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A STUDY OF TWO KINDS OF ACTIVITIES OF PRESCHOOL CHILDREN -
DRESSING ACTIVITIES AND
PLAY ACTIVITIES AFFECTED BY THE HOMEMAKER'S ACTIVITIES

by

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TABLE OF CONTENTS

CHAPTER	PAGE
I. INTRODUCTION	1
II. REVIEW OF LITERATURE	4
III. DRESSING ACTIVITIES	18
Degree of Independence of Child	18
Location for Dressing Activities	22
Satisfaction with Dressing Activities	23
Satisfaction with Various Dressing Activities According to Degree of Child's Independence and Usual Location for Activity	27
Satisfaction with Location for Dressing Activities According to the Type Bathroom	44
IV. EXTENT TO WHICH THE PLAY OF THE PRESCHOOL CHILD WAS INFLUENCED BY THE ACTIVITIES OF THE HOMEMAKER	56
Location of the Child in Relation to the Homemaker	56
Activity of the Child in Location Where Homemaker was Working or Spending her Leisure Time	59
Location and Activity of Child in Relation to Mother's Activity	66
V. SUMMARY	80
Dressing Activities	80
Activity of the Child in Location Where Homemaker was Working or Spending her Leisure Time	82

TABLE OF CONTENTS

CHAPTER	PAGE
Recommendations for Certain Activity Centers for the Preschool Child	83
Recommendations for Further Study	83
BIBLIOGRAPHY	85

LIST OF TABLES

TABLE	PAGE
I. Degree of Independence of Child in Dressing	
Activities	19
II. Location for Dressing Activities	24
III. Satisfaction and Dissatisfaction with Location	
for Dressing Activities	26
IV. Satisfaction with Brushing and Combing Hair	
According to Degree of Child's Independence and	
Usual Location for Activity	28
V. Satisfaction with Putting On and Taking Off Footwear	
According to Degree of Child's Independence and	
Usual Location for Activity	29
VI. Satisfaction with Putting On and Taking Off Outer	
Garments According to Degree of Child's Independence	
and Usual Location for Activity	30
VII. Satisfaction with Putting On and Taking Off Wraps	
According to Degree of Child's Independence and	
Usual Location for Activity	31
VIII. Satisfaction with Putting On and Taking Off Underclothes	
According to Degree of Child's Independence and	
Usual Location for Activity	32
IX. Satisfaction with Weighing and Measuring According	
to Degree of Child's Independence and Usual Location	
for Activity	34

LIST OF TABLES

TABLE	PAGE
X. Satisfaction with Washing Feet According to Degree of Child's Independence and Usual Location for Activity	35
XI. Satisfaction with Putting Soiled Clothing in Laundry Basket According to Degree of Child's Independence and Usual Location for Activity	36
XII. Satisfaction with Getting Clothing out of Closet or Chest According to Degree of Child's Independence and Usual Location for Activity	37
XIII. Satisfaction with Putting Away Clothing in Closet or Chest According to Degree of Child's Independence and Usual Location for Activity	39
XIV. Satisfaction with Shampooing Hair According to Degree of Child's Independence and Usual Location for Activity	40
XV. Satisfaction with Brushing Teeth According to Degree of Child's Independence and Usual Location for Activity	41
XVI. Satisfaction with Bathing According to Degree of Child's Independence and Usual Location for Activity	42
XVII. Satisfaction with Washing Face and Hands According to Degree of Child's Independence and Usual Location for Activity	43

LIST OF TABLES

TABLE	PAGE
XVIII. Satisfaction with Using the Toilet According to Degree of Child's Independence and Usual Location for Activity	45
XIX. Type of Bathroom	46
XX. Location for Washing Feet and Satisfaction with the Activity According to the Type of Bathroom	47
XXI. Location for Shampooing Hair and Satisfaction with Activity According to the Type of Bathroom	48
XXII. Location for Brushing Teeth and Satisfaction with the Activity According to the Type of Bathroom	49
XXIII. Location for Bathing and Satisfaction with the Activity According to the Type of Bathroom	50
XXIV. Location for Washing Face and Hands and Satisfaction with the Activity According to the Type of Bathroom	51
XXV. Location for Using Toilet and Satisfaction with the Activity According to the Type of Bathroom	52
XXVI. Location of Child while Homemaker was Working	57
XXVII. Location of Child while Mother was Relaxing or Engaging in Quiet Activities	60
XXVIII. Location of Child while Mother was Visiting	61
XXIX. Location of Child while Mother was Entertaining Friends	62
XXX. Activity of Child While Homemaker was Working	63

