture Buyers			
	Levels of Evaluation							
	2	1	0	Total*	2	1	0	Total*
	Number				Number			Total*
English Composition	0	5	3	8	0	9	24	33
General Chemistry	2	6	0	8	19	9	2	30
Biology	6	1	0	7	17	6	3	26
Voice & Speech Improvement	0	4	6	10	0	7	30	37
Physical Education	5	4	0	9	5	17	5	27
Library Science	5	3	1	9	10	12	2	24
American History	1	5	3	9	2	18	11	31
American Government	4	3	2	9	5	15	8	28
Elementary Physiology	4	4	1	9	7	11	7	25
Elements of Economics	0	7	2	9	1	15	19	35
Lettering and Layout	2	6	2	10	3	16	15	34
Principles of Accounting	0	6	4	10	3	7	21	31
Survey of Art Principles	1	0	8	9	2	19	14	35
Elementary Principles of Art	1	0	8	9	1	16	14	31
Humanities in Western Culture	3	4	2	9	7	16	2	25
Music	2	5	1	8	12	11	2	25
Mathematics	0	4	6	10	2	16	14	32
Foreign Language	1	4	4	9	9	14	1	24
Principles of Marketing	0	4	5	9	1	4	32	37
Salesmanship	1	2	7	10	2	0	36	38
Number of Cases				10				40

* Total does not equal ten for the Members of the Oklahoma Chapter of the American Institute of Interior Designers and forty for the furniture buyers because some respondents did not evaluate all courses.

TABLE VI

EVALUATIONS MADE BY MEMBERS OF THE OKLAHOMA CHAPTER OF THE AMERICAN
INSTITUTE OF INTERIOR DESIGNERS AND FURNITURE BUYERS
OF COURSES IN THE FIELD OF HOME ECONOMICS

Areas of Study	American Institute of Interior Designers				Furniture Buyers			
	Levels of Evaluation							
	2	1	0	Total*	2	1	0	Total*
	Number				Number			
Orientation to Home Economics	3	4	1	8	9	15	1	25
Home Economics for Men	3	4	2	9	10	12	6	30
Personal and Family Living	3	4	2	9	7	18	5	30
First Aid and Home Nursing	8	1	0	9	20	5	6	26
Family Nutrition and Meal Management	6	3	0	9	17	5	1	23
Textile Fiber, Yarns, Finish, Use and Care	0	2	7	9	2	8	24	34
Clothing Construction	6	2	1	10	17	8	1	26
Costume Design Applied to Dress	6	4	0	10	17	5	2	24
History of Decorative Fabrics	0	2	8	10	3	12	17	32
Textile Selection in the Home	0	3	6	9	2	11	19	32
Preschool Child Development and Guidance	8	1	0	9	20	3	0	23
Family Economics and Management	5	4	0	9	10	13	3	25
Home Management House Residence	3	6	0	9	9	13	3	25
Clothing Buyer	6	1	1	8	18	4	1	23
Historic Textiles	0	1	8	9	5	11	11	27
History of Decorative Textiles China, Glass	0	1	9	10	5	14	14	33
Drafting and Flat Pattern Designing	3	1	5	9	8	10	10	28
Number of Cases				10				40

* Total does not equal ten for the Oklahoma Chapter of the American Institute of Interior Designers and forty for the furniture buyers because some respondents did not evaluate all courses.

therefore should be omitted. Neither did a majority evaluate the courses as being "of some value, should be included if possible." Arts and sciences courses which more than half of the furniture buyers consider to be of great value and should definitely be a part of the undergraduate curriculum are: English composition, voice and speech improvement, principles of accounting, principles of marketing, and salesmanship.

Courses in Home Economics

The evaluation of general courses within the College of Home Economics as given by the members of the Oklahoma Chapter of the American Institute of Interior Designers and the furniture buyers are given in Table VI.

First aid and home nursing, family nutrition and meal management, clothing construction, costume design as applied to dress, child development and preschool guidance, family economics and management, and the clothing buyer are courses that one-half or more of the members of the American Institute of Interior Designers feel to be of no value and should be omitted. Home management house residence is the only course that more than half of this group evaluated as having some value and should be included if possible. The courses which five or more of this group consider to be of great value and which should definitely be a part of the undergraduate curriculum are: textile fibers, yarns, finish, use and care; history of decorative fabrics; textile selection in the home; historic textiles; history of decorative textiles, china, glass; and drafting and flat pattern designing.

The furniture buyers did not respond as readily in evaluating the general courses in Home Economics. One-half of this group indicated that first aid and home nursing and child development should be omitted. More

than one-half feel that textile fiber, yarns, finish, use and care is of great value and should definitely be a part of the undergraduate curriculum. There was not a consensus, however, regarding the value of the other courses.

Courses in Housing and Interior Design

The evaluations regarding courses of study in the area of housing and interior design are presented in Table VII.

As indicated in Table VII, not one of the housing and interior design courses is considered by a majority of the members of the Oklahoma Chapter of the American Institute of Interior Designers and the furniture buyers as being of no value. One-half of the former group consider family housing and rural house planning as being of "some value, and should be included if possible," but none of the courses were evaluated at this level by a majority of the furniture buyers. More than half of these two groups, however, consider the following courses as having great value and definitely should be a part of the undergraduate curriculum: house planning and decoration, period styles in house planning, elements in interiors, introduction to interior design, visual techniques for home decoration, period furniture, problems in interior decoration, house planning in relation to function, contemporary trends in home furnishings, and organization and use of house space.

Courses Recommended as Electives

Included in Table VIII are the evaluations made by the members of the Oklahoma Chapter of the American Institute of Interior Designers and the furniture buyers of the courses recommended as electives by the Department of Housing and Interior Design.

