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The rehabilitation and furnishing of a typical rural home for negroes in Lincoln Parish, Louisiana

Fidelia Olin Adams Johnson

University of Iowa

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THE REHABILITATION AND FURNISHING OF A TYPICAL RURAL HOME FOR NEGROES IN LINCOLN PARISH, LOUISIANA

by

Fidelia Olin (Adams) Johnson

A thesis submitted in partial fulfillment of the requirements for the degree of Master of Arts, in the Department of Home Economics, in the Graduate College, of the State University of Iowa

August, 1945
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Chapter I.
INTRODUCTION

The rehabilitation and furnishing of a typical rural home for Negroes appealed to the writer of this thesis as a worthwhile project (1) because the purpose of the Louisiana Negro Normal and Industrial Institute is to train teachers for rural areas and to improve rural living and (2) because it offered an excellent laboratory for the application of the teachings of the Home Economics Department.

This thesis is the story of a project which was begun in 1940 to (1) put into practice the philosophy of the school, (2) to give students practical experiences in carrying out this philosophy, and (3) to encourage the average citizen to improve his living condition through participation in the project.

During the first years 1940-1941, the college classes made a study of the living conditions and wage scale of the Negro rural families in the parish and the state. In 1942 we concentrated our efforts toward family participation in the community by asking each family to do some worthwhile home project that would insure better health for the family members. Such projects as yard beautification, the improvement of kitchens or some other room in the house, and the building of a sanitary toilet, were chosen and supervised by the home making and health departments of the school. During this year the home which was to be used as our demon-
stration project was selected. The development of the project house was completed during the years 1943, 1944 and 1945.
Chapter II.
BACKGROUND FOR THE PROJECT

The Louisiana Negro Normal and Industrial Institute

The Louisiana Negro Normal and Industrial Institute is a state-supported college founded for the purpose of preparing teachers for work in small rural schools. The college has undertaken a state-wide program for the education of rural teachers and the improvement of rural life and community needs.

The organization of the school is planned with these two purposes in mind to extend its services to all the people. This program is administered by (1) a resident faculty, (2) the Jeanes teachers, who are rural school supervisors, (3) the teacher trainers at each of the five centers which are located in various sections of the state, and (4) by members of the Field Service Unit.

The resident faculty is made up of thirty-six instructors. Although these members work in specialized fields, all of the work is closely integrated. Faculty members are carefully selected, not only for academic training and ability, but also for knowledge of rural areas and for their ability to apply the principles growing out of the philosophy of the school.

The Jeanes teacher is the Parish school supervisor and is called such because of a grant of money given by the Anna T. Jeanes Fund which pays part of the salary of the supervisor. The remaining portion of the salary is paid
by the individual Parish. The Jeanes teachers are charged with the responsibility of tying up the College with the in-service training of teachers. This is done by bringing the Jeanes teacher to the campus at intervals throughout the year for conferences with the resident faculty and students.

The teacher trainers are situated at five field centers in the state which were originally parish training schools offering one year of training above high school. The Field Service Unit is composed of members of the State Department of Health, Agricultural Extension, and the college departments of Home Economics and Trades and Industries. There is also one college critic teacher who devotes her entire time to the supervision of the centers in cooperation with the Jeanes teachers.

No one phase of the work of the college can be separated from the rural education program. All phases are integrated. An example of this integration is illustrated by the fact that the members of the Field Service Unit are responsible for the Rural Life Problems course taught at the college. This same Field Service Unit keeps the Louisiana Negro Normal in touch with state conditions.

"The Field Service Unit is an informal survey body consisting of members of the faculty and representatives of the State Department of Public Health, Agricultural Extension, Home Economics, and Trades and Industries—a coordination as unique as it is sensible and constructive. The Unit spends twelve weeks each school year visiting the five field centers which have been set up in the state, using a specially equipped bus, carrying on demonstra-"
tions, conferring with people, and keeping the school very close to its constituency. Its activities typify and color the point of view of the Institution. Although the work is not yet considered satisfactory, the members of the faculty know exactly what they are trying to do—a realistic job of rural service—and they are committed to the belief that education must be determined by the realities of the scene where it takes place.

They rightly regard it as absurd that rural education should follow urban models and consider a white-collar teaching job in an overall economy as a travesty. Yet, such an absurdity is the inevitable result if education is regarded as a prescribed program, everywhere the same irrespective of human circumstances. The business of the rural school, as understood at this institution, is to promote a rich and satisfying, intelligent agrarianism. Its concern is not so much with the three R's as with the four H's—health, homemaking, husbandry. Yet this need not involve a narrow curriculum. A vast store of wisdom, skill, insight, and appreciation is concentrated on a direct, tangible, obviously relevant influence for better living. Language should be learned in connection with health, recreation, home-farm interest; number work should be mastered in and through its application in the home, on the farm, in the community; science should be studied in relation to sanitation, transportation, economic relationships. The teacher must regard himself as one who carries on a community service through the dissemination of enlightenment."

The rural life problems class is required of all Sophomores and includes three phases of work, home economics, health, and agriculture. It is logical that the planning for this rehabilitation project began in the rural life problems class.

From time to time the college makes surveys of the communities in order to determine the needs and problems of the people. These surveys have been the basis for much of the work of the several divisions of the school. Some of the
many findings revealed by the surveys are (1) inadequate homes, (2) poor sanitary facilities, (3) lack of proper clothing, (4) inadequate diet, and (5) unwise use of leisure time.

The various divisions of the college, under the direction of the instructors, have undertaken the task of helping to solve these problems. Through the survey on housing conditions, the following facts were revealed:

The years 1934-1944 are significant in the development of rural homes for Negroes in Lincoln Parish, Louisiana. During this decade, 215 homes have been wholly or partially rehabilitated or refurnished. This improvement in living conditions is an outstanding result of the services of the Homemaking Department in cooperation with other departments of the college for the betterment of rural life based upon the investigations and findings of the College Field Service Unit.

Because the housing conditions in the state were so acute, the Rural Life Problems class had been devoting considerable thought and effort in making plans to help communities in improving their homes. The slogan "Making the House Fit the Family's Needs" was devised, not merely for Lincoln Parish, but also for the benefit of rural Negro families living in squalid huts throughout Louisiana. This is also in accordance with the educational principle of "learning to do by doing", for prospective rural teachers, leaders, children, and adults whose lives such projects affect.
Guided by the slogans stated above, the class in Rural Life Problems, with the aid of its instructors, studied the problems presented by this project and developed a plan of procedure. Teacher-student planning made up a major portion of the activities. It was the consensus of opinion that very tangible results could be obtained by using one farm home as a project house. This home would serve as a laboratory for the class in getting actual experiences in home improvement and at the same time, serve as a model for the community. It was hoped that upon the completion of the project, the results, with suggestions for improvement, could be sent to the other centers as suggestions for similar projects. These centers carry on the same type of work that is done at the college, but on a much smaller scale due to the absence of quantities of equipment and materials. These centers provide excellent laboratories for carrying out community improvement programs.

One of the first steps in beginning the project of home improvement was setting up objectives for work. These were:

1. To teach the value in health and comfort of a clean house, properly ventilated, and having good, sanitary surroundings.

2. To give the rural teacher a better understanding of the economic problems of farm families.

3. To encourage making the most of what one has to improve living.

4. To show how the rural home can provide for adequate recreation for family members.
5. To instill an attitude of appreciation and respect for rural life.

Until the Federal Security Administration and this College offered some relief in housing, the rural Negroes in Louisiana were suffering very much from need of sanitation, comfort, privacy and attractiveness in the houses in which they lived. It was extremely difficult to get people to paint their houses, to fix broken-down fences, or to beautify their surroundings with flowers and shrubbery. The college felt a responsibility for those who had had few opportunities to strive for a better, happier and a more wholesome life.

The state of Louisiana is divided into six centers for the purpose of training teachers in rural life problems. Louisiana Negro Normal is the "key" center, and all of the other centers are supervised by the personnel of the college at Grambling. At the centers, similar work is done, but on a smaller scale. There is an adopted home in each center.

The State Department of Agricultural Extension has one person at each of the six centers, and there is definite team work in training the adults, trainees or prospective teachers, and elementary pupils in these six places. The Agriculture and Home Demonstration agents come to Grambling each year for a two or three day conference, thus giving the teachers at Grambling a cross-section of problems in homemaking and agriculture throughout the state. The State Board of Public Health furnishes nurses for the centers who cooperate with a supervisory nurse stationed at Grambling. These nurses
conduct health discussions at teachers' meetings, and carry on special projects at the school adopted by the cooperating agencies of the field centers. The Public Health Division also sends its dental trailer to give dental service and instruction to adults and students at each center. Special instances of the way the State Board of Health has cooperated with the program at Grambling are as follows:

1. Paying the greater portion of the salary of a full time public health nurse.

2. Allowing a deputy health officer who is employed by the Rosenwald Fund and the State Board of Health to remain at Grambling to assist with physical examinations, First Aid, and with conferences.

3. Furnishing the drugs necessary for the treatment of venereal diseases.

4. Making it possible for the school to use services of the State Board of Health's motion picture operator, machine, and films whenever needed.

5. Making free chest X-rays of all indigent students who have positive tuberculin tests, or who have been in direct contact with tubercular cases.

6. Furnishing free health literature, smallpox vaccine, toxoid and typhoid serums to the school.

7. Making it possible for the school to secure all laboratory reports of water, milk, blood, feces and smears.

The college program is planned so that while the members of the Field Service Unit are away from the college, other members of that particular department are able to take the work. An example of this cooperation is shown in the Home Economics Department: if one instructor is away, one or both of the other two home economics teachers will take care
of her classes. It is necessary, however, for the one who is leaving, to make plans for the work to be done with the teachers who are left to carry her load. It is hoped that there will be a large enough faculty group to have a full-time Field Service Unit in the near future. The appropriation for 1944-45 includes seven new resident faculty members.