LIST OF TABLES

TABLE	PAGE
XXXI. Activity of Child While Mother was Relaxing or Engaging in Quiet Activities	67
XXXII. Activity of Child While Mother was Visiting	68
XXXIII. Activity of Child While Mother was Entertaining Friends	69
XXXIV. Location and Activity of Child While Homemaker was Cleaning	70
XXXV. Location and Activity of Child While Homemaker was Doing Outside Work	71
XXXVI. Location and Activity of Child While Homemaker was Cooking and/or Washing Dishes	72
XXXVII. Location and Activity of Child While Homemaker was Washing	73
XXXVIII. Location and Activity of Child While Homemaker was Ironing	74
XXXIX. Location and Activity of Child While Homemaker was Mending or Sewing	75
XL. Location and Activity of Child While Mother was Relaxing or Engaging in Quiet Activities	76
XLI. Location and Activity of Child While Mother was Visiting	77
XLII. Location and Activity of Child While Mother was Entertaining Friends	78

CHAPTER I

INTRODUCTION

One of the most difficult problems the average family meets today is that of providing a dwelling which adequately meets its needs, at a cost it can afford to pay. According to Agan:

Each period in the family life cycle has its set of circumstances which pose their own unique problems. Aside from the challenging problems of human relations and of the financial and other management of the home, there is also the problem of use of the present dwelling to the best advantage as a background for family life or the choice of another house. For either choice, it is necessary to understand the functions required of the dwelling to carry on all the activities of the family members and to be able to interpret house design in terms of the ease with which these activities can be carried on. . . . The house in whatever form it is, is the center of family life.¹

Since the house itself has such a marked effect upon the life that goes on within it, there has been much interest in finding out what makes it livable for different types of families. Research sponsored by the Bureau of Human Nutrition and Home Economics and the Agricultural Experiment Station, which seeks to determine the housing preferences of families, is providing a more scientific basis for planning houses to fit family needs. Each of the four regions of the United States has research in progress. North Carolina has chosen for its contribution to the Southern Region housing study, the housing needs of preschool children.

This study, a part of a larger study,² deals with the dressing

¹ Tessie Agan, "Housing and the Family Life Cycle," Journal Home Economics, 42 351, May, 1950.

² Kremer, Josephine, Space and Storage Requirements for Home Activities of Preschool Children. Research in Progress.

activities of the preschool child, his play activities which are influenced by the activities of the homemaker, and the housing arrangements for these activities.

The larger study also will deal with certain background factors about the family and the house, as well as the eating, sleeping, and play activities of the preschool child and his play under varied circumstances such as: when the father is at home; when neighboring children come to play, stormy days, bedtime, naptime and bathtime, and with satisfactory space and storage facilities for these three activities.

The objectives of this study were (1) to determine the usual location, or locations, for the dressing and undressing activities of the preschool child chosen in each family for study, and the satisfaction or dissatisfaction of the mother and child with the location, and (2) to discover how the location and activity of the child were influenced by the activities of the homemaker. It was hoped that such information would provide a basis for planning more satisfactory activity centers both for the child's dressing and for his play while his mother was engaged in various activities.

Forty small towns in the Piedmont area of North Carolina were chosen for the study by the Department of Experimental Statistics of North Carolina State College. Volunteer enumerators, Home Demonstration agents and Home Economics teachers secured lists of all families in their towns who had preschool children. From these lists the Department of Experimental Statistics chose twelve families in each town to be interviewed, with the purpose of having a representative sample. Two hundred sixty-three of these

families were then interviewed by the enumerators using a schedule prepared by Dr. Josephine Kremer. To make the interview reasonable in length of time required, one preschool child in each of these families was chosen for study and the answers were about his activities. The schedules were edited and many of the families were revisited by the writer to secure some missing information. The data was then studied, analyzed, and interpreted.

CHAPTER II

REVIEW OF LITERATURE

A number of studies have been made which are concerned with the housing and equipment needs of preschool children.