EVALUATIONS MADE BY MEMBERS OF THE OKLAHOMA CHAPTER OF THE AMERICAN
INSTITUTE OF INTERIOR DESIGNERS AND FURNITURE BUYERS OF COURSES
IN THE FIELDS OF HOUSING AND INTERIOR DESIGN

Areas of Study	American Institute of Interior Designers				Furniture Buyers			
	Levels of Evaluation				Levels of Evaluation			
	2	1	0	Total*	2	1	0	Total*
	Number			Total*	Number			Total*
House Planning and Decoration	1	1	9	11	1	3	33	37
Period Styles in House Planning	0	1	9	10	2	7	27	36
Elements in Interiors	0	0	9	9	2	4	29	36
Introduction to Interior Design	1	0	9	10	2	3	30	35
Visual Techniques for Home Decoration	0	0	9	9	2	10	23	35
Applied Design in Crafts, Pottery and Textile Decoration	0	0	9	9	3	18	14	36
Period Furniture	1	0	9	10	3	6	24	33
Problems in Interior Decoration	1	0	9	10	2	5	30	37
Furniture Renovation	1	3	5	9	4	14	16	34
House Planning in Relation to Function	1	0	9	10	2	12	21	35
Family Housing	0	5	4	9	6	10	12	28
Functional Design of Dwellings	0	1	8	9	4	15	13	32
Contemporary Trends in Home Furnishings	0	2	8	10	2	10	27	39
Activity Area Planning	1	3	6	10	3	12	15	30
House Planning and Architectural Drawing	0	3	7	10	4	17	12	33
Rural House Planning	0	5	4	9	6	19	7	32
Organization and Use of House Space	0	2	7	9	3	11	21	35
Number of Cases				10				40

* Total does not equal ten for the Members of the Oklahoma Chapter of the American Institute of Interior Designers and forty for the furniture buyers because some respondents did not evaluate all courses.

TABLE VIII

EVALUATIONS MADE BY MEMBERS OF THE OKLAHOMA CHAPTER OF THE AMERICAN
INSTITUTE OF INTERIOR DESIGNERS AND FURNITURE BUYERS
OF RECOMMENDED ELECTIVE COURSES

Areas of Study	American Institute of Interior Designers				Furniture Buyers			
	Levels of Evaluation							
	2	1	0		2	1	0	
	Number			Total*	Number			Total*
Shades, Shadows and Perspective	1	4	5	10	3	15	12	30
Architectural Elements	1	2	7	10	5	15	8	28
Use of Color and Design	1	0	9	10	2	5	30	37
History of Art	1	1	8	10	3	18	9	30
Art Appreciation	1	0	9	10	3	18	10	31
Landscape Design	0	7	3	10	6	16	7	29
Fundamentals of Fashion Retailing	0	4	5	9	2	2	33	37
Store Service	1	4	4	9	3	7	24	34
Merchandise Display Essentials	1	5	3	9	4	5	26	35
Equipment for the Home	0	5	4	9	3	13	14	30
Number of Cases				10				40

* Total does not equal ten for the Members of the Oklahoma Chapter of the American Institute of Interior Designers and forty for the furniture buyers because some respondents did not evaluate all courses.

All of the courses recommended as electives are considered by both the members of the Oklahoma Chapter of the American Institute of Interior Designers and the furniture buyers as having some or great value. Landscape design, merchandise display essentials, and equipment for the home

are courses which one-half or more of the members of the Oklahoma Chapter of the American Institute of Interior Designers feel have some value and should be included in the curriculum if possible. The courses believed to be of great value by five or more of the group are: shades, shadows and perspective; architectural elements; use of color and design; history of art; art appreciation; and fundamentals of fashion retailing.

A majority of the furniture buyers indicated that use of color and design, fundamentals of fashion retailing, store service, and merchandise display essentials were of great value and should definitely be a part of the undergraduate curriculum.

Responses Regarding Certain Desired Outcomes

The respondents of the three groups were asked to indicate if certain desired outcomes should be the objectives of a housing and interior design curriculum. The respondents were to evaluate these desired outcomes as to whether or not they are essential to people associated with interior design or the home furnishings industry, or should be achieved through the housing and interior design curriculum at Oklahoma State University. According to the responses given by the respondents who participated in the study, all but one of the desired outcomes are considered by a majority of each group as being essential to people associated with the interior design field and should be achieved through a housing and interior design curriculum. The one desired outcome on which there was not a consensus is: "An ability to draw architecturally (technically)."

The evaluations made by these groups of respondents are shown in Table IX.

TABLE IX

EVALUATIONS MADE BY THE THREE GROUPS OF GAINFULLY EMPLOYED
PROFESSIONAL PERSONS REGARDING CERTAIN DESIRED OUTCOMES

Desired Outcomes	Former Majors			American Institute of Interior Designers			Furniture Buyers			Total		
	Yes	No	NR*	Yes	No	NR*	Yes	No	NR*	Yes	No	NR*
1. An ability to draw architecturally (technically).	6	4	0	6	4	0	13	17	8	27	25	8
2. An ability to select and use colors.	10	0	0	10	0	0	39	0	1	59	0	1
3. An understanding of the psychological effects of colors.	8	1	1	10	0	0	35	1	5	53	2	5
4. An understanding of factors affecting construction such as plumbing, electricity, etc.	7	3	0	9	1	0	17	15	8	33	19	8
5. An understanding of factors such as health, church, school, community, living patterns, and cost which should be considered by a family when selecting the location for a home.	7	3	0	6	3	1	20	10	10	33	16	11
6. Desirable attitudes toward personal, social and socio-economic problems.	6	2	2	9	1	0	30	8	2	45	11	4
7. An understanding of self and motives, and of one's own potentialities.	9	1	0	9	0	1	34	2	4	52	3	5

*NR No response.

