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A STUDY OF THE RELATION BETWEEN THE TYPE OF HOUSE AND THE LOCATION
FOR THE HOME ACTIVITIES OF PRESCHOOL CHILDREN

by

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4866

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Approved by

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CHAPTER I

INTRODUCTION

The growing interest, during the last few years, in the housing needs and preferences of families has been particularly timely in view of the millions of dollars now being spent on housing. The statistical phase of the four regional rural housing surveys, which was recently completed, has made available a fund of information on the kind, scope, and frequency of household activities carried on by farm families in different parts of the country. The studies have also revealed preferences of the homemaker for the location of activities as well as for other house design features.¹

Relatively little information was collected in these regional surveys in relation to the home activities of preschool children and the usual location for these activities. In the North Central study, there is a statement, "Children's activities and those adult activities related to children were omitted, not because they were regarded as unimportant, but because the complexity of that problem makes a separate study necessary."²

Housing research workers in the four regions are now working on housing space requirements. North Carolina has selected the housing needs of children as its contribution to the Southern Region.

¹ Report of the Chief of the Bureau of Human Nutrition and Home Economics 1952. Agricultural Research Administration, United States Department of Agriculture. (Washington, D. C.: United States Government Printing Office, 1952), p. 13.

² Paulena Nickell, and others, Farm Family Housing Needs and Preferences in the North Central Region. North Central Regional Publication, No. 20. (Ames, Iowa: Agricultural Experiment Station, Iowa State College, February, 1951), p. 35.

This study, a part of a larger study,³ deals with the relation between the type of house and the winter location for the dressing, grooming, eating, playing, and sleeping of preschool children. The winter location was chosen since that is the time of year when there is greatest pressure on certain rooms of the house.

The writer was particularly interested in this study since she is the mother of a preschool child, and feels that preschool children do have special needs in order to make the house really livable for them and the rest of the family.

The purposes of this study were: (1) To describe the houses in terms of families' use of rooms, (2) To find a criterion of livability of the house, (3) To study the major functional areas within the house according to this criterion of livability, (4) To determine the rooms used in winter for the child's activities, and (5) To relate the rooms used in winter for the child's activities to the criterion of livability. It is hoped that this statistical information may provide a basis for further study of space requirements, materials and methods of construction, and design of children's activity centers.

To obtain the information necessary an interview schedule was prepared by Dr. Josephine Kremer, Professor of Economic and Social Studies Relating to the Home at Woman's College, University of North Carolina. The random sample was drawn by the Department of Experimental Statistics at North Carolina State College; segments of twelve counties in the Piedmont Area of North Carolina were chosen. The writer and

³ Josephine Kremer, Space and Storage Requirements for Home Activities of Preschool Children. Research in Progress.

three other field workers visited and interviewed 450 farm and wage earner families with preschool children in the summer of 1951. About 70 per cent of the families were white and about 30 per cent, negro. One preschool child from each of these families was chosen for study and information sought about his activities. The schedules were edited by the writer. The data concerning the house in relation to the activities of the child have been tabulated, studied, and interpreted. They are presented in this thesis. The data concerning the age and sex of the child in relation to the child's activities are to be tabulated. Data collection for the space requirements phase is now in progress.

CHAPTER II

REVIEW OF LITERATURE

In recent years a number of studies have been made in regard to the housing needs and preferences of farm families; only a few studies have been made in regard to the housing needs of preschool children.

Each of the four regions of the United States is conducting housing research sponsored by the Agricultural Experiment Stations through funds provided by the Federal Research and Marketing Act of 1946. All regions are cooperating with the Bureau of Human Nutrition and Home Economics. The first surveys sought to study present facilities in farm housing and to determine the housing preferences of homemakers as a basis for planning new houses to meet the needs of families, and for remodeling old ones to meet present needs. These four regional studies and a Bureau of Human Nutrition and Home Economics comparative study have been published. The next steps in each region are the study of the space required for the activities of farm families and the study of materials and methods of construction. The study of house design will follow later.

In the study of farm housing needs and preferences, each region used a different criterion of the economic status of the farm family. In the Northeast Region,¹ a family was placed in a particular economic group on the basis of the total number of man work units its farm

¹ Glenn H. Beyer, Farm Housing in the Northeast. (Ithaca, New York: Cornell University Press, 1949), p. 401.

represented, taking recognition of other employment and other income. A man work unit was defined as the amount of productive work accomplished by a man in one 10-hour day working at an average rate for the region. Total man work units were believed to be the best single measure of the size of a farm since it took into account the crops and livestock and the other income producing work on the farm.

In the North Central Region, information was requested from each family about their net income (gross income minus business expense). The income ranges were divided into seven groups and the homemakers were asked to indicate which of the seven groups best represented the family income. "Because some of the homemakers were not certain of the income, or were unwilling to give accurate information, the income figures are not as trustworthy as the rest of the data."²

In the Western Region the economic sorting factor used was the level-of-living scale constructed according to procedures used by Chapin, Sewell, and others, with some modifications necessitated by the nature of the sample data. The level-of-living scale takes into account certain evidences of income spent for family living over a period of years.

Thirty-six items on the schedule were used as indicators of level of living. Schedules were scored according to the number of these items reported, then classified into groups on the basis of score. . . . Other and superior methods might have been employed, but the time and funds were not available to undertake the research.³

² Paulena Nickell, and others, Farm Family Housing Needs and Preferences in the North Central Region. North Central Regional Publication, No. 20. (Ames, Iowa: Agricultural Experiment Station, Iowa State College, February, 1951), p. 17.

³ Avis Woolrich, Elizabeth Beveridge, and Maud Wilson, Housing Needs of Western Farm Families. Western Regional Publication, No. 1. (Agricultural Experiment Stations, Western Region, 1952), p. 168.

In the Southern Region, total scores on the Sewell short socioeconomic scale were used as a means of classifying families. The definition of the socioeconomic scale adopted for this study was: "the position that an individual or family occupied with reference to the prevailing average standards of cultural possessions, effective income, material possessions and participation in the group activities of the community."⁴ The scale consisted of 14 items; each item was given a score and on the basis of total score a family was placed in a particular socioeconomic group. A study of the relationship of current net income to socioeconomic status⁵ of 909 farm families interviewed for a food consumption study revealed a significant correlation between the two. There was a higher correlation for the white owner group than for any other race-tenure group. However, the relationship between annual net income and socioeconomic score was not great enough for prediction of income with any degree of accuracy.

Thus there has been no uniformity in the method of grouping families according to economic status. All of the methods used, except net income, have been complex requiring a number of questions asked especially for the purpose of arriving at the scale.

In so far as the writer has been able to find, all previous housing studies have listed rooms by names that the family gave them, making no attempt to see that they reflected the room use. For example, in the Southern Region, "a room combining the functions and furnishings of living

⁴ Farm Housing in the South. Southern Cooperative Series Bulletin, No. 14. (Agricultural Experiment Stations, Southern Region, 1952), p. 231.

⁵ Mary Ellen Jordan, The Relationship of Current Net Income to Socioeconomic Status. Master's thesis. (Raleigh, North Carolina: North Carolina State College, 1949).

room and bedroom was found in many homes, especially small ones. Some homemakers called this a 'living room', others called it a 'bedroom'.⁶

According to the Challenge, "an agricultural program dedicated to increased per capita income, greater security, improved educational opportunities, finer spiritual values, stronger community life, more dignity and contentment in country living":⁷

Farm housing in many sections of North Carolina is poor. This statement is confirmed by each census report and by every housing survey made in the state.

Over three-fourths of the homes surveyed had no running hot water; more than two-thirds had no running water nor sanitary sewage disposal; about half did not have rats and mice under control nor insect-proof screens; and over one-fourth did not have one or more bedrooms for each two people.

Even the new homes built since World War II lack a lot of these facilities. In a 1948-50 survey of new farm homes 40 per cent of the builders did not plan for a bathroom. Many of those who did plan, merely left the space.

Aside from the lack of "modern conveniences," many of the new farm homes are poorly planned. For instance, 21 per cent of the new homes surveyed were built without the benefit of any drawn plan.

Many of the plans and blueprints that were used were poorly adapted to the needs of the family. Some provided a parlor to be used for entertaining once a week but provided no place for the homemaker to sew or for the children to play each day.⁸

It would seem that many young families with growing children are in greatest need of housing, but have to postpone building and adapt to what they have or can find.

⁶ Farm Housing in the South. op. cit., p. 57.

⁷ North Carolina Accepts the Challenge. Sponsored by the North Carolina Board of Farm Organizations and Agencies. Lane M. Palmer, editor, 1951. 72 pp.

⁸ Ibid., p. 18.

On many farms, the home is at the bottom of the priority list for improvements. The above mentioned new-home survey revealed that many families had postponed building until after their period of greatest need. Almost a third of those building had "grown families" - that is, no children under ten years of age.⁹

Home economists, who attended the Midcentury White House Conference on Children and Youth, 1950, in selecting from the recommendations of the Conference those most pertinent for home economics, included the following: "Let research be concerned with problems of family life, such as: . . . relation between housing and emotional adjustment, tension, etc., and ways houses can meet the needs of children."¹⁰ Every child should have an opportunity to take care of himself within his ability, to care for his possessions, to play with other children, and to have a share in the family's activities.

Prior to the Midcentury Conference some research in regard to the housing needs of children had been done at Cornell University and the State Colleges of Oregon, Kansas, and Pennsylvania.

Using data obtained from 55 families with preschool children in Ithaca, New York, Weisendanger,¹¹ in 1935, listed points considered by the families in the selection of furniture and equipment specifically for children. In general, the points were: safety, size, comfort, convenience, durability, attractiveness, ease of handling, and degree of usefulness. Of the families in the study, 62 per cent reported that they

⁹ Loc. cit.

¹⁰ Report of Post Conference for Home Economists Who Attended the White House Conference on Children and Youth. mimeo. p. 20.

¹¹ Delpha E. Weisendanger, Consideration of the Needs of Children in Selecting Household Furnishings as Determined by a Study of Fifty-five Families in Ithaca, New York. Master's thesis. (Ithaca, New York: Cornell University, 1935), 112 pp.

had been planning to have children at the time they bought their original furniture and equipment. Only 12 per cent of these families said that experience had pointed to a better basis of selection. One-third of the families who were not planning to have children when their original furniture was bought said that experience had pointed to a better basis of selection. Weisendanger concluded that:

All the families seemed to be consciously making an effort to provide their children with surroundings that would meet their needs. However, even in this group which was more fortunate than the average as far as financial, educational and social advantages are concerned, there were many indications that parents although interested in the best development of their children and anxious to provide for their developmental needs are frequently not aware of the children's real needs or how to meet them.¹²

Kammerer,¹³ 1935, from data obtained in 40 homes of professional families with preschool children in Corvallis, Oregon reported that the majority of the mothers allowed their children to play anywhere they wanted to, but in most cases the child played in a particular area, this being the living room for indoor play.

Children in eighty per cent of the families used the living room as either the main or occasional play space. Other parts of the house used as main play space are listed in the order of their popularity: the living room and the first floor bedroom used together; the first floor bedroom; the first floor study or den; the dining room; the basement; the second floor bedroom. When these were not used as the main play spaces, they were used as occasional play spaces.¹⁴

¹² Ibid., p. 102.

¹³ Esther Kammerer, Arrangements Needed for the Home Storage of Children's Play Material. Master's thesis. (Corvallis, Oregon: Oregon State College, 1935), 56 pp.

¹⁴ Ibid., p. 2.

Although the kitchen was never used as a main play space, the children in forty per cent of the families used it when engaging in such activities as blowing bubble pipes, sailing boats in water, playing with water and bottles, using water colors, or helping mother cook.¹⁵

Zimmer,¹⁶ 1946, after analyzing data from 37 cooperators who had a total of 54 preschool children, made some recommendations for housing arrangements in homes with preschool children. Some of the recommendations were: an eating place in the kitchen, a large kitchen so child can help, the child's bedroom in quiet area, downstairs bedrooms, bathroom and bedrooms opening off hall, bathroom large enough for mother and child, and play space for child near kitchen and living room. Detailed recommendations were made in relation to the structural features and to the furnishings of the home to provide for the safety of the preschool child.

Green,¹⁷ in 1947, after having observed that bathrooms in the past had been built to occupy the minimum space for the three fixtures, without regard to the convenience of the persons using the bathrooms, did some research to study the desirability of building bathrooms to serve additional purposes. She selected for this study the bathroom arrangements and storage requirements of young families with preschool children. Information was sought about the present bathroom and those the family would like to have, the present and preferred functions assigned to the bathroom, the space and storage for equipment and supplies needed to perform these functions,

¹⁵ Ibid., p. 7.

¹⁶ Helen Marie Zimmer, Housing Arrangements Affecting Home Management When Preschool Children Are Included. Master's thesis. (Corvallis, Oregon: Oregon State College, 1946), 91 pp.

¹⁷ Rogenia Green, Certain Storage Requirements for Families with Preschool Children. Master's thesis. (Manhattan, Kansas: Kansas State College, 1947), 128 pp.

and the differences in requirements of families living in the country and small cities.

To relieve congestion in the bathroom at times of conflict, the following were suggested: careful scheduling of time, extra fixtures, separate compartments for different fixtures, extra washroom or an extra basement shower, half bath or full bath.

Miss Green designed two bathrooms to meet the needs of the families interviewed. Provisions planned for the preschool child included: space and equipment for bathing, training and dressing. Self-help features suggested were: a rod or hook for the child's towel, mirror in which child could see himself, steps or stool to use at lavatory and toilet, a place to keep toothbrush and toothpaste, light switch within child's reach, hooks within child's reach for garments, storage space for towels and toys within child's reach.

Trotter,¹⁸ 1948, analyzed information from 30 Kansas families who had one preschool child in order to see what space was needed in the child's room for the child's play and play materials. Each of the 30 mothers preferred that her child sleep alone in a room of his own. All of the children played happily when the mother was not in sight; therefore, Mrs. Trotter felt that play space did not need to be within view of the mother. She recommended that the child's room be used.

Mrs. Trotter designed a room 11 x 12 feet with adequate storage for the child's clothing and bed linens in a closet and a chest, a chair for mother, a low table and chairs, blackboard or easel, and two sets of

¹⁸ Virginia Yapp Trotter, Space and Equipment Required for the Preschool Child's Room in a Professional Family Home. Master's thesis. (Manhattan, Kansas: Kansas State College, 1948), 139 pp.

shelves for the child's toys. The bed was placed so as to divide the dressing area and play area of the room. In the play area, some free floor space was left for active play. In one corner of the room, floor space and wall space were left for wheel toys and other large toys.

In a study of farm housing in Pennsylvania by Nolan and others,¹⁹ in 1950, 206 families with children of all ages indicated that they would like indoor play space for children; 42 per cent specified that they would like from 100 to 150 square feet. Sixty-three per cent of the families preferred to have the play space on the first floor and 20 per cent in the basement. Other locations mentioned were: second floor, attic, recreation room, sewing room, and sun room.

Reibel,²⁰ 1950, interviewed 188 farm families with children of all ages in Pennsylvania, 71 of the families stated that the children played all over the house while 106 of the families who answered were more specific. Locations mentioned most frequently were: kitchen, living room, dining room, playroom and basement. Bedroom, den, sewing room, and empty room were each named once.

Of recent years research in the housing needs of children has been conducted in each of the four regions (most of the studies being contributions to the regional space requirements study). The states other than

¹⁹ Francena L. Nolan, Ruth R. Honey, and Gladys Wasmuth, Family Housing on Owner-Operated Farms in Pennsylvania. Agricultural Experiment Station Bulletin, No. 534. (State College, Pennsylvania: Agricultural Experiment Station, Pennsylvania State College, November, 1950), p. 30.

²⁰ Laura Jeanne Riebel, A Study of Some Ways Children's Activities and Attitudes Affect Housing Requirements of Families on 188 Owner-Operator Farms in Pennsylvania. Master's thesis. (State College, Pennsylvania: Pennsylvania State College, 1950), p. 14.