Location and Resources of Lincoln Parish

Lincoln Parish is located in the north central part of the state of Louisiana. The territory the parish occupies was first settled by pioneers, mainly religious groups, from other southern states, who sought new homes in the west. The parish was named in honor of Abraham Lincoln. It is within a hundred miles of the Mississippi River and the state of Mississippi on the east, and bounded by the state of Arkansas on the north, and the Red and Sabine rivers and the state of Texas on the west.

Fine railroad service is furnished throughout the parish by the Yazoo and Mississippi Valley branch of the Illinois Central lines, and the Chicago, Rock Island and Pacific lines. Highways include United States 167, from north to south and United States 80, east and west.

Few parishes in Louisiana surpass Lincoln in productivity. Its 363,000 acres are good upland of red clay soils. Cotton is the leading crop. Many fruits are grown, and Lincoln Parish is especially noted for its watermelons and canteloupes. Corn and oats are produced in abundance in the sec-
tions of the parish where soil types are favorable to their growth. Recently, there has been an intensified cultivation of truck vegetables, such as potatoes and greens for shipment to northern and eastern markets as well as for local consumption.

The population of Lincoln Parish is 24,790, of which 10,165 are Negroes. Of the total number of Negroes, 73.3% live on cotton farms; 9% are employed in live-stock, poultry, and dairy industries. The oil industry has extended to northwest Lincoln Parish and 3% of the Negroes are employed in this industry. Furthermore, within the parish there are sawmills, cotton seed mills, ice cream factories, a fertilizer plant, powdered milk plants, and the Louisiana Polytechnic Institute (white) employing a number of Negroes. These Negroes make their homes for the most part in the town of Ruston. Lumbering is one of the principle industries of the parish, and will serve as an index to the scale of income of Negroes in the parish: a forty hour week yields a $24.00 salary check for the unskilled laborer. Negroes engaged in still other jobs amount to five per cent of the population.

Living Conditions of Negroes in the Parish

Since the majority of Negroes in Lincoln Parish get their basic cash income from the cotton crop, and because during this decade, cotton has brought fewer dollars to rural families in the section, most of the homes are far below the standard of adequate living. Of the farms operated by Negroes
in Lincoln Parish, 95% of the 435 farms produce less than $600.00 worth of produce annually. The dollar value of products represents gross farm income. Operating expenses, rents, and interest charges must be deducted to arrive at the net income upon which these people are actually dependent. Some of them have sources of supplementary income, but even part-time employment in one of the industries or as domestic servants would only increase the amount two or three hundred dollars.

As low as these figures seem, it must be remembered that they represent the income of the typical Negro farm family in Lincoln Parish, and must provide clothing, shelter, health, food, and recreation—all basic necessities for every family. The average Negro farm family in this area consists of about five persons. The home is a crowded cabin of from two to five rooms. There are too few windows and doors for light and ventilation, and there is a total absence of screens. The children, regardless of age and sex, must, for the most part, sleep in the same room. The house is unpainted and unpapered. The furnishings are of the crudest type. Adequate tables, cabinets and clothes closets are not to be found. It is more unusual than usual to find sufficient numbers of chairs, mirrors, dressing tables, lights and beds.

Of significance has been the up-building of the general attitude of the people in this section toward home improvement. The first attempts of the college in this respect were rebuffed, but later, accepted as the responsibility of the college to the community. Today, after approximately ten
years of conscientious work, the people are learning to help themselves. The prevailing attitude now seems to be an awareness of what the people themselves can do to meet the distressful physical conditions of their homes. Now, when meetings are called to give timely information and demonstrations relating to home improvement, the community people, both men and women, come in large numbers, with minds open to carry back suggestions given them. When the patrons need help they come to the college and ask for advice concerning their problems. The Homemaking Department has set up an information bureau, consisting of bulletins, pamphlets, magazines and books with helps and suggestions for housewives. We are ready and willing to serve people who need help, and are eager to improve living conditions in their homes.
Chapter III.
PROCEDURE

Survey of Literature on Housing Standards

Before making definite plans for the improvement of the project house, a review of the literature dealing with housing standards in the United States was made in order to get background material for this study. In analyzing these standards, we attempted to secure a basis for the study of housing conditions in Lincoln Parish. The following is a summary of readings on the subject of housing as it relates to family needs.

The housing problem is one which can no longer be ignored. It is an important problem to the individual, to the family, to the community and to the nation. "It is important to the individual because man spends a minimum of one-third of his time at home. Illness or unemployment increases the fraction. A homemaking woman spends from two-thirds to nineteen-twentieths of her time at home. A preschool child spends from two-thirds to nineteen-twentieths of his time there. A school child spends from one-half to more than three-fourths of his time in the home."(21)

"The house is important to the family because: all its functions, biological, social and administrative, center in the home. Its health, comfort, social and civic life depend very largely on qualities inherent in the structural plant which forms its skeleton."(22)
To the community, the house also has a special place, not only because more of its area is used for housing than for any other purpose, but also because the most important function of any community is to build, maintain, and protect its homes and the families within them. Industry, business, and government are means toward this end.

Lastly, the house is important to the nation. The fundamental purpose of organized society is to produce a better crop of children by team work and technology than was attainable through the rugged individualism of the stone-age hunter. "Homemaking women, raising children, are the largest occupational group in the population. They are producing by all odds, the most important national asset. Their working places should conform at least to the requirements of hygiene."

*What Are Present Day Health Requirements for Housing?*

The Committee on the Hygiene of Housing, of the American Public Health Association, recognizes that, "shelter is one of the three fundamental needs of human existence, and that no housing program can be sound unless the shelter it provides is healthful. It recognizes that health is something positive, something more than the absence of desire. Mental health is as important as physical health. Accidents as well as contagion are health hazards."(24)

The Committee lists thirty requirements under four heads. These four divisions are (25)
A. Fundamental Physiological Needs:
   1. Maintenance of a thermol environment which will avoid undue heat loss from the human body.
   2. Maintenance of a thermol environment which will permit adequate heat loss from the human body.
   3. Reasonably pure air for breathing purposes.
   4. Adequate daylight illumination.
   5. Direct sunlight.
   6. Adequate artificial illumination.
   7. Protection against excessive noise.

B. Fundamental Psychological Needs:
   8. Provisions of adequate privacy for the individual.
   10. Opportunities for normal community life.
   11. Facilities for the performance of household tasks without undue physical or mental fatigue.
   12. Facilities for maintenance of cleanliness of the dwelling and of the person.
   13. Possibility of reasonable esthetic satisfaction in the home and its surroundings.
   14. Concordance with prevailing social standards of the local community.

C. Protection Against Contagion:
   15. Provision of a water supply of safe, sanitary quality, available to the dwelling.
   16. Protection of the water supply system against pollution within the dwelling.
   17. Toilet facilities of such a character as to minimize the danger of transmitting disease (a private toilet for every family member.)
   18. Protection against sewage contamination of the interior surfaces of the building.
   19. No unsanitary conditions in the vicinity of the dwelling.
   20. Exclusion of vermin which may play a part in the transmission of disease.
   21. Provision for keeping milk and other food from spoilage.
   22. Sufficient space in sleeping rooms to minimize contact infection.

D. Protection Against Accidents:
   23. Use of such building materials and construction methods as will minimize the danger of structural collapse.
24. Control of conditions likely to cause fires or promote their spread.
25. Adequate facilities for escape in case of fire.
26. Protection from electrical shock or burns.
27. Protection from gas poisoning.
28. Protection against falls and other mechanical injuries in the home.
29. Protection of the neighborhood against the hazards of automobile traffic.

"Out of the fullness of living, which is health, comes the joy of living. Out of it also comes efficiency, whether in school, factory, office or home. The individual has a right to his health and joy in life. The nation has need of his efficiency."(26)

Every normal family seeks a home that will promote mental and physical health for all its family members, but especially for its children. The poor and the rich alike pursue the same objectives. Various ideas have prevailed concerning the relationship of housing to delinquency. For example, a series of surveys made by university students in the tenements of Chicago, 1908 to 1935, and reported by Edith Abbot, sought to show that: "The prevalence of crime and delinquency in certain districts is due to the inherently criminal tendencies of racial groups living there."(27)

On the other hand, Shaw's maps showing thirty year permanence of high delinquency rates in the same localities, sought to dispose of this fallacy.(28) "During that period, the racial make-up of the population changed several times. At first, it was predominantly Irish and German, then Polish, Jewish, and Italian. Last of all, Negroes from the south came in, and a few Mexicans. The last comers get the worst housing and show the highest crime and delinquency rates. As they
move into better neighborhoods, they adopt better standards of behavior."

Shaw, who is not especially interested in housing, said in a paper on Housing and Delinquency at the President's Conference on Home Building and Home Ownership, 1931: "The conclusion is that delinquency is concentrated in the areas of bad housing, and is associated with a complex of conditions of which bad housing is only one. A reduction in delinquency rates is most likely to result from a program which combines improvements in housing with modifications in other elements in the complex society." (29)

Governor Thomas E. Dewey pointed out in his first message to the New York Legislature that, "A high rate of juvenile delinquency means a high crime rate five years from now. It means a heavier load on cities and prisons, and an increased toll of human misery."(4)

From the above statements, one concludes that time and money spent to save children from neglect, giving them proper food, clothing and shelter, will not only be important wartime services, but will also bear dividends in the years to come.

In the Public Affairs pamphlet number 47, September 1940, there is an important statement concerning housing in the rural areas. Since it had direct bearing on this thesis it is quoted in full.