Zimmer, in 1946,¹ after securing and analyzing data furnished by thirty-seven cooperators, the average one of whom lived in a rented, single family house, with an upstairs and basement as well as a first floor, belonged to a professional group, and had a moderate income, made some recommendations as to housing arrangements affecting certain home management practices when there are preschool children in the family. These recommendations included having a bathroom on each floor, bathroom large enough for mother and child, downstairs bedrooms, the child's being in a quiet area, and bathrooms and bedrooms opening off a hall; a play space for the child near the kitchen and living room, a large kitchen so children can help, kitchen well lighted and including an eating area. She also recommended that the laundry be on first floor and that there be a covered outside play area.

Zimmer also suggested structural features that make for safety and safety devices for equipment and furnishings if there are children in the home.

A study of equipment having to do with the well-being of children

¹ Zimmer, Helen Marie. Housing Arrangements Affecting Home Management When Preschool Children Are Included. Master's Thesis. Corvallis, Oregon: Oregon State College, 1946.

as provided in homes of different occupational levels was made by Fletcher.² She used information gathered by personal interview from ninety-three families having 188 children. The record called for information on indoor and outdoor play equipment, play areas, the house and its equipment. She found that children of the professional class had more active equipment per child, the children of retail business men more creative equipment, but that in all other types of play equipment--representative, family, musical, and games--the children of the managerial class were ahead.

When families were divided into the following groups according to the occupation of the father:

Class I - professional, semi-professional and managerial workers, major clerical workers, skilled mechanics, and retail business men.

Class II - farmers

Class III - the minor clerical and semi-skilled job positions, the slightly skilled trades and other occupations requiring little training or ability.

Class IV - both rural and urban day laborers

a decrease in amount of play equipment from class to class was shown. In Class IV there was less than one piece per child in representative and family equipment and less than one book or musical instrument per child. There was a "dearth of some types of play equipment in at least thirty per cent of the homes."³ Farm families had an advantage in enclosed yards.

² Fletcher, W. Variations in Equipment for Children Among Homes of Different Occupational Levels. "Master's Thesis." Ames, Iowa: Iowa State College, 1938.

³ Ibid., p. 24.

More professional families than any other had low hooks for the children. "Refrigeration needs are the most adequately met of all; here the percentage attains 100 per cent in the upper classes and does not fall below sixty-two per cent with the last class.⁴

In 1948 Mrs. Trotter⁵ studied the activities of children in professional homes in order to see what space was needed by the children for play and for storing their possessions. Forty families were interviewed and information from thirty of these with only one preschool child, was used. In the interview she asked about the activities of the mother which might affect the location of the child's room, its size, furnishings and equipment. She also asked about the measurements of articles the child used and kept in his room.

The mothers, due to the fact that many of the families had the children in Nursery School and eighty-three per cent of them had paid help, seemed to have free time to supervise the child's play (which most of them did at fifteen to thirty minute intervals) in the place where the child wished to play rather than have the child play where the mother might see him as she worked. Mrs. Trotter stated that all of the children played happily when the mother was not in sight and therefore play space did not need to be within view of the mother. It was recommended that the child's room be used.

Mrs. Trotter designed a closet and chest of drawers for storing clothing and bed linens and two sets of shelves for storing books and

⁴ Ibid., p. 28.

⁵ Trotter, Virginia Yapp. Space and Equipment Required for the Preschool Child's Room in a Professional Family Home. "Master's Thesis." Manhattan, Kansas; Kansas State College, 1948.

smaller toys, also a box for toys. Floor space and wall space was left in one corner of the room, for larger toys. A plan for a room eleven feet by twelve feet by eight feet high, was worked out which provided for active play as well as a place for the above mentioned storage. It was suggested that the child's room be near both the parents' room and the bathroom. As furnishings she suggested chairs, a table, a blackboard or easel, and the bed to be placed so as to divide the space into a dressing center and a free play area. The importance of planning at every point for safety was emphasized by the fact that one fourth of the children had had falls, bruises, or burns.

Having observed that when bathrooms were built more consideration was given to whether the space would accommodate the three fixtures than to whether it was the most convenient for the family's use, Green⁶ in 1947, did some research to determine the functions families with preschool children would like to have their bathrooms serve, the space needed for storing things required for these uses, and differences in needs of families in the country and in small cities, as well as differences in the two regions she studied. Rural families in nineteen Kansas counties and twenty Louisiana parishes, also forty Manhattan, Kansas, families and twenty living in five other cities were interviewed by Home Demonstration Agents or graduate students. In addition to general information about the house and family, questions were asked about the present bathrooms and those the families would like to have. About one-third of the husbands were professional

⁶ Green, Rogenia. Certain Storage Requirements for Families with Preschool Children. "Master's Thesis." Manhattan, Kansas: Kansas State College, 1947.

people and one third farmers. Their houses had cost \$2500 to \$8400 and sixty per cent were now valued at \$4500 to \$10,400.