TABLE IX (Continued)

	Former Majors			American Institute of Interior Designers			Furniture Buyers			Total		
	Yes	No	NR*	Yes	No	NR*	Yes	No	NR*	Yes	No	NR*
8. The acquisition of factual information.	10	0	0	10	0	0	29	6	5	49	6	5
9. The acquisition of an accurate technical vocabulary.	10	0	0	10	0	0	24	10	6	44	10	6
10. An ability to consult source materials and to organize findings in solving problems.	10	0	0	9	0	1	30	1	9	49	1	10
11. A sense of responsibility for carrying a job through to completion.	9	0	1	10	0	0	38	0	2	57	0	3
12. An understanding of personal, home, and community relations as they affect housing.	7	3	0	9	0	1	24	8	8	40	11	9
13. An awareness of social and economic needs and problems in present-day family life at various levels of living.	8	1	1	8	2	0	28	5	7	44	8	8
14. An ability to relate the basic principles of design to satisfying personal, home, and community living.	10	0	0	9	1	0	34	1	5	53	2	5
15. An ability to assume responsibility to society.	7	2	1	9	1	0	35	2	3	51	5	4

*NR No response.

TABLE IX (Continued)

	Former Majors			American Institute of Interior Designers			Furniture Buyers			Total		
	Yes	No	NR*	Yes	No	NR*	Yes	No	NR*	Yes	No	NR*
16. An ability to accept existing conditions; yet be aware of needed changes and be willing to do something to promote change.	9	0	1	10	0	0	34	4	2	53	4	3
17. An understanding of the elements of design and an ability to use them.	10	0	0	10	0	0	35	1	4	55	1	4
18. An understanding of textiles, woods, metals and other structural materials.	10	0	0	10	0	0	36	0	4	56	0	4
19. An understanding of public relations.	9	0	1	7	1	2	31	5	4	47	6	7
20. A sense of salesmanship.	10	0	0	9	1	0	40	0	0	59	1	0
21. An understanding of people.	10	0	0	10	0	0	40	0	0	60	0	0
22. An understanding of business procedures.	10	0	0	10	0	0	39	1	0	59	1	0
23. An ability to estimate yardage for draperies, carpeting, upholstery, etc.	10	0	0	10	0	0	37	1	2	57	1	2
24. An ability to guide others.	9	0	1	10	0	0	35	2	3	54	2	4
25. An ability to manage time and energy effectively.	9	0	1	10	0	0	36	1	3	55	1	4

*NR No response.

TABLE IX (Continued)

Desired Outcomes	Former Majors			American Institute of Interior Designers			Furniture Buyers			Total		
	Yes	No	NR*	Yes	No	NR*	Yes	No	NR*	Yes	No	NR*
26. An ability to visualize complete interior designs and to plan their execution.	9	0	1	10	0	0	32	3	5	51	3	6
27. An ability to recognize problems and to plan their solution.	9	0	1	9	0	1	35	0	5	53	0	7
28. An ability to plan, organize, and carry out work involved in decorating.	9	0	1	9	0	1	35	0	5	53	0	7

*NR No response.

Courses That the Respondents "Did Not Have But Needed"

The respondents of the three groups were asked to list the courses which they did not have but needed in their undergraduate preparation. The courses named are listed in Table X.

TABLE X
COURSES THE THREE GROUPS OF GAINFULLY EMPLOYED
PROFESSIONAL PERSONS DID NOT HAVE BUT NEEDED

Former Majors	American Institute of Interior Designers	Furniture Buyers
Introduction to interior decoration	Sales	Salesmanship
Architectural drawing	Bookkeeping	Architectural drawing
Modern art	Mathematics	Color and design
Salesmanship	Architecture	History of art, architecture, and design
Presentation of materials to client	Estimating cost	Business courses
On-the-job training	Workroom procedures	English
Hand crafts	Paint mixing	Mathematics
Business knowledge	Typing	Art sketching
	Quick layouts and renderings	Interiors
	Working drawings to cabinet makers	Lettering
	Knowledge of sources	Buying
	French	Elementary physiology
		French

Most Valuable Experience in the Undergraduate Curriculum

The respondents of the three groups were asked to indicate which of their undergraduate experiences had been most valuable in their professional work. The responses given by the various members of each group are compiled in Table XI.

TABLE XI

THE EXPERIENCES CONSIDERED MOST VALUABLE IN THE UNDERGRADUATE CURRICULUMS OF THE THREE GROUPS OF RESPONDENTS

Former Majors	American Institute of Interior Designers	Furniture Buyers
Furniture construction	Art appreciation	Psychology
Drapery construction	History of art and architecture	Philosophy
Socio-economic aspects of housing	Color and drawing	Salesmanship
Period styles of furniture	Principles of design	Business courses
Textiles	Scale and proportion	Placement of furniture
Speech	Textiles	Coordination of color
Trips to decorative centers	Practical interior design	Carpet and drapery construction
Problem experiences	Working with others in field	Furniture repair
Awareness of the broad concept of housing		Speech
Special design projects		Mosaic, manual arts
Rendering		History of Architecture & textiles
Layouts		Home Economics
Architecture design		Mathematics

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The purpose of the study is to determine what three groups of people think should be included in the undergraduate preparation of an interior designer. The three groups of people are: (1) former majors in the Department of Housing and Interior Design at Oklahoma State University who graduated between the years 1955 to 1960 and who are now gainfully employed; (2) members of the Oklahoma Chapter of the American Institute of Interior Designers; and (3) furniture buyers located in Oklahoma cities with a population over ten thousand. These three groups were selected for study because it was felt that their experiences would provide them bases for evaluating courses typically incorporated in a housing and interior design curriculum.

The hypothesis of the study is that: there will be a consensus among persons gainfully employed in various fields of housing and interior design regarding the value of certain courses to an undergraduate housing and interior design curriculum.