"What can we say of America's children, who live in the villages or the open country? Ordinarily we think of the country life as wholesome and fine for children. This may be true in part, but it certainly does not apply to housing conditions. Farm houses, as a rule, are worse than city homes. Relatively few have running water, electric lights,
central heating and the other conveniences. Over-crowding is found in every farm area, with conditions at their worst in the southeast. No less than 59% of the Negro sharecroppers in this region have less than one room per person.

Most of the children in the country sections are in families of more than five persons. In South Carolina, 87% of the children are in such families. This means that income and housing ought to be adequate for families of this size. Yet, in the country as a whole, more than half of the farm families not on relief, had incomes of less than $1,000 in 1935. This includes the estimated value of home-grown, home-consumed products. And when considering farm conditions, it must be remembered that nearly half of the nation's six million farm families are tenants rather than owners. Housing conditions among tenants are, as a rule, much worse than among those who own their own farms. Slum conditions are not confined to the cities. From a farm housing survey, it has been estimated that threemillion farm dwellings do not meet minimum standards of health and comfort.

We know considerably less about housing conditions in villages, but investigations have shown many communities with "wretched, crowded conditions, as many as four families in a house." The worst conditions of all, of course, are found among the nation's migratory farm families. Here housing in any real sense, hardly exists except in a few government camps. It is estimated that at least one-third of a million American children are growing up amidst the filth and squalor of the typical migrant camp, or-at-best-in rickety tourist cabins. What is involved here is clearly not merely a housing problem, but a broader problem of organizing agriculture so as to provide suitable work for the millions of persons dependent on the land."(16)

The United States Housing Authority created in 1937, a low-rent housing and slum clearance agency, designed to help localities get rid of blighted areas; rehouse slum dwellers; achieve rents within the lowest income group; promote economical construction; provide employment. Under the present United States Housing program, the total number of dwellings to be provided and the number of families to be rehoused is 160,000, or 640,000 persons. (5) The Farm Security Administration also offers help, but of a different
sort:

1. Standard rehabilitation loans
2. Community service loans
3. Emergency rehabilitation loans
4. Medical loans
5. Tenant purchase loans
6. Farm debt adjustment
7. Tenure improvements
8. Camps for migrant farm families
9. Homestead projects
10. Grants in case of extreme need

New York state has possibly done more in the field of housing than any other one state. "Under the State Housing Act of 1926, a state board of housing was set up." Since that time, other states have set up boards of housing. They have confined their activities for the most part to studying housing conditions and promoting national and state housing activities. 

The Illinois Emergency Relief Commission has recently studied budgetary standards in Illinois, making a comparison within the state and between Chicago and New York, Philadelphia, Detroit, Cleveland, St. Louis and Pittsburg.

A number of local communities have made outstanding attempts to improve the housing conditions of their citizens. Before a locality can be stirred to action, conditions must be known and the community made aware of them. Long before public housing appeared as one practical way of meeting the
problem, Pittsburg, Cincinnati, New York and other cities were trying to do something through the public and private family welfare agencies. Municipal departments and housing associations assisted in this work.

Among the local groups with national affiliations which have played a part in local programs to improve housing, are the American Association of Social Workers, the National Federation of Settlements and the Council of Federation of Social Agencies.(8)

Some community chests and councils of social agencies have established extensive housing activities such as Pittsburg and Cincinnati. Some other cities where housing activities have been a part of the work of the Council of Social Agencies are: Birmingham, Alabama; Buffalo, New York; and New Orleans, Louisiana.(9)

Many schools, colleges and universities include housing material either in home economics courses, schools of architecture, city planning, departments of sociology, political sciences or other social sciences. Few, however, have established courses dealing specifically with public housing. Still fewer of the graduate schools of social work have included any specific housing course in their curricula.

(10)

"The worst building in the worst slum today was once a new house. So, every house built today may become part of the slums of tomorrow. If we trace the history of slums in all parts of the country, we find that poor construction and bad design are not the only factors which result in slums. Failure to plan cities, failure to provide
parks, and failure to build for those income levels of the population where the need is greatest, all may create conditions which produce slums."(18)

In low-rent housing, it is in the plan of the project as a whole, to provide insurance against deterioration of the neighborhood and the opportunities for the growth of a better community life. These opportunities for a better way of life may be discussed in terms which are both simple and specific; privacy for each family within the four walls of the home and opportunity for group life outside the home; adequate space, sunlight and ventilation in the rooms; and adequate space out of doors for active games and for rest and relaxation.

A quiet, pleasant place, located near the dwelling where the mother may chat with her neighbors while keeping an eye on her small child; a play space where older children may find a safe outlet for their energies; and a common open area, where all ages may engage in group activity; these may spell the difference between just a "group of houses", and a community of good neighbors.(17)

The purpose of public housing is to improve the health, happiness and social usefulness of the low-income groups in the community. Every step in the development of the housing project should be considered in the light of that fundamental purpose.(18)

In order to be able to determine whether a house is adequate one must have some sort of standard for judging it. What is a minimum standard, and how will one prove that a
house does or does not meet these requirements, is the ques-
tion of utmost importance in most minds.

A minimum standard of health and decency is one be-
low which no American family should be expected to fall.
According to Bauer, "It is a shelter devoted primarily to the
functions of reproduction, nutrition and recreation."(1) To
explain the definition farther, Bauer says, "The house is a
building arranged in such a fashion that meals may be easily
prepared and served, that rest and sleep may be enjoyed, that
sexual intercourse may take place in privacy, and that the
early care of the young may be opportunoely carried on."(2)

The provision of space for social entertainment with
friends and study should be added in order to make the defi-
nition complete. It is very necessary to keep in mind that
each minimum standard is very essential and that excess of
luxury in one part of the house does not make up for a lack
in another.

The chart of minimum standards taken from Bauer,
Modern Housing, page 142, will give one a good guide to fol-
low for setting up standards for specific cases. This chart
is repeated in full in the appendix.

These are minimum standards which would be accepted
in principle by almost any architect, public official or
housing authority. Such standards as are given here, are sug-
gested ones that are flexible and can be adjusted to any local
community housing project. The basic principles given might
apply to any situation.
Housing Needs of the Grambling Community

The next step in our procedure was to investigate living conditions in the community in order to establish standards for our project house.

There were two methods of investigation used: (1) questionnaire and (2) home visitations. The aim in sending out the questionnaire was to secure information about the house in general, home sanitation, the family's food supply and provisions for cultural advancement. This survey is one given by the College to farm families in the community around Grambling. It was sent to one hundred and thirty-five rural families. One hundred and eighteen homes returned the sheets, and the data given in the tables present the results of the survey made. Through the survey, many outstanding faults were discovered. Some could be easily and quickly corrected, while others will take much longer to improve. This, of course, will involve the expenditure of money. One of the main reasons for the lack of improvements was the inability of rural families to secure sufficient funds for improvement. Often, if there are funds, the families lack the knowledge necessary to carry on definite plans of improvement. It is the responsibility of the resident faculty of Louisiana Negro Normal to assist with, and encourage the people to make all possible improvements and to have greater appreciation for wholesome living.

Because of the Adult Education program which has been carried out throughout the Parish, there were very few
people who could not read or write. Many families had children in the high schools and in the College who were able to help them to understand reading materials sent out by Louisiana Negro Normal. For the most part, the families had lived in the community longer than ten years. It is a religious community and much was accomplished through the churches. There are four churches through which the people can be reached.

With the exception of two homes, all are built of lumber. Some are built of rough, unplaned lumber and others are constructed of poor grade shiplap. There are eight homes in the community that stand out for their construction, appearance, beautification, both interior and exterior. The majority of homes are of the "shot-gun" type. This type of house has all rooms in a row, one behind the other. They are usually of two or four rooms, and often are crowded and uncomfortable.

The surroundings of the homes are generally clean and free from insect-breeding places. This is due largely to the work of the State Department of Health. Each year during National Negro Health Week, emphasis is put on this point, so much so that today, such places are rarely seen. Sanitation and health are stressed during the week. The school offers many prizes for well-kept kitchens and other types of home improvement. This stimulates the people to continue the plan of making their homes more livable and
attractive. The prizes given by the College consist of paint for houses, utensils, yard furniture and garden tools.

The food supply has been increased in the last two years by fifty per cent. The "Foods for Freedom" program has done much to bring this rapid increase in food production. The people grow more food, can more food, and produce more year-round gardens than ever before. Very few are dependent upon stores for food of any kind. We encourage the "Food for Freedom" program, and believe that "Farm Families Can Feed Themselves."

Following is a copy of the Questionnaire that was sent out to 135 families:

Kindly fill out the blanks. Your information will be greatly appreciated. Return material to (Mrs.) F. O. Johnson, Grambling, Louisiana. Read through the following list and answer each question as fully as possible.