North Carolina studying the housing needs of children are Maine, Arizona, Rhode Island, and Kansas.²¹

In the study in Maine by Monroe,²² 1950, the activities of preschool children and the location for the activities were reported. The kitchen was used for various activities: dressing the preschool child, bathing very young children, washing face and hands, combing hair, drying wet garments, and much of the wintertime playing including tricycle riding. The living room and dining room were used for the children's play activities in a fourth to less than half the homes. Playing in their bedrooms was done by only a few of the children. Of the families who had first floor bathrooms, about a third of the children dressed there. The preferences expressed were:

About half of the mothers of preschool children wanted a playroom, a fourth of the mothers of preschool children would have them play in their bedrooms. The majority would use the basement or porch for children's vigorous play during bad weather. Nearly half of the mothers of young children said they would dress them in the first-floor bedroom.²³

Edwards,²⁴ in 1951, on the basis of data from 263 town families with preschool children in the Piedmont Area of North Carolina, reported that the bedroom was the location used in 64 to 90 per cent of the families for most of the child's dressing activities which did not require

²¹ The Kansas study by Agan and Barnes is in manuscript.

²² Merna M. Monroe, "Working and Storage Space Needed in Rural Homes," Sixty-Sixth Annual Report of Progress Year Ending June 30, 1950. (Orono, Maine: Maine Agricultural Experiment Station, University of Maine, 1950), p. 36.

²³ Ibid., pp. 36-37.

²⁴ Louise Edwards, A Study of Two Kinds of Activities of Preschool Children - Dressing Activities and Play Activities Affected by the Home-maker's Activities. Master's thesis. (Greensboro, North Carolina: Woman's College, University of North Carolina, 1951), 84 pp.

the use of water. The bathroom was the most frequent location for the dressing activities requiring the use of water. For putting soiled clothes in the laundry the bathroom was used by about 40 per cent of the families, and the bedroom by one-third.

Location was the major factor affecting the satisfaction with the dressing activities which required water, the bathroom of course being the most satisfactory location. For using the toilet, the bedroom was the next most satisfactory and outdoors the least. For shampooing hair and bathing, the kitchen was the least satisfactory location.²⁵

The bathroom was also the most satisfactory location for brushing and combing hair and for putting soiled clothes in the laundry; the bedroom was the most satisfactory location for putting away and getting out clothing.

Bathrooms were found in two-thirds of the homes. Of the families having a bathroom but using other locations at least part of the year, more were satisfied with locations other than the bathroom for washing face and hands and for using toilet than for the other dressing activities requiring water. Of the families having no bathroom and therefore using other locations, more were satisfied with these locations for washing feet, bathing, and brushing teeth than for other activities requiring water.²⁶

Edwards also points out in her study that there was a need for space for the preschool child in the homemaker's work and leisure areas.

The preschool child was with the homemaker as she worked in about one-half to three-fourths of the families, and with the mother when she was at leisure in about three-fifths to four-fifths of the families. In many cases the preschool child's activity was related to the homemaker's or mother's activity, but more often he was playing with his own regular play equipment. Therefore, in fifty to eighty per cent of the homes, there was need for space for the preschool child in homemaker's

²⁵ Ibid., p. 81.

²⁶ Ibid., p. 82.

work and the mother's leisure centers. In more than half of these homes there was need for space for both the preschool child and his play equipment.²⁷

In Arizona, Johnson,²⁸ 1952, interviewed 116 farm families with preschool children under five to determine where the children played, what play materials they had, and where these were stored. According to the study:

Storage in the child's bedroom was reported by about three-fourths of the families; in the living room by slightly less than one-half of the families, in an enclosed porch or utility room and in the kitchen by about a fourth of the families.

To provide storage for play materials where these families would like to have it, units were planned for the kitchen and living room (which could also be used in the utility room or porch), for the child's bedroom, and for the bathroom.²⁹

Although the bulletin on the Rhode Island study by Kuschke, Smith, and Grady is in preparation, according to a preview,³⁰ the following are the locations for the leisure activities of children of all ages:

Room	Per cent of families who have room	Per cent of children who use room for leisure
Kitchens	100	83
Bedrooms	100	80
Living rooms	96	93
Dining rooms	46	41
Den or study	24	17
Recreation rooms	16	11

²⁷ Loc. cit.

²⁸ B. Eleanor Johnson, Indoor Play Areas for the Preschool Child. Agricultural Experiment Station Technical Bulletin, No. 126. (Tucson, Arizona: University of Arizona, March, 1952), 26 pp.

²⁹ Ibid., p. 183.

³⁰ Research. (Kingston, Rhode Island: Agricultural Experiment Station, Summer, 1952), p. 9.

The need for further research on a regional basis is indicated by the fact that in the Bureau of Human Nutrition and Home Economics comparative study,³¹ the following preferences were noted among others:

<u>Region</u>	<u>Structural features wanted</u>
Northeast	More than one story, basement, attic, two porches, and fireplace
Southern	One story, two porches, and fireplace
North Central	One story, basement, one or two porches
Western	One story, basement, two porches

Considerable research has been devoted to the effect of permissiveness on the child's personality development. Blood,³² 1952, in a study at Chapel Hill, North Carolina by-passed the usual interest in what happens to the child, and studied the effect of permissive child-rearing on the rest of the family and their possessions. He concluded that:

The most permissive parents were those who not only held a developmental ideology about children but also found themselves in a situation characterized by young children and invulnerable furniture.³³

Permissive handling of children drastically affects the lives of parents. Peace and quiet, spotless homes, and obedient children - these were sacrificed by permissive parents in pursuing their methods of child rearing, and conversely, were gained by restrictive parents by strict control of their children.³⁴

³¹ Housing Needs and Preferences of Farm Families. United States Department of Agriculture, Bureau of Human Nutrition and Home Economics in Cooperation with State Agricultural Experiment Stations. (Washington, D. C.: United States Government Printing Office, December, 1952), p. 7.

³² Robert O. Blood, Jr., "A Situational Approach to the Study of Permissiveness in Child-Rearing," American Sociological Review, 18: 84-87, February, 1953.

³³ Ibid., p. 86.

³⁴ Ibid., p. 87.

A practical conclusion is stated by Mrs. Kell. "Homes should not be centered entirely around children, nor entirely around adults. There is a happy medium."³⁵

³⁵ Leone Kell, Guiding Young Children in the Home. Kansas State College Bulletin, Vol. 31, No. 4. (Manhattan, Kansas: Kansas State College, October 1, 1947), p. 26.

CHAPTER III

THE HOUSES

In this chapter the houses are described in terms of the family use of rooms. Number of social rooms is tested as a criterion of the livability of the house. Since it seems to be a good criterion, the major functional areas are described for each of the three types of houses - no social room, one social room, and two or more social rooms.

The House and Family Use of Rooms

In describing the houses, attention has been focused upon the number of persons to be housed, the number of rooms, the number of floors, the use of rooms, and the satisfaction with the rooms. The major functional areas within the house are also described.

Size of House

The white families had larger houses and smaller households than the negro families. Of the white families 55 per cent had five rooms or more; almost 60 per cent of the negro families had less than five rooms (Table I). About two-thirds of the white families had less than six members living at home; about two-thirds of the negro families had six or more members living at home.

There was, of course, less congestion in the homes of the white families. In the homes with two to four rooms, 70 per cent of the white families but only 40 per cent of the negro families housed three to five persons. In the houses with five to 13 rooms, only about one-fourth of the white families housed seven to 13 persons, but about two-thirds of the negro families housed seven to 16 persons.

TABLE I

NUMBER OF ROOMS IN HOUSE AND NUMBER OF PERSONS HOUSED ACCORDING TO RACE
(450 rural families with preschool children living in the Piedmont Area of North Carolina, Summer, 1951).

Race	Number of rooms in house	Number of persons housed														All families
		3	4	5	6	7	8	9	10	11	12	13	14	15	16	
		Number of families														
White	Two	2	4	2	0	0	0	0	0	0	0	0	0	0	0	8
	Three	8	15	8	4	2	3	2	0	2	0	0	0	0	0	44
	Four	17	25	18	11	6	7	2	1	2	0	1	0	0	0	90
	Five	14	26	27	3	6	2	2	3	1	0	0	0	0	0	84
	Six	2	12	8	8	7	5	1	3	1	1	0	0	0	0	48
	Seven	1	7	2	5	3	2	1	0	0	0	0	0	1	0	22
	Eight	1	0	4	4	3	0	1	0	0	0	0	0	0	0	13
	Nine	2	0	3	1	0	1	1	0	0	0	0	0	0	0	8
	Ten	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1
	Thirteen	0	0	0	0	0	1	0	0	0	0	0	0	0	0	1
	All houses	47	90	72	36	27	21	10	7	6	1	1	0	1	0	319
Negro	Two	3	3	3	0	1	0	0	0	0	0	0	0	0	0	10
	Three	0	4	6	6	3	2	4	0	0	0	0	0	0	0	25
	Four	3	4	3	9	6	4	4	0	3	2	0	0	0	0	38
	Five	1	2	5	6	5	4	3	3	1	1	1	0	0	1	33
	Six	1	1	1	0	3	3	1	2	2	1	0	0	1	0	16
	Seven	0	0	0	0	0	0	2	0	0	1	0	0	0	0	3
	Eight	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1
	Nine	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Ten	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1
	Thirteen	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	All houses	9	14	18	21	18	13	14	5	6	5	1	1	1	1	127

TABLE I

NUMBER OF ROOMS IN HOUSE AND NUMBER OF PERSONS HOUSED ACCORDING TO RACE
(450 rural families with preschool children living in the Piedmont Area of North Carolina, Summer, 1951).

Race	Number of rooms in house	Number of persons housed														All families
		3	4	5	6	7	8	9	10	11	12	13	14	15	16	
		Number of families														
White	Two	2	4	2	0	0	0	0	0	0	0	0	0	0	0	8
	Three	8	15	8	4	2	3	2	0	2	0	0	0	0	0	44
	Four	17	25	18	11	6	7	2	1	2	0	1	0	0	0	90
	Five	14	26	27	3	6	2	2	3	1	0	0	0	0	0	84
	Six	2	12	8	8	7	5	1	3	1	1	0	0	0	0	48
	Seven	1	7	2	5	3	2	1	0	0	0	0	0	1	0	22
	Eight	1	0	4	4	3	0	1	0	0	0	0	0	0	0	13
	Nine	2	0	3	1	0	1	1	0	0	0	0	0	0	0	8
	Ten	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1
	Thirteen	0	0	0	0	0	1	0	0	0	0	0	0	0	0	1
	All houses	47	90	72	36	27	21	10	7	6	1	1	0	1	0	319
Negro	Two	3	3	3	0	1	0	0	0	0	0	0	0	0	0	10
	Three	0	4	6	6	3	2	4	0	0	0	0	0	0	0	25
	Four	3	4	3	9	6	4	4	0	3	2	0	0	0	0	38
	Five	1	2	5	6	5	4	3	3	1	1	1	0	0	1	33
	Six	1	1	1	0	3	3	1	2	2	1	0	0	1	0	16
	Seven	0	0	0	0	0	0	2	0	0	1	0	0	0	0	3
	Eight	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1
	Nine	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Ten	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1
	Thirteen	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	All houses	9	14	18	21	18	13	14	5	6	5	1	1	1	1	127

About 70 per cent of the houses of both white and negro families were one-story houses (Table II). More than 40 per cent were two, three, or four room houses on one floor; only seven per cent were three or four room houses on two floors. Thirty per cent were five to seven room houses on one floor; about 20 per cent were five to 10 room houses on two floors.

Standard Names for Rooms

Families use various names for rooms used for the same purposes, such as living room and sitting room, parlor and front room, and utility room and work room. Also when rooms are used for more than one purpose, the name the family uses does not always indicate the major purpose. Therefore, standard names for rooms were assigned. The major functions from which rooms take names are food preparation, sleeping, eating, and "living" - that is, sitting with the family, relaxing, playing and entertaining callers. The schedule provided a place for the family to indicate the rooms used for eating, sleeping, and "living," when the family was alone and when the family was entertaining company. The enumerator assigned standard names to the rooms according to their use (page 22).

Rooms with food preparation as the major function were, of course, the kitchen and kitchen with an eating area. Kitchens with an eating area included kitchen-dining room, kitchen with dining alcove, and kitchen-dining-living room.

Rooms with sleeping as the major function included the bedroom, guest bedroom, and bedroom-social room. The latter were included here because the writer felt that in these multiple purpose rooms more space was used for bedroom furniture and more time was involved in sleeping than in social activities. Also the double bed interfered more with social activities than the chairs, tables, and the like interfered with sleeping.

TABLE II

NUMBER OF ROOMS IN HOUSE AND NUMBER OF FLOORS ACCORDING TO RACE

(450 rural families with preschool children living in the Piedmont Area of North Carolina, Summer, 1951).

Race	Number of rooms in house	Number of families			Per cent of families		
		One floor	Two floors	All houses	One floor	Two floors	All houses
White	Two	8	0	8	3	0	3
	Three	36	8	44	11	3	14
	Four	84	6	90	26	2	28
	Five	68	16	84	21	5	26
	Six	35	13	48	11	4	15
	Seven	4	18	22	1	6	7
	Eight	2	11	13	1	3	4
	Nine	1	7	8	0*	3	3
	Ten	0	1	1	0	0*	0*
	Thirteen	0	1	1	0	0*	0*
	All houses	238	81	319	74	26	100
Negro	Two	10	0	10	8	0	8
	Three	15	10	25	12	8	20
	Four	32	6	38	25	5	30
	Five	17	16	33	13	13	26
	Six	8	8	16	6	6	12
	Seven	1	2	3	1	1	2
	Eight	0	1	1	0	1	1
	Nine	0	0	0	0	0	0
	Ten	0	1	1	0	1	1
	Thirteen	0	0	0	0	0	0
	All houses	83	44	127	65	35	100

* Less than 0.5 per cent.

STANDARD NAMES FOR ROOMS ACCORDING TO USE

Standard names	Areas within the house		
	Eating meals	Sleeping Family Company	"Living"

Rooms with food preparation as major function

Kitchen without eating area			
Kitchen with eating area			
Kitchen-dining room	X		
Kitchen with dining alcove	X		
Kitchen-dining-living room	X		X

Rooms with sleeping as major function

Bedroom - any room used regularly for sleeping and not also as a family social room	X		
Guest bedroom used only for guests		X	
Bedroom-social room			
Bedroom-living room	X		X
Bedroom-parlor	X		X
Bedroom-dining room	X	X	

Rooms with social activities as major function

"Living"			
Living room - used as everyday family living center; may also be used to entertain callers			X
Parlor - used only for entertaining callers or on special occasions			X
Den - small cozy room used for hobbies and other untidy activities			X
Playroom - used for child's play, but not for sleeping or any other major purpose ¹			X
Living room with eating area			
Living room-dining room	X		X
Living room with dining alcove	X		X
"Living" room-guest bedroom			
Living room-guest bedroom		X	X
Parlor-guest bedroom		X	X
Den-guest bedroom		X	X
Eating			
Dining room	X		
Breakfast room	X		
Dining room-guest bedroom	X	X	

¹ Includes play area in attic.

These bedroom-social rooms used for sleeping by family members were distinguished from "living" room-guest bedrooms used for overnight guests, which were classified as social rooms.

Rooms with social activities as the major function were divided into two classifications: "living" and eating. The rooms classified under "living" included rooms used purely for living - living room, parlor, den, playroom - and rooms used for living and eating, and living and company sleeping. Rooms for which the major function was eating included the dining room, breakfast room, and dining room-guest bedroom.

The family sleeping area by definition included all rooms in which family members slept. The company sleeping area included rooms with "living" or eating as the major function as well as the guest bedroom. The eating and "living" areas of the house included rooms with food preparation, sleeping, as well as social activities as the major functions.

Satisfaction with Rooms

The degree of satisfaction² with most of the rooms of the house was high. All of the following rooms were satisfactory to the families who had them, but there were very few such rooms:

	Number of rooms
Kitchen-dining-living room	13
Kitchen with dining alcove	11
Den	9
Living room with dining alcove	2
Breakfast room	2
Den-guest bedroom	1

² The question was, "How satisfactory is the room for its purpose?" Perhaps if the question had been asked differently, the reaction would have been different. According to the writer's observations, owners tended to be more satisfied; tenants tended to be critical.

Seventy to 80 per cent of the following rooms were satisfactory to the large number of families who had them:

	Number of rooms	Per cent of rooms satisfactory
Bedroom	661	77
Kitchen-dining room	373	71
Bedroom-living room	237	70

Having an eating area in the kitchen is a multiple use of space practiced by farm families all over the country. The bedroom-social room is an accepted multiple use of space in the South.