The instrument used for obtaining the data is of the questionnaire type. Prior to developing the questionnaire, a survey was made of literature relating to curriculum development and studies concerning housing and interior design curricula. In order to secure comparable data from the three groups of respondents, two different questionnaires were prepared,

one to be used by the former majors and the other by the members of the Oklahoma Chapter of the American Institute of Interior Designers and the furniture buyers. The questionnaires were pre-tested and, following revision, were sent to the respondents selected for participation in the study.

Of one-hundred and twenty-six questionnaires sent, sixty were answered and returned. Ten of the returned questionnaires were from the members of the Oklahoma Chapter of the American Institute of Interior Designers, forty were from the furniture buyers, and ten were from former majors who graduated between 1955 and 1960 and are gainfully employed. The response given in the returned questionnaires were tabulated and analyzed according to the three groups of gainfully employed persons selected for the study.

Conclusions

From analyses of the findings, the following conclusions relating to the hypotheses of the study are drawn:

1. The data tends to support the hypothesis that there is a consensus among the respondents of three groups regarding the value of certain courses in a housing and interior design curriculum.

- A. The courses a majority of the former majors feel that they had had a sufficient amount of or wished they had had more of are:

Arts and Science

English composition; voice and speech improvement;
library science; American history; American

government; elementary physiology; elements of economics; survey of art principles; elementary principles of art; lettering and layout; applied design in crafts, pottery, and textile decoration; and humanities in western culture.

Home Economics

Textile fiber, yarns, finish, use and care; history of decorative fabrics; and textile selection in the home.

Housing and Interior Design

House planning & decoration; period styles in house planning and furnishing; introduction to interior design; visual techniques for home decoration; period furniture; problems in interior decoration; and furniture renovation.

Electives

Shades, shadows and perspective; architectural elements; use of color and design; history of art; art appreciation; landscape design; fundamentals in fashion retailing; and merchandise display essentials.

- B. The courses a majority of the members of the Oklahoma Chapter of the American Institute of Interior Designers and the furniture buyers evaluated as being of some value and should be included if possible or of great value and should definitely be a part of the undergraduate curriculum are:

Arts and Science

English composition; voice and speech improvement; American history; elements of economics; principles of accounting; survey of art principles; elementary principles of art; mathematics; principles of marketing; salesmanship; lettering and layout; and applied design in crafts, pottery and textile decoration.

Home Economics

Textile fiber, yarns, finish, use and care; history of decorative fabrics; textile selection in the home; historic textiles; and history of decorative textiles, china, glass.

Housing and Interior Design

House planning and decoration; period styles in house planning; elements in interiors; introduction to interior design; visual techniques for home decoration; period furniture; problems in interior decoration; furniture renovation; house planning in relation to function; family housing; functional design of dwellings; contemporary trends in home furnishing; activity area planning; house planning and architectural drawing; rural house planning; and organization and use of house space.

Electives

Shades, shadows and perspective; architectural elements; use of color and design; history of art; art appreciation; landscape design; fundamentals of fashion retailing; store service; merchandise display essentials; and equipment for the home.

- C. Courses that a majority of the members of the Oklahoma Chapter of the American Institute of Interior Designers feel to have some value and should be included if possible or have great value, should definitely be a part of the undergraduate curriculum but which were not evaluated as such by the furniture buyers are: general chemistry; American government; elementary physiology; principles of accounting; humanities in western culture; music; foreign language; orientation to home economics; home economics for men; personal and family living; home management house residence; and drafting and flat pattern designing.
- D. Courses that a majority of the furniture buyers feel to be either "of some value, should be included if possible" or "of great value, should definitely be a part of the undergraduate curriculum," but which were not evaluated at these levels by the members of the Oklahoma Chapter of the American Institute of Interior Designers are: physical education; American government; personal and family living; and drafting and flat pattern designing.
2. There is a consensus among the respondents of the three groups regarding certain desired outcomes as to whether or not they should be achieved through a housing and interior design curriculum or whether or not they are essential to people associated with interior design or the home furnishings industry.

Recommendations

The writer recommends that a comparable study be made with a larger randomly selected stratified sample in order to see if the findings of this study would be substantiated. A study designed to ascertain the number of hours of credit which should be prescribed for each of the courses included in a housing and interior design curriculum would also have value.

The writer recommends that the courses considered by a majority of the three groups of professional or gainfully employed people as being of some value or of great value be included in the undergraduate preparation of a student in the department of Housing and Interior Design at Oklahoma State University.

The writer further recommends that a curriculum required of students majoring in the fields of housing and interior design include learning experiences which will help the student attain the "desirable objectives" which a majority of the three groups of respondents consider essential to the professional interior designer or furniture buyer.

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APPENDIXES

APPENDIX A

I am conducting a study concerned with the undergraduate preparation for a career in Housing and Interior Design. It is important for the purposes of my study to have the cooperation of previous graduates in Housing and Interior Design who are now gainfully employed. This study is designed to determine the extent to which the experiences gained through the Housing and Interior Design Department at Oklahoma State University are benefiting previous graduates in their positions. It is designed also to determine what changes need to be made to establish a program which will provide better professional preparation for the undergraduate. I would greatly appreciate your filling out the enclosed questionnaire and returning it to me as soon as possible in the envelope provided. Thank you for helping me in my study.