__________________________

Questionnaire

A. The Family

1. No. in family_____adults_____children_____
   No. employed_____

2. Age of father____age of mother____age of others_____

3. Does family own the house?____Car?____Yearly income_____

4. Educational status of father______Mother_____

5. Religion_________How long has family live in present location?__________________

B. The House
   (Describe)

1. Lumber house is built of____________________
2. Appearance of house

3. No. of rooms in house ___Bedrooms ___Condition ___

4. Condition of kitchen

5. Labor saving devices

6. Is house painted? _____Condition of paint___

7. Are walls papered? ___Painted ___Bare ___Condition of rooms ___

8. Did you see evidence of beautification? 

9. Are there pictures on walls? ___Kinds ___

10. Type of furniture in house

   Condition ___Floors ___

11. Ceilings ___Storage space ___

C. Sanitation

1. Source of water supply ___Condition ___

2. Source of sewage disposal ___Condition ___

3. Type of screens ___Condition ___

4. Freedom from mosquito breeding places ___

5. Cleanliness of house and surroundings ___

6. Type of garbage disposal ___Condition ___

7. Provision for comfort ___

8. Type of heat used ___Was it adequate? ___

9. Were rooms well ventilated? ___

D. Food supply

1. Does family have year-round garden? ___Vegetables growing at time of survey ___

2. No. of canned vegetables and fruits on hand ___
3. Amount of home-cured meat

E. Provisions for Cultural Advancement

1. Does family own a radio? ___ Piano? ___ Other

2. Does family take a daily paper? ___ What?

3. What magazines were found in home?

   Fiction
   Poetry
   Biographies
   Other

4. Does family attend school functions?

   Movies? ___ Other types of recreational activities

5. What games are found in home?

6. What hobbies does family have?

Results of Questionnaires sent to 118 Rural Farm Families, Grambling, Louisiana, 1941-1942

A. The Family

1. Number of families surveyed—118
   Total number of family members—58
   Average number in family—5
   Adults in family—8
   Children in family—3
   Number of persons employed—2

2. Age of father (average)—39
   Age of mother (average)—36

3. Number of home owners—67
   Number of cars owned—22

4. Yearly income (average)—$480
   Educational status of father (average)—7th grade
   Educational status of mother (average)—8th grade

5. Religion—Baptist—78
   Methodist—40
   Length of residence (average)—10 yrs.

B. The House
1. Type of lumber used--------------- Drop Siding
2. Condition of house
   good----------------------------- 48
   fair----------------------------- 35
   poor----------------------------- 35
   (See Score Card)
3. Number of rooms (average)
   living room--------------------- 1
   kitchen------------------------ 1
   bedrooms---------------------- 2
4. Condition of kitchens
   adequate------------------------ 48
   inadequate--------------------- 70
5. Labor saving devices found-------- none
6. Number of houses painted---------- 48
   Number of houses unpainted------ 70
   Number with papered or painted walls -- 48
   Number with unpapered or unpainted walls 70
7. Number of houses attempting beautification 48
   Number of houses with no beautification 70
8. Number of homes with good standard furniture 38
   Number of homes with cheap veneer -- 80
9. Number of homes with wall pictures (pictures from magazines, calendars, portraits) 48
10. Number of floors bare with cracks------ 70
    Number of adequate floors-------- 48
11. Number of unceiled homes---------- 70
    Number of homes with inadequate storage space---------- 70

C. Sanitation

1. Covered wells--------------------- 26
   Uncovered wells-------------------- 84
   Springs----------------------------- 6
   No wells--------------------------- 2
2. Sanitary pit privies--------------- 43
   Surface toilets------------------- 75
3. Number of homes screened---------- 48
   Number of homes unscreened-------- 70
4. Covered garbage pails------------- 45
5. Number of mosquito-breeding places-- 8
6. Number of bathrooms--------------- 8
7. Number of homes with good beds----- 43
   Number of homes with poor sleeping facilities------- 75
   Number of homes with adequate chairs---- 43
   Number of homes with insufficient chairs 75
8. Number of homes using wood for heating-- 118
9. Number of homes with adequate ventilation 43
Number of homes with inadequate ventilation— 75

D. Food Supply

1. Number of homes with year-round gardens— 92
   Number of homes without year-round gardens— 26
2. Number of canned vegetables, fruits— 568 qts.
   (average per family)
3. Number of hogs killed— 1
   (average per family)

E. Provision for Cultural Advancement

1. Number of radios— 37
   Number of pianos— 9
   Number of victrolas— 9
2. Number of families taking daily paper— 15
   (Shreveport Times-Shreveport Journal)
3. Number of families subscribing for magazines— 41
   Number of families subscribing to no newspapers— 62
4. Number of families attending school activities— 75
5. Number of families using games in the home— 52
   Number of families without any leisure time devices— 66
   List of games:
   Checkers, cards, Chinese
   Checkers, dominos
6. List of hobbies:
   Quilting, sewing, knitting, crocheting.

In order to gain further information in regard to living conditions of the people in the community, home visitation formed a valuable part of the investigation. Groups of students made house-to-house visits to find: (1) the general attitude toward home improvement, (2) to see firsthand the living status of the families, (3) to find out if the families would cooperate with us in a project of home
improvement, (4) to encourage rural families to improve their own homes. There were a total of one hundred homes visited by students, faculty members and adults in order to learn first-hand, existing conditions. The figures found in Table 1 give the conditions and changes of homes over a period of ten years, 1934-1944.

Note increase in per cent of good homes and decrease in per cent of poor homes over the last decade. This has been due mostly to carrying the school into the community. While 53.1% of houses are classified as good, there are still 46.9% of them that do not reach specifications of good housing.

The figures in Table 2 show a definite need for home improvement along the line of health, sanitation and home beautification. With a long-time program worked out and carried through by field workers, most of the shortcomings can be corrected.

Without proper water supply, sanitary conditions in rural homes will be below good health standards. There are a few open springs yet to be eliminated. Without a city system of water, one has to use deep wells. These wells, however, should be constructed properly. They must be of the right depth, located in good places according to the general layout of the place, and covered. This information can be secured without cost, from any local health unit or from the State Department of Health.
The Conditions and Changes of Homes Over a Period of Ten Years 1934-1944

Table 1.

<table>
<thead>
<tr>
<th>Years</th>
<th>1934</th>
<th>1935</th>
<th>1936</th>
<th>1937</th>
<th>1938</th>
<th>1939</th>
<th>1940</th>
<th>1941</th>
<th>1942</th>
<th>1943</th>
<th>1944</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. of Houses Built</td>
<td>2</td>
<td>4</td>
<td>3</td>
<td>5</td>
<td>6</td>
<td>3</td>
<td>4</td>
<td>6</td>
<td>5</td>
<td>6</td>
<td>2</td>
<td>46</td>
</tr>
<tr>
<td>No. of Houses Repaired</td>
<td>1</td>
<td>2</td>
<td>4</td>
<td>3</td>
<td>1</td>
<td>2</td>
<td>6</td>
<td>2</td>
<td>2</td>
<td>5</td>
<td>5</td>
<td>41</td>
</tr>
<tr>
<td>No. of Good Houses</td>
<td>20</td>
<td>23</td>
<td>30</td>
<td>32</td>
<td>36</td>
<td>40</td>
<td>41</td>
<td>48</td>
<td>58</td>
<td>65</td>
<td>68</td>
<td>68</td>
</tr>
<tr>
<td>No. of Fair Houses</td>
<td>12</td>
<td>15</td>
<td>15</td>
<td>21</td>
<td>24</td>
<td>26</td>
<td>34</td>
<td>35</td>
<td>40</td>
<td>44</td>
<td>48</td>
<td>48</td>
</tr>
<tr>
<td>No. of Poor Houses</td>
<td>53</td>
<td>50</td>
<td>50</td>
<td>44</td>
<td>41</td>
<td>40</td>
<td>31</td>
<td>27</td>
<td>22</td>
<td>17</td>
<td>12</td>
<td>12</td>
</tr>
</tbody>
</table>

The Figures below compare the numbers and percentages of houses in the different classes for the ten year period.

<table>
<thead>
<tr>
<th></th>
<th>No. in 1934</th>
<th>Per Cent</th>
<th>No. in 1944</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. of Good Houses</td>
<td>20</td>
<td>23.4</td>
<td>68</td>
<td>53.1</td>
</tr>
<tr>
<td>No. of Fair Houses</td>
<td>12</td>
<td>14.2</td>
<td>48</td>
<td>37.5</td>
</tr>
<tr>
<td>No. of Poor Houses</td>
<td>53</td>
<td>62.4</td>
<td>12</td>
<td>94.0</td>
</tr>
<tr>
<td>TOTAL</td>
<td>85</td>
<td>100.0</td>
<td>128</td>
<td>100.0</td>
</tr>
</tbody>
</table>
Table 2.
Provisions for Health, Privacy, and Cultural Improvement
of 118 Families for 1934 - 1944

<table>
<thead>
<tr>
<th></th>
<th>1934</th>
<th>1944</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOURCES OF H2O SUPPLY</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Springs</td>
<td>8</td>
<td>3</td>
</tr>
<tr>
<td>Open wells</td>
<td>96</td>
<td>79</td>
</tr>
<tr>
<td>Closed wells</td>
<td>6</td>
<td>26</td>
</tr>
<tr>
<td>Running H2O</td>
<td>0</td>
<td>8</td>
</tr>
<tr>
<td>SCREENS</td>
<td>9</td>
<td>92</td>
</tr>
<tr>
<td>SANITARY TOILETS</td>
<td>10</td>
<td>52</td>
</tr>
<tr>
<td>PROVISION FOR PRIVACY</td>
<td>10</td>
<td>80</td>
</tr>
<tr>
<td>PROVISION FOR CULTURAL ADV.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Radios</td>
<td>3</td>
<td>42</td>
</tr>
<tr>
<td>Daily paper</td>
<td>24</td>
<td>56</td>
</tr>
<tr>
<td>Magazines</td>
<td>17</td>
<td>45</td>
</tr>
<tr>
<td>Books</td>
<td>12</td>
<td>45</td>
</tr>
<tr>
<td>INTERIOR BEAUTIFICATION</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Walls</td>
<td>25</td>
<td>75</td>
</tr>
<tr>
<td>Pictures</td>
<td>8</td>
<td>30</td>
</tr>
<tr>
<td>Good furniture</td>
<td>10</td>
<td>42</td>
</tr>
<tr>
<td>EXTERIOR BEAUTIFICATION</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Painted houses</td>
<td>18</td>
<td>89</td>
</tr>
<tr>
<td>Shrubbery</td>
<td>4</td>
<td>10</td>
</tr>
<tr>
<td>Walks</td>
<td>0</td>
<td>10</td>
</tr>
<tr>
<td>Fences</td>
<td>10</td>
<td>35</td>
</tr>
</tbody>
</table>
There are yet too many open wells. More wells must be properly constructed and a sanitary water supply secured.