Miss Green found a desire for one or more bathrooms downstairs and two thirds of the families wanted them to open off of the hall. Eighty to eighty-nine square feet seemed to be the size liked best, the reasons for wanting larger bathrooms than many of them now had being, first to have space for mother to help bathe and dress child, and second a safe location for a fan for ventilating the bathroom. Careful scheduling of time, extra fixtures, separate compartments for different fixtures, extra washroom, or extra basement shower, an additional half or full bath, were suggestions for preventing conflicts in the use of the bathroom.

Many families would like room in the bathroom for storing the bathi-nette and a chest of drawers for baby's clothes, a low rod and mirror for child's use, steps or stool, light switch low enough for child to reach, hook for his garments. Ninety-six per cent of the families wanted a storage place for towels and wash cloths, and about eighty-five per cent of those who wanted to do some laundry in the bathroom wanted arrangements for drying there. Some wanted storage for garments so that dressing could take place there. A few wanted storage for cleaning supplies and shoe shining equipment. Various types of storage were suggested: closets (either built in or portable), cupboards, open shelves, chests of drawers, and dressing tables. Safety features such as having electric switches placed to prevent shock, non-skid floor covering, a place for poisons and medicines that is inaccessible to children, grab bars, were wanted by three fourths of the families as were sound proof bathrooms. Miss Green designed two bathrooms to meet these needs.

Using information obtained by visiting fifty-five families in Ithaca, New York, Wiesendanger,⁷ in 1935, tried to determine what the basis of choice of the families had been originally in selecting furnishings and equipment for the needs of children and what the basis of choice would be after having had experience. This applied to general household furnishings and equipment as well as to large play equipment and furnishings just for children. We are concerned with the part of the study ^{dealing} with the choices for toileting, washing, bathing, storage of clothing and toys. Points taken into consideration by the families were safety, size, comfort, convenience, durability, attractiveness, usefulness and the ease with which they could be handled. She says:

All of these 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 are 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.⁸

Some children used boxes and stools to reach the wash bowl, others used furniture to make them high enough, and some washed at the lower faucets of the tub. Only twelve families had low towel racks for their children. For toileting the children in eight families used pots, in some of these only part of the time, using chairs or toilet seats other times.

⁷ Wiesendanger, Delpha E. 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.

⁸ Ibid., p. 102.

Two mothers felt that they did not cramp children as toilet seats and chairs did. Points considered at the time of purchase, or which would be considered in future purchases for chairs and toilet seats were: washable--two said they would like metal ones, arrangement to hold chamber close to seat, easily carried--one would like it to come apart for this reason, good support for back, tray or strap to hold child in, smooth seat. Three mothers said they preferred toilet seats for boys, and two said they preferred chairs for them. With both chairs and toilet seats it seemed important to have a special shape with guard or shield for boys. One mother said she would not use chair until child could sit alone and was large enough to fit chair. The desirability of a foot rest for toilet seat was mentioned by one mother; another said she would not have foot rest unless adjustable. Arms were thought by some mothers to be desirable. "Boxes and stools were provided by a few families to help the child get on the toilet easily."⁹

Points considered at first or which would be considered now when buying child's own table and chair were: light weight so child could move or carry, sturdy, right size for child, for chair--broad with good back, for table--large so room for playmates too.

"Fifty-one per cent of the families had purchased one or more pieces of general household furniture or equipment with their children in mind."¹⁰ They looked for such qualities in equipment as safety, conven-

⁹ Ibid., p. 80.

¹⁰ Ibid., p. 101.

ience, ease of operation and repair. They wanted furniture that would not show dust, could be easily cleaned, was durable, was not easily damaged or could be refinished. They also considered comfort, price, size, convenience and adaptability to different rooms.

Wiesendanger found varied arrangements for keeping children's clothes.