Seventy to 90 per cent of the following rooms were satisfactory to the families who had them:

	Number of rooms	Per cent of rooms satisfactory
Living room	144	82
Storage room	138	72
Guest bedroom	120	85
Dining room	110	75
Parlor	79	85
Living room-guest bedroom	57	75
Kitchen	53	74
Parlor-guest bedroom	35	83
Bedroom-parlor	14	71
Living room-dining room	11	73
Playroom	10	90

The following rooms were satisfactory to less than half the families who had them:

	Number of rooms	Per cent of rooms satisfactory
Unfinished room	20	20
Unfurnished room	16	44
Unused room	15	7
Bedroom-dining room	3	33
Dining room-guest bedroom	2	50

The least satisfactory combination of activities in one room was that of sleeping and eating. Fortunately only five families had such a combination.

Areas Within The House

Sleeping area. Family sleeping involved on the average two rooms: 661 bedrooms, and 254 bedroom-social rooms. Half of the families had two rooms for family sleeping: about an equal portion of them had one bedroom and one bedroom-social room and two bedrooms and no bedroom-social rooms (Table III). One-fourth had only one room for family sleeping, either a bedroom or bedroom-social room. About one-fourth had three to five family sleeping rooms, the majority of which were bedrooms.

Guest bedrooms were found in about a fourth of the homes and social room-guest bedrooms in about one-fifth. Of the 53 families who had one bedroom-social room and no bedrooms, as many as 40 per cent had a guest bedroom and about one-eighth had a social room-guest bedroom (Table IV). Of the families who had two to four bedrooms and no bedroom-social rooms, a relatively high proportion also had guest bedrooms and social room-guest bedrooms.

Eating area. Most of the farm families in this study had a kitchen with an eating area. Of the 396 families whose major eating area was the kitchen with an eating area or breakfast room, 370 had a kitchen-dining room; only 65 had a dining room as a supplementary eating area and nine had other supplementary eating areas (Table V). Of the 45 families who had a dining room as a major eating area, three had a kitchen-dining room as the supplementary eating area. Of the nine families who had combinations of eating with living or sleeping, none had a supplementary eating area.

Living area. About half of the 450 families had as their major living area a bedroom-living room (Table VI). Of these families one-third had a supplementary living area: 66 had a parlor or parlor-guest bedroom,

TABLE III

FAMILY SLEEPING AREAS

(450 rural families with preschool children living in the Piedmont Area of North Carolina, Summer, 1951).

Number of bed-rooms	Number and per cent of families	Number of bedroom-social rooms		
		None	One	Two or more
		Number of families		
None	59	—	53	6
One	180	64	112	4
Two	157	105	46	6
Three	50	40	10	0
Four	3	3	0	0
Five	1	0	1	0
All houses	450	212	222	16
		Per cent of families		
None	13	—	12	1
One	40	14	25	1
Two	35	23	10	2
Three	11	9	2	0
Four	1	1	0	0
Five	0*	0	0*	0
All houses	100	47	49	4

* Less than 0.5 per cent.

TABLE IV

GUEST SLEEPING AREAS ACCORDING TO FAMILY SLEEPING AREAS

(450 rural families with preschool children living in the Piedmont Area of North Carolina, Summer, 1951).

Number of bed- rooms	Number of bedroom-social rooms								
	None			One			Two or more		
	Guest sleeping area			Guest sleeping area			Guest sleeping area		
	None	One or more guest bed- rooms	Social room- guest bed- room	None	One or more guest bed- rooms	Social room- guest bed- room	None	One or more guest bed- rooms	Social room- guest bed- room
	Number of families								
None	--	-- ^c	-- ^a	26	20 ^a	7 ^a	5	1 ^b	0
One	18	24 ^c	22 ^a	78	24 ^d	10	4	0	0
Two	47	26 ^e	32	27	8 ^f	11	6	0	
Three	25	4 ^g	11	8	0	2			
Four	1	2	0						
Five				0	1	0			
All houses	91	56	65	139	53	30	15	1	0
	Per cent of families								
None	--	--	--	49	38	13	83	17	0
One	18	38	34	70	21	9	100	0	0
Two	45	25	30	59	17	24	100	0	
Three	63	10	27	80	0	20			
Four	33	67	0						
Five				0	100	0			
All houses	43	26	31	62	24	14	94	6	0

- a. One of these families had both a guest bedroom and a social room-guest bedroom.
- b. This family had two guest bedrooms.
- c. Three of these families had two guest bedrooms; one family also had a social room-guest bedroom.
- d. Two of these families had two guest bedrooms.
- e. Three of these families had two guest bedrooms.
- f. One of these families had two guest bedrooms.
- g. One of these families had three guest bedrooms.

TABLE V
EATING AREAS

(450 rural families with preschool children living in the Piedmont Area of North Carolina, Summer, 1951).

Major eating areas	Number and per cent of families	Supplementary eating areas						
		Dining room	Living room- dining room	Kitchen- dining room	Dining room- guest bed- room	Living room with dining alcove	Bedroom- dining room	None
		Number of families						
Kitchen with eating area								
Kitchen-dining room	370 ^a	61	5	0	2	1	1	300
Kitchen-dining-living room	13	1	0	0	0	0	0	12
Kitchen with dining alcove	11	1	0	0	0	0	0	10
Breakfast room	2	2	0	0	0	0	0	0
Dining room	45 ^b	0	0	3	0	0	0	42
Living room with eating area								
Living room-dining room	6	0	0	0	0	0	0	6
Living room with dining alcove	1	0	0	0	0	0	0	1
Bedroom-dining room	2	0	0	0	0	0	0	2
All houses	450	65	5	3	2	1	1	373
		Per cent of families						
Kitchen with eating area								
Kitchen-dining room	82	14	1	0	0*	0*	0*	67
Kitchen-dining-living room	3	0*	0	0	0	0	0	3
Kitchen with dining alcove	3	0*	0	0	0	0	0	3
Breakfast room	0*	0*	0	0	0	0	0	0
Dining room	10	0	0	1	0	0	0	9
Living room with eating area								
Living room-dining room	2	0	0	0	0	0	0	2
Living room with dining alcove	0*	0	0	0	0	0	0	0*
Bedroom-dining room	0*	0	0	0	0	0	0	0*
All houses	100	14	1	1	0*	0*	0*	84

a. Twelve of these families ate family meals in kitchen-dining room in winter, one of them ate in the kitchen-dining room in summer, two of them ate some family meals in dining room and some in kitchen-dining room.

b. Three of these families ate some family meals in the dining room and some in kitchen-dining room.

* Less than 0.5 per cent.

TABLE VI

LIVING AREAS

(450 rural families with preschool children living in the Piedmont Area of North Carolina, Summer, 1951).

Major living areas	Number and per cent of families	Supplementary living areas								
		None	Parlor	Parlor-guest bedroom	Living room-guest bedroom	Bedroom-parlor	Bedroom-living room	Play-room	Den	Kitchen-dining-living room
		Number of families								
Bedroom-living room	221 ^a	143	44	22	0	11	—	3	0	1
Living room	143 ^b	112	14	6	1	0	4	4	3	0
Living room-guest bedroom or den-guest bedroom	57	44	6	0	—	0	4	2	0	1
Living room with eating area	13 ^b	1	8	2	0	0	3	0	0	0
Kitchen-dining-living room	11 ^b	0	4	4	0	3	0	1	0	—
Den	5 ^b	0	3	1	0	0	2	0	—	0
All houses	450	300	79	35	1	14	13	10	3	2
		Per cent of families								
Bedroom-living room	49	32	10	5	0	2	—	1	0	0*
Living room	32	25	3	2	0*	0	1	1	1	0
Living room-guest bedroom or den-guest bedroom	13	10	1	0	—	0	1	0*	0	0*
Living room with eating area	3	0*	2	0*	0	0	1	0	0	0
Kitchen-dining-living room	2	0	1	1	0	1	0	0*	0	—
Den	1	0	1	0*	0	0	0*	0	—	0
All houses	100	67	18	8	0*	3	3	2	1	0*

a. Three of these families had two supplementary living areas.

b. One of these families had two supplementary living areas.

* Less than 0.5 per cent.

11 had a bedroom-parlor, three had a playroom, and one had a kitchen-dining-living room. About half of the families had a "living" room³ as the major living area; of these families about 30 per cent had a supplementary living area. Only two per cent of the families had a kitchen-dining-living room as the major living area.

Thirteen families used the "kitchen" for living as well as eating: 11 as the major and two as a supplementary living area. Apparently it was the desire to keep one room looking nice rather than lack of space or heat which led to the triple use of the "kitchen" by most of these families (Appendix table A).

Supplementary areas. Only 16 per cent of the families had a bathroom and running water and/or drain at the sink (Table VII). Twenty per cent had no bathroom but had running water and/or drain at the sink. No one had a pump at the kitchen sink. About 65 per cent had no bathroom and carried water and waste.

All of the families had yards, and most of them had porches (Page 32). Halls were found in about 35 per cent of the homes and pantries in about 30 per cent. Garages, attics, basements, utility rooms, and terraces were found in less than one-fourth of the homes.

There were storage pantries in 30 per cent of the homes and storage rooms in one-fifth of the homes; some families had both (Table VIII). However, about 60 per cent of the families had neither storage pantry nor storage room.

³ Includes living room, den, living room-or den-guest bedroom, or living room with an eating area.

TABLE VII

POSSESSION OF BATHROOM AND WATER FACILITIES IN KITCHEN

(450 rural families with preschool children living in the Piedmont Area of North Carolina, Summer, 1951.)

Possession of bathroom	Water facilities in kitchen		
	Carry water and waste	Have running water and/or drain at sink	All types
	Number of families		
Have no bathroom	285	91	376
Have one or more bathrooms	2	72	74
All houses	287	163	450
	Per cent of families		
Have no bathroom	64	20	84
Have one or more bathrooms	0*	16	16
All houses	64	36	100

* Less than 0.5 per cent.

NUMBER OF SUPPLEMENTARY AREAS, PER CENT OF FAMILIES HAVING THEM,
AND PER CENT OF SUPPLEMENTARY AREAS IN WHICH THE CHILD
PLAYS AND/OR STORES POSSESSIONS

Supplementary areas	Number of supplementary areas	Per cent of families having supplementary areas	Per cent of supplementary areas in which the child plays and/or stores possessions
Porch	744	90	94
Front	355	79	95
Back	261	58	93
Side	128	27	95
Yard	450	100	100
Hall	192	36	66
Center	72	15	56
Through	68	14	69
Front	35	7	83
Back	15	3	53
Side	2	0*	100
Pantry	132	29	12
Storage	128	28	12
Work	4	1	25
Garage	103	23	35
Attic	93	21	10
Bathroom	80	16	56
Basement	79	18	24
Utility room	15	3	40
Terrace	6	1	100

* Less than 0.5 per cent.

TABLE VIII

STORAGE AREAS

(450 rural families with preschool children living in the Piedmont Area of North Carolina, Summer, 1951).

Type of storage room	Number of families	Per cent of families
One or more storage rooms	96*	21
One or more storage pantries	127*	28
No storage room or pantry	261	58

* Thirty-four families have one or more storage rooms and also a storage pantry.

Number of Social Rooms as a Criterion of the Livability of the House

From her observations in the homes the writer thought that number of social rooms - those used for "living" and eating - would be a good measure of the livability of the house. In homes where there were few rooms, the social aspects of family living were given second place: the eating area was usually in the kitchen and the living area was usually in the parent's bedroom. Therefore, it seemed that possession of one or more social rooms by a family probably indicated that there was an adequate number of other rooms for the primary activities - food preparation and sleeping, plus space for other conveniences and comforts.

Number of social rooms did prove to be a good measure of the type of house. Families who had more social rooms also had more of the following: rooms in the house, eating rooms rather than eating areas in the kitchen, "living" rooms, heated rooms, bathrooms, kitchens with water facilities, supplementary areas, rooms and supplementary areas in which the child played, and had more rooms satisfactory for the purpose - all factors which contribute to the livability of a house (Table IX).

Thirty per cent of the families, more negro than white, had no social room (Table X). About 40 per cent had one social room. About 30 per cent, more white than negro, had two or more social rooms.

Major Functional Areas Within the House According to Number of Social Rooms

In order to get a clear picture of the livability of houses in which there are no social room, one social room, or two or more social rooms, the major functional areas within the house - eating, sleeping, living - and water facilities in the work and grooming area have been related to the number of social rooms.

TABLE IX

DESCRIPTION OF HOUSE ACCORDING TO NUMBER OF SOCIAL ROOMS
(450 rural families with preschool children living in the Piedmont Area
of North Carolina, Summer, 1951).

Description of house	Number of social rooms		
	None	One	Two or more
	Average number		
Rooms in house	3.6	4.6	6.1
Kitchens with eating area	1.0	.9	.7
Eating rooms	--	.1	.7
"Living" rooms	--	.9	1.4
Sleeping rooms	2.2	2.2	2.6
Heated rooms	2.2	2.8	4.1
Bathrooms	0*	.1	.4
Kitchens with water facilities	.1	.3	.7
Supplementary areas	3.0	4.1	5.6
Child plays and/or stores possessions			
Rooms (plays)	2.6	3.3	3.9
Supplementary areas	2.5	3.0	4.0
Rooms satisfactory for purpose	2.3	3.6	4.8

* Less than .05

TABLE X

NUMBER OF SOCIAL ROOMS ACCORDING TO RACE
(450 rural families with preschool children living in the Piedmont Area
of North Carolina, Summer, 1951).

Number of social rooms	Number of families			Per cent of families		
	White	Negro	All families	White	Negro	All families
None	74	61	135	23	48	30
One	134	47	181	42	37	41
Two	101	17	118	32	13	26
Three	6	2	8	2	2	2
Four	4	0	4	1	0	1
All houses	319	127	446 ^a	100	100	100

a. For four families, race was not stated.

Sleeping Areas

As one would expect, houses with more social rooms had more bedrooms and fewer bedroom-social rooms. Of the 65 families who had no social room and one bedroom, 62 had only one bedroom-social room (Table XI). Of the 81 families who had one social room and one bedroom, 40 had no bedroom-social room and 40 had one bedroom-social room. Of the 58 families who had two or more social rooms and two bedrooms, only 11 had a bedroom-social room.

The surprising thing is that some families who use one multiple purpose room for the family's living and sleeping, have guest bedrooms. Of the 122 families who had no social room and one bedroom-social room 19 per cent had a guest bedroom (Table XII).

As one would expect many of the families who had enough rooms to have separate rooms for social purposes and family sleeping could also take care of guests overnight. Of the 100 families who had two or more social rooms and no bedroom-social room, 33 per cent had one or more guest bedrooms and 27 per cent had a social room-guest bedroom.

Eating Areas

For all but two families who had no social rooms, the kitchen with eating area was the only place to eat (Table XIII). For the families who had one social room, eating in the kitchen with eating area was the most common practice (94 per cent), but 14 families had a supplementary eating area, and 11 families had as their only eating area a dining room, living room with eating area, or bedroom-dining room. Of the families who had two or more social rooms 68 per cent ate in the kitchen with eating area or breakfast room; 59 of these families had a supplementary area.

TABLE XI

FAMILY SLEEPING AREAS ACCORDING TO NUMBER OF SOCIAL ROOMS

(450 rural families with preschool children living in the Piedmont Area of North Carolina, Summer, 1951).

Number of social rooms	Number of bedrooms	Number and per cent of families	Number of bedroom-social rooms		
			None	One	Two or more
Number of families					
None	None	38	--	34	4
	One	65	0	62	3
	Two	29	0	23	6
	Three	3	0	3	0
	All houses	135	0	122	13
One	None	15	--	13	2
	One	81	40	40	1
	Two	70	58	12	0
	Three	17	13	4	0
	Four	1	1	0	0
All houses	184	112	69	3	
Two or more	None	6	--	6	0
	One	34	24	10	0
	Two	58	47	11	0
	Three	30	27	3	0
	Four	2	2	0	0
	Five	1	0	1	0
All houses	131	100	31	0	
Per cent of families					
None	None	28	--	25	3
	One	48	0	46	2
	Two	22	0	17	5
	Three	2	0	2	0
	All houses	100	0	90	10
One	None	8	--	7	1
	One	44	22	22	0*
	Two	38	31	7	0
	Three	9	7	2	0
	Four	1	1	0	0
All houses	100	61	38	1	
Two or more	None	5	--	5	0
	One	26	18	8	0
	Two	44	36	8	0
	Three	23	21	2	0
	Four	1	1	0	0
	Five	1	0	1	0
All houses	100	76	24	0	

* Less than 0.5 per cent.