The families are generally large. From five to eight are in each group. The houses lack space to provide adequate comfort for their members. Often the entire group lives in two rooms with one for sleeping and one for eating. Little care has been given to planning the house in order to give adequate space for the family members. There are few or no provisions made for comfort or privacy. Poorly constructed or worn out mattresses provide places for sleep. Sufficient numbers of chairs for all of the family to be seated at one time are rarely found. The open porches, walks or ground furnish the usual places to sit and talk over the day's work, and to plan for another.

During later years, more thought has been given to privacy, although the problem is not yet solved. There are yet too few bathrooms planned for in house construction. The appearance of folding screens in homes to give privacy is becoming more prevalent. This would make one feel that in the near future more of our people will plan for, or provide, a place for bathing and dressing in the home.

A little over half of the group receive some sort of daily paper, and not quite half receive a magazine. The radio is recently becoming popular, and a few more books are appearing on the shelves beside the family Bible and Sunday School book.

The only means of recreation are the church, school
entertainments, and the movies. The main problems found in the homes through the survey and visitations might be summarized as follows:

A. Health and Sanitation
1. The need for more pit privies
2. The need for screens
3. The need for more adequate garbage disposal
4. Elimination of the public dipper
5. The need for better drainage
6. Inadequate lighting
7. Need for proper ventilation

B. Recreation
1. Lack of recreational facilities

C. Other Home Problems
1. Lack of privacy
2. Need for closet space
3. Need for sleeping space
4. Lack of linen supply
5. Lack of general cleanliness
6. Lack of heating facilities

Electric supply was made available to the Grambling community in 1936. This made great improvement in housing conditions possible. Families were able to do more work in their homes at night because of electric illumination. Faculty members living in the community made use of this addition, and modernized their homes. They secured electric pumps for running water; purchased electric frigidaires and irons; and installed bathroom fixtures and modern kitchen equipment. Other members of the community became interested in making like improvements, but the "freezing" of materials by the Government at the beginning of the war, temporarily checked their efforts. These persons plan to continue the
project of improvement after the war. Community members who are employed in defense plants and other war jobs, have agreed to save their money for making cash purchases of equipment when materials are made available. This attitude on the part of many of the people is a result of the contact they have with Louisiana Negro Normal. The College has made a great effort to prove to the people that cash buying saves money and to develop habits of saving and thrift.

Selecting the Project House

Finding a house with which to work proved to be no easy task. It was hard to get the family to see that what we were trying to do would be a help to them, to our College classes, and to the community. At first, the mother and father agreed to the plan until they found that they too must cooperate, and put money into the project. In order for it to be a success, there had to be some expenditure of money. We worked with three families before we finally found one that was willing to go all the way with the project. This last was the Willis family.

The Willis' home is located in the Grambling community in close proximity to Louisiana Negro Normal College. There are six members in the family --- a father, age forty, who is a saw mill worker, the mother age thirty-six and four children, ages fourteen, ten, eight, and four. The mother has had two years of college training, and the father has an elementary education. Our first visit revealed a clean, but
unattractive seven-room house which was poorly furnished. The house was unpapered and dark. It was fairly sanitary but incomplete as to facilities. A pit toilet provided the only means of sewage disposal. The family secured drinking water from their own well. The well was uncovered, of satisfactory depth, and was located conveniently. Safety hazards, such as poorly-constructed steps and inadequate screening were observed.

The motive in selecting the Willis' home was three-fold:

1. The family exhibited cooperative attitudes toward improvement.

2. The home was easily accessible to the College

3. The home was situated in a most thickly populated section of the village, thus serving as a model for other families.

We realized that a study of this type would prove beneficial to both College and community. With this in mind, a group of students was selected to participate in the study. Our first step was to secure data on the home and family needs. For this information, a data or informal survey sheet was made, and techniques for analyzation were discussed before the home visitations were made. The first two home visits were made for the sole purpose of finding what could be done to improve the living standards of the Willis family. The group planned to work with the family in carrying out this objective. We then organized groups for work from among students and adults.
Organizing Groups for Work on the House

It is a well-known psychological principle that to have success with any project, interest in it must first be aroused. Such was true with our project. The task of making community people enthusiastic for the job was a challenge to students in the Rural Life Problems class. This was an actual situation in which students could make practical application of the principles which they had learned relative to getting rural people interested in worthwhile activities.

The church proved a vital force by which we approached the people. Groups of students in the class went to the several churches in the community and after the service explained to the people what the plan was. The ministers had been contacted beforehand and they added their influence to the undertaking. They were largely responsible for the successful beginning of the activities. Home visitations were made for the purpose of giving more detailed explanations. Usually there are members in a community who are known as "key" persons. Their wishes are nearly always respected by the others in the group. The students met with these persons and secured promises of wholehearted cooperation with the project. By the time we were ready to begin actual work on the project house, the community was a hundred per cent for the plan.

This technique of getting patrons interested gave the students opportunity to meet and to know the community. It helped to make the shy members of the class more self-
assured. It also provided experience in public speaking and gave practice in using tact and diplomacy in handling groups of rural people. This contact also gave the community members an opportunity to learn more about the work being done at the College.

It has been one of the big aims of the College to train students for satisfactory rural living. To this end, the Willis home would serve as a means of acquainting college seniors with rural life problems. The students were selected on the basis of their interests, needs, and abilities to work. Twenty-four students, both boys and girls, were grouped into committees under the guidance of the instructors of Home Making and Sociology. The instructor of Health Education agreed to assist with the project. Each committee's work was interrelated with the other. The following committees were organized:

1. Interior beautification
2. Exterior beautification
3. Sanitation
4. Family recreation
5. Family budgeting

In order to raise the standard of community living by examples of home improvement projects, an Adult Home Improvement class of community men and women was organized by the instructors of the college. This class was conducted weekly, and served as an excellent means of acquainting adults with various methods of home improvement. They visited the project house regularly to see the progress made in
work. They also helped in a number of the activities connected with the project. These activities proved valuable in their attempts to improve their own surroundings. Demonstrations in the following made up a great portion of the course:

1. Hand rug making
2. Block printing (curtains, scarves)
3. Stenciling (curtains)
4. Mattress making
5. Making simple articles of furniture from waste lumber and boxes
6. Paper hanging and painting of walls
7. Picture framing
8. Interior decoration
9. Renovating furniture.

Adults in the class readily volunteered their services in assisting with the project. The rebuilding of the home was made possible largely by the cooperative efforts of community members. The Trades and Industry students, under the direction of the instructor, assisted in the construction of the house. The boys helped with all general repair work, such as building steps, making screens, putting in cabinets and ceiling rooms. There were pieces of furniture which had to be repaired and the shop students took this as one of their activities. They gave us voluntary help on many problems that we faced.

When the Willis house project was initiated, it was necessary to secure the cooperation of both the Agricultural Extension Agent and the Health Education instructor. The two agencies assisted in discovering problems which could be solved through their departments. The Health Education in-
structor secured for us the sanitary engineer's aid in finding the best location for the toilet and the well. She also had a laboratory test made of the water supply. She directed the family regarding proper care of the toilet. Plans and blue-prints for building screens, toilet, and well were secured from the United States Public Health Service.

Although the State officials in Home Economics, Trades, Vocational Agriculture, and Health have definite schedules of activities for their workers, within the three or four years since the organization of the program of teacher education, they have given generously of the services of their representatives.

The Agricultural Extension Agent contacted the State University at Baton Rouge, Louisiana, for a garden plan. He assisted with family budgeting and helped with terracing which does much to save the soil by preventing erosion. He gave us information on yard planning and demonstrations in planting cuttings and shrubbery for yard beautification.

The above mentioned agencies make up a permanent organization for the improvement of rural life in the state of Louisiana. The work is continuous and each year some worthwhile projects are attempted and carried out by all of the agencies.

Setting Up Standards for the Project House

As a help in improving the project house, it seemed wise to formulate and set-up our aims and goals. The following standards were set-up as a result of a survey of litera-
ture on housing. When we have completed our work on the house, we hope to have a model which the community can follow.

Standards

A. Health and Sanitation

1. Adequate air and cross-ventilation.
2. Provision for adequate privacy for the individuals in the family.
3. Maximum light and adequate sun in all rooms and porches.
4. Facilities for maintenance of cleanliness of the dwelling and of the person.
5. Provision for a safe water supply.
6. Toilet facilities of such character as to minimize the danger of transmitting disease (a private toilet for every family.)
7. Provision for keeping milk and other food from spoilage.
8. No unsanitary conditions in the vicinity of the dwelling.

B. Provision for Work

1. Facilities for the performance of household tasks without undue physical or mental fatigue.
2. Provision for adequate work space.

C. Family Living, Social Aspects and Recreation

1. Shelter unit suited to population groupings.
2. Subdivisions of unit for carrying on ordinary functions of family life.
3. Provision of adequate space for exercise and for play of children in the family.
4. Possibility of reasonable esthetic satisfaction in the home and its surroundings.

D. Safety

1. Control of conditions likely to cause fires or promote their spread.
2. Adequate facilities for escape in case of fire.
3. Protection from electrical shock or burns.
4. Protection against falls, and other mechanical injuries in the home.
Chapter IV.
REHABILITATING AND FURNISHING THE HOUSE

Repairing the House

At the beginning of this project our aim was directed only toward the improvement of the interior of the house, but with additional war work and more money the family was able to remodel the entire house. We gave the family help and advice when it was needed. The remodeling consisted of the addition of two rooms and bath, changing the roof line, covering the entire house with pine siding and a number of repair jobs as follows:

1. Revamping the front porch
2. Repairing and completing the back porch
3. Rebuilding the steps
4. Reconstructing the well
5. Making screens for the doors and windows
6. Building a toilet
7. Painting the house
8. Landscaping the yard

In order to keep down cost the boys in the farm shop class helped a local painter to (1) paint the house and make the screens, (2) repair the porch, (3) construct a well, (4) build a toilet, (5) rebuild the steps and (6) helped landscape the yard. The girls in the Homemaking class helped with the (1) yard landscaping, (2) painting of the back porch, (3) and the painting of the screens and toilet. A local carpenter with the aid of the shop instructor added the two new bed rooms, bath, fixed the front porch and raised the roof line of the house.
It was decided by the group that a back porch would serve as an adequate place for home laundering. The family could also use the porch for rest if it was screened. Screen wire was purchased for $7.50. The shop class made the screens for the porch and completed its construction in one week.

