This Home Economics Educators Package (HEEP) is written to be used as a consumer education course on the selection of furniture. The objective of the course is for each student to know the types of furniture available and to be able to select furniture to meet present or future needs. This guide has been divided into four sections: a teachers section—which states the idea, skill or attitude, and objectives to be learned; instructions to the teacher—which is a list of a variety of resource materials; instructions for evaluation—a pretest and posttest with answer keys; and the student section—which contains a pretest, a list of learning objectives, five lessons (with accompanying objectives, instructions, learning activities, and self-tests); followup instructions and a student evaluation form. (BP)
Selection Of Furniture

HOME ECONOMICS EDUCATORS PACKAGES

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1201 SIXTEENTH ST., N.W.
WASHINGTON D.C. 20036
TITLE: SELECTION OF FURNITURE

SUBJECT: Consumer Education

PERFORMANCE LEVEL: Senior High School

PURPOSE: This HEEP is written to be used in a consumer education course. It may be pursued as an independent project in such a course. It is important for each student to be able to select furniture for his present or future needs.

To make a decision, a person should have at his disposal a vast amount of reliable information. In this HEEP the participant is directed to a variety of information that would aid one in making decisions on this unit.

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PRODUCTION CONSULTANT: Dr. Phyllis K. Lowe
Purdue University
1971

STOCK NUMBER: 261-08412
# SELECTION OF FURNITURE

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I. STATEMENT OF IDEA, SKILL, ATTITUDE

A. MAJOR IDEA, SKILL, OR ATTITUDE TO BE LEARNED

It is important for each student to know how to select furniture to meet his present or future needs.

B. CONSTITUENT IDEAS, SKILLS OR ATTITUDES

1. There are various styles of furniture available today:
   a. Early American
   b. Country
   c. Traditional
   d. French Provincial
   e. Italian Provincial
   f. Mediterranean
   g. Modern
   h. Contemporary

2. Certain factors need to be considered when buying wood furniture.

3. Certain factors need to be considered when buying upholstered furniture.

4. Certain factors need to be considered when buying furniture made of materials other than wood or upholstery:
   a. Glass
   b. Plastic
   c. Metal

5. The ability to select furniture may help one to meet his present or future needs.

II. LEARNING OBJECTIVES

After completion of this HEEP, you will be able to complete the following objectives orally or in writing, according to information obtained in completing the HEEP.

A. Given incomplete statements concerning today's furniture styles, you will be able to complete the statements.

B. After a study of factors to consider when buying wood furniture, you will be able to:
   1. Identify the different types of wood and their characteristics.
   2. Complete statements concerning types of construction used in furniture.

C. After completing various learning activities about factors to consider when buying upholstered furniture, you will be able to:
   1. Identify upholstery fabrics and their characteristics.
   2. Complete statements concerning fillers, methods, and laws which apply to upholstered furniture.

D. After a study of factors to consider when buying furniture made of glass, plastic and metal, you will be able to:
   1. Complete statements concerning characteristics of the furniture.
   2. List advantages and disadvantages of the furniture.

E. After completion of this HEEP, you will be able to select furniture to meet present or future needs.
INSTRUCTIONS TO THE TEACHER

I. INSTRUCTIONAL APPROACH:

This HEEP lists the materials that are to be used by the teacher and students to fully acquaint them with selecting furniture. This material presents facts, data and other information that is pertinent to the topic - SELECTION OF FURNITURE. Upon completion of the HEEP the students will have a knowledge of selecting furniture. A variety of instructional materials are suggested. This will enable each student to select materials that will best meet his preferred learning style.

II. IDENTIFICATION OF LEARNERS:

The students that would benefit most from the HEEP are those on the senior high school level. The only prerequisite is the ability to read and write.