Yours very truly,

I. Listed below are the courses which are required of the Housing and Interior Design major. Please indicate the courses which you had while at Oklahoma state University by circling one of the following:

- (1) Did not need as much as was required
 (2) Had a sufficient amount
 (3) Wish I had more

ARTS AND SCIENCE

- 1 2 3 English composition
 1 2 3 General chemistry
 1 2 3 Biology
 1 2 3 Voice and Speech improvement
 1 2 3 Physical Education
 1 2 3 Library science
 1 2 3 American history
 1 2 3 American government
 1 2 3 Elementary physiology
 1 2 3 Elements of economics
 1 2 3 Survey of art principles
 1 2 3 Elementary principles of art
 1 2 3 Humanities in western culture
 Others _____

HOME ECONOMICS

- 1 2 3 Orientation to home economics
 1 2 3 Home economics for men
 1 2 3 Personal and family living
 1 2 3 First aid and home nursing
 1 2 3 Family nutrition & meal
 management
 1 2 3 Textile fiber, yarns, finish,
 use and care
 1 2 3 Clothing construction
 1 2 3 Costume design as applied to
 dress
 1 2 3 History of decorative fabrics
 1 2 3 Textile selection in the home
 1 2 3 Child development & guidance--
 preschool
 1 2 3 Family economics & management
 1 2 3 Home management house residence
 Others _____

HOUSING & INTERIOR DESIGN

- 1 2 3 House planning & decoration
 1 2 3 Period styles in house planning
 and furnishing
 1 2 3 Introduction to interior design
 1 2 3 Visual techniques for home
 decoration
 1 2 3 Applied design in crafts,
 pottery and textile
 decoration
 1 2 3 Period furniture
 1 2 3 Problems in interior decora-
 tion
 1 2 3 Furniture renovation
 1 2 3 Lettering and layout
 Others _____

ELECTIVES

- 1 2 3 Shades, shadows and perspective
 1 2 3 Architectural elements
 1 2 3 Use of color and design
 1 2 3 History of art
 1 2 3 Art appreciation
 1 2 3 Landscape design
 1 2 3 Fundamentals of fashion
 retailing
 1 2 3 Fashion story service
 1 2 3 Merchandise display essentials
 1 2 3 Equipment for the home
 Others _____

II. Please indicate if you think the following statements should be achieved through the Housing and Interior Design Department at Oklahoma State University.

- | Yes | No | |
|-----|----|--|
| Y | N | 1. An ability to draw architecturally (technically). |
| Y | N | 2. An ability to select and use colors. |
| Y | N | 3. An understanding of the psychological effects of colors |
| Y | N | 4. An understanding of factors affecting construction such as plumbing, electricity, etc. |
| Y | N | 5. An understanding of factors such as health, church, school, community, living patterns, and cost which should be considered by a family when selecting the location for a home. |
| Y | N | 6. Desirable attitudes toward personal, social and socio-economic problems. |
| Y | N | 7. An understanding of self and motives, and of one's own potentialities. |
| Y | N | 8. The acquisition of factual information. |
| Y | N | 9. The acquisition of an accurate technical vocabulary. |
| Y | N | 10. An ability to consult source materials and to organize findings in solving problems. |
| Y | N | 11. A sense of responsibility for carrying a job through to completion. |
| Y | N | 12. An understanding of personal, home, and community relations as they affect housing. |
| Y | N | 13. An awareness of social and economic needs and problems in present-day family life at various levels of living. |
| Y | N | 14. An ability to relate the basic principles of design to satisfying personal, home, and community living. |
| Y | N | 15. An ability to assume responsibility to society. |
| Y | N | 16. An ability to accept existing conditions; yet be aware of needed changes and be willing to do something to promote change. |
| Y | N | 17. An understanding of the elements of design and an ability to use them. |

- Y N 18. An understanding of textiles, woods, metals and other structural materials.
- Y N 19. An understanding of public relations.
- Y N 20. A sense of salesmanship.
- Y N 21. An understanding of people.
- Y N 22. An understanding of business procedures.
- Y N 23. An ability to estimate yardage for draperies, carpeting, upholstery, etc.
- Y N 24. An ability to guide others.
- Y N 25. An ability to manage time and energy effectively.
- Y N 26. An ability to visualize complete interior designs and to plan their execution.
- Y N 27. An ability to recognize problems and to plan their solution.
- Y N 28. An ability to plan, organize, and carry out work involved in decorating.

III. Sex M F Present address _____
_____ Year graduated at OSU _____

Did you attend OSU for all of your undergraduate work? If not, please indicate below where you did attend and how much time was spent at each college or university.

From	Date	To	Location
			College or University

Before entering OSU, would your place of residence be classified as:

- 1. Rural farm
- 2. Rural non-farm
- 3. Suburb
- 4. City

While enrolled in Housing and Interior Design, in which of the two plans were you enrolled?

1. Plan I _____ (Leading to the BS degree with a major in Housing and Interior Design)
2. Plan II _____ (Leading to the BS degree for students interested in a liberal course in Housing and Interior Design)

IV. Please indicate your occupational record since leaving OSU.

Date of employment		Employer or Company	Kind of Work
From	To		

V. From your experience in the professional field, what would be your suggestions for strengthening the courses in the Housing and Interior Design Department (describe).

VI. What were some of the things offered in the curriculum that you did not have but needed? _____

VII. Would you recommend graduate work for an interior designer? _____
If so, what kind or type? _____

VIII. From your experience in the professional field, what do you now feel was the most valuable experience in your undergraduate curriculum?

IX. Why did you choose Housing and Interior Design as your major in home economics? Please indicate more than one if you so desire in the available space.

- _____ a. I wished to become a wage earner.
 _____ b. My friends influenced me.
 _____ c. My parents encouraged me.
 _____ d. I wished to become an interior designer.
 _____ e. I like to do things with my hands, such as crafts.
 _____ f. I thought it to be a more practical course.
 _____ g. I liked the instructors.
 _____ h. I like to be creative.
 _____ i. No particular reason.
 _____ j. Others (Describe) _____

X. Within the first three months after graduation, did you become one of the following listed below?

- | Yes | No | |
|-----|----|---|
| 1 | 2 | a. Gainfully employed in interior design? |
| 1 | 2 | b. Gainfully employed in another field of Home Economics?
If so, what? _____ |
| 1 | 2 | c. Gainfully employed in a non-Home Economics field? If so,
what? _____ |
| 1 | 2 | d. Became a full-time homemaker? |
| 1 | 2 | e. Entered the armed services? |
| | | f. Others (Describe) _____ |

XI. Since receiving your bachelor's degree, have you taken additional work in order to: (Please indicate in available space.)