A new well was dug for the project house and made free from seepage. The water was tested and approved by the inspector of the Parish Health Department. A sanitary cement curb was put in the well at a cost of $1.75 per curbing. Four curbings were purchased. An insect and rat-proof top was put on the well which was enclosed in the screened porch.

Peet and Sater (12) state that there has always been need for a reliable water supply and need of adequate sanitary means for disposal of waste. It has only been since people have lived in congested areas that the problem has become acute. In cities and in many towns, the water supply and sewage disposal have been the responsibility of city engineers and did not concern the individual householder. Unfortunately, the rural home does not profit from such services. It must assume responsibility for securing such conveniences. The rural family must decide for itself whether the source be a stream, lake, spring, or well. It is absolutely necessary to keep water free from contamination, both from the surface and from seepage through the soil.

No home can be sanitary and free from insects without adequate screens. The windows and doors of the project house
were screened by the class. The wire and material were bought for $17.50. Before the screens were hung, they were painted.

The cost of the remodeling of the house was not included in our budget. The family in cooperation with the group felt it was their responsibility to get this done.

Illustration 1 shows the floor plan of the house. The right tier of rooms including two bedrooms and bath were added when the remodeling was done. Illustrations 2 and 3 show the house before and after remodeling. Illustrations 4 and 5 show the well before and after being repaired. Illustrations 6 and 7 show the toilet before and after being rebuilt. Illustration 8 shows girls with the finished screens ready to be painted and hung.

In planning houses for family living the house is usually divided into three areas, i.e., space for living including the living room and dining room, the sleeping areas including bedrooms and bath, and the working areas including the kitchen and laundry. Before remodeling there was not sufficient space for a clear differentiation of these aims. The enlarged house made it possible for us to organize our work according to the three main areas. One of the important factors which was kept in mind throughout the project was the necessity of keeping the expenditures at a minimum. There is usually little money for repairs and remodeling of homes of farm families, therefore, they must be taught to make the necessary improvements with what they have and to see the possibilities of materials that are easily available.
Illustration 1

Floor plan before and after remodeling. Note right tier of rooms including two bedrooms and bath added after remodeling was done.
Screened Porch
10' x 12'

Bed Room
13' x 13'

Bed Room
12' x 14'

Kitchen
12' x 12'

Living Room
13' x 15'

Hall
5' x 8'

Bathroom
7' x 8'

Bed Room
12' x 14'

Dining Room
12' x 14'

Front Porch
6' x 13'

Scale 1/4" = 1'
Illustration 2

The house and ground before the project was done. The Committee is studying and checking needs.
Illustration 3

House after remodeling was done.
Illustration 4

Old Well

Note general delapidated condition, characteristic of this area.
Illustration 5

New Well

Covered and accessible to porch.
Illustration 6
Outdoor Toilet
Delapidated and unsanitary.
Illustration 7

New Toilet

Rebuilt from old lumber.
Illustration 8

Girls from the Sophomore class painting a screen.
The materials that were needed for work were furnished by the Willis family. Some materials, however, were secured by the class. Boxes and scraps of lumber were gathered from local stores and the school shop. The Colleg shop readily lent us the hammers, saws, paint brushes, ladders, and squares that we needed to carry on the work.

With lumber frozen, our problem was to locate the necessary materials. Local merchants at Ruston, Louisiana made suggestions. One land owner who had some vacant tenant houses was willing to sell an empty house for $15.00. This house was purchased, carefully razed and moved to Grambling. There was enough material in the shack for ceiling purposes and to make other needed repairs. The ceiling of the house was done by students in the industrial shop class. The job took three weeks for completion.

Under the supervision of the instructors the work of papering the house was done in a creditable manner by a group of inexperienced students. The tools for papering were purchased by the College for the Home Making Department, and we were permitted to use them in the work on the project house. The only expense the family had was for the purchasing of paper and canvas for the walls. The total amount spent was $29.00.

Before the actual papering of the walls was begun, the committee on interior decoration made a study of (1) the kinds of wall-paper available in local stores, (2) the prices of paper, (3) amounts of paper needed, (4) tools needed, and
(5) basic techniques used in hanging wall-paper properly.
The class made use of the publication, Unit Studies in Home Improvement which is published by Berea College. The summarizing statement on wall-papers gave a basis for the selection of paper for the project house:

"Wall paper is the background of a room and should be chosen and applied with care. There are many things to consider in selecting wall paper. First, the size of the room should influence the choice of design. In a small room a pattern would be selected which will give depth and bigness to the room, and at the same time provide an adequate light reflection. In a large room, a pattern should be chosen which will enhance its beauty and add to its freedom. As a general rule, small designs and stripes are desirable in a small room, while in large rooms floral designs are appropriate. Second, the type of room should determine the kind of paper to be used. For example, in a bathroom or kitchen a durable and washable paper should be applied. For living room, dining room and bedroom, any good grade of non-fading paper is recommended." (3)

The woodwork was cleaned thoroughly and sandpapered to get a smooth surface so it would take paint well. The committee thought it best to paint all the woodwork white. To do this, one gallon of white enameled paint was purchased for three dollars. After the paint had dried sufficiently, it had a smooth, glossy appearance.

The floors of the bedroom and living room, where throw rugs were to be used, were also cleaned and sanded with a sanding machine. The cracks were plugged with putty and bits of wood; then the floors were painted and waxed. The cost of two gallons of paint was $8.00, and the wax, $0.75.
Furnishing the House

The committee of students and adults which had been organized under the headings of interior beautification, sanitation, family recreation and family budgeting, visited the house and listed the following jobs to be done. (1) Finishing the interior of the rooms including the floors, walls, and woodwork, (2) building cabinets and closets, (3) reconditioning the furniture, (4) selecting and laying linoleum, (5) making curtains, rugs and other accessories, (6) cleaning and planting the yard, (7) making suitable games for outdoor and indoor play, (8) making lawn furniture, and (9) finding out how much money was available and how to spend it wisely.

Making a house attractive and convenient, with a limited amount of money is not always an easy task. Such a project can only be accomplished by careful planning and buying. Persons in the lower income bracket can always find serviceable and durable materials in the lower price range if they have sufficient information to judge quality. It was the task of the Home Making class to use this fact in furnishing the project house. The sum of $265.00 was allotted for the purchases of furnishings and minor repairs. With this small amount of money, it was necessary to purchase inexpensive items, and to use skill and taste in making useful and attractive articles for the project house.

Living Area
(Living and Dining Rooms)

Before remodeling, the house did not have a room used
strictly as a living room. After remodeling it was possible to plan the interior according to living, sleeping and work areas.

The living and dining rooms form the recreation center for the family. They should be large enough for the family's enjoyment and for the entertainment of friends. It should be attractive and livable. It should be the kind of room that it indicates, for every member of the family should live in it. "It should express the spirit of home to the family, and of welcome to the friends of the family. The ideal living room should be gay with curtains and flowers, a comfortable sofa, a radio, a table to work on, a desk, a rug that can be rolled back for dancing, and a hearth with a fire on it whenever it is cold, comfortable chairs drawn up near it and plenty of lamps, books and magazines close by. There should be nothing too good for use, and nothing saved for company." (14)

We found in the living room a very good heater which gave ample heat in cold weather. The furniture was worn very badly but not beyond repair. The springs had to be retied and new legs carved out and put on several of the pieces of furniture. The shop boys took the furniture to the industrial shop and made it usable again. The wooden portions were cleaned and varnished.

Measurements for couch and chairs were taken so that we might select and purchase material for upholstering. We selected material with a floral design on a blue background.
There were twenty-four yards needed at 49¢ a yard. The total cost was $11.76. Thread cost 40¢ and welting $1.20. The total amount spent for reconditioning was $13.36. Two small tables were refinished for 50¢. Three throw rugs were made in The Home Making department, one hooked rug, one woven rug, and one shag rug, from discarded dyed sheets and burlap sacks. The white marquisette panels for the windows were purchased for 98¢ each. Two pictures were bought for 25¢ each and were framed by the class. We purchased a mirror for $2.50 from a second-hand dealer. As a result of our work, the living room was made into a comfortable and attractive center for the family. (See illustrations 9 and 10)

The dining room, which was next to the living room, had no furniture which could be used. A suite had to be purchased outright. We went to a second-hand store and to furniture dealers to price furniture. We managed to find a set of used dining room furniture with good lines and which was durable for $68.00. When it was reconditioned with new seat covers and chair backs, it looked new. White marquisette panels with stenciled side drapes of monk's cloth were used for both living and dining room windows. The cost of curtains for the two rooms was $14.00. One large appropriate picture was purchased for $2.98. The class made two yellow cotton wall hangings as supplementary decoration. A linoleum rug was bought for $9.00. The eight shades needed in the two rooms were purchased for 98¢ each, making a total cost of $8.00. The girls in the Craft Class made the cover for the
dining room table shown in illustration 11.

Illustration 9 shows girls painting the floor and woodwork in the living room. Illustrations 10 and 11 show the living and dining rooms after remodeling.