III. SPECIAL INSTRUCTIONS:

A. No special equipment is needed for this HEEP.

B. The materials for the HEEP may be obtained from the following sources:

BOOKS:


PERIODICALS:

Better Homes and Gardens: September, 1968
October, 1970

Co-Ed: March, 1969
April, 1969

What's New in Home Economics: April, 1967
May-June, 1967
September, 1967
October, 1967
January, 1968
February, 1968
April, 1968
May-June, 1968
September, 1969

For Teacher Use Only: “Teaching Upholstered Furniture and Fabrics,”
INSTRUCTIONS TO THE TEACHER

BOOKLETS AND PAMPHLETS:

“A Guide to the Construction and Care of Ethan Allen American Traditional Upholstered Furniture” (free)

“Know your Fabrics” (free)

“The Decorated Chair” (free)

“The Hidden Treasures in Ethan Allen Upholstery” (free)

Baumritter Corporation
145 East 32nd Street
New York, N.Y. 10016

“Good Grooming for Furniture Finishes” (free)

“Re-upholstery Fabrics” (free)

“Today’s Furnishing Fabrics” (free)

“Wise Buys in Used Furniture” (free)

Purdue University
Agricultural Extension Service
Lafayette, Indiana 47907

“How to Select Furniture” (free)

Consumer Education Division
D/703
Sears, Roebuck and Company
925 South Homan Avenue
Chicago, Illinois 60607

“Let’s Talk about Furniture Fabrics” (free)

“Let’s Talk about Furniture Styling” (free)

Consumer Education Division
Kroehler Manufacturing Company
Naperville, Illinois

“Your Home Furnishings Dollar” (25 cents)

Household Finance Corporation
Prudential Plaza
Chicago, Illinois 60601

Study Kit: “Home Furnishings Plastic” (free)

Your J. C. Penney Store Manager

C. Media Needed:

1. Construction paper
INSTRUCTIONS TO THE TEACHER

2. Magazines and newspapers which contain pictures of furniture and can be cut up.


D. Facilities Needed:

   Regular classroom and storage space for printed materials and media.

IV. FOLLOW-UP INSTRUCTIONS:

Suggested Experiences:


3. If any of your friends or relatives are getting ready to buy new furniture, try to help with the selection and purchase of it.
INSTRUCTIONS FOR EVALUATION
PRE-TEST
SELECTION OF FURNITURE

Directions: So that this HEEP may be used by other students, please write your answers on a separate sheet of paper. When you have finished the pre-test, take it to your teacher for evaluation.

Purpose of the Pre-Test: The pre-test will determine whether you need to complete this HEEP. You may have covered the material presented in the lessons in this HEEP. If you have, you will probably do well on the pre-test and need not complete this HEEP. However, if you do not do well on the pre-test, don't be discouraged. Turn to page 3 and study the learning objectives for this HEEP. Then proceed to Lesson One.

1-4. Identify the styles of the four pieces of furniture shown on the front of this HEEP.
5. What style of furniture has become a bridge between modern and traditional furniture design?
6. What furniture style can blend with almost any period of furniture?
7. A native, fine furniture wood that is highly resistant to warping is ____________
8. The most common softwood is ____________
9-10. Upholstery fabrics are made either by a _________ weave or a __________ weave.
11. One of the most satisfactory of the synthetic fibers for upholstery has proved to be ____________
12. Most plastic furniture has been made by the ____________ process.

PRE-TEST KEY

1-4. Hutch: Early American
   Upholstered Chair: Country Look
   Side Chair: Traditional
   Sofa: Modern
5. Contemporary
6. Contemporary
7. Walnut
8. Cedar
9-10. Flat pile
11. Nylon
12. Thermosetting

VII
POST TEST
SELECTION OF FURNITURE

Directions: Complete each statement with the correct word or words. So that this HEEP may be used by other students, please write your answers on a separate sheet of paper.

1. Rectangular and massive oak furniture with spiral twist and Flemish scroll legs was typical of the __________ period.

2. A two-layered, round, fluted-edged table with the top layer smaller in diameter is the __________ table.

3. Duncan Phyfe's chairs frequently had __________ backs.

4. A popular contemporary furniture design of foreign origin is __________ modern.

5. The period of a chair is often indicated by the shape of the __________.

6. Red-orange and black, bamboo and lacquer are associated with __________ decor.

7. A native, fine furniture wood that is highly resistant to warping is __________.

8. The wood most commonly used for furniture designed for colonial homes is __________.

9. The most common softwood is __________.

10. The wood that closely resembles mahogany and walnut and is frequently used with them is __________.

11. The Southern hardwood used for unexposed parts of furniture is __________.

12. The rectangular joint with a projection on one piece of wood that fits into a matching hole is the __________ joint.

Directions: Read each statement carefully. If true, write T; if false, write F.