Low hooks in bedroom closets had been provided in only twenty homes but low hooks and clothes trees had been provided for sweaters and snow suits in most of the homes. In five homes stools were available in the children's rooms and were used as a means of reaching clothes in the closets.¹¹

A majority of families had chests of drawers. Some of these were small ones, some not. One mother said, "Sometimes it is best for him not to reach them."¹² Low drawers in bureaus and dressers, chiffoniers, a chifferobe, and a wardrobe trunk were used. One had built-in drawers in the bathroom and one low shelves in closet, one used a dressing table of orange crates. Ease with which drawers were opened, and finish were considered in one case as well as size of chest. "Large wheeled play equipment was kept in the basement, the garage, on a porch or in all three places."¹³ The most popular storage for toys seemed to be boxes and shelves; cupboards and baskets seemed to be about equally popular; a number of families used chests. "In twenty per cent of the families the children kept at least a part of their toys on the floor."¹⁴

¹¹ Ibid., p. 94.

¹² Ibid., p. 91.

¹³ Ibid., p. 94.

¹⁴ Ibid., p. 94.

Other places were:

behind curtain in corner of dining room
 large paper bag behind kitchen door
 in a 4 x 5 dormer window¹⁵
 play pen and corner of room on floor¹⁶
 mother improvised case for toys from crates¹⁷

Kammerer,¹⁸ 1935, using information from forty professional homes where there were no people living except the members of the immediate family and where there was no full time help, studied what home storage was needed for children's play material. She grouped toys used together and stored them at the place most frequently used. In placing them on shelves she considered particularly the convenience or ease with which the child might handle them, placing the heavier and larger ones nearer the floor and using a maximum height of forty-eight inches for the highest shelf, so child could reach it. She then estimated the amount of floor space needed in each family and made patterns for storing.

Kammerer said that, although the majority of the mothers allowed their children to play anywhere they wanted to, the children usually played in one place most of the time, this being for indoor play the living room.

Children in eighty per cent of the families used the living room either as the main or an occasional play space. Other parts of the

¹⁵ Ibid., p. 99.

¹⁶ Ibid., p. 96.

¹⁷ Ibid., p. 98.

¹⁸ Kammerer, Esther. Arrangements Needed for the Home Storage of Children's Play Material. "Master's Thesis." Corvallis, Oregon: Oregon State College, 1935.

house used as main play spaces are listed in the order of their popularity; living room and first floor bedroom used together; 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.¹⁹

All of the children played out of doors and from thirty of the records she found the average storage needed for outdoor play equipment was nine and four-tenths square feet with a range from four-tenths to thirty-four and five-tenths square feet, usual being five to ten feet. She suggested a large box-like structure to house tricycle and wagon, with a thirteen inch shelf across it near the top to hold skates. She pointed out that it should be weatherproof and on grade level. She found more than one-fourth of the families needed space to keep play materials used on the porch, in the garage, or in the basement--one and one-tenth to twenty-one and nine-tenths square feet.

The children in forty per cent of the families did some playing in the kitchen or helped mother cook. Kammerer suggested a shelf or drawer twelve inches high, eighteen inches long and nineteen inches deep, with toy stove stored on an open shelf. She said that besides storage in the main indoor play space, out of doors, kitchen, basement or porch, some might be needed in another area, ranging in amount from two tenths to ten square feet, less than two needed in most cases. Only two mothers wished storage for toys in the bathroom and a shelf six and one-half inches by six to twenty-four inches long (with an allowance of eleven inches above the shelf) was thought to be adequate.

For storage of reserve play materials a box, in storeroom or on

¹⁹ Ibid., p. 2.

closet shelf, seventeen inches deep, twenty-seven inches long, and twelve inches high where the mother could get to it would do nicely.

Irland,²⁰ in 1947, analyzed data on 222 families from a larger study of 382 Michigan homes, dividing the 222 families into two groups-- those having children up to five years old and those with children five to sixteen. The findings concerning the 112 families who had the younger children are of interest to us. She wished to find the effect of economic level, place of residence, parental education, size of family on toy purchases, purchasing of reading material, purchasing of durable household furnishings, methods used to prevent misuse of toys, time spent on child care.

The effect of economic level on the factors studied showed varied results. For the younger age group a positive relationship existed between a rise in economic level and the increased purchase of strength and constructive toys, the durability of toys purchased, the increase in purchase of books and magazines and the time spent in care and guidance of children.²¹

The small number of household furnishings which were purchased with a view to the needs of children indicates a general lack of awareness of the need for durability because of the presence of children in the family as a factor in buying.²²

Low and medium level families with younger children reported their second choice of method the taking of toys away from the child when they were not being used correctly. Comfort level families listed as their second choice showing a child how to play with the toy.²³

²⁰ Irland, Marquita L. A Study of Certain Factors in Home Management Relating to the Presence of Children in the Family. "Master's Thesis." East Lansing, Michigan: Michigan State College, 1947.