Bedrooms

The furniture in the bedrooms was crude and insufficient for the family's use. In the parents' bedroom it consisted of one iron bed, a trunk, a small dresser, and two chairs which needed new seats. Some of our group became discouraged at the conditions and were ready to discontinue the work on the house. We knew, however, that once the task was begun, it had to be completed. We had to provide curtains, shades, rugs, a screen, and pictures for the walls. We decided that a simple, strong iron bed, with good lines was better than a cheap veneer suite of furniture that would last for a short time only. The walls of the room had already been papered blue, and in order to keep the bed from being too conspicuous, we painted it blue also. The old paint was sandpapered off and the bed was repainted. The total cost of refinishing was 50¢. This money was spent for one can of paint. The dresser was painted to match the bed. Covers for the furniture were made from a good quality feed sack and stenciled. A rocking chair was also refinished and covered with a piece of cretonne left from the girls' bedroom. (See illustration 13).

Not long ago many people considered handicraft as
Illustration 9.

Girls painting floor and woodwork.
Illustration 10.
Living room after reconditioning furniture.
Illustration 11.
Dining room after remodeling.
something almost related to the past. Today the hooked rug, rag rug, painted bottles and jugs have a definite place in homes of all types. These articles can be made during spare time, and at nominal cost. The class gained valuable experience in mixing and using dyes. Feed sacks, burlap sacks, old sheets, and discarded bits of clothing were made into attractive and useful articles for home decoration. We did not have the four-harness loom as is found in many modern homemaking departments, but we made beautiful rugs with hand-made looms. One of the rugs was made by braiding. The method used with the hand-made loom is described by Luther Hooper in his book, *Weaving With Small Appliances*.

"The most general method is by tying the knots on two strings of warp which gives an opened-out diagram of several knots, in a small space on the strings, with the ground weft between each row."(11)

The son of the family was now able to have a room by himself. The furniture in his room was modestly designed and had been in use for many years. It was refinshed, polished, and made to look like new for a cost of $2.25. One braided rug was made to go beside the bed. The muslin curtains were decorated with blue cotton fringe to give color. Two shades were bought for $2.00. We bought four pictures at 35¢ each from a second-hand dealer. The frames were cleaned and stained by the class. This room was very simple, yet it had sufficient touches of color to make it attractive and bright for a small boy. Its simplicity made it easy to clean, therefore, the child will have little difficulty in keeping it in
order. (See illustration 14.)

The twin bedroom set of wood in the girls' room was painted green and ivory. The chest of drawers was decorated with designs known as "Decals". These were purchased at a reasonably low price. They can be applied very easily by inexperienced persons by simply following the directions on the packages. Because of limited funds, we had to use inexpensive curtains. The curtains had marquisette panels with cretonne drapes on the side to match the bed spreads. This made very attractive curtains at a cost of $5.70.

The springs on the beds were adequate and could be used, but the mattresses were old, discolored and needed changing. The cotton in the mattresses, however, could be used after it had been aired and fluffed. New material for covers was purchased for $3.50. The adult Home Making class reconditioned the mattresses in two class meetings.

Other things done to make the room comfortable and attractive were reseating chairs with corn shucks, dipping bottles in paint under water to be used as vases, and mounting pictures from magazines. Book shelves, what-nots and book-ends were made by the shop boys and decorated by the student group. All of these added to the attractiveness of the room. The bed covers were made of cretonne with ruffled edges. These were pretty enough to delight the hearts of the little girls. The total cost of cretonne for the two beds was $5.80. The room was airy and gay, and could easily be cleaned.
Illustration 12 shows the condition common to all bedrooms before remodeling. Illustrations 13, 14, and 15 show the parents', boy's and girls' rooms after remodeling. Illustration 16 shows the hall made in remodeling.

The remodeled house provided space for a bathroom. This room was papered with paper which had been left from the bedrooms. An attractive dressing table was made from boxes and was draped with washable print. The cost of four yards was $1.00. A medicine cabinet with a mirror was built and put on the wall. We placed a closet and a bin for soiled clothes in the bathroom. A large-sized galvanized tub was put in for bathing. The bathroom fixtures have not been purchased because of government regulations during the present war period.

Work Area

It is a well-known fact that most of the housewife's time is spent in the working area of the house. Too much cannot be done to make it convenient and step-saving. The family usually centers around this part of the house. In rural homes, not only is it the place where food is prepared, but it serves also as the center of the family's everyday life. During the winter months, meals are eaten in the kitchen.(13)

The ideal kitchen should provide first of all for the efficiency and comfort of the housewife. Most rural kitchens have a coal or wood range which requires a larger room than does that of the urban home. The building and re-
Illustration 12.

Bedroom before any remodeling was done.
Illustration 13.

Parents bedroom after reconditioning. Note simple lines of furniture and quiet pattern of walls and floor.
Illustration 14.

Boy’s room after reconditioning.
Illustration 15.

Girls' room after reconditioning. Note simple furniture, washable accessories, and hand made shag rug.
Illustration 16.

Hall made in remodeling.
arrangement of work centers may often do away with features that are in the way and in turn, result in worthwhile step-saving.

The kitchen in the project house now has an inexpensive but convenient working unit and storage space. The cabinets were made from large packing boxes and material left from the ceiling. The walls were ceiled and painted. Stencil designs were put on the cabinets to add color. The curtains had a neat and attractive motif for decoration. The cost of the paint for the cabinets was $3.50. A linoleum rug for the floor was purchased for $5.00.

Illustration 17 shows a portion of the dining room and kitchen before it was renovated. Illustration 18 shows the kitchen after it was renovated.

The newly finished screened porch will give an excellent place to do the laundering, to eat meals in the summer and for recreational purposes.

Illustration 19 will show a side view of the house and the screened porch.

Table 3 gives a summary and cost of jobs done.

The part Played by Handicrafts in Reconditioning the Home

"It seems as if this may be the time to revive a good old custom, that of having the members of the family make some of the things they need in their homes." (15)

In a period of unrest, uncertainty, and nervousness on the part of people, no time is better than now to conserve
Illustration 17.

Kitchen before project was begun.
Illustration 18.

Kitchen after remodeling. Note the ample cupboard space, light and airy working center.
Illustration 19.

Side view of house and screened porch.
Table 3.
SUMMARY AND COST OF JOBS DONE

<table>
<thead>
<tr>
<th>Areas of work</th>
<th>Jobs Done</th>
<th>Time Spent</th>
<th>Who did Work</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Painting the house</td>
<td></td>
<td>2 weeks</td>
<td>Shop class-girls</td>
<td>$30.50</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Homemaking Class</td>
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</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Local painter</td>
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<td>Repairing steps</td>
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<td>Exterior Decoration</td>
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<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Building and screening the porch</td>
<td>1 week</td>
<td>Shop Class, Adult Class</td>
<td>7.50</td>
<td></td>
</tr>
<tr>
<td>Curbing the well</td>
<td>2½ hours</td>
<td>Shop Class, Adult Class</td>
<td>7.00</td>
<td></td>
</tr>
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<td>Screens for windows</td>
<td>2 weeks</td>
<td>Shop Class-girls</td>
<td>17.50</td>
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<td></td>
<td></td>
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<td></td>
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<td></td>
<td>Homemaking Class girls, adults</td>
<td></td>
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<td></td>
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<td>Time Spent</td>
<td>Who did Work</td>
<td>Cost</td>
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<tr>
<td>-----------------------</td>
<td>---------------------------------------</td>
<td>------------</td>
<td>-------------------------------</td>
<td>-------</td>
</tr>
<tr>
<td>Making dressing table</td>
<td>2 days</td>
<td></td>
<td>Homemaking Class - girls, adults</td>
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<tr>
<td>Covering mattress</td>
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<td></td>
<td>Adults</td>
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<td></td>
</tr>
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<td></td>
<td>Shop Class - boys</td>
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<td>Making curtains</td>
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<td>Girls</td>
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<td>(Mother's room)</td>
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<td>Making curtains</td>
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<tr>
<td>(Girls' room)</td>
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<td></td>
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<tr>
<td>Making bed spreads</td>
<td>2 weeks</td>
<td></td>
<td>Homemaking Class - girls</td>
<td>5.80</td>
</tr>
<tr>
<td>Painting kitchen</td>
<td>2 days</td>
<td></td>
<td>Shop Class - boys</td>
<td>3.50</td>
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<tr>
<td>cabinet</td>
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<td></td>
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<td>Shop Class - boys</td>
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<tr>
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<td></td>
<td>Boys and girls</td>
<td>13.36</td>
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<td>Areas of Work</td>
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<td>Time Spent</td>
<td>Who did Work</td>
<td>Cost</td>
</tr>
<tr>
<td>---------------------------</td>
<td>--------------------------------</td>
<td>------------</td>
<td>----------------------</td>
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</tr>
<tr>
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<td>2 hours</td>
<td>Homemaking Class girls</td>
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<td>Making curtains for living and dining room</td>
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</tr>
<tr>
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<td>(kitchen)</td>
<td>1 hour</td>
<td>Boys and girls</td>
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</tr>
<tr>
<td>Hanging shades</td>
<td></td>
<td>3 hours</td>
<td>Boys, girls, and adults</td>
<td>8.00</td>
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<tr>
<td>Making dressing table</td>
<td></td>
<td>3 hours</td>
<td>Homemaking Class girls</td>
<td>1.00</td>
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</tbody>
</table>

$265.14
things for the home. The family members can find enjoyment in making articles for home beautification during leisure moments.

The textiles used for decoration in the project house were durable and yet inexpensive. Such materials were used as bleached and unbleached domestic, prints, scrim, cretonne, cotton bags and burlap. These materials were brightened by the use of dyes and paints. This creative work served as a stimulus to students and adults. Many useful articles were made attractive by tie-dyeing, wax crayons, stencils, block prints, applique and embroidery. Articles made were: scarfs, table cloths, kitchen curtains, wall hangings, pillow cases and bed spreads. Application of this work is not only displayed in the project house, but also in other community homes.