13. A loose, block-shaped tufting used for modern furniture is a biscuit.

14. Damask is a lustrous fabric with a Jacquard weave pattern.

15. The upholstery fabric that usually has a pictorial pattern is frieze.

16. Boucle is identified by small spaced loops on surface, either plain or a combination of colors.

17. A soft, luxurious fabric often used on elegant period furniture is matelasse.

18. Tweed is woven with a third dimensional quality, either loops or cut ends.

19. Most plastic furniture has been made by the thermosetting process.

20. Clear plastic furniture is made from acrylic plastic.

21. One of the most important improvements in furniture production history is the use of metal components.

GO ON TO NEXT PAGE
TRUE-FALSE - Continued

22. A new furniture material that has the appearance and feel of wood is called vinyl veneer.
23. Furniture pieces made of plastic are usually more expensive than those made of wood.
24. One advantage of glass furniture is its ease of care.

25-30. DISCUSSION - Look carefully at the upholstered chair indicated by your teacher. From what you've learned in this HELP, answer the following questions (each question will count one point).

1. What is the style of the chair?
2. Would it be most appropriate in a formal or informal room?
3. What type of wood are the legs and arms?
4. Do the wood parts have a protective finish?
5. What type is the upholstery fabric?
6. Overall, is the chair well-constructed or poorly-constructed?

When you have finished this Post Test, take it to your teacher for evaluation.
POST TEST KEY

1. Jacobean
2. tier
3. lyre
4. Danish
5. arm
6. Chinese
7. walnut
8. maple
9. cedar
10. birch
11. gumwood
12. mortise-and-tenon
13. T
14. T
15. F
16. T
17. F
18. F
19. T
20. T
21. F
22. T
23. F
24. F
25-30. Teacher must key this part after selection of an upholstered chair.
PRE-TEST

PURPOSE OF THE PRE-TEST: The pre-test will determine whether or not you need to complete this HEEP. You may have covered the material presented in the lessons in this HEEP and will do well on the pre-test. If so, you need not complete this HEEP. However, if you do not do well on the pre-test, don't be discouraged. Turn the page and study the learning objectives for this HEEP. Then proceed to Lesson One.

DIRECTIONS: So that this HEEP may be used by other students, please write your answers on a separate sheet of paper. When you have finished the pre-test, take it to your teacher for evaluation.

1-4. Identify the styles of the four pieces of furniture shown on the front of this HEEP.

5. What style of furniture has become a bridge between modern and traditional furniture design?

6. What furniture style can blend with almost any period of furniture?

7. A native, fine furniture wood that is highly resistant to warping is ________________________.

8. The most common softwood is ________________________.

9-10. Upholstery fabrics are made by either a ____________ weave or a ________________ weave.

11. One of the most satisfactory of the synthetic fibers for upholstery has proved to be ________________________.

12. Most plastic furniture has been made by the ________________________ process.
LEARNING OBJECTIVES

After completion of this HEEP, you will be able to complete the following objectives orally or in writing, according to information obtained in completing the HEEP.

A. Given incomplete statements concerning today's furniture styles, you will be able to complete the statements.

B. After a study of factors to consider when buying wood furniture, you will be able to:
   1. Identify the different types of wood and their characteristics.
   2. Complete statements concerning types of construction used in wood furniture.

C. After completing various learning activities about factors to consider when buying upholstered furniture, you will be able to:
   1. Identify upholstery fabrics and their characteristics.
   2. Complete statements concerning fillers, methods, and laws which apply to upholstered furniture.

D. After a study of factors to consider when buying furniture made of glass, plastic, and metal, you will be able to:
   1. Complete statements concerning characteristics of the furniture.
   2. List advantages and disadvantages of the furniture.

E. After completion of this HEEP, you will be able to select furniture to meet present or future needs.
LESSON NUMBER ONE

CONSTITUENT: There are various styles of furniture available today.

a. Early American  
b. Country  
c. Traditional  
d. French Provincial  
e. Italian Provincial  
f. Mediterranean  
g. Modern  
h. Contemporary

OBJECTIVE: Given incomplete statements concerning today's furniture styles, you will be able to complete the statements orally or in writing.