²¹ Ibid., p. 75.

²² Ibid., p. 19.

²³ Ibid., p. 24.

Providing a storage space for toys when they are not in use was the most frequently mentioned method for the prevention of the misuse of toys regardless of economic level.²⁴

For families with children in the younger age group there was a higher frequency of toy purchases for farm families than village families. Similarly farm fathers were reported to have spent more time in child care and guidance. Village families ranked higher in books purchased, purchasing of durable household furnishings, the time spent by mother on child care and guidance, and slightly higher in total time spent on child care.²⁵

The method used by both farm and village families to prevent the misuse of toys was storage of toys when not in use. For farm families the second choice was "wise choice of toys which could be used freely by the child"; for village families the second choice was "showing the child how to play with the toy."²⁶

Although for the younger age group there seemed to be an increase in purchase of books, sturdy toys, and durable furnishings, with the increase in average years of parental education, the author thought that general education showed no marked effect upon the problems studied because the above findings did not hold true in the case of the group with older children.

Home Economics education showed some relation to the purchasing of reading material, the methods used to prevent the misuse of toys. Non-Home Economics trained women with young children spent more time in child care, training, and guidance, perhaps indicating that Home Economics training made its possessors slightly more effective in their use of time.²⁷

²⁴ Ibid., p. 24.

²⁵ Ibid., p. 19.

²⁶ Ibid., p. 19.

²⁷ Ibid., p. 77.

Family size affected the purchase of toys, reading material, and the time spent on child care. The increase in toys and reading material was not an increase per child, however.

Families with younger children having one child and those with five or more children bought more fragile toys. Two, three, or four children families purchased the majority of their toys in the sturdy class at the younger age level.²⁸

The favorite method for preventing the misuse of toys was storing the toys when not in use. "Both of the larger family groups at the lower age level placed second taking the toy away."²⁹ Second in families with only children was showing the child how to use the toy.

A summary of the above studies shows that

Zimmer recommended a bathroom on each floor, large enough for mother and child, opening off of hall; a play space for child near kitchen and living room, a large well lighted kitchen with an eating area in it; the laundry on first floor.

Fletcher found the managerial class to have more play equipment of all types than other occupational levels with the exception of active play equipment, where the professional group led, and of creative equipment where the retail business man's child led. In the day laborer's family there was less than one piece of representative, family, game, musical equipment per child.

Trotter said that, with the professional group she studied, the child's room could be used for play and for storing his clothing and toys,

²⁸ Ibid., p. 65.

²⁹ Ibid., p. 68.

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Trotter said that, with the professional group she studied, the child's room could be used for play and for storing his clothing and toys,

²⁸ Ibid., p. 65.

²⁹ Ibid., p. 68.

books, bed linens. She recommended a room twelve by eleven by eight feet near the parents' room and bath.

Green found most families wanted a bathroom downstairs, the size best liked being eighty to eighty-nine square feet, and two-thirds of the families wanted the bathroom to open off of a hall.

Wiesendanger found the factors which families considered or would now consider, when purchasing furnishings with children in mind, were such factors as size, durability, safety, comfort, convenience, ease of handling, price, not easily damaged but can be refinished. Low hooks, low shelves, low chests of drawers or low drawers in other chests were found to be easier for the child to manage. Ease with which drawers may be pulled out is worth considering.

Kammerer found in nearly half of the households the total floor space needed for storing play materials and equipment was twenty to thirty square feet, in only two cases more than forty, and in all but five at least ten. She recommended storage not only in connection with main indoor play space but in kitchen, out of doors, and perhaps in some other indoor area.

Irland found a greater use of books than of magazines by children. A large majority of the families used a storage place for toys to prevent the misuse of toys. The floor covering she found to be the main item of household things bought with durability in mind because there were children in the family, chairs were next, and davenports third. The mother was the family member who spent the greatest amount of time in child care.

CHAPTER III

DRESSING ACTIVITIES

In order to plan satisfactory space for the various dressing activities of preschool children, information as to the degree of independence of the child for each activity, the location, and the satisfaction with that location is needed.

Degree of Independence of Child

Weighing and measuring,¹ and shampooing hair were the activities in which the children showed the greatest degree of dependence. In over ninety percent of the families the mother or someone else, took the responsibility for these two activities (Table I).