TABLE XII

GUEST SLEEPING AREAS ACCORDING TO NUMBER OF SOCIAL ROOMS AND FAMILY SLEEPING AREAS
(450 rural families with preschool children living in the Piedmont Area of North Carolina, Summer, 1951).

Number of social rooms	Number of bedrooms	Number of bedroom-social rooms								
		None			One			Two or more		
		Guest sleeping area			Guest sleeping area			Guest sleeping area		
		None	One or more guest bedrooms	Social room-guest bedroom	None	One or more guest bedrooms	Social room-guest bedroom	None	One or more guest bedrooms	Social room-guest bedroom
Number of families										
None	None	--	--	--	25	9	--	4	0	--
	One			--	52	10	--	3	0	--
	Two			--	19	4	--	6	0	--
	Three			--	3	0	--	0		--
	All houses			--	99	23	--	13	0	--
One	None	--	--	--	2	7	4	1	1 ^a	0
	One	15	10	15	23	10 ^b	7	1	0	0
	Two	28	12 ^b	18	3	2 ^b	7			
	Three	8	0	5	3	0	1			
	Four	0	1	0						
	All houses	51	23	38	31	19	19	2	1	0
Two or more	None	--	--	--	0	4 ^c	3 ^c			
	One	4	14 ^d	7 ^c	3	4 ^b	3			
	Two	19	14 ^e	14	5	2	4			
	Three	17	4	6	2	0	1			
	Four	1	1	0						
	Five				0	1	0			
	All houses	40	33	27	10	11	11			

a. This family had two guest bedrooms.

b. One of these families had two guest bedrooms.

c. One of these families had both a guest bedroom and a social room-guest bedroom.

d. Three of these families had two guest bedrooms; one family also had a social room-guest bedroom.

e. Two of these families had two guest bedrooms.

TABLE XII (Continued)

Number of social rooms	Number of bedrooms	Number of bedroom-social rooms								
		None			One			Two or more		
		Guest sleeping area			Guest sleeping area			Guest sleeping area		
		None	One or more guest bedrooms	Social room-guest bedroom	None	One or more guest bedrooms	Social room-guest bedroom	None	One or more guest bedrooms	Social room-guest bedroom
					Per cent of families					
None	None	--	--	--	74	26	--	100	0	--
	One			--	84	16	--	100	0	--
	Two			--	83	17	--	100	0	--
	Three			--	100	0	--			--
	All houses			--	81	19	--	100	0	--
One	None	--	--	--	15	54	31	50	50	0
	One	37	25	38	58	25	17	100	0	0
	Two	48	21	31	25	17	58			
	Three	62	0	38	75	0	25			
	Four	0	100	0						
	All houses	45	21	34	44	28	28	67	33	0
Two or more	None	--	--	--	0	67	50			
	One	17	58	29	30	40	30			
	Two	40	30	30	46	18	36			
	Three	63	15	22	67	0	33			
	Four	50	50	0						
	Five					100	0			
	All houses	41	33	27	32	35	35			

TABLE XIII
EATING AREAS ACCORDING TO NUMBER OF SOCIAL ROOMS
(450 rural families with preschool children living in the Piedmont Area
of North Carolina, Summer, 1951).

Number of social rooms	Major eating areas	Num- ber and per- cent of fami- lies	Supplementary eating areas				
			Dining room or dining room- guest bedroom	Liv- ing room with eat- ing area	Kit- chen- din- ing room	Bed- room din- ing room	None
Number of families							
None	Kitchen with eating area	134	--	--	--	1	133
	Bedroom-dining room	1	--	--	0	--	1
	All houses	135	--	--	--	1	134
One	Kitchen with eating area	173	12	2	--	0	159
	Dining room	9	--	0	0	0	9
	Living room with eating area	1	0	--	0	0	1
	Bedroom-dining room	1	0	0	0	--	1
	All houses	184	12	2	0	0	170
Two or more	Kitchen with eating area	87	53	4	--	0	30
	Breakfast room	2	2	0	0	0	0
	Dining room	36	--	0	3	0	33
	Living room with eating area	6	0	--	0	0	6
	All houses	131	55	4	3	0	69
Per cent of families							
None	Kitchen with eating area	99	--	--	--	1	98
	Bedroom-dining room	1	--	--	0	--	1
	All houses	100	--	--	--	1	99
One	Kitchen with eating area	94	7	1	--	0	86
	Dining room	4	--	0	0	0	4
	Living room with eating area	1	0	--	0	0	1
	Bedroom-dining room	1	0	0	0	--	1
	All houses	100	7	1	0	0	92
Two or more	Kitchen with eating area	66	40	3	--	0	23
	Breakfast room	2	2	0	0	0	0
	Dining room	27	--	0	2	0	25
	Living room with eating area	5	0	--	0	0	5
	All houses	100	42	3	2	0	53

Thirty-two per cent of the families had as an only eating area a dining room or living room with eating area.

Dining rooms, as noted above, were infrequent and seldom used. Only about one-fourth of the families had dining rooms (Table XIV). Only about 40 per cent of the dining rooms were used as the major eating area. Dining rooms were considered to be social rooms, therefore none was found in a home where there was no social room. Of the families who had one social room, only 21 had a dining room: nine used it as the major eating area and 12 used it as a supplementary area. Of the families who had two or more social rooms 89 had a dining room: 36 of them used the dining room as a major eating area and 53 used it as a supplementary area.

Living Areas

Of the families who had no social room, the bedroom-living room served as the major living area in 99 per cent of the families; only six per cent of the families also had a supplementary living area (Table XV). Of the families who had two or more social rooms, a living room or den, with or without provision for company sleeping or eating, was the major living area for 80 per cent of the families; 60 per cent also had one or more supplementary areas.

Water Facilities in Work and Grooming Areas

Possession of water facilities was very closely related to number of social rooms. Of the families who had no social room, only about 15 per cent had running water and/or drain at sink; only one family had a bathroom and almost 85 per cent of the families had no plan for a bathroom (Table XVI). Of the families who had two or more social rooms, two-thirds had water facilities in or near the kitchen, more than 40 per cent had a bathroom, and about one-fourth had a plan for a bathroom.

TABLE XIV

USE OF DINING ROOMS FOR EATING ACCORDING TO NUMBER OF SOCIAL ROOMS
(450 rural families with preschool children living in the Piedmont Area
of North Carolina, Summer, 1951).

Use of dining rooms	Number of social rooms			
	None	One	Two or more	All houses
		Number of families		
Major eating area	--	9	36	45
Supplementary eating area ¹	--	12 ^a	53 ^b	65
All dining rooms	--	21	89	110
		Per cent of families		
Major eating area	--	8	33	41
Supplementary eating area	--	11	48	59
All dining rooms	--	19	81	100

1. Used for company meals and special occasions.

a. Two of these families used the dining room in summer only.

b. Two of these families used the dining room in summer only and four of these families did not use the dining room for eating. Two other families who had dining room-guest bedrooms used them for supplementary eating areas.

TABLE XV

LIVING AREAS ACCORDING TO NUMBER OF SOCIAL ROOMS

(450 rural families with preschool children living in the Piedmont Area of North Carolina, Summer, 1951).

Number of social rooms	Major living areas	Number of families	Number of supplementary living areas ¹			Per cent of families	Number of supplementary living areas		
			None	1	2		None	1	2
			Number of families			Per cent of families			
None	Bedroom-living room	133	125	8	0	99	93	6	0
	Kitchen-dining-living room	2	0	2	0	1	0	1	0
	All houses	135	125	10	0	100	93	7	0
One	Living room	73	70	3	0	40	38	2	0
	Bedroom-living room	62	18	43	1	33	9	23	1
	Living room-guest bedroom	37	34	3	0	20	18	2	0
	Kitchen-dining-living room	8	0	7	1	4	0	3	1
	Living room with eating area	3	1	2	0	2	1	1	0
	Den	1	0	1	0	1	0	1	0
	All houses	184	123	59	2	100	66	32	2
Two or more	Living room	70	42	27	1	53	32	20	1
	Bedroom-living room	26	0	24	2	19	0	18	1
	Living room-or den-guest bedroom	20	10	10	0	16	8	8	0
	Living room with eating area	10	0	9	1	8	0	7	1
	Den	4	0	3	1	3	0	2	1
	Kitchen-dining-living room	1	0	1	0	1	0	1	0
	All houses	131	52	74	5	100	40	56	4

1. Living room-guest bedroom (if family had living room), den (if family had living room), kitchen-dining-living room (if family had bedroom-living room or living room-guest bedroom), bedroom-living room (if family had living room, living room- or den-guest bedroom, living room with eating area, or den).

TABLE XVI

WATER FACILITIES IN WORK AND GROOMING AREA
ACCORDING TO NUMBER OF SOCIAL ROOMS

(450 rural families with preschool children living in the Piedmont Area
of North Carolina, Summer, 1951).

Water facilities	Number of social rooms			
	None	One	Two or more	All houses
Number of families				
Bathroom				
More than one	0	1	4	5
One	1	13	44	58
Partial*	0	5	6	11
Have room for future bath	1	11	15	27
Plan to build a bath	20	29	18	67
Have no plan for bathroom	113	125	44	282
All types	135	184	131	450
Water facilities in or near kitchen				
Running water at sink	11	45	78	134
Running water on porch	0	1	2	3
Drain at sink	8	11	7	26
None	116	127	44	287
All types	135	184	131	450
Per cent of families				
Bathroom				
More than one	0	1	3	1
One	1	7	34	13
Partial*	0	2	5	2
Have room for future bath	1	6	11	6
Plan to build a bath	14	16	13	15
Have no plan for bathroom	84	68	34	63
All types	100	100	100	100
Water facilities in or near kitchen				
Running water at sink	8	24	60	30
Running water on porch	0	1	2	1
Drain at sink	6	6	5	5
None	86	69	33	64
All types	100	100	100	100

* A partial bath is one which has any one or two of the three standard fixtures.

CHAPTER IV

USUAL WINTER LOCATION FOR THE PRESCHOOL CHILD'S ACTIVITIES

In order to plan satisfactory space and adequate storage for the preschool child's activities, it is necessary to know the locations used by the largest number of families for these activities. The winter locations were chosen for this study because it is believed that winter is the time of year when, due to lack of central heat in many homes, there is greatest pressure on the heated rooms of the house.

Sleeping Activities

For sleeping at night, the bedroom was used by about two-thirds of the children; the bedroom-social room by about one-third (Table XVII). Only half of the children played at bedtime; the locations used by the largest number of children for this activity were the bedroom-social room and the social room.

For napping, which was done by only 60 per cent of the children, and for playing at naptime, which was done by only one-fourth of the children, the rooms used by the largest number of children were the bedroom and bedroom-social room.

The favorite types of play and/or play materials for about 60 per cent of the children who played at bedtime and naptime were dolls or stuffed animals, and books and stories¹ - types of play which are

¹ At the time the schedule was prepared dolls or stuffed animals, and books and stories were thought to take their location from their probable use at bedtime and naptime. Therefore, questions were asked about them in connection with sleeping and napping. This may have been a mistake, because the children probably played with these toys a great deal at other times of day. Due to the way in which these questions were asked, we may not have a true picture of the locations for these activities.

TABLE XVII

USUAL WINTER LOCATION FOR THE CHILD'S SLEEPING ACTIVITIES

(450 rural families with preschool children living in the Piedmont Area of North Carolina, Summer, 1951).

Activity	Usual winter location				Acti- vity not done	All fami- lies ²
	Bedroom	Bedroom social room	Social room	Other ¹		
	Number of families					
Sleeping at night	304	143	0	2	0	449
Play at bedtime	46	75	70	33	225	449
Napping	144	109	11	5	179	448
Play at naptime	34	37	20	18	339	448
	Per cent of families					
Sleeping at night	68	32	0	0*	0	100
Play at bedtime	10	17	16	7	50	100
Napping	32	24	3	1	40	100
Play at naptime	8	8	5	4	75	100

1. Other includes all over the house, kitchen with an eating area, outdoors, supplementary area, anywhere, and away from home.

2. The families who gave no information about the activity and those who did not state the usual winter location have been omitted.

* Less than 0.5 per cent.

relaxing (Appendix table B). The favorite types of play and/or play material for 44 per cent of the children at bedtime and 33 per cent at nap-time were: pets, active games, romping, pull toys, and wheel toys - types of play requiring a lot of physical activity. For a few children the favorite types of play and/or play materials were: playthings to handle, building materials, art equipment, dressing up clothes, housekeeping toys, balls, and others.

Dressing Activities

Either the bedroom or bedroom-social room was the location used by the largest number of families for all the preschool child's dressing activities.

For putting away and getting out clothing the bedroom was used by about 55 per cent of the families, and for putting soiled clothes in laundry it was used by about one-third of the families (Table XVIII). Other locations of some importance for these activities were: the bedroom-social room for putting away and getting out clothing and the bedroom-social room and porch for putting soiled clothes in laundry.

For putting on and taking off outer garments, underclothes, wraps, and shoes or boots, and for brushing and combing hair, the bedroom and bedroom-social room were used by about three-fourths of the children. For these activities the social room was of some importance. About 65 per cent of the children did not wear rubbers and galoshes.

For drying wet garments, the bedroom-social room was the most frequent location; it was used by about 40 per cent of the families. Other locations of some importance for this activity were the kitchen with or without eating area, porch, and social room.

TABLE XVIII

USUAL WINTER LOCATION FOR THE CHILD'S DRESSING ACTIVITIES

(450 rural families with preschool children living in the Piedmont Area of North Carolina, Summer, 1951).

Dressing activity	Usual winter location											Acti- vity not done	All fami- lies ³
	Bed- room ¹	Bed- room so- cial bed- room	Social room guest bed- room	So- cial room	Bath- room	Kitchen with or without eating area	Porch	Stor- age room	Other sup- ple- ment- ary area	Out- side	Other loca- tion ²		
	Number of families												
Putting away clothing	252	135	8	17	3	6	1	0	0	0	28	0	450
Getting out clothing	251	136	8	17	3	6	1	0	0	0	27	0	449
Putting soiled clothes in laundry	151	43	1	17	27	36	46	28	39	0	61	1	450
Putting on and taking off:													
Outer garments	173	170	7	55	10	18	0	0	0	0	15	0	448
Underclothes	167	164	7	53	18	22	0	0	0	0	17	0	448
Wraps	151	172	11	68	3	13	0	0	0	0	25	0	443
Shoes or boots	136	184	12	66	3	14	2	0	0	0	24	1	442
Rubbers and galoshes	33	38	13	21	1	17	30	0	0	0	9	288	450
Brushing and combing hair	133	184	14	57	22	17	0	0	0	0	17	5	449
Drying wet garments	26	100	15	56	6	82	61	0	39	33	21	11	450

1. Includes from one to six families who used the guest bedroom for the activity.

2. Other location includes other supplementary areas except for putting soiled clothes in laundry and drying wet garments, all over the house, farm buildings, outside except for drying wet garments, combination of locations, and/or other location not specified.

3. The families who gave no information about the activity, and those who did not state the usual winter location have been omitted.

TABLE XVIII (Continued)

Dressing activity	Usual winter location										Acti- vity not done	All fami- lies ³	
	Bed- room ¹	Bed- room- so- cial room	Social room- guest bed- room	So- cial room	Bath- room	Kitchen with or without eating area	Porch	Stor- age room	Other sup- ple- ment- ary area	Out- side			Other loca- tion ²
	Per cent of families												
Putting away clothing	56	30	2	4	1	1	0*	0	0	0	6	0	100
Getting out clothing	56	30	2	4	1	1	0*	0	0	0	6	0	100
Putting soiled clothes in laundry	34	10	0*	4	6	8	10	6	9	0	13	0*	100
Putting on and taking off:													
Outer garments	39	38	2	12	2	4	0	0	0	0	3	0	100
Underclothes	37	37	1	12	4	5	0	0	0	0	4	0	100
Wraps	34	39	2	15	1	3	0	0	0	0	6	0	100
Shoes or boots	31	42	3	15	1	3	0*	0	0	0	5	0*	100
Rubbers and galoshes	7	8	3	5	0*	4	7	0	0	0	2	64	100
Brushing and combing hair	29	41	3	13	5	4	0	0	0	0	4	1	100
Drying wet garments	6	22	3	13	1	18	14	0	9	7	5	2	100

* Less than 0.5 per cent.