INSTRUCTIONS: Select any or all of the learning activities listed below to help you to recognize today's furniture styles.

LEARNING ACTIVITIES:

       Homes with Character, Craig and Rush. pp. 161-185.
       Pamphlet: "Let's Talk About Furniture Styling:" available from teacher.

2. Look: Through the magazines and newspapers provided in the classroom for different styles of furniture. ATTACH them to construction paper, and LABEL them. (Magic markers and construction paper are available from the teacher.) DISCUSS your examples with classmates and with the teacher.

3. Identify: The styles of pieces of furniture you have at home.

As a result of the Learning Activities you have done for Lesson One, turn to the following page and take the Self Test for Lesson One.
ACROSS
1. A piece typical of the Federal period in America was the grandfather's __________.
4. Rectangular and massive oak furniture with spiral twist and Flemish scroll legs was typical of the __________ period.
9. Chairs with ribbon backs and upholstered wing backs were typical of __________.
13. During the Victorian period metal pulls were replaced by those made of __________.
14. One of the most popular motifs during the Adam period was the __________.

17
15. During the Jacobean period one of the popular motifs was the ________.
16. A two-layered, round, fluted-edged table with the top layer smaller in diameter is the ________.
17. Duncan Phyfe’s chairs frequently had ________ backs.
18. Lamp, step and Pembroke tables can serve as ________ tables.
19. The chair most commonly associated with the Jacobean period is the ________.
20. A piece of furniture for holding articles of table service is the ________.
21. A sofa made in two or more pieces which may be used separately or placed together is called a ________.
22. Hepplewhite chair backs were often made in the shape of an interlacing ________.
23. During the Adam period medallions often decorated the fireplace ________.
24. A popular contemporary furniture design of foreign origin is ________ modern.
25. A typical Early American Style was the dining table with supports shaped like the wings of a ________.
26. Chippendale’s earliest chairs had splat backs that were curved and ________.
27. Concealed drawers, secret compartments and trick springs were introduced to furniture design by ________.
28. During the William and Mary period the claw and ________ foot was widely used.
29. A widely used chair in Early American adaptations is the ________ rocker.
30. A console table is often made so its top will ________ against the wall.
31. A Victorian oval-back chair was often called the ________ back chair.
32. Sideboards with tapering legs, continuously curved arms and serpentine lines were typical of ________.
33. Red-orange and black, bamboo and lacquer are associated with ________ decor.
34. A leg used during the William and Mary period, because of its slight resemblance to a musical instrument was named the ________ leg.
35. American Georgian desks were often made with ________ tops.
36. Gate leg, harvest and Pembroke tables are variations of ________ leaf tables.
37. A chair back with straight, parallel and horizontal rungs is the ________ back.

DOWN
2. During the William and Mary period a typical leg was the ________ (two words).
3. During the William and Mary period a commonly used foot resembling a flattened ball was called the ________ foot.
5. The period of a chair is often indicated by the shape of the ________.
6. During the William and Mary period legs were reinforced with an X ________.
7. The sofa with straight lines that blend well with any contemporary furnishings is the ________.
9. One of Heppelwhite’s most graceful chairs had a ________ back.
10. A Duncan Phyfe mirror was usually decorated with a brass ________.
11. During the Victorian period a curved decoration usually took the form of a fruit, a bud or a ________.
12. The eighteenth century neoclassic architects who greatly influenced furniture styles by coordinating interiors with exteriors were the ________ brothers.
19. A continuous chair arm that curves backward is said to be ________.
20. A typical Early Colonial piece with sunflower carvings was the ________ chest.
21. A typical Victorian piece for displaying odds and ends was the ________ shelf.
23. A typical American Georgian accessory was the ________ clock.
24. A round occasional table, named for its resemblance to a musical instrument, is the ________.
26. Gate leg, harvest and Pembroke tables are variations of ________ leaf tables.
32. An Early American piece which is often used today is the deacon’s ________.