Other Accessories

Other accessories included the making of book-ends from scraps of wood and tin, ash trays from discarded wood blocks, book shelves and cases. We also made waste paper baskets from tin and cardboard. Small baskets for trinkets were made from pine straw. Shuck door mats were made in attractive colors.

Illustrations 20, 21, and 22 show displays of crafts done by students and adults.
Illustration 20.

Work done in the College craft class.
Illustration 21.
Class work in crafts.
Illustration 22.

Display of crafts made by adult class.
Chapter V.

CONCLUSIONS

This experiment was done with two main purposes in mind: First, as a teaching project for students, and second, as a model project for the community. Since we train teachers for rural areas, we try to give them such training as will enable them not only to teach the "3 R's" but also to help the rural family live a happier and richer life through better housing.

The project house serves as a model to the immediate community and to the adjoining communities. Whenever a problem which has to do with housing arises, we can always refer to our project house. Field trips will be made by students and adults to see what has been done and how it was done. Already many have come to see the work that has been done in the project house. The work that was done in the project house was within the means of the people in the community. The cost was kept at a minimum by doing most of the work ourselves and by working with inexpensive materials.

Although the work was done by students and adults in the community, it was done well. This gave all who participated an opportunity to learn how various activities were carried out.

Much improvement has been made in our community in the last three years as a result of this experiment.
Illustrations 23 and 24 show definite evidences of improvement of conditions in the community. Students who go out as teachers in other communities have been able to get similar results. The same type of project is being used in other centers to teach the possibilities of home improvement through self-help and the utilization of native materials. Illustrations 25 and 26 show the before and after views of a reconstructed toilet.

This experiment has been in process for three years and others have followed. Illustrations 27 and 28 show an improved interior living room and kitchen in the community as a result of the experiment. Illustration 29 shows a group of adults viewing their handiwork. Such work shows resourcefulness and ingenuity on a small amount of money. Illustrations 30, 31 and 32 show students and adults helping with community work. It is the opinion of the group that such a project is invaluable to the community and to the State.
This old house was completely torn down and all usable materials were salvaged. This old house located on the campus has been an eyesore for years, but not until the family had worked on the project house had we been able to persuade them to rebuild. Illustration 24 shows the new house built in place of the old.
Illustration 24.

New House.
Illustration 25.

Before rebuilding.

Just for the sake of health it would be justifiable to rebuild these old unsanitary toilets. The State Health Department has emphasized this project.
Illustration 26.

After rebuilding.

This shows a typical remodeling job in the community.
Illustration 27.

A remodeled living room as a result of participation on the project house.
Illustration 28.
Remodeled in 1941. Stove, refrigerator and butane gas. This family was active in the project.
Illustration 29.

Adult class members examining rugs they have made.
Illustration 30.

A typical illustration of cooperation. Men working on neighbor's house.
Illustration 31.

Boys from the Shop Class helping paint a neighbor's house.
Illustration 32.

A cooperative project in landscaping a yard.
BIBLIOGRAPHY


2. Ibid. Pp. 141-142.


6. Ibid.


8. Ibid. P.11.

9. Ibid.

10. Ibid.


13. Ibid. P.11.


15. Ibid. P. 375.


22. Ibid. P. 9.

23. Ibid. P. 10.


26. Ibid. P. 55.

27. Ibid. P. 55.

28. Ibid. P. 55.

29. Ibid. P. 55.
A short conference was held with the Supervisor, Principal, Teacher Trainer, members of the Unit and other teachers connected with the teacher-training class in the Natchitoches Center. The Plan of the week was discussed and revised.

A meeting was held with the trainers regarding the survey they had made of the adopted community. The class under the supervision of the Nurse discussed the health phase as revealed in the survey.

At one o'clock the entire group made a visit to the adopted community about seven miles from Natchitoches. Under the supervision of the Agriculture teachers, the school garden plot was laid off and plowed. The other members of the Unit visited the adopted school and home.

For the rest of the week the members of the Unit, along with the class, worked on problems that were important to each phase. For example, in Agriculture the group (1) fenced in the garden (2), made play ground equipment (3) and helped with home improvement problems. In Health (1) a baby clinic was held, (2) the school children were examined, (3) blood tests and toxoids were given. In the Home Economics (1) cleaned the adopted home, (2) papered one room,
white-washed one room, (3) cleaned the yard, (4) worked flower beds, and (5) framed and hung pictures.

The Field Service Unit, teachers at the Naticoches Center and the class attended a community meet at the school. Singing and short instructive talks were made to the community group.

Before leaving the Iowa Standardized test was given to the members of the teacher-training class. The tests were checked and the results returned to the office at Grambling for future use. A short conference was held with the teacher-trainer and the class on the week's work.

Members of the Field Service Unit:

F. O. Johnson - Home Economics
A. M. Stephens - Health
M. B. Joyner - Supervisor
S. Emanuel - Agriculture
## Minimum Standards In Practice

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Minimum Standards</th>
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<tbody>
<tr>
<td>Shelter unit suited to population groupings.</td>
<td>One structurally separate dwelling for each family or other natural unit.</td>
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<tr>
<td>Subdivision of unit for carrying on ordinary functions.</td>
<td>Enough bedrooms so that parents, boys, girls can sleep separately. In addition, a living room, and a kitchen, or a living-kitchen.</td>
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<tr>
<td>Possibility of privacy</td>
<td>Relatively sound-proof walls.</td>
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<tr>
<td>Facilities for cleanliness and sanitation.</td>
<td>No windows looking directly into windows of other dwellings.</td>
</tr>
<tr>
<td>Adequate air and cross-ventilation.</td>
<td>Running water and flush toilet within each dwelling. Toilet ventilated.</td>
</tr>
<tr>
<td>Purity of air.</td>
<td>Bath or shower either in the dwelling, in the building, or in the neighborhood (depends much on local habits as on absolute standards.)</td>
</tr>
<tr>
<td></td>
<td>No dwelling more than two rooms deep in any part, which in apartment buildings ordinarily means no more than two-dwellings per landing, if the stair-halls are also adequately ventilated.</td>
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<tr>
<td></td>
<td>As large a glass area as climate and heating provisions make practical.</td>
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<tr>
<td></td>
<td>No noxious industrial or other fumes near-by.</td>
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<td></td>
<td>No heavy-traffic streets immediately adjacent.</td>
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</tbody>
</table>
Requirement(cont'd)

Maximum light and adequate sun in all rooms and public corridors.
Facilities for outdoor recreation.

Minimum Standards(cont'd)

No small courts.
Definite proportion between height of buildings and open space between them.
Play-spaces for small and larger children.
Walks, parks, athletic provisions, gardens conveniently located for adults.

Amenity

Lawns and gardens visible from all windows.
Preservation of natural features of site in the plan.
No paved inner courts.
No blighted or rundown areas adjacent.

Moderately prepossessing architecture(note that these are minima).

Buildings which more or less obviously fulfill their purpose, of good materials, and simple and direct design.
Grouped harmoniously.
Plan clear and simple to follow, both physically and with the eye.

Quiet.

Adequately insulated walls.
No major traffic-street immediately adjacent.
No noise-amplifying court-yards or side alleys.

Comfort and Convenience

Domestic.

Rooms designed to accommodate furniture and living habits and to facilitate circulation and cleanliness.
Requirement (cont'd)  

Minimum Standards (cont'd)

Closets, cupboards, kitchen equipment (especially apparatus for cooking and hot water)

Laundry and drying facilities, either within the dwelling, within the building, or, if with additional labor-saving devices, centralized within the community.

Electricity

Not too many stairs to climb. Say, no more than four stories or three flights.

In cold climates, adequate heating provision.

In hot climates, high enough ceilings.

Immediate or easy access to schools, necessary shops, cafes, and social centers.

Work, let us say, not more than thirty minutes away at a maximum.

Some facilities for choice of dwelling and location on part of tenant and therefore possibility of natural population groupings.

Safety

Firmness of construction.

Adequate and workable building codes.

Play-space for small children without crossing a street.

Use of super-block, dead-end street, or large open block-interior.

Passably fireproof.

Regulations against predominantly wood construction except for isolated low dwellings.
Requirement (cont'd)

Permanent immunity from partial or total neighborhood "blight".

Minimum Standards (cont'd)

Stairs and corridors wide and directly accessible to outside.

Communities planned, constructed, and administered continuously as a functional unit.
Notice for the Open House

There will be Open House at the Willis Home, Sunday, January 28, 1945, from 1:00 – 4:00.

All students and friends are cordially invited to view the work done on the home by the classes in Home Making of Louisiana Negro Normal.

F. O. Johnson

Illustration 33.
A group of students and adults at Open House.
Pres. R. W. E. Jones  
Louisiana Negro Normal  
Grambling, Louisiana  

My dear Mr. Jones:

I have been a resident of Grambling for twenty-five years and have seen our community grow from a small nondescript village to one in which it is a pleasure to live. I am sure that I express the sentiments of the community when I say that Grambling School has made this possible. We have attempted to improve living conditions in many ways, but no project has meant as much to us as the remodeling of the Willis home.

Many of us have built new homes which make a good impression from the outside, but have not been made comfortable and attractive within. The project house has proved to us that a home can be made comfortable at little cost by the use of inexpensive and home-made articles. Community members have also learned to make many of the articles which help to improve our homes, such as rugs, curtains, bedspreads, mounting pictures, and making simple pieces of furniture. We had a part in making such articles as we helped with the project house.

Improvement of homes seems to be contagious. Over ten families have already started making their home interiors more attractive. We never realized until now how beautification of homes can make for happiness and contentment until we started this project under the supervision of the Home Making Department of Louisiana Negro Normal.

We are all deeply appreciative of all the College has done and is doing to help us to a better way of living.

Yours very truly,

(mrs.) A. M. Lewis