Bathing, brushing and combing hair, putting away clothing in closet or chest, getting clothing out of closet or chest, and washing feet were activities for which the mother, in about sixty to seventy-five per cent of the families, took the responsibility. Only eight per cent were able to bathe alone and only about eighteen per cent to brush and comb hair and put clothing away in closet or chest. One fourth were able to get clothing out of closet or chest and about one third to wash feet themselves.

Putting on and taking off outer garments, footwear, underclothes,

¹ Fewer families gave the necessary information for weighing and measuring than for any other dressing activity. Only nineteen families stated that the child was not weighed. One hundred seventeen families gave no information about this activity. Thirty-four families did not state the degree of independence, eight families did not state the location.

TABLE I

DEGREE OF INDEPENDENCE OF CHILD IN DRESSING ACTIVITIES

(263 families with preschool children living in towns in the Piedmont Area of North Carolina, Spring, 1949.)

Dressing Activity	Number of families with given degree of independence				Per cent of families with given degree of independence			
	Mother or someone else takes responsibility for this	Child does this With help	Child does this Alone	All families ¹	Mother or someone else takes responsibility for this	Child does this With help	Child does this Alone	All families
Weighing and measuring	88	4	1	93	95	4	1	100
Shampooing hair	232	17	5	254	91	7	2	100
Bathing	183	48	21	252	73	19	8	100
Brushing and combing hair	170	38	44	252	68	15	17	100
Putting away clothing in closet or chest	164	33	44	241	68	14	18	100
Washing feet	145	19	75	239	61	8	31	100
Getting clothing out of closet or chest	152	37	62	251	60	15	25	100
Putting on and taking off:								
Outer garments	132	47	69	248	53	19	28	100
Footwear	129	45	72	246	53	18	29	100
Underclothes	127	32	94	253	50	13	37	100
Wraps	123	35	89	247	50	14	36	100
Using toilet	110	17	109	236	47	7	46	100
Putting soiled clothing in laundry basket	106	9	123	238	44	4	52	100
Washing face and hands	104	50	96	250	42	20	38	100
Brushing teeth	75	31	131	237	32	13	55	100

1. The families who gave no information about this activity, those who do not do this activity, and those who did not state whether the child did this activity alone or with help, have been omitted.

and wraps were activities for which about one half of the mothers took responsibility. About one third of the children did these activities alone. Using the toilet, putting soiled clothes in laundry basket, and washing face and hands were activities which the preschool child, in about fifty-five per cent of the families, could do either alone or with some help, supervision, or reminder.

Brushing teeth was the activity for which the greatest degree of independence was found. About two thirds of the children did this alone or with some help, supervision, or reminder.

The help in dressing activities was usually given by the mother but sometimes by both parents, older children, grandmother, maid or nurse. It was interesting to note the parts of the tasks which children in the transition stage from dependence to independence could and could not do:

Tasks Child Could Do

Tasks Child Could Not Do

Bathing

Play and soak
Play at bathing herself
Bathe
Does lot alone

Bathe self
Wash neck and ears
Mother inspected
Mother checked (2)

Brushing and Combing Hair

Brush
Brush
Brush and comb
Brush and comb
Brush and comb

Comb
Braid hair
Pin hair
Mother checked
Mother suggested

Putting away clothing in closet or chest

Put all family bedroom shoes
away as special task
Put clothes in chest
Put clothing in chest (3)
Put away underwear
Put them up

Put shoes in closet
Put in closet (1)
Hang up dresses
Put away

Put everyday clothes in den
 Put away clothing other than
 pants
 Helped mother sometimes
 Put away cap and sweater

Put Sunday clothes in bedroom
 Put away pants (too high a drawer)
 Had to be told
 Had to be told each time -
 mother picked up after him
 Hang pants

Getting Clothing Out of Closet or Chest

Get things that can be reached
 Get out her underwear
 Get things out of chest
 Get clothes other than pants out

Reach her dresses to get them out
 Get things out of closet
 Get pants which are in too high
 a drawer
 Get clothing out of closet
 Get dresses out alone

Washing Feet

Try to wash

Wash feet - mother or father had
 to complete

Dry

Wash

Putting On and Taking Off Outer Garments

Almost put on clothes alone
 Put on and take off pants
 Take off and put on anything
 as long as it doesn't have
 to go over his head
 All except buttons

Unfasten buttons
 Mother helps with rest
 Fasten buttons if in back (2)