TURN TO NEXT PAGE FOR LAST CLUES!
34. A chair back with straight, parallel and vertical rungs is the _______ _______ back.
35. One of Hepplewhite's small delicate chairs had the _______ _______ back.
37. A low table placed in front of a sofa or couch is called a _______ _______ table.
40. Fiddle back chairs with shell carving, cabriole legs with club foot, and fine walnut grain were characteristic of the Queen _______ period.

LESSON NUMBER TWO

CONSTITUENT: Certain factors need to be considered when buying wood furniture.

OBJECTIVE: After a study of factors to consider when buying wood furniture, you will orally or in writing be able to:

1. Identify the different types of wood and their characteristics
2. Complete statements concerning types of construction used in wood furniture.

INSTRUCTIONS: Select any or all of the learning activities listed below to help you to understand factors to consider when buying wood furniture.

LEARNING ACTIVITIES:

   Booklet: "How to Select Furniture" pp. 4-7; available from teacher.
   Pamphlet: "The Decorated Chair;" available from teacher.
   Pamphlet: "Let's Talk About Furniture Styling;" available from teacher.
   Booklet: "Your Home Furnishings Dollar" pp. 30-32; available from teacher.

2. Make: A list of woods used for traditional, Early American, and modern furniture. Include samples, if possible.

3. Ask: The industrial arts teacher to demonstrate how the different kinds of joinings used in furniture are made.

4. Visit: A furniture store; LOOK carefully at pieces of wood furniture in various price ranges.

As a result of the Learning Activities you have done for Lesson Two, turn to the following page and take the Self Test for Lesson Two.
SELF TEST FOR LESSON TWO

WOULD YOU KNOW WOOD?

DIRECTIONS: Match the characteristics of wood listed on the left to the types of wood listed on the right. So that this HEEP may be used by other students, please write your answers on a separate sheet of paper.

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>Types of Wood</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. A native, fine furniture wood highly resistant to warping.</td>
<td>A. Maple</td>
</tr>
<tr>
<td>2. Closely resembles mahogany and walnut</td>
<td>B. Walnut</td>
</tr>
<tr>
<td>3. Rugged and sturdy-looking, is especially adaptable to heavy, masculine looking furniture</td>
<td>C. Phillipine mahogany</td>
</tr>
<tr>
<td>4. Most commonly used for furniture designed for colonial homes.</td>
<td>D. Pine</td>
</tr>
<tr>
<td>5. Southern hardwood used for unexposed parts of furniture.</td>
<td>E. Cedar</td>
</tr>
<tr>
<td>6. Most common softwood</td>
<td>F. Gumwood</td>
</tr>
<tr>
<td>7. A type of mahogany that is an inferior quality</td>
<td>G. Oak</td>
</tr>
<tr>
<td></td>
<td>H. Cuban mahogany</td>
</tr>
</tbody>
</table>

JOT IN THE TYPE OF JOINT! Complete each sentence with the correct words.

8. The strong joint that uses two round pegs inserted into holes in adjoining pieces of wood is the ______________________ joint.

9. The rectangular joint with a projection on one piece of wood that fits into a matching hole is the ______________________ joint.

10. To insure that wide drawers will open smoothly when only one drawer pull is used, a ______________________ is installed.

When you have finished this Self Test, turn to the back of this HEEP to see if your answers are acceptable. If you have missed any of the parts, refer back to the materials assigned for this lesson. Compare your answers with the acceptable answers.
LESSON NUMBER THREE

CONSTITUENT: Certain factors need to be considered when buying upholstered furniture.

OBJECTIVE: After completing various learning activities about factors to consider when buying upholstered furniture, you will orally or in writing be able to:

1. Identify upholstery fabrics and their characteristics.
2. Complete statements concerning fillers, methods, and laws which apply to upholstered furniture.

INSTRUCTIONS: Select any or all of the learning activities listed below to help you to understand factors to consider when buying upholstered furniture.

1. **Read:**
   - Know Your Merchandise, Wingate, Gillespie, Addison, pp. 645-651 and pp. 273-278.
   - Homes with Character, Craig and Rush, pp. 260-262.
   - Booklet: “How to Select Furniture” pp. 8-11; available from teacher.
   - Booklet: “Your Home Furnishings Dollar” pp. 32-33; available from teacher.
   - Pamphlet: “Know Your Fabrics,” available from teacher.