Grooming Activities

The kitchen with or without an eating area was the location used by 44 to 80 per cent of the children for the following grooming activities: washing face and hands, shampooing hair, bathing, and brushing teeth (Table XIX). Other locations of some importance for these activities were: the bedroom-social room and bathroom for bathing, the bedroom-social room for shampooing hair, the bathroom for washing face and hands, and the bathroom and porch for brushing teeth. Surprisingly, about 30 per cent of the children did not brush their teeth.

For using the toilet the privy was used by over half of the children, the bathroom by 15 per cent, and outside (with no special toilet facilities) by 12 per cent.

Eating Activities

Meals

The kitchen-dining room was the location used by the largest number of families for the child's meals; 83 per cent of the children ate regular family meals and 72 per cent ate company meals in this location (Table XX). The dining room was used by only 10 per cent of the children for regular family meals and by about 20 per cent for company meals. Other locations used for the child's meals were: kitchen-dining-living room, kitchen with dining alcove, living room-dining room, bedroom-dining room, breakfast room, kitchen without eating area, and living room with dining alcove.

Eating Activities Other Than Meals

The kitchen with an eating area was also the location used by the largest number of families for all the child's eating activities other than meals. It was used by 85 per cent of the families for children's

TABLE XIX

USUAL WINTER LOCATION FOR THE CHILD'S GROOMING ACTIVITIES

(450 rural families with preschool children living in the Piedmont Area of North Carolina, Summer, 1951).

Grooming activity	Usual winter location										Acti- vity not done	All fami- lies ³
	Kitchen with or without eating area	Bath- room	So- cial room	Social room- guest bed- room ¹	Bed- room- so- cial room	Bed- room	Porch	Privy	Out- side	Other locat- ion ²		
	Number of families											
Washing face and hands	356	55	7	1	7	5	11	0	0	6	0	448
Shampooing hair	290	36	21	5	59	15	1	0	0	16	7	450
Bathing	224	59	29	6	89	28	0	0	0	15	0	450
Brushing teeth	200	52	3	0	4	1	47	0	0	13	129	449
Using toilet	7	67	1	0	12	16	6	232	52	44	0	437
	Per cent of families											
Washing face and hands	80	12	2	0*	2	1	2	0	0	1	0	100
Shampooing hair	64	8	5	1	13	3	0*	0	0	4	2	100
Bathing	50	13	7	1	20	6	0	0	0	3	0	100
Brushing teeth	44	12	1	0	1	0*	10	0	0	3	29	100
Using toilet	2	15	0*	0	3	4	1	53	12	10	0	100

1. Includes "living room"-guest bedroom, and dining room-guest bedroom.

2. Other location includes other supplementary areas, all over house, farm buildings, outside except for using the toilet, combination of locations and/or other location not specified.

3. The families who gave no information about the activity and those who did not state the usual winter location have been omitted.

* Less than 0.5 per cent.

TABLE XX

USUAL WINTER LOCATION FOR THE CHILD'S MEALS

(450 rural families with preschool children living in the Piedmont Area of North Carolina, Summer, 1951).

Type of eating area	Number of families		Per cent of families	
	Regular family meals	Company meals	Regular family meals	Company meals
Kitchen-dining room	370	324	83	72
Dining room ¹	44	82	10	19
Kitchen-dining-living room	13	13	3	3
Kitchen with dining alcove	11	10	3	2
Living room-dining room	6	9	1	2
Bedroom-dining room	2	3	0*	1
Breakfast room	2	2	0*	0*
Kitchen without eating area	1 ^a	3 ^a	0*	1
Living room with dining alcove	1	2	0*	0*
Activity not done	0	2	0	0*
All families	450	450	100	100

1. Includes dining room-guest bedroom (2).

a. In one family the child ate in the kitchen, not with family, for both regular family meals and company meals. In two families the child ate in the kitchen while the company was served in the dining room.

* Less than 0.5 per cent.

meals when the family was off schedule, by 78 per cent for getting a drink, and by 63 per cent for irregular snacks (Table XXI).

Only about a fourth of the children were served refreshments when adults had parties or at children's parties. In a few cases the children were in bed or away from home, but most of the families did not have parties.

Only about 10 per cent of the children had mid-morning or mid-afternoon lunch.

Play Activities

Children tended to play in all the space available; but, when the locations used by the largest number of children for each activity were studied, there seemed to be some pattern in the kinds of activities done in the various places.

The living room or parlor and/or bedroom-social room were most often used for listening to music, art equipment, playthings to handle, group impersonation, building materials, quiet games, and toy musical instruments (Table XXII). The work or supplementary area was used by the largest number of children for playing in water indoors.

The bedroom and all over house were the locations used by the largest number of children for dressing up clothes; apparently the children go to the bedroom to get the clothes and possibly put them on and then get around all over the house. "Living" and work or supplementary areas and all over house were all mentioned for push toys, pull toys, and housekeeping toys. The whole house was most frequently involved in the following types of play and/or play materials: pictures on the wall or bulletin board, playing with household furniture, and singing.

TABLE XXI

USUAL WINTER LOCATION FOR THE CHILD'S EATING ACTIVITIES OTHER THAN MEALS
(450 rural families with preschool children living in the Piedmont Area of North Carolina, Summer, 1951).

Eating activities other than meals	Type of eating area									Acti- vity not done	All fami- lies ⁴
	Kit- chen with eat- ing area	Kit- chen with- out eat- ing area	Dining room or break- fast room	"Liv- ing" room with- out eat- ing area	Liv- ing room with eat- ing area	Bed- room or bed- room- so- cial room	Bath- room	Out- doors ²	Other loca- tion ³		
	Number of families										
Children's meals when family is off schedule	380	13	32	0	5	2	0	0	3	12	447
Getting a drink	348	37	5	0	0	2	17	27	14	0	450
Irregular snacks	282	23	9	12	2	14	0	8	25	74	449
Child's refreshments when adults have party	72	2	5	25	1	3	0	3	4	334	449
Refreshments at children's party	67	0	15	14	3	3	0	4	5	339	450
Mid-morning or mid-afternoon lunch	45	2	2	0	0	1	0	0	2	396	448
	Per cent of families										
Children's meals when family is off schedule	85	3	7	0	1	0*	0	0	1	3	100
Getting a drink	78	8	1	0	0	0*	4	6	3	0	100
Irregular snacks	63	5	2	3	0*	3	0	2	6	16	100
Child's refreshments when adults have party	16	0*	1	6	0*	1	0	1	1	74	100
Refreshments at children's party	15	0	3	3	1	1	0	1	1	75	100
Mid-morning or mid-afternoon lunch	10	0*	0*	0	0	0*	0	0	0*	89	100

1. Includes combinations of two social rooms (11).

2. Includes porch (32), yard (24), fields (1).

3. Other location includes all over house, anywhere, away from home combination of locations, hall, pantry, other location not specified.

4. The families who gave no information about the activity and those who did not state the usual winter location have been omitted.

* Less than 0.5 per cent.

TABLE XXII

USUAL WINTER LOCATION FOR THE CHILD'S PLAY ACTIVITIES

(450 rural families with preschool children living in the Piedmont Area of North Carolina, Summer, 1951).

Type of play and/or play material	Usual winter location										Acti- vity not done	All fami- lies ⁴	
	Bed- room	Bed- room- so- cial room	Liv- ing room or par- lor ¹	Din- ing room	Den or play- room	Work or supple- mentary area	Bath- room	All over house	Out- doors ²	Away from home			Other loca- tions ³
	Number of families												
Listening to music	31	133	151	4	7	48	--	7	0	--	6	61	448
Art equipment	36	106	113	7	7	52	--	27	0	--	1	100	449
Playthings to handle	41	103	82	1	6	57	--	39	25	--	6	88	448
Group impersonation	50	99	72	3	12	31	--	22	20	--	6	131	446
Building materials	17	44	49	2	3	25	--	20	47	--	3	237	447
Quiet games	13	25	47	2	4	15	--	4	2	--	1	332	445
Toy musical instruments	10	22	44	1	5	15	--	32	5	--	2	313	449
Playing in water, indoors	3	9	3	1	1	112	43	1	--	--	2	272	447
Dressing up clothes	62	31	37	0	6	19	--	65	26	--	10	188	444
Push toys	28	67	75	4	5	51	--	56	16	--	3	140	445
Housekeeping toys	21	42	42	3	6	44	--	38	7	--	3	237	443
Pull toys	12	39	41	2	2	34	--	31	34	--	3	247	445

1. Includes living rooms and parlors used also for company sleeping and eating.

2. Includes yard, open porch or garage.

3. Other locations include anywhere or anyplace, away from home except for playing musical instruments, bath-room except for playing in water indoors, future bath, car, closet, storage room, unfinished, unfurnished or unused room, or other location not specified.

4. The families who gave no information about the activity and those who did not state the usual winter loca-
tion have been omitted.

TABLE XXII (Continued)

Type of play and/or play material	Usual winter location											Acti- vity not done	All fami- lies ⁴
	Bed- room	Bed- room- so- cial room	Liv- ing room or par- lor ¹	Din- ing room	Den or play- room	Work or supple- mentary area	Bath- room	All over house	Out- doors ²	Away from home	Other loca- tions ³		
	Number of families												
Pictures on the wall or bulletin board	25	41	35	2	4	3	—	66	2	—	0	267	445
Playing with house- hold furniture	38	56	33	1	2	24	—	140	0	—	6	149	449
Singing	6	40	27	2	0	21	—	259	17	—	15	61	448
Balls	13	48	54	3	4	29	—	44	186	—	0	68	449
Romping	10	34	24	1	1	25	—	148	136	—	2	69	450
Active games	7	16	13	2	1	23	—	121	173	—	1	92	449
Wheel toys large enough to ride	4	24	21	1	0	31	—	64	180	—	2	122	449
Climbing and exer- cise equipment	0	1	0	0	0	0	—	0	128	—	1	317	447
Pets	2	10	5	1	0	15	—	41	179	—	1	195	449
Natural materials	1	11	9	0	0	4	—	10	306	—	0	108	449
Enjoying color and beauty	1	12	5	2	0	10	—	30	352	—	1	35	448
Playing musical instruments	9	13	30	0	2	3	—	3	0	29	10	350	449
Children's collections	16	14	6	0	2	10	—	12	6	—	2	380	448
Electric train	4	1	6	0	0	0	—	0	0	—	0	439	450

TABLE XXII (Continued)

Type of play and/or play material	Usual winter location										Acti- vity not done	All fami- lies ⁴	
	Bed- room	Bed- room- so- cial room	Liv- ing room or par- lor ¹	Din- ing room	Den or play- room	Work or supple- mentary area	Bath- room	All over house	Out- doors ²	Away from home			Other loca- tions ³
	Per cent of families												
Listening to music	7	30	34	1	1	11	--	1	0	--	1	14	100
Art equipment	8	24	25	2	2	11	--	6	0	--	0*	22	100
Playthings to handle	9	23	18	0*	1	13	--	9	6	--	1	20	100
Group impersonation	11	22	16	1	3	7	--	5	5	--	1	29	100
Building materials	4	10	11	0*	1	6	--	4	10	--	1	53	100
Quiet games	3	6	11	0*	1	3	--	1	0*	--	0*	75	100
Toy musical instru- ments	2	5	10	0*	1	4	--	7	1	--	0*	70	100
Playing in water, indoors	1	2	1	0*	0*	25	10	0*	--	--	0*	61	100
Dressing up clothes	14	7	8	0	2	4	--	15	6	--	2	42	100
Push toys	6	15	17	1	1	11	--	13	4	--	1	31	100
Housekeeping toys	5	9	9	1	1	10	--	9	2	--	1	53	100
Pull toys	3	9	9	0*	0*	8	--	7	8	--	1	55	100

TABLE XXII (Continued)

Type of play and/or play material	Usual winter location										Acti- vity not done	All fami- lies ⁴	
	Bed- room	Bed- room- so- cial room	Liv- ing room or par- lor ¹	Din- ing room	Den or play- room	Work or supple- mentary area	Bath- room	All over house	Out- doors ²	Away from home			Other loca- tions ³
	Per cent of families												
Pictures on the wall or bulletin board	6	9	8	0*	1	1	--	15	0*	--	0	60	100
Playing with house- hold furniture	9	13	8	0*	0*	5	--	31	0	--	1	33	100
Singing	1	9	6	0*	0	5	--	58	4	--	3	14	100
Balls	3	11	12	1	1	6	--	10	41	--	0	15	100
Romping	2	8	5	0*	0*	6	--	33	30	--	0*	16	100
Active games	2	4	3	0*	0*	5	--	27	39	--	0*	20	100
Wheel toys large enough to ride	1	5	5	0*	0	7	--	15	40	--	0*	27	100
Climbing and exer- cise equipment	0	0*	0	0	0	0	--	0	29	--	0*	71	100
Pets	0*	2	1	0*	0	4	--	9	40	--	0*	44	100
Natural materials	0*	3	2	0	0	1	--	2	68	--	0	24	100
Enjoying color and beauty	0*	3	1	0*	0	2	--	7	79	--	0*	8	100
Playing musical instruments	2	3	7	0	0*	1	--	1	0	6	2	78	100
Children's collect- ions	3	3	2	0	0*	2	--	3	2	--	0*	85	100
Electric train	1	0*	1	0	0	0	--	0	0	--	0	98	100

Balls were used outdoors by the largest number of children; the indoor locations mentioned were the bedroom-social room, living room or parlor, and all over house. The following types of play and/or play materials were active enough to usually involve the outdoors or all over house: romping, active games, and wheel toys large enough to ride.

Activities seldom done inside were: climbing and exercise equipment, playing with pets and natural materials, and enjoying color and beauty.

More than 75 per cent of the children did not play musical instruments, make collections or have an electric train.

CHAPTER V

MOST FREQUENT WINTER LOCATION FOR THE CHILD'S ACTIVITIES ACCORDING TO NUMBER OF SOCIAL ROOMS

In order to plan satisfactory space and adequate storage for the child's activities in houses with none, one, or two or more social rooms, it is important to know the locations most frequently used for these activities in the three types of houses.

Sleeping Activities

In houses with no social room, the bedroom-social room was the most frequent location for all the child's sleeping activities (Table XXIII). In the houses with one and with two or more social rooms, the bedroom was the most often used room for the child's sleeping and napping; playing at bedtime was done most often in the social room.

Dressing Activities

In the houses with no social room, the bedroom-social room was the most frequently mentioned location for all the child's dressing activities except putting soiled clothes in the laundry which was done most often in the bedroom (Table XXIV). In the houses with one and with two or more social rooms, the bedroom was the most often used room for the child's dressing except for drying wet garments which was done most often in the kitchen with or without eating area in houses with one social room, and in the social room in houses with two or more social rooms.

Rubbers and galoshes were not worn by about three-fourths of the children in homes with no social room, but were worn by almost half of the children in homes with two or more social rooms.

TABLE XXIII

MOST FREQUENT WINTER LOCATIONS FOR THE CHILD'S SLEEPING ACTIVITIES
ACCORDING TO NUMBER OF SOCIAL ROOMS

(450 rural families with preschool children living in the Piedmont Area
of North Carolina, Summer, 1951).