- a. Prepare for a different type of Home Economics work?
 - b. Meet professional improvement requirements?
 - c. Take work for a master's degree?
 - d. Take work beyond the master's degree?
 - e. Work toward a doctor's degree?
 - f. Others (Describe) _____
-

APPENDIX B

I am conducting a study concerned with the undergraduate preparation required of the student majoring in Housing and Interior Design at Oklahoma State University. This study is being made to determine what areas of study you would recommend be included in the undergraduate preparation of furniture buyers and sellers, or furniture store managers. It is important for the purposes of my study to have the cooperation of people associated with the furnishings industry. I would greatly appreciate your filling out the enclosed questionnaire and returning it to me as soon as possible in the envelope provided.

Thank you for helping me in my study.

Yours very truly,

For my future use in developing a curriculum that will provide better preparation for students who want to be interior designers, I should like to know how valuable you feel the areas of study listed on the following page would be to the furniture merchandiser.

Would you please indicate how valuable you think each area of study will be to a student who desires to be a furniture merchandiser by circling the appropriate number to the left of each area of study listed.

- (2) Of no value, should be omitted.
- (1) Of some value, should be included, if possible.
- (0) Of great value, should definitely be a part of the undergraduate curriculum.

EXAMPLE:

2 1 Period styles in House Planning and Furnishing

The above area of study would be marked as such if you feel that it is "of great value" to a student who is majoring in merchandising.

Also attached is a list of desired outcomes. Would you indicate by circling "YES" or "NO" which of these you feel is essential to the person who wants to be a furniture buyer or seller.

At the end are some questions about yourself which I would appreciate your answering. Your answers will be confidential.

I. Listed below are some areas of study which are frequently included in the undergraduate requirements of the people associated with Interior design or the home furnishings industry. Please indicate the areas of study which you think are valuable to the major by circling one of the following:

- (2) Of no value, should be omitted.
 (1) Of some value, should be included if possible
 (0) Of great value, should definitely be a part
 of the undergraduate curriculum

ARTS AND SCIENCE

- 2 1 0 English composition
 2 1 0 General chemistry
 2 1 0 Biology
 2 1 0 Voice and speech improvement
 2 1 0 Physical education
 2 1 0 Library science
 2 1 0 American history
 2 1 0 American government
 2 1 0 Elementary physiology
 2 1 0 Elements of economics
 2 1 0 Principles of accounting
 2 1 0 Survey of art principles
 2 1 0 Elementary principles of art
 2 1 0 Humanities in western culture
 2 1 0 Music
 2 1 0 Mathematics
 2 1 0 Foreign language
 2 1 0 Principles of marketing
 2 1 0 Salesmanship
 Others _____

HOME ECONOMICS

- 2 1 0 Orientation to home economics
 2 1 0 Home economics for men
 2 1 0 Personal and family living
 2 1 0 First aid and home nursing
 2 1 0 Family nutrition and meal
 management
 2 1 0 Textile fiber, yarns, finish,
 use and care
 2 1 0 Clothing construction
 2 1 0 Costume design as applied to
 dress
 2 1 0 History of decorative fabrics
 2 1 0 Textile selection in the home
 2 1 0 Child development & guidance--
 Preschool
 2 1 0 Family economics & management
 2 1 0 Home management house residence
 2 1 0 Clothing buyer
 2 1 0 Historic textiles
 2 1 0 History of decorative textiles,
 china, glass
 2 1 0 Drafting and flat pattern designing
 Others _____

HOUSING AND INTERIOR DESIGN

- 2 1 0 House planning and decoration
 2 1 0 Period styles in house planning
 2 1 0 Elements in interiors
 2 1 0 Introduction to interior design
 2 1 0 Visual techniques for home
 decoration
 2 1 0 Applied design in crafts, pottery,
 and textile decoration
 2 1 0 Period furniture
 2 1 0 Problems in interior decoration
 2 1 0 Furniture renovation
 2 1 0 Lettering and layout
 2 1 0 House planning in relation to
 function
 2 1 0 Family housing
 2 1 0 Functional design of dwellings
 2 1 0 Contemporary trends in home
 furnishings
 2 1 0 Activity area planning
 2 1 0 House planning and architectural
 drawing
 2 1 0 Rural house planning
 2 1 0 Organization and use of house
 space
 Others _____

ELECTIVES

- 2 1 0 Shades, shadows and perspective
 2 1 0 Architectural elements
 2 1 0 Use of color and design
 2 1 0 History of art
 2 1 0 Art appreciation
 2 1 0 Landscape design
 2 1 0 Fundamentals of retailing
 2 1 0 Store service
 2 1 0 Merchandise display essentials
 2 1 0 Equipment for the home
 Others _____

II. Please indicate which of the desired outcomes listed below are essential to people associated with interior design or the home furnishings industry.

- | Yes | No | |
|-----|----|--|
| Y | N | 1. An ability to draw architecturally (technically). |
| Y | N | 2. An ability to select and use colors. |
| Y | N | 3. An understanding of the psychological effects of colors. |
| Y | N | 4. An understanding of factors affecting construction such as plumbing, electricity, etc. |
| Y | N | 5. An understanding of factors such as health, church, school, community, living patterns, and cost which should be considered by a family when selecting the location for a home. |
| Y | N | 6. Desirable attitudes toward personal, social and socio-economic problems. |
| Y | N | 7. An understanding of self and motives, and one's own potentialities. |
| Y | N | 8. The acquisition of factual information. |
| Y | N | 9. The acquisition of an accurate technical vocabulary. |
| Y | N | 10. An ability to consult source materials and to organize findings in solving problems. |
| Y | N | 11. A sense of responsibility for carrying a job through to completion. |
| Y | N | 12. An understanding of personal, home, and community relations as they affect housing. |
| Y | N | 13. An awareness of social and economic needs and problems in present-day family life at various levels of living. |
| Y | N | 14. An ability to relate the basic principles of design to satisfying personal, home, and community living. |
| Y | N | 15. An ability to assume responsibility to society. |
| Y | N | 16. An ability to accept existing conditions; yet be aware of needed changes and be willing to do something to promote change. |
| Y | N | 17. An understanding of the elements of design and an ability to use them. |