2. **Look:**
   - At the swatches of upholstery fabric, which are available from the teacher. Try to identify them.

3. **Make:**
   - A list of fabrics used for upholstering furniture. Tell advantages and disadvantages of each.

4. **Visit:**
   - A furniture store. LOOK carefully at pieces of upholstered furniture in various price ranges.

As a result of the Learning Activities you have done for Lesson Three, turn to the following page and take Self Test for Lesson Three.
SELF TEST FOR LESSON THREE

DIRECTIONS: Complete each statement with the correct word or words. So that this HEEP may be used by other students, please write your answers on a separate sheet of paper.

1. A method which permits the customer to select the upholstery fabric is to sell the furniture "in _____________."

2. Bedding laws in most states require the manufacturers of upholstered furniture to state on an attached label the _____________.

3. Inexpensive foam-rubber cushions may be made by using ____________ foam.

4. A loose, block-shaped tufting used for modern furniture is ____________

5. The traditional status symbol of furniture fillers is ____________ or ____________.

FABRIC FACTS. Match the types of upholstery fabrics listed on the right to their characteristics on the left.

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>Upholstery Fabrics</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Lustrous fabric with Jacquard weave pattern; Reversible with wrong side showing same design as front only in reverse.</td>
<td>A. Boucle</td>
</tr>
<tr>
<td>2. Has a ribbed surface with multicolor design; usually pictorial pattern.</td>
<td>B. Damask</td>
</tr>
<tr>
<td>3. Identified by small spaced loops on surface, either plain or combination of colors.</td>
<td>C. Frieze</td>
</tr>
<tr>
<td>4. Soft, luxurious fabric often used on elegant period furniture.</td>
<td>D. Matelasse</td>
</tr>
<tr>
<td>5. A Jacquard weave; in its true form is made of 2 layers of material woven together.</td>
<td>E. Tapestry</td>
</tr>
<tr>
<td>6. Is woven with third dimensional quality; either loops or cut ends.</td>
<td>F. Tweed</td>
</tr>
<tr>
<td>7. Rough-textured material without definite pattern; uses various colors of yarns.</td>
<td>G. Velvet</td>
</tr>
</tbody>
</table>
WATCH THE WEAVE! Letter your paper from A to G and decide whether each of the corresponding fabrics listed on the previous page is a flat weave or pile weave. White F for flat weave, or P for pile weave.

A - E -
B - F -
C - G -
D -

When you have finished this Self Test, turn to the back of this HEEP to see if your answers are acceptable. If you have missed any of the parts refer back to the materials assigned for this lesson. Compare your answers with the acceptable answers.

12 24
LESSON NUMBER FOUR

CONSTITUENT: Certain factors need to be considered when buying furniture made of materials other than wood or upholstery:

a. Glass  
b. Plastic  
c. Metal

OBJECTIVE: After a study of factors to consider when buying furniture made of glass, plastic, and metal, you will orally or in writing be able to:

1. Complete statements concerning characteristics of the furniture.  
2. List advantages and disadvantages of the furniture.

INSTRUCTIONS: Select any or all of the learning activities listed below to help you to understand factors to consider when buying furniture made of materials other than wood or upholstery.

LEARNING ACTIVITIES:

1. Read: Know Your Merchandise, Wingate, Gillespie, Addison, pp. 300-313.

2. Visit: A furniture store; LOOK at pieces made from glass, plastic or metal.

3. Interview: Someone who has furniture made from glass, plastic, or metal. Find out how well they like it, how it’s wearing, cost, care, etc.

As a result of this Learning Activities you have done in Lesson Four, turn to the following page and take the Self Test for Lesson Four.
SELF TEST FOR LESSON FOUR

REFLECT YOUR KNOWLEDGE OF GLASS, PLASTIC AND METAL FURNITURE

DIRECTIONS: Complete each sentence with the correct word or words (numbers 1 through 5); answer each question as indicated (numbers 6-10). So that this HEEP may be used by other students, please write your answers on a separate sheet of paper.