Num- ber of so- cial rooms	Num- ber of fami- lies in group	Per cent of children who do activity	Activity	Location used by 10 per cent or more children			Acti- vity not done
				Bed- room	Bed- room social room	So- cial room	
None	135	75 to 100	Sleeping at night	36	64	--	--
		50 to 74	Napping	11	47	--	42
		25 to 49	Play at bedtime		30	--	59
		Less than 25	Play at naptime		11	--	82
One	184	75 to 100	Sleeping at night	78	21	--	--
		50 to 74	Napping	40	18		35
			Play at bedtime	14	12	18	47
		25 to 49	Play at naptime	10			70
Two or more	131	75 to 100	Sleeping at night	86	13	--	--
		50 to 74	Napping	43	10		44
			Play at bedtime	12		28	46
		25 to 49	Play at naptime				75

TABLE XXIV

MOST FREQUENT WINTER LOCATIONS FOR THE CHILD'S DRESSING ACTIVITIES ACCORDING TO NUMBER OF SOCIAL ROOMS
(135 families with preschool children living in houses with no social room)

Per cent of children who do the activity ¹	Dressing activity	Locations used by 10 per cent or more children				Activity not done
		Bedroom-social room	Bedroom	Kitchen with or without eating area	Other location ²	
				Per cent of families		
75 to 100	Putting soiled clothes in laundry	19	36	13	10	0
	Putting away clothing	59	35			0
	Getting out clothing	59	35			0
	Putting on and taking off:					
	Shoes or boots	85	10			0
	Wraps	79	16			0
	Outer garments	77	19			0
	Underclothes	75	19			0
	Brushing and combing hair	84	11			1
	Drying wet garments	53		14		3
25 to 49	Putting on and taking off rubbers and galoshes		16			73

1. There were no activities done by 50 to 74 per cent of the children

2. Other location includes storage room, all over house, unfinished or unfurnished room, future bath, farm building, away from home, and combination of locations.

TABLE XXIV (Continued)

(184 families with preschool children living in houses with one social room)

Per cent of children who do the activity ¹	Dressing activity	Locations used by 10 per cent or more children					Activity not done
		Bed-room	Bedroom-social room	Social room	Kitchen with or without eating area	Porch	
		Per cent of families					
75 to 100	Putting away clothing	63	22				0
	Getting out clothing	63	22				0
	Putting on and taking off:						
	Outer garments	44	26	17			0
	Underclothes	44	25	16			0
	Wraps	41	27	18			0
	Shoes or boots	38	27	19			1
	Putting soiled clothes in laundry	36				14	12
	Brushing and combing hair	38	27	18			1
	Drying wet garments		11	13	27	13	2
25 to 49	Putting on and taking off rubbers and galoshes						65

(131 families with preschool children living in houses with two or more social rooms)

Per cent of children who do the activity ¹	Dressing activity	Locations used by 10 per cent or more children							Acti- vity not done
		Bed- room	Bed- room- so- cial room	So- cial room	Bath- room	Kitchen with or without eating area	Porch	Other sup- ple ment- ary area	
		Per cent of families							
75 to 100	Putting away clothing	68	12						0
	Getting out clothing	68	12						0
	Putting on and taking off:								
	Outer garments	51	15	19					0
	Underclothes	47	14	18					0
	Wraps	43	15	27					0
	Shoes or boots	43	17	24					0
	Putting soiled clothes in laundry	28			15			15	19
	Brushing and combing hair	37	15	19	13				2
	Drying wet garments			24		11	20	18	2
25 to 49	Putting on and taking off rubbers and galoshes	12							53

Grooming Activities

In houses with no social room, the kitchen with or without eating area was the most frequent location for washing face and hands, shampooing hair and brushing teeth (Table XXV). The kitchen with or without eating area and the bedroom-social room were used for bathing by about equal portions of the children. For using the toilet about 55 per cent of the children used the privy, about 20 per cent, the outside (with no special toilet facilities).

In houses with one social room, and in houses with two or more social rooms but no bathroom, the kitchen with or without eating area was the most often mentioned location for the child's grooming activities except for using the toilet. The outdoor toilet was used by about 60 per cent of the children for this activity.

In the houses with two or more social rooms and a bathroom, of course, the bathroom was the most often mentioned location for the child's grooming. However, about 40 per cent of the children used the kitchen with or without eating area for shampooing hair.

Brushing teeth was not done by over a third of the children in homes with no social room, but by only about 15 per cent of the children in homes with two or more social rooms and a bathroom.

Eating Activities

In the houses with none and one social room, and in the houses with two or more social rooms but no dining room, the kitchen with an eating area was the most frequently used location for all the child's eating activities (Table XXVI).

TABLE XXV

MOST FREQUENT WINTER LOCATIONS FOR THE CHILD'S GROOMING ACTIVITIES ACCORDING TO NUMBER OF SOCIAL ROOMS
(135 families with preschool children living in houses with no social room)

Per cent of children who do the activity	Grooming activity	Locations used by 10 per cent or more children					Activity not done
		Kitchen with or without eating area	Bedroom- social room	Privy	Outside	Other locations ¹	
		Per cent of families					
75 to 100	Washing face and hands	91					0
	Bathing	48	43				0
	Using toilet			57	21	11	0
	Shampooing hair	62	30				1
50 to 74	Brushing teeth	49					36

(184 families with preschool children living in houses with one social room)

Per cent of children who do the activity	Grooming activity	Locations used by 10 per cent or more children					Activity not done
		Kitchen with or without eating area	Bedroom- social room	Bath- room	Porch	Privy	
		Per cent of families					
75 to 100	Washing face and hands	84					0
	Bathing	58	13				0
	Using toilet			11		58	10
	Shampooing hair	70	10				1
50 to 74	Brushing teeth	46			14		28

1. Other location includes away from home, future bath, supplementary area, all over house, combination of locations and other location not specified.

TABLE XXV (Continued)

(131 families with preschool children living in houses with two or more social rooms)

Possession of bathroom	Number of families in group	Per cent of children who do activity	Grooming activity	Locations used by 10 per cent or more children					Activity not done
				Kitchen with or without eating area	Bath-room	Social room	Privy	Outside	
				Per cent of families					
Have no bathroom	77	75 to 100	Washing face and hands	88					0
			Bathing	61	20				0
			Using toilet			67	15	13	0
			Shampooing hair	73	10				4
			Brushing teeth	53					29
Have a bathroom	54	75 to 100	Using toilet		87				0
			Bathing	11	80				0
			Washing face and hands	22	76				0
			Shampooing hair	41	48				2
			Brushing teeth	15	69				13

TABLE XXVI

MOST FREQUENT WINTER LOCATIONS FOR THE CHILD'S EATING ACTIVITIES ACCORDING TO NUMBER OF SOCIAL ROOMS
(450 rural families with preschool children living in the Piedmont Area of North Carolina, Summer, 1951).

Number of social rooms	Number of families in group	Per cent of children who do the activity ¹	Eating activity	Location used by 10 per cent or more children		
				Kitchen with eating area	Activity not done	
None	135	75 to 100	Regular family meals	99	0	
			Getting a drink	92	0	
			Company meals	97	2	
			Children's meals when family is off schedule	97	2	
			Irregular snacks	77	13	
		Less than 25	Refreshments at children's party	13	85	
			Child's refreshments when adults have party	13	87	
			Mid-morning and mid-afternoon lunch	10	90	
			<hr/>			
			One	184	75 to 100	Regular family meals
Company meals	90	0				
Getting a drink	83	0				
Children's meals when family is off schedule	91	3				
Irregular snacks	63	19				
25 to 49	Refreshments at children's party	19			72	
	Child's refreshments when adults have party	18			75	
	Less than 25	Mid-morning or mid-afternoon lunch			11	87
		<hr/>				

1. There were no activities in the missing percentile groups.

TABLE XXVI (Continued)

Number of social rooms	Possession of dining room	Number of families in group	Per cent of children who do activity ¹	Eating activity	Location used by 10 per cent or more children					Activity not done	
					Kit-chen with eat-ing area	Dining room or break-fast room	Kit-chen with eat-ing area	Liv-ing room with eat-ing area	"Liv-ing" room with eat-ing area		Bath-room
Two or more	Have no dining room	42	75 to 100	Regular family meals	86			14			0
				Company meals	79			19			0
				Getting a drink	67					10	0
				Children's meals when family is off schedule	83			10			2
				Irregular snacks	62		10				14
		Have dining room	89	75 to 100	Regular family meals	57	42				0
	Company meals				19	80				0	
	Getting a drink				26	48				0	
	Children's meals when family is off schedule				56	29				3	
	Irregular snacks				42		15			18	
	Have dining room	89	25 to 49	Child's refreshments when adults have party	24					60	
Refreshments at children's party				24					67		
	Have dining room	89	Less than 25	Mid-morning or mid-afternoon lunch	10					90	
	Have dining room	89	25 to 49	Child's refreshments when adults have party	13			15		61	
Refreshments at children's party						15			72		
	Have dining room	89	Less than 25	Mid-morning or mid-afternoon lunch						88	

In the houses with two or more social rooms including a dining room, the most frequent locations for the child's eating were: the kitchen with an eating area for regular family meals, children's meals when family was off schedule, and irregular snacks; the dining room, for company meals, getting a drink,¹ and refreshments at children's party.

Play Activities

In houses with no social room, the bedroom-social room was the most often mentioned location for the following types of play and/or play materials: listening to music, playthings to handle, art equipment, group impersonation, push toys, pull toys, building materials, pictures on the wall or bulletin board, housekeeping toys, toy musical instruments, and quiet games (Table XXVII).

In houses with one and two or more social rooms, the living room or parlor was the most frequent location for the types of play and/or play materials listed above, except that a greater variety of locations were mentioned for pictures on the wall or bulletin board, and for housekeeping toys.

For playing in water indoors, the work or supplementary area was the most frequent location in houses with none and one social room, and the bathroom, in houses with two or more social rooms.

In all three types of houses, outside was the most often mentioned location for the following types of play and/or play materials: enjoying color and beauty, natural materials, balls, active games, wheel toys large enough to ride, pets, and climbing and exercise equipment.

¹ Refrigerators were in the dining room in many of the homes, according to the writer's observations.

TABLE XXVII

MOST FREQUENT WINTER LOCATIONS FOR THE CHILD'S PLAY ACTIVITIES ACCORDING TO NUMBER OF SOCIAL ROOMS
(135 families with preschool children living in houses with no social room)

Per cent of children who do the activity	Type of play and/or play material	Indoor locations used by 10 per cent or more children				Outdoors only if most frequently used location	Activity not done
		Bed-room social room	Bed-room	Work or supplementary area	All over house		
		Per cent of families					
75 to 100	Enjoying color and beauty					78	12
	Singing				52		15
	Listening to music				69		16
	Balls				22	37	19
	Romping				14	30	19
	Playthings to handle				52		19
	Active games				10	26	22
50 to 74	Playing with household furniture				32		26
	Natural materials					62	28
	Art equipment				50		29
	Group impersonation		13		47		29
	Wheel toys large enough to ride			10	13	32	33
	Push toys			13	34	11	39
	Pets				10	32	46
	Dressing up clothes		11		17	14	50
25 to 49	Pull toys				21		56
	Building materials				24		60
	Pictures on wall or bulletin board				26		62
	Housekeeping toys				20		64
	Playing in water, indoors			28			67
Less than 25	Toy musical instruments				12		77
	Climbing and exercise equipment					19	81
	Quiet games				11		84
	Playing musical instruments						84
	Children's collections						85
	Electric train						100

TABLE XVII (Continued)

(184 families with preschool children living in houses with one social room)

Per cent of children who do the activity	Type of play and/or play material	Indoor locations used by 10 per cent or more children					Outdoors only if most frequently used location	Activity not done
		Living room or parlor	Work or supplementary area	Bed-room or social room	Bed-room	All over house		
		Per cent of families						
75 to 100	Enjoying color and beauty						79	8
	Listening to music	43	13	17	10			13
	Singing					54		14
	Romping					36		14
	Balls	17					44	15
	Art equipment	35	14	15				19
	Active games					29	39	21
	Playthings to handle	23	15	13		10		22
	Natural materials						72	25
50 to 74	Wheel toys large enough to ride					15	40	26
	Push toys	24	14			12		30
	Group impersonation	20	11	14				32
	Playing with household furniture	11			10	32		36
	Dressing up clothes	10			13	15		41
	Pets					10	38	48
	Building materials	14						50
25 to 49	Housekeeping toys	13	12					51
	Pull toys	12						56
	Pictures on wall or bulletin board	14				16		59
	Playing in water, indoors		27					61
	Toy musical instruments	13						71
	Climbing and exercise equipment						28	72
	Quiet games	13						73
Less than 25	Playing musical instruments							79
	Children's collections							86
	Electric train							98

(131 families with preschool children living in houses with two or more social rooms)

Per cent of children who do the activity	Type of play and/or play material	Indoor locations used by 10 per cent or more children					Outdoors only if most frequently used location	Away from home	Activity not done
		Living room or parlor	Work or supplementary area	Bed-room	Bath-room	All over house			
		Per cent of families							
75 to 100	Enjoying color and beauty						78	3	
	Balls	17					43	11	
	Listening to music	56	11					12	
	Singing					69		12	
	Romping					31	38	13	
	Playthings to handle	30	17	12				17	
	Active games					25	41	18	
	Natural materials						70	19	
	Art equipment	37	14					20	
	Wheel toys large enough to ride					15	49	23	
50 to 74	Push toys	24	12	10		15		26	
	Group impersonation	28		13				27	
	Pets						51	35	
	Dressing up clothes	14		19		14		36	
	Playing with household furniture	10				32		37	
	Housekeeping toys	14	11			10		47	
	Building materials	18						50	
25 to 49	Playing in water, indoors		19		25			52	
	Pull toys	15						54	
	Toy musical instruments	15				10		60	
	Pictures on wall or bulletin board			10		19		60	
	Climbing and exercise equipment						39	60	
	Quiet games	19						67	
	Playing musical instruments	12						70	
Less than 25	Children's collections							82	
	Electric train							95	

In houses with two or more social rooms, romping was also done most frequently outdoors.

In houses with no social room, the types of play which were not done by 75 to 100 per cent of the children were: playing toy musical instruments, climbing and exercise equipment, quiet games, playing musical instruments, making children's collections, and playing with electric train. In houses with one social room, only the last three types of play mentioned above were not done by 75 to 100 per cent of the children. In houses with two or more social rooms, only the last two types of play were not done by 75 to 100 per cent of the children.

The Houses

Nearly half of the houses were two, three, or four room houses on one floor. There was less congestion in the houses of the white families since they had larger houses and smaller households. In the houses with two to four rooms, 70 per cent of the white families had only 40 per cent of the negro families housed three to five persons. In the houses with five to 13 rooms, only about one-fourth of the white families housed seven to 13 persons, but about two-thirds of the negro families housed seven to 13 persons.

To avoid complications involved in using the families' name for rooms, standard names for rooms according to use were chosen. The major functions from which rooms take names are food preparation, sleeping, eating, and "living" - that is, sitting with the family, relaxing, playing, and entertaining callers. Food preparation was considered to be the major function of the kitchen, even when the family eating area was there.

CHAPTER VI

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This study was made to determine the relation between the type of house and the winter location for the preschool child's activities, the winter being the time of greatest pressure on the heated rooms of the house. The 450 rural families with preschool children, who were interviewed, lived in the Piedmont Area of North Carolina. It is hoped that this information may provide a basis for further study of space requirements, materials and methods of construction, and design of children's activity centers.

The Houses

Nearly half of the houses were two, three, or four room houses on one floor. There was less congestion in the homes of the white families since they had larger houses and smaller households. In the houses with two to four rooms, 70 per cent of the white families but only 40 per cent of the negro families housed three to five persons. In the houses with five to 13 rooms, only about one-fourth of the white families housed seven to 13 persons, but about two-thirds of the negro families housed seven to 16 persons.

To avoid complications involved in using the families' name for rooms, standard names for rooms according to use were chosen. The major functions from which rooms take names are food preparation, sleeping, eating, and "living" - that is, sitting with the family, relaxing, playing, and entertaining callers. Food preparation was considered to be the major function of the kitchen, even when the family eating area was there.

The major function of rooms used for sleeping by family members and "living" or eating was considered to be sleeping. The major function of rooms used for company sleeping and "living" or eating was considered to be social. Living was considered to be the major function in combination of eating and "living".

The degree of family satisfaction with most of the rooms within the house was high. The completely satisfactory rooms were: kitchen with dining alcove, kitchen-dining-living room, den-guest bedroom, living room with dining alcove, breakfast room, and den; unfortunately only a few families had such rooms. The least satisfactory rooms were: bedroom-dining room, dining room-guest bedroom, and unfinished, unfurnished and unused rooms; fortunately, few families had such rooms. Rooms which were satisfactory to 70 to 90 per cent of the families who had them, and which were fairly common were: living room, storage room, guest bedroom, dining room, parlor, living room-guest bedroom, kitchen, parlor-guest bedroom, bedroom-parlor, living room-dining room, and playroom. The rooms which were most frequent - bedrooms, kitchen-dining rooms, and bedroom-living rooms - were satisfactory to 70 to 80 per cent of the families who had them.