- Y N 18. An understanding of textiles, woods, metals and other structural materials.
- Y N 19. An understanding of public relations.
- Y N 20. A sense of salesmanship.
- Y N 21. An understanding of people.
- Y N 22. An understanding of business procedures.
- Y N 23. An ability to estimate yardage for draperies, carpeting, upholstery, etc.
- Y N 24. An ability to guide others.
- Y N 25. An ability to manage time and energy effectively.
- Y N 26. An ability to visualize complete interior designs and to plan their execution.
- Y N 27. An ability to recognize problems and to plan their solution.
- Y N 28. An ability to plan, organize, and carry out work involved in decorating.

III. Did you graduate from college? _____ If so, what was your major?

IV. What were some of the courses that you did not have but needed?

V. Would you recommend graduate work for an interior designer? _____

If so, what kind or type? _____

VI. From your experience in the professional field, what do you now feel was the most valuable experience in your undergraduate curriculum?

VII. Why did you choose interior design as your major in college?
Answer more than one if you so desire in the available space.

- _____ a. I wished to become a wage earner.
 _____ b. My friends influenced me.
 _____ c. My parents encouraged me.
 _____ d. I wished to become an interior designer.
 _____ e. I like to do things with my hands such as crafts.
 _____ f. I thought it to be a more practical course.
 _____ g. I liked the instructors.
 _____ h. I like to be creative.
 _____ i. No particular reason.
 _____ j. Others (Describe) _____
-

VIII. Within the first three months after graduation did you become one of the following listed below?

- Yes No a. Gainfully employed in interior design?
 Yes No b. Gainfully employed in another field? If so, what? _____
-

- Yes No c. Became a full-time homemaker?
 Yes No d. Enter the armed services?
 e. Others (Describe) _____
-

IX. Since receiving your bachelor's degree, have you taken additional work in order to: (Please indicate in available space.)

- _____ a. Prepare for a different type of home economics work?
 _____ b. Meet professional improvement requirements.
 _____ c. Take work for a master's degree?
 _____ d. Take work beyond the master's degree?
 _____ e. Work toward a doctor's degree?
 _____ f. Others (Describe) _____
-

APPENDIX C

I am conducting a study concerned with the undergraduate preparation needed by an interior designer. This study is being made to determine what areas of study might be required in the undergraduate preparation of an interior designer. It is important for the purposes of my study to have the cooperation of people who graduated with a major in interior design. I would greatly appreciate your filling out the enclosed questionnaire and returning it to me as soon as possible in the envelope provided.

Thank you for helping me in my study.

Yours very truly,

For my future use in developing a curriculum that will provide better preparation for students who want to be interior designers, I should like to know how valuable you feel the areas of study listed on the following page would be to the professional interior designer.

Would you please indicate how valuable you think each area of study will be to a student who desires to be an interior designer by circling the appropriate number to the left of each area of study listed.

(2) Of no value, should be omitted.

(1) Of some value, should be included if possible.

(0) Of great value, should definitely be a part of the undergraduate curriculum.

EXAMPLE:

2 1 Period styles in House Planning and Furnishing

The above area of study would be marked as such if you feel that it is "of great value" to a student who is majoring in interior design.

Also attached is a list of desired outcomes. Would you indicate by circling "YES" or "NO" which of these you feel is essential to the person who wants to be an interior designer.

At the end are some questions about yourself which I would appreciate your answering. Your answers will be confidential.

I. Listed below are some areas of study which are frequently included in the undergraduate requirements of the people associated with interior design or the home furnishings industry. Please indicate the areas of study which you think are valuable to the major by circling one of the following:

- (2) Of no value, should be omitted.
 (1) Of some value, should be included if possible.
 (0) Of great value, should definitely be a part of the undergraduate curriculum.

ARTS AND SCIENCE	HOUSING AND INTERIOR DESIGN
2 1 0 English composition	2 1 0 House planning and decoration
2 1 0 General chemistry	2 1 0 Period styles in house planning
2 1 0 Biology	2 1 0 Elements in interiors
2 1 0 Voice and speech improvement	2 1 0 Introduction to interior design
2 1 0 Physical education	2 1 0 Visual techniques for home decoration
2 1 0 Library science	2 1 0 Applied design in crafts, pottery, and textile decoration
2 1 0 American history	2 1 0 Period furniture
2 1 0 American government	2 1 0 Problems in interior decoration
2 1 0 Elementary physiology	2 1 0 Furniture renovation
2 1 0 Elements of economics	2 1 0 Lettering and layout
2 1 0 Principles of accounting	2 1 0 House planning in relation to function
2 1 0 Survey of art principles	2 1 0 Family housing
2 1 0 Elementary principles of art	2 1 0 Functional design of dwellings
2 1 0 Humanities in western culture	2 1 0 Contemporary trends in home furnishings
2 1 0 Music	2 1 0 Activity area planning
2 1 0 Mathematics	2 1 0 House planning and architectural drawing
2 1 0 Foreign language	2 1 0 Rural house planning
2 1 0 Principles of marketing	2 1 0 Organization and use of house space
2 1 0 Salesmanship	Others _____
Others _____	
HOME ECONOMICS	
2 1 0 Orientation to home economics	
2 1 0 Home economics for men	
2 1 0 Personal and family living	
2 1 0 First aid and home nursing	
2 1 0 Family nutrition and meal management	
2 1 0 Textile fiber, yarns, finish, use and care	
2 1 0 Clothing construction	
2 1 0 Costume design as applied to dress	
2 1 0 History of decorative fabrics	
2 1 0 Textile selection in the home	
2 1 0 Child development & guidance--Preschool	
2 1 0 Family economics & management	
2 1 0 Home management house residence	
2 1 0 Clothing buyer	
2 1 0 Historic textiles	
2 1 0 History of decorative textiles, china, glass	
2 1 0 Drafting and flat pattern designing	
Others _____	
	ELECTIVES
	2 1 0 Shades, shadows and perspective
	2 1 0 Architectural elements
	2 1 0 Use of color and design
	2 1 0 History of art
	2 1 0 Art appreciation
	2 1 0 Landscape design
	2 1 0 Fundamentals of retailing
	2 1 0 Store service
	2 1 0 Merchandise display essentials
	2 1 0 Equipment for the home
	Others _____