1. Most plastic furniture has been made by the _______ process.
2. Clear plastic furniture is made from _________ plastic.
3. One of the most important improvements in furniture production history is the use of _________ components.
4. A new furniture material that has the appearance and feel of wood is _________.
5. The new furniture that comes in a small case and is then blown up to size is called _________.
6. Are furniture pieces made of plastic usually more or less expensive than those made of wood?
7-8. Name an advantage and a disadvantage of glass furniture:
9-10. Name an advantage and a disadvantage of metal furniture:

When you have finished this Self Test, turn to the back of this HEEP to see if your answers are acceptable. If you have missed any of the parts refer back to the materials assigned for this lesson. Compare your answers with the acceptable answers.
CONSTITUENT: The ability to select furniture may help one to meet his present or future needs.

OBJECTIVE: After completion of this HELP, you will be able to select furniture to meet present or future needs.

INSTRUCTIONS: Select any or all of the learning activities listed below to help you to select furniture.

LEARNING ACTIVITIES:

1. Read: Any of the sources listed for previous lessons to help you to select furniture.

2. Visit: A furniture store. Note qualities of all types of furniture in various price ranges.

3. Observe: Furniture in your friends' or relatives' rooms, in offices, public buildings, etc. Try to recognize the style, wood, finish, and upholstery fabric, and other materials used.

As a result of the Learning Activities you have done in Lesson Five, turn to the following page and take the Self Test for Lesson Five.
SELF TEST FOR LESSON FIVE

DIRECTIONS: Assume that you are a young wife with two small children. You and your husband are building a new home and must buy all new (or used) furniture as you are moving from a furnished apartment. Using the knowledge you gained from this HEEP, write a report on the type of furniture you would choose for each of the rooms listed below. Include reasons for your choices. Designate the style, wood (or other material), finish and upholstery fabric (include pictures and/or swatches, if possible). Also, state approximate price, if known.

Living Room

Family Room

Dining Room

Master Bedroom

Children’s Bedrooms

When you have finished this Self Test, take it to your teacher to see if it is acceptable. If it is acceptable, and you feel that you are not competent in the area of furniture selection, take the Post Test. It will cover all the lessons and is available from your teacher.
ANSWERS TO SELF TEST NUMBER ONE

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ANSWERS TO SELF TEST NUMBER TWO

1. B  8. double doweling  
2. D  9. mortise-and-tenon  
3. H  10. center guide  
4. A  
5. G  
6. F  
7. C  

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9
ANSWERS TO SELF TEST NUMBER THREE

(Part One):
1. muslin
2. filling
3. urethane
4. biscuit
5. goose down, feathers

(Part Two):
1. B
2. E
3. A
4. G
5. D

(Part Three):
A - F
B - F
C - P
D - F

ANSWERS TO SELF TEST NUMBER FOUR

1. thermosetting
2. acrylic
3. molded plastic
4. vinyl veneer
5. inflatable plastic
6. Less

7-8. Advantages: beauty, simplicity
Disadvantages: breakable, hard to care for

9-10. Advantages: durable, easy to care for
Disadvantages: heavy, may rust
IV. FOLLOW-UP INSTRUCTIONS

A. Suggested Experiences


3. If any of your friends or relatives are getting ready to buy new furniture, try to help with the selection and purchase of it.
STUDENT EVALUATION FORM OF THIS HEEP

Instructions:

So that this HEEP may be used by other students, please write your answers on a separate sheet of paper. Please answer all the questions, and return it to your teacher when you have finished. You don’t need to sign your name.

1. Before you started this HEEP, did you know very much about this topic?

2. Do you feel that you now know more about this topic?

3. Do you like the HEEP method of learning, or the conventional method of learning best?

4. What did you like best about this HEEP?

5. What did you dislike the most about this HEEP?

6. How could this HEEP be improved?

7. Rate this HEEP with a value from 1 to 5. One means you think this HEEP “stinks”, three means you think this HEEP is “OK”; and five means you think this HEEP is “groovy”. Two and four fall between “stinks” and “OK”, or “OK” and “groovy”.

Your rating:
PUBLICATIONS

HOME ECONOMICS EDUCATORS PACKAGES

THE FAMILY BUDGET. 1971 (Stock No. 261-08404). $1.25
Included in this HEEP is a section for the teacher of a Consumer Education course suggesting the progression through the course and suggested materials to make the course a success.