The family sleeping area by definition included all rooms in which family members slept. Family sleeping involved on the average two rooms: two bedrooms or a bedroom and a bedroom-social room. The company sleeping area included the guest bedroom and also rooms in which the major function was social. Guest bedrooms were found in about one-fourth of the homes and social room-guest bedrooms in about one-fifth.

The eating and living areas of the houses included rooms in which the major functions were food preparation and sleeping as well as social

activities. Almost 90 per cent of the families ate in a kitchen with an eating area. Only about one-fourth of families had a dining room; only about 40 per cent of the dining rooms were used as the major eating area. About one-half of the families used the bedroom-living room as the major living area and about half used a living room or den with or without provision for company sleeping or eating.

Only 16 per cent of the families had bathrooms; 36 per cent had running water and/or drain at sink.

All of the families had a yard, and 90 per cent had at least one porch. Less than one-half had any other kind of supplementary area. About 60 per cent had neither storage pantry nor storage room.

Number of Social Rooms as a Criterion of
the Livability of the House

From her observations in the homes the writer thought that number of social rooms - those used for "living" and eating - would be a good measure of the livability of the house. In the homes where there were few rooms, the social aspects of family living were given second place: the eating area was usually in the kitchen and the living area was usually in the parent's bedroom. Therefore, it seemed that the possession of one or more social rooms by a family probably indicated that there was an adequate number of other rooms for the primary activities - food preparation, and sleeping, plus space for other conveniences and comforts.

Number of social rooms did prove to be a good measure of the type of house. Families who had more social rooms also had more of the following: rooms in the house, eating rooms rather than eating areas in the kitchen, "living" rooms, heated rooms, bathrooms, kitchens with water facilities, supplementary areas, rooms and supplementary areas in which

the child played, and had more rooms satisfactory for the purpose - all factors which contribute to the livability of a house.

Thirty per cent of the families, more negro than white, had no social room. About 40 per cent had one social room. About 30 per cent, more white than negro, had two or more social rooms.

Houses with No Social Room

Family use of space. Of the families who had no social room, all but two families used the kitchen with an eating area as the only place to eat; by definition no dining rooms were found in these homes. All of these families used at least one family bedroom as a social room. The bedroom-living room served as the major living area for 99 per cent of the families; only six per cent also had a supplementary living area. The surprising thing is that about 20 per cent of the families in these houses who used one multiple purpose room for the family's living and sleeping had one guest bedroom. About 15 per cent of these families had running water and/or drain at sink; only one family had a bathroom and almost 85 per cent of the families had no plan for a bathroom.

Location for child's activities. In these houses, the bedroom was the most frequently used room for only one of the child's activities, that of putting soiled clothes in the laundry (Table XXVIII).

The bedroom-social room was the most frequently used location for all the child's sleeping activities, all of the child's dressing activities except putting soiled clothes in the laundry, and most of the indoor types of play and/or play materials: listening to music, playthings to handle, art equipment, group impersonation, push toys, pictures on the wall or bulletin board, building materials, pull toys, housekeeping toys, toy musical instruments, and quiet games.

TABLE XXVIII

LOCATIONS USED FREQUENTLY FOR THE CHILD'S ACTIVITIES IN HOUSES WITH NO SOCIAL ROOMS
(135 families with preschool children living in houses with no social room)

Rooms or other locations	Child's activities which occur in this location ¹ in 10 per cent or more of the families				
	Sleeping	Dressing	Grooming	Eating	Playing
	Activity and per cent of children				
Bedroom	Sleeping at night . 36	<u>Putting soiled clothes</u>			Group impersonation . . . 13 Dressing up clothes . . . 11
		in laundry 36			
	Napping . . 11	<u>Putting away clothing</u> . . 35			
		<u>Getting out clothing</u> . . 35			
		<u>Putting on and taking off:</u>			
		Outer garments 19			
		Underclothes 19			
		Wraps 16			
		Shoes or boots 10			
		<u>Brushing and combing hair</u> 11			
Bedroom-social room	<u>Sleeping at night</u> . 64	<u>Putting on and taking off:</u>			Bathing . 43 Shampooing hair . . 30 Listening to music . . . 69 <u>Playthings to handle</u> . . 52 <u>Art equipment</u> 50 <u>Group impersonation</u> . . . 47 <u>Push toys</u> 34 <u>Playing with household furniture</u> 32 <u>Pictures on the wall or bulletin board</u> 26 <u>Building materials</u> . . . 24 Singing 22 Balls 22 <u>Pull toys</u> 21 <u>Housekeeping toys</u> . . . 20 Dressing up clothes . . . 17 Romping 14 Wheel toys large enough to ride 13 <u>Toy musical instruments</u> . 12 <u>Quiet games</u> 11 Active games 10
		Shoes or boots 85			
	<u>Napping</u> . 47	Wraps 79			
		Outer garments 77			
	<u>Play at bedtime</u> . 30	Underclothes 75			
		<u>Brushing and combing hair</u> 84			
	<u>Play at naptime</u> . 11	<u>Putting away clothing</u> . . 59			
		<u>Getting out clothing</u> . . 59			
		<u>Drying wet garments</u> . . . 53			
		<u>Putting soiled clothes</u>			
		in laundry 19			
		<u>Putting on and taking off</u>			
		rubbers and galoshes . . 16			

TABLE XXVIII (Continued)

Rooms or other locations	Child's activities which occur in this location ¹ in 10 per cent or more of the families				
	Sleeping	Dressing	Grooming	Eating	Playing
Kitchen with eating area		Drying wet garments . 14 Putting soiled clothes in laundry . 13	Activity and per cent of children		Playing in water, indoors 28
			<u>Washing face and hands</u> . . . 91 <u>Shampooing hair</u> 62 <u>Brushing teeth</u> 49 <u>Bathing</u> 48	<u>Regular family meals</u> . . . 99 <u>Company meals</u> 97 <u>Children's meals when family is off schedule</u> . . . 97 <u>Getting a drink</u> 92 <u>Irregular snacks</u> 77 <u>Refreshments at children's party</u> 13 <u>Child's refreshments when adults have party</u> 13 <u>Mid-morning or mid-afternoon lunch</u> 10	
Privy			<u>Using toilet</u> . 57		
Outside			<u>Using toilet</u> . 21		
Outdoors only if most frequently used location					<u>Enjoying color and beauty</u> . . . 78 <u>Natural materials</u> 62 <u>Balls</u> 37 <u>Active games</u> . . . 36 <u>Wheel toys large enough to ride</u> . 32 <u>Pets</u> 32 <u>Climbing and exercise equipment</u> 19

1. The activities underscored are those which occur most frequently in the given location.

The kitchen with an eating area was the most frequently mentioned location for most of the child's grooming activities and all of the child's eating activities, and for playing in water indoors. The privy was the most frequent location for using the toilet, but outside (with no special toilet facilities) was used by about 20 per cent of the children.

Outdoors was used most frequently for the following types of play and/or play materials: enjoying color and beauty, natural materials, balls, active games, wheel toys large enough to ride, pets, and climbing and exercise equipment.

Houses with One Social Room

Family use of space. Eating in the kitchen with an eating area was the practice of about 95 per cent of the families with one social room, but 14 families had a supplementary eating area, and 11 had as their only eating area a dining room, living room with eating area, or bedroom-dining room. Twenty-one families had a dining room, nine of which were used as the major eating area and 12 as a supplementary area. For family sleeping, about 90 per cent of the families had one or more bedrooms, only about 40 per cent had bedroom-social rooms; less than one-fourth of the families had guest bedrooms. As the major living area, about 65 per cent of the families used a living room or den, with or without provision for company sleeping or eating; only one-third used the bedroom-living room as the major area. One-third of the families also had a supplementary living area. More than 30 per cent of the families had water facilities in or near the kitchen; only 10 per cent had a bathroom and two thirds had no plan for a bathroom.

Location for child's activities. In these houses, the bedroom was the most frequently used location for all the child's sleeping activities except play at bedtime, and for all the child's dressing activities (Table XXIX).

The social room was the most frequent location for play at bedtime. The living room or parlor was the most frequent location for the following indoor types of play and/or play materials: listening to music, art equipment, push toys, playthings to handle, group impersonation, toy musical instruments, quiet games, pull toys, and playing with household furniture.

The work or supplementary area was the most often used location for playing in water indoors, and a frequently used location for the following: playthings to handle, art equipment, push toys, listening to music, housekeeping toys, and group impersonation. The kitchen with or without eating area was the most often used room for drying wet garments and for most of the child's grooming activities. The kitchen with an eating area was the most frequent location for all the child's eating activities.

The privy was the most frequent location for using the toilet. Less than 10 per cent used the outside (with no special toilet facilities).

Outdoors was used frequently for the following types of play and/or play materials: enjoying color and beauty, natural materials, balls, wheel toys large enough to ride, active games, pets, and climbing and exercise equipment.

TABLE XXIX

LOCATIONS USED FREQUENTLY FOR THE CHILD'S ACTIVITIES IN HOUSES WITH ONE SOCIAL ROOM
(184 families with preschool children living in houses with one social room)

Rooms or other locations	Child's activities which occur in this location ¹ in 10 per cent or more of the families				
	Sleeping	Dressing	Grooming	Eating	Playing
		Activity and per cent of children			
Bedroom	<u>Sleeping at night</u> . 78 Napping . . 40 Play at bedtime . 14 Play at naptime . 10	<u>Putting away clothing</u> . . 63 <u>Getting out clothing</u> . . 63 <u>Putting on and taking off:</u> <u>Outer garments</u> 44 Underclothes 44 Wraps 41 Shoes or boots 38 <u>Brushing and combing hair</u> 38 <u>Putting soiled clothes in laundry</u> 36			Dressing up clothes . . 13 Playing with household furniture 10 Listening to music . . 10
Bedroom-social room	Sleeping at night . 21 Napping . . 18 Play at bedtime . 12	Brushing and combing hair 27 Putting on and taking off: Wraps 27 Shoes or boots 27 Outer garments 26 Underclothes 25 Putting away clothing . . 22 Getting out clothing . . 22 Drying wet garments . . . 11	Bathing . . 13 Shampooing hair . . . 10		Listening to music . . 17 Art equipment 15 Group impersonation . . 14 Playthings to handle . 13
Social room	<u>Play at bedtime</u> . 18	<u>Putting on and taking off:</u> Shoes or boots 19 Wraps 18 Outer garments 17 Underclothes 16 Brushing and combing hair 18 Drying wet garments . . . 13			

1. The activities underscored are those which occur most frequently in the given location.

TABLE XXIX (Continued)

Rooms or other locations	Child's activities which occur in this location ¹ in 10 per cent or more of the families				
	Sleeping	Dressing	Grooming	Eating	Playing
Living room or parlor			Activity and per cent of children		
					<u>Listening to music</u> 43
					<u>Art equipment</u> 35
					<u>Push toys</u> 24
					<u>Playthings to handle</u> 23
					<u>Group impersonation</u> 20
					<u>Balls</u> 17
					<u>Building materials</u> 14
					<u>Pictures on the wall or bulletin board</u> 14
					<u>Toy musical instruments</u> 13
					<u>Quiet games</u> 13
					<u>Housekeeping toys</u> 13
					<u>Pull toys</u> 12
					<u>Playing with household furniture</u> . . 11
				<u>Dressing up clothes</u> 10	
Work or supplementary area					<u>Playing in water, indoors</u> 27
					<u>Playthings to handle</u> 15
					<u>Art equipment</u> 14
					<u>Push toys</u> 14
					<u>Listening to music</u> 13
					<u>Housekeeping toys</u> 12
Kitchen with or without eating area		<u>Drying wet garments</u> . 27	<u>Washing face and hands</u> . . 84		
			<u>Shampooing hair</u> 70		
			<u>Bathing</u> . . . 58		
			<u>Brushing teeth</u> 46		

TABLE XXIX (Continued)

Rooms or other locations	Child's activities which occur in this location ¹ in 10 per cent or more of the families				
	Sleeping	Dressing	Grooming	Eating	Playing
Kitchen with eating area	Activity and per cent of children				
	<u>Regular family meals</u> 94				
	<u>Children's meals when family is off schedule</u> 91				
	<u>Company meals</u> 90				
	<u>Getting a drink</u> 83				
	<u>Irregular snacks</u> 63				
	<u>Refreshments at children's party</u> 19				
	<u>Child's refreshments when adults have party</u> 18				
	<u>Mid-morning or mid-afternoon lunch</u> 11				
	Bathroom			Using toilet 11	
Porch		Putting soiled clothes in laundry . 14 Drying wet garments 13	Brushing teeth 14		
Privy			Using toilet 58		
Outdoors only if most frequently used location				<u>Enjoying color and beauty</u> 79 <u>Natural materials</u> 72 <u>Balls</u> 44 <u>Wheel toys large enough to ride</u> 40 <u>Active games</u> 39 <u>Pets</u> 38 <u>Climbing and exercise equipment</u> 28	

Houses with Two or More Social Rooms

Family use of space. Of the families who had two or more social rooms, 68 per cent ate in the kitchen with an eating area or breakfast room; of these, 59 families also had a supplementary eating area. As their only eating area, 32 per cent had a dining room or living room with eating area. Eighty-nine of these families had a dining room, 36 of which were used as a major eating area and 53 as a supplementary eating area. For family sleeping, about 70 per cent of the families had two or more bedrooms; only about one-fourth had a bedroom-social room. Many of these families who had enough rooms to have separate rooms for social purposes and family sleeping could also take care of guests overnight. A living room or den with or without company sleeping or eating area, was the major living area in 80 per cent of the families; 60 per cent also had one or more supplementary living areas. Two-thirds of these families had water facilities in or near the kitchen, more than 40 per cent had a bathroom, and about one-fourth had a plan for a bathroom.

Location for child's activities. In these houses the bedroom was the most frequent location for the child's sleeping at night and napping, for all the child's dressing activities, and for playing in the dressing up clothes (Table XXX).