II. Please indicate which of the desired outcomes listed below are essential to people associated with interior design or the home furnishings industry.

- | Yes | No | |
|-----|----|--|
| Y | N | 1. An ability to draw architecturally (technically). |
| Y | N | 2. An ability to select and use colors. |
| Y | N | 3. An understanding of the psychological effects of colors. |
| Y | N | 4. An understanding of factors affecting construction such as plumbing, electricity, etc. |
| Y | N | 5. An understanding of factors such as health, church, school, community, living patterns, and cost which should be considered by a family when selecting the location for a home. |
| Y | N | 6. Desirable attitudes toward personal, social and socio-economic problems. |
| Y | N | 7. An understanding of self and motives, and of one's own potentialities. |
| Y | N | 8. The acquisition of factual information. |
| Y | N | 9. The acquisition of an accurate technical vocabulary. |
| Y | N | 10. An ability to consult source materials and to organize findings in solving problems. |
| Y | N | 11. A sense of responsibility for carrying a job through to completion. |
| Y | N | 12. An understanding of personal, home, and community relations as they affect housing. |
| Y | N | 13. An awareness of social and economic needs and problems in present-day family life at various levels of living. |
| Y | N | 14. An ability to relate the basic principles of design to satisfying personal, home, and community living. |
| Y | N | 15. An ability to assume responsibility to society. |
| Y | N | 16. An ability to accept existing conditions; yet be aware of needed changes and be willing to do something to promote change. |
| Y | N | 17. An understanding of the elements of design and an ability to use them. |

- Y N 18. An understanding of textiles, woods, metals, and other structural materials.
- Y N 19. An understanding of public relations.
- Y N 20. A sense of salesmanship.
- Y N 21. An understanding of people.
- Y N 22. An understanding of business procedures.
- Y N 23. An ability to estimate yardage for draperies, carpeting, upholstery, etc.
- Y N 24. An ability to guide others.
- Y N 25. An ability to manage time and energy effectively.
- Y N 26. An ability to visualize complete interior designs and to plan their execution.
- Y N 27. An ability to recognize problems and to plan their solution.
- Y N 28. An ability to plan, organize, and carry out work involved in decorating.

III. Did you graduate from college? _____ If so, what was your major?

IV. What were some of the courses that you did not have but needed?

V. Would you recommend graduate work for an interior designer? _____

If so, what kind or type? _____

VI. From your experience in the professional field, what do you now feel was the most valuable experience in your undergraduate curriculum?

VII. Why did you choose interior design as your major in college? Answer more than one if you so desire in the available space.

- _____ a. I wished to become a wage earner.
 _____ b. My friends influenced me.
 _____ c. My parents encouraged me.
 _____ d. I wished to become an interior designer.
 _____ e. I like to do things with my hands such as crafts.
 _____ f. I thought it to be a more practical course.
 _____ g. I liked the instructors.
 _____ h. I like to be creative.
 _____ i. No particular reason.
 _____ j. Others (Describe) _____

VIII. Within the first three months after graduation, did you become one of the following listed below?

- Yes No a. Gainfully employed in interior design?
 Yes No b. Gainfully employed in another field? If so, what? _____
-
- Yes No c. Became a full-time homemaker?
 Yes No d. Enter the armed services?
 e. Others (Describe) _____

IX. Since receiving your bachelor's degree, have you taken additional work in order to: Please indicate in available space.

- _____ a. Prepare for a different type of home economics work?
 _____ b. Meet professional improvement requirements.
 _____ c. Take work for a master's degree?
 _____ d. Take work beyond the master's degree?
 _____ e. Work toward a doctor's degree?
 _____ f. Others (Describe) _____
-

APPENDIX D

Shortly after March 31, you received a questionnaire concerned with the undergraduate preparation that you would recommend be required of a major in interior design and furniture merchandising. I realize that your responsibilities are many and that possibly you have not had time to respond to the questionnaire. Your recommendations will be of great value to me and other educators in developing a better curriculum, therefore, I hope you will find time to participate in my study. If you have lost or misplaced the original questionnaire, please return the enclosed post card and I will send you another questionnaire.

Thank you for your cooperation. I am looking forward to hearing from you.

Yours very truly,

VITA

Richard Wayne Henton

Candidate for the degree of

Master of Science

Thesis: EVALUATIONS MADE BY THREE GAINFULLY EMPLOYED GROUPS OF
PEOPLE REGARDING COURSES IN A HOUSING AND INTERIOR
DESIGN CURRICULUM.

Major Field: Housing and Interior Design

Biographical:

Personal data: Born in Ramona, Oklahoma, the son of Joe Richard
and Edna Leona Henton.

Education: Attended Jefferson Grade School in Bartlesville,
Oklahoma; graduated from College High School in Bartlesville,
Oklahoma, May, 1956; received Associate in Arts degree from
Northeastern A & M College in May, 1958; received Bachelor
of Science degree from Oklahoma State University in May, 1960;
completed requirements for the Master of Science degree in
August, 1961.