THE BUDGET AS A MEANS TO AN END. 1971 (Stock No. 261-08406). $1.25
This material presents facts, data and other information that is pertinent to the topic - The Budget as a Means to an End. Upon completion of this HEEP, the student will be aware of the value of a budget. A variety of instructional materials are suggested.

DETERMINING EFFECTIVENESS OF TEACHING HOME ECONOMICS. 1971. $2.50
(Stock No. 261-08408)
A discussion of evaluation techniques including steps in evaluation, purposes, improvement of evaluative practices, and pupil participation.

CLOTHING FOR YOUNG MEN. 1970 (Stock No. 261-08302). $2.50
Young men and their clothes is the theme of this practical, authentic and timely publication. Fashion trends, selection and care of clothing are highlighted as well as information on new textiles and community resources available to the teacher.

CHOOSING TECHNIQUES FOR TEACHING AND LEARNING. 1970 (Stock No. 261-08402). $2.50
Examines the teaching-learning process and appropriate techniques for aiding learning. Techniques are categorized according to real life situations, simulations of reality, and abstractions from reality. Individualized instruction is a special topic.

REACHING OUT TO THOSE WE TEACH. 1969 (Stock No. 261-08308). $1.50
A compilation of 41 letters and tapes from home economics teachers throughout the country giving many valuable views and experiences. They tell how they are reaching the student's "inner world."

EDUCATION FOR EFFECTIVE PARENTHOOD. 1969 (Stock No. 261-08400). $1.00
Brings together suggestions for initiating an effective parenthood education program with a laboratory for the young child as the "educational center" of that program. Describes successful programs in high schools that have established the value of the nursery laboratory in educating youth for their potential role as parents.

INNOVATION IN HOME ECONOMICS. 1967 (Stock No. 261-08394). $1.00
Planned for enrichment to course offerings in home economics curriculum or as a short series of courses which students not enrolled in home economics may find rewarding. This booklet outlines three provocative units: Clothing for Young Men, Preparation for Marriage, and Spending Money Wisely.

TEACHER'S GUIDE TO FINANCIAL EDUCATION. 1967 (Stock No. 261-08398). $1.00
A compilation of four booklets: Not Enough Money, Too Much Money, Just Enough Money, and Where to Go for Answers. Provides practical information on loans, interest, budgets, mortgages, patterns for making transparencies, resource materials, suggestions to business education and home economics teachers for the cooperative development of units on finance.

YOUTH AND MONEY. 1964 (Stock No. 261-08384). $0.75
A report of studies and statistics showing how teenagers get and spend their money in our affluent society. Explains sociological factors affecting the teenager and his money.

WHERE TO SEND: Publications-Sales Section, National Education Association, 1201 Sixteenth Street, N.W., Washington, D.C. 20036
Make all checks payable to the Home Economics Education Association, NEA

NAME

ADDRESS

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Home Economics Education Association...

What it is

The Home Economics Education Association is a voluntary organization of home economics educators and others associated with or interested in home economics instruction in schools and colleges. Home economics educators are dedicated to helping each individual help himself through a better understanding and control of family and community life. They work to improve the quality of home economics instruction and to broaden the scope of the curriculum.

PURPOSES: To promote effective programs of home economics education, to supplement existing services available to home economics educators, to cooperate with other associations in related fields, and to publish materials of interest to home economics educators.

TYPES OF ANNUAL MEMBERSHIP:

**Active** — Open to anyone actively engaged in teaching, supervision, or administration of home economics in schools and colleges. $5.

**Associate** — Open to any one interested in the progress of home economics education but who is not actively engaged in teaching, supervision, or administration of home economics in schools and colleges. $5.

**Student** — Open to any undergraduate or full-time graduate student who is preparing for teaching and leadership positions in home economics. $2.50.

SERVICES: All members receive annually two or more booklets on timely subjects; letters from the HEEA president; and a newsletter, *News and Notes in Home Economics*.

PRIVILEGES: Opportunity to attend one annual meeting held in conjunction with the NEA convention; active members may vote on all matters coming before the organization, hold office, and serve on committees.

To join: Send your name, full address, and position—along with a check to cover annual membership dues—to the Home Economics Education Association, 1201 Sixteenth Street, N.W., Washington, D.C. 20036.