The social room was the most often mentioned location for the child's play at bedtime and for drying wet garments. The dining room in houses, which had one, was the most frequent location for the following eating activities: company meals, getting a drink, and refreshments at children's party. The living room or parlor was the most often used location for the following types of play and/or play materials: listening to music, art equipment, playthings to handle, group impersonation, quiet

TABLE XXX
 LOCATIONS USED FREQUENTLY FOR THE CHILD'S ACTIVITIES IN HOUSES WITH TWO OR MORE SOCIAL ROOMS
 (131 families with preschool children living in houses with two or more social rooms)

Rooms or other locations	Child's activities which occur in this location ¹ in 10 per cent or more of the families				
	Sleeping	Dressing	Grooming	Eating	Playing
Bedroom	Activity and per cent of children				
	<u>Sleeping at night</u> 86	<u>Putting away clothing</u> . . 68			<u>Dressing up clothes</u> 19
	<u>Napping</u> . 43	<u>Getting out clothing</u> . . 68			<u>Group impersonation</u> 13
	<u>Play at bedtime</u> 12	<u>Putting on and taking off:</u>			<u>Playthings to handle</u> 12
		<u>Outer garments</u> 51			<u>Push toys</u> 10
		<u>Underclothes</u> 47			<u>Pictures on the wall or bulletin board</u> 10
		<u>Wraps</u> 43			
		<u>Shoes or boots</u> 43			
		<u>Brushing and combing hair</u> 37			
		<u>Putting soiled clothes in laundry</u> 28			
		<u>Putting on and taking off rubbers and galoshes</u> . . 12			
Bedroom-social room	<u>Sleeping at night</u> 13	<u>Putting on and taking off:</u>			
	<u>Napping</u> . 10	<u>Shoes or boots</u> 17			
		<u>Outer garments</u> 15			
		<u>Wraps</u> 15			
		<u>Underclothes</u> 14			
		<u>Brushing and combing hair</u> 15			
		<u>Putting away clothing</u> . . 12			
	<u>Getting out clothing</u> . . 12				
Social room	<u>Play at bedtime</u> . 28	<u>Putting on and taking off:</u>	<u>Have no bathroom</u>		
		<u>Wraps</u> 27	<u>Bathing</u> . 20		
		<u>Shoes or boots</u> 24	<u>Shampooing hair</u> 10		
		<u>Outer garments</u> 19			
		<u>Underclothes</u> 18			
		<u>Drying wet garments</u> . . . 24			
	<u>Brushing and combing hair</u> 19				

1. The activities underscored are those which occur most frequently in the given location.

TABLE XXX (Continued)

Rooms or other locations	Child's activities which occur in this location ¹ in 10 per cent or more of the families				
	Sleeping	Dressing	Grooming	Eating	Playing
Dining room or breakfast room				Activity and per cent of children Have dining room <u>Company meals</u> . . . 80 <u>Getting a drink</u> . 48 <u>Regular family meals</u> 42 Children's meals when family is off schedule . . 29 <u>Refreshments at children's party</u> 15	
Living room with eating area				Have no dining room Company meals . 19 Regular family meals 14 Children's meals when family is off schedule . 10	
"Living" room without eating area				Have dining room Child's refreshments when adults have party 15	
Living room or parlor					<u>Listening to music</u> 56 <u>Art equipment</u> . . . 37 <u>Playthings to handle</u> 30 <u>Group impersonation</u> 28 <u>Push toys</u> 24 <u>Quiet games</u> 19 <u>Building materials</u> 18

TABLE XXX (Continued)

Rooms or other locations	Child's activities which occur in this location ¹ in 10 per cent or more of the families					
	Sleeping	Dressing	Grooming		Eating	Playing
Living room or parlor (continued)			Activity and per cent of children			Balls 17 Pull toys 15 Toy musical instruments . . . 15 Dressing up clothes 14 Housekeeping toys . 14 Playing musical instruments . . . 12 Playing with household furniture . . 10
Work or supplementary area						Playing in water, indoors 19 Playthings to handle 17 Art equipment . . . 14 Push toys 12 Listening to music 11 Housekeeping toys . 11
Kitchen with or without eating area		Drying wet garments 11	Have no bathroom <u>Washing face and hands</u> 88 <u>Shampooing hair</u> 73 <u>Bathing</u> 61 <u>Brushing teeth</u> . 53	Have bathroom Shampooing hair . . . 41 Washing face and hands 22 Brushing teeth . . 15 Bathing . . 11		

TABLE XXX(Continued)

Rooms or other locations	Child's activities which occur in this location ¹ in 10 per cent or more of the families				
	Sleeping	Dressing	Grooming	Eating	Playing
Kitchen with eating area			Activity and per cent of children		
			Have no dining room <u>Regular family meals</u> 86 <u>Children's meals when family is off schedule</u> 83 <u>Company meals</u> . . . 79 <u>Getting a drink</u> . . 67 <u>Irregular snacks</u> . 62 <u>Child's refreshments when adults have party</u> 24 <u>Refreshments at children's party</u> . 24 <u>Mid-morning or mid-afternoon lunch</u> . 10	Have dining room <u>Regular family meals</u> . . 57 <u>Children's meals when family is off schedule</u> . . 56 <u>Irregular snacks</u> . 42 <u>Getting a drink</u> . . 26 <u>Company meals</u> . . 19 <u>Child's refreshments when adults have party</u> 13	
Kitchen without eating area				Have no dining room <u>Irregular snacks</u> . 10	Have dining room <u>Irregular snacks</u> . 15
Bathroom		Putting soiled clothes in laundry . 15 Brushing and combing hair . 13	Have bathroom <u>Using toilet</u> . 87 <u>Bathing</u> . 80 <u>Washing face and hands</u> . 76 <u>Brushing teeth</u> . 69 <u>Shampooing hair</u> 48	Have no dining room <u>Getting a drink</u> . . 10	Have a bathroom <u>Playing in water, in-doors</u> . 25

TABLE XXX (Continued)

Rooms or other locations	Child's activities which occur in this location ¹ in 10 per cent or more of the families				
	Sleeping	Dressing	Grooming	Eating	Playing
Porch		Drying wet garments 20	Activity and per cent of children		
Other supplementary area		Drying wet garments 18 Putting soiled clothes in laundry . . . 15			
Privy			Have no bathroom Using toilet . . 67		
Outside			Have no bathroom Using toilet . . 15		
Outdoors, only if most frequently used location					Enjoying color and beauty . .78 Natural materials 70 Pets 51 Wheel toys large enough to ride 49 Balls 43 Active games 41 Climbing and exercise equipment 39 Romping 38
Away from home					Playing musical instruments 10

games, building materials, push toys, pull toys, and toy musical instruments.

The work or supplementary area was used by 10 to 20 per cent of the families for the following types of play and/or play materials: playing in water indoors, playthings to handle, art equipment, push toys, listening to music, and housekeeping toys, although, it was not the most frequent location.

In the homes with no bathroom, the kitchen with or without eating area was the most frequently used location for all the child's grooming activities except using the toilet. In the houses with a bathroom, 40 per cent of the families used the kitchen with or without eating area for shampooing the child's hair, although this was not the most frequent location.

In the houses with no dining room, the kitchen with an eating area was the most often used room for all the child's eating activities. In the homes with a dining room, the kitchen with an eating area was the most often used room for the child's regular family meals, children's meals when family was off schedule, and irregular snacks.

In the homes with a bathroom, of course, the bathroom was the most frequent location for all the child's grooming activities, and for playing in water indoors. In the homes with no bathroom, the privy was the most frequent location for using the toilet.

Outdoors was used most frequently for the following types of play and/or play materials: enjoying color and beauty, natural materials, pets, wheel toys large enough to ride, balls, active games, climbing and exercise equipment, and romping.

Conclusions and Recommendations for Houses
for Rural Families

In planning new houses and in remodeling old houses, the needs and activities of all family members should be considered. Therefore, in making suggestions for various rooms in the farm home the children's use of the rooms are mentioned along with those of other family members.

Planning for Multiple Use of Rooms

Small house. The existence of so many small houses (many of them having no room used purely for social purposes) indicates the need for planning houses of two, three or four rooms with a large kitchen, and a large bedroom-social room, which will serve the family's needs as well as possible at present, to which a living room or one or more bedrooms and a bathroom can be satisfactorily added later if the family want and can afford more rooms.

Kitchen with eating area. The use of the kitchen with eating area by most of the families for family and possibly company meals¹ and for the preschool child's grooming as well as food preparation,² and the frequent use as a secondary play center for the preschool child, indicates the importance of planning kitchens with this variety of uses in mind and with separate centers for these activities. The dining space in the kitchen should be attractive and convenient as well as adequate in size.

¹ Research on the meal service area is being done at the University of Tennessee.

² Research on the mixing area is being done at the University of Georgia.

Bedroom-social room. The predominance of bedroom-social rooms and the high degree of satisfaction with the bedroom-living room³ combination, suggests planning rooms which will function satisfactorily for sleeping, dressing, the preschool child's primary play center, and family living. Some consideration should also be given to furnishings for these multiple purpose rooms, appropriate in flexibility of use, good placement or mobility, ease of cleaning, and fitness in appearance.

Planning for Separate Social Rooms and Bedrooms

Dining room. The dining room as a special place designed primarily for the eating of company meals and a guest bedroom used only for overnight guests, especially in homes where the major living area is a bedroom-social room, does not appear to be a practical utilization of available living space. The location of the dining room often makes it an ideal place for the child's play space since it is convenient to the mother's work and leisure areas; therefore, the child would be within sight and/or hearing of the mother and not underfoot.

Living room. Families who are building or remodeling might consider having a large family living room with provision made for serving meals there when there is company or on special occasions and for company sleeping. This would seem to interfere with family living and the child's play less than does the family dressing and sleeping.

Bedroom. Bedrooms which are to be used only for sleeping and dressing can be small. On the other hand if the bedrooms were heated,

³ Research on the bedroom-living room is being done at the University of Arkansas.

they might be a more satisfactory location for play activities than the kitchen or living area especially for older children.

Among the requirements for the preschool child's sleep are privacy and quiet. If possible the preschool child should have a room of his own, certainly a bed of his own and preferably in a room with children rather than adults. If the child must sleep in a room with parents or others, a screen or curtain may be used around the child's bed to add to his comfort and privacy.

Planning for Water Facilities

A bathroom eliminates the carrying of water and waste, makes it possible to remove from the kitchen the preschool child's grooming and playing in water, and provides more healthful toilet facilities.

Suggestions for adding a bathroom in houses built without one are: to build in part of the side or back porch, build on a room adjoining the bedrooms if possible, or to use a large pantry, hall, small room or part of a large room.

It would seem that all new rural houses should, if at all possible, include a room for a bath even though the plumbing fixtures are not installed at the time of building. Having the room will encourage the family to work toward having a complete bath, and will provide for privacy in dressing and bathing at present.

To minimize the financial burden, it seems that families might do well to (1) follow a step-by-step installation plan, for example, first provide an adequate water supply and install an electric pump and a sink and lavatory in the kitchen, later a shower and lavatory in the bathroom, and last the septic tank and toilet facilities, and (2) investigate self-installation plans offered by some large commercial companies.

Those families who cannot install a bathroom at present should be encouraged to build a sanitary privy if they do not already have one, and to use sanitary practices in the privy.

Planning for Storage Facilities

Lack of storage pantries or storage rooms in the majority of the homes, and the lack of closets according to the writer's observations, indicates a need for more storage facilities.⁴ Since less than 70 per cent of the children whose clothing was stored in the bedroom dressed there, it would seem that provisions for the storage of the child's clothing should be provided in the room where the preschool child's dressing is done.

Getting the Most in Functional Use for One's Money

People want many things in their houses which they cannot have unless inexpensive materials and methods of construction⁵ are developed, which would make it possible to have more rooms and more facilities.

Conclusions and Recommendations for Further Study of the Housing Needs of Children

In planning for the home activities of preschool children, the following activities and suggested locations (based on the rooms most frequently used by the children in this study) should be kept in mind:

⁴ Research on storage space and facilities is being done at the University of Alabama.

⁵ Research on inexpensive materials and methods of construction is being done by Agricultural Engineers in the Southern Region.

Activity	Suggested location		
Sleeping	Sleeping area		
Sleeping at night	X		
Napping	X		
Dressing	Sleeping area	Social area	Food preparation area
Putting away clothing	X		
Getting out clothing	X		
Putting on and taking off:			
Outer garments	X		
Underclothes	X		
Wraps	X		
Shoes or boots	X		
Rubbers or galoshes	X		
Putting soiled clothes in laundry	X		
Brushing and combing hair	X		
Drying wet garments		X	X
Grooming	Food preparation area	Privy	Bathroom
Washing face and hands	X		X
Bathing	X		X
Shampooing hair	X		X
Brushing teeth	X		X
Using toilet		X	X
Eating	Food preparation area	Social area	
Regular family meals	X		
Company meals	X	X	
Children's meals when family is off schedule	X		
Getting a drink	X	X	
Irregular snacks	X		
Child's refreshments when adults have party	X	X	
Refreshments at children's party	X	X	
Mid-morning or mid-afternoon lunch	X		

Activity	Suggested location				
	Sleep- ing area	So- cial area	Work area	Bath- room	Out- doors
Playing					
Dressing up clothes	X				
Play at naptime	X				
Play at bedtime		X			
Listening to music		X			
Playthings to handle		X			
Art equipment		X			
Group impersonation		X			
Push toys		X			
Pictures on the wall or bulletin board		X			
Building materials		X			
Pull toys		X			
Housekeeping toys		X			
Toy musical instruments		X			
Quiet games		X			
Playing musical instruments		X			
Playing in water, indoors			X	X	
Enjoying color and beauty					X
Natural materials					X
Pets					X
Wheel toys large enough to ride					X
Balls					X
Active games					X
Climbing and exercise equipment					X
Romping					X

Most of the child's daytime activities occurred in the work area or social area, rooms which were used heavily by all members of the family, the writer had the feeling that the children needed at least a corner to call their own.

The findings of this investigation are a mere beginning and indicate a need for further study of the location for the activities of preschool children in rural homes:

Age and sex of the preschool child in relation to his activities, person with whom he does activities, and the location for the activities.

Reasons for using certain locations for the child's activities and the satisfaction or dissatisfaction with the location.

Activity	Suggested location				
	Sleep- ing area	So- cial area	Work area	Bath- room	Out- doors
Playing					
Dressing up clothes	X				
Play at naptime	X				
Play at bedtime		X			
Listening to music		X			
Playthings to handle		X			
Art equipment		X			
Group impersonation		X			
Push toys		X			
Pictures on the wall or bulletin board		X			
Building materials		X			
Pull toys		X			
Housekeeping toys		X			
Toy musical instruments		X			
Quiet games		X			
Playing musical instruments		X			
Playing in water, indoors			X	X	
Enjoying color and beauty					X
Natural materials					X
Pets					X
Wheel toys large enough to ride					X
Balls					X
Active games					X
Climbing and exercise equipment					X
Romping					X

Most of the child's daytime activities occurred in the work area or social area, rooms which were used heavily by all members of the family, the writer had the feeling that the children needed at least a corner to call their own.

The findings of this investigation are a mere beginning and indicate a need for further study of the location for the activities of preschool children in rural homes:

Age and sex of the preschool child in relation to his activities, person with whom he does activities, and the location for the activities.

Reasons for using certain locations for the child's activities and the satisfaction or dissatisfaction with the location.

Floor space, equipment, and storage requirements for the child's activities.

A comparison of the location for the activities of preschool children in farm, town, and city homes is desirable.

Similar studies should be made for grade school children and adolescents so that centers may be designed to be usable throughout childhood and adolescence.

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APPENDIX TABLE A
 HOUSES WITH KITCHEN-DINING-LIVING ROOM¹

Number of social rooms	Record number	Social room	"Living" room-guest bedroom	Bedroom-social room	Bedroom	Guest bedroom	Storage room
Two	040402	Parlor,* Dining room			3	1	
One	110704	Parlor*		Bedroom-living room*	1*	1*	2
	070401	Playroom		Bedroom-parlor*	1		2
	090204	Parlor			2	1	
	050602	Parlor*			2*		
	110202	Parlor*			2		
	060502		Parlor-guest bedroom*		3		
	110404		Living room-guest-bedroom		3		

1. In addition to the kitchen-dining-living room and bedrooms, all of these thirteen families had at least one other social area (ranging from 1/2 to 2 rooms) usually "parlor" in usage, one family had a living room-guest bedroom, not heated, and one had a playroom and a bedroom-parlor. Three of them also had storage rooms (from 2 to 5). All but three of these social areas were heated. Apparently, it was the desire to keep one room looking nice rather than lack of space or heat which led to triple use of the kitchen by most of these families.

* This room is heated. In two houses only the kitchen is heated. In one house, the one bedroom is heated but the bedroom-parlor is not heated.

APPENDIX TABLE A (Continued)

Number of social rooms	Record number	Social room	"Living" room-guest bedroom	Bedroom-social room	Bedroom	Guest bedroom	Storage room
One (continued)	060304		Parlor-guest bedroom*		2		
	090701		Parlor-guest bedroom*		1		5
	090106		Parlor-guest bedroom*		2		
None	070501			Bedroom-parlor	1*		
	010601			Bedroom-parlor*			

APPENDIX TABLE B

FAVORITE TYPES OF PLAY AND/OR PLAY MATERIALS AT BEDTIME AND NAPTIME

(218^a children who played at bedtime and 103^b children who played at naptime.)

Favorite type of play and/or play material ¹	Number of children		Per cent of children	
	Bedtime	Naptime	Bedtime	Naptime
Dolls or stuffed animals	78	44	36	43
Books and stories	48	21	22	20
Push toys	38	15	17	15
Pets, active games, romping, and pull toys	37	8	17	8
Wheel toys large enough to ride	21	10	10	10
Playthings to handle and building materials	19	4	9	4
Art equipment	14	3	6	3
Dressing up clothes and housekeeping toys	13	6	6	6
Balls	12	7	6	7
Other ²	25	13	12	13

- a. One other family did not list the favorite type of play and/or play material; four other families said the children played but without toys.
- b. Four other families did not list the favorite type of play and/or play material; one other family said the children played but without toys
1. Some of these children had more than one favorite type of play and/or play material.
 2. Other includes natural materials, television, anything, train, rocking chair, drive-in movie, listening to radio, no favorite toy, just plays, talks, and horn.