Buttons and finish dressing

Putting On and Taking Off Footwear

Take shoes off (2)
 Put on and take off shoes
 Put on and take off shoes (5)
 Put on shoes
 Put on and take off shoes

Fasten them
 Tie them (11)
 Put on rubbers
 Put on rubbers and galoshes (3)
 Has to be helped and have tied
 Can't button or lace up strings
 Help with galoshes

Putting On and Taking Off Underclothes

Almost put clothes on alone
 Take off with mother's help
 Pull off
 Wanted to be independent

Had help of parent or maid

Putting On and Taking Off Wraps

Coat and hat alone
 Put on wraps
 Manage cap and coat alone

Fasten buttons alone (2)
 Put on snow suits (2)

Manage wraps other than leggings with some help	
Manage most wraps alone	Fasten leggings or complicated fasteners
Take off alone	Put on without help
Get one arm into coat at times	Put on without help
	Someone assisted or checked child

Using Toilet

Alone after unbuttoned	Unbutton clothes
Alone (2)	Manage after rising (2)
Alone	Mother supervised
	Mother checked after toilet

Washing Face and Hands

Tried to wash hands	Had to be helped some
Wash hands	Wash face
Wash face and hands	Mother inspected
Wash them	Mother "had to go over them"
Wash them	Mother "had to go behind him"

Brushing Teeth

Liked to brush them	Mother helped her
Brush teeth	Take care of toothbrushes before and after
Brush teeth	Apply toothpaste (satisfactorily)
Brush teeth	Mother checked (2)
Brush teeth	Mother supervised
	Brush teeth without eating tooth- paste if left alone

Shampooing Hair

Plays at shampooing hair while bathing	Mother finishes
---	-----------------

Location² for Dressing Activities

The bedroom was the location used, in from sixty-four to ninety per cent of the families for the following activities: putting away clothing in closet or chest, getting clothes out of closet or chest; putting on and

² In some families more than one location was used for each of the dressing activities. These families have been listed twice.

taking off outer garments, underclothes, wraps, and footwear; and brushing and combing hair. Other locations of some importance for these activities were: social rooms for putting on and taking off outer garments and wraps, social rooms and bath for putting on and taking off underclothes and for brushing and combing hair, and social rooms and porch for putting on and taking off footwear. (Table II).

Weighing and measuring the preschool child was done away from home--doctor's office, clinic, store, mill, office, or relative's home--in sixty per cent of the families and in the bathroom in about one third of the families.

Soiled clothing was put in the hamper in the bathroom in thirty-seven per cent of the families and in the bedroom in one third of the families. Other locations used were the porch, kitchen, hall, social rooms, other supplementary areas.

The bathroom was the location used in from fifty-two to sixty-three per cent of the families for washing feet, shampooing hair, washing face and hands, bathing, brushing teeth, and using the toilet. Other locations of some importance for these activities were: kitchen and bedroom for washing feet and bathing; kitchen for shampooing hair, washing face and hands, and brushing teeth; and bedroom and outdoors for using the toilet.

Satisfaction with Dressing Activities

The per cent of families who found the locations for the dressing activities satisfactory was high, ranging from eighty-one per cent for using the toilet to ninety-eight for brushing and combing hair (Table III). In ninety-one to ninety-seven per cent of the families satisfaction with

TABLE II

LOCATION FOR DRESSING ACTIVITIES

(263 families with preschool children living in towns in the Piedmont Area of North Carolina, Spring, 1949.)

Dressing Activity	Num- ber of fam- ilies ¹	Location										
		Bed- room	So- cial rooms ²	Bath- room	Kitch- en	Porch	Hall	Other supple- mentary areas ³	All over house	Out- doors	Away from ⁴ home	All loca- tions ⁵
		(Number of families performing activity in given location)										
Putting away clothing in closet or chest	238	215	15	5	3	--	4	2	1	--	--	245
Getting clothing out of closet or chest	244	220	14	3	2	--	10	2	1	--	--	252
Putting on and taking off:												
Outer garments	240	199	34	4	10	1	3	--	4	--	--	255
Underclothes	246	202	31	22	11	--	1	--	1	--	--	268
Wraps	244	176	55	2	9	1	9	1	9	--	--	262
Footwear	240	154	42	5	14	26	13	5	7	--	--	266
Brushing, combing hair	251	178	36	44	8	--	--	--	3	--	--	269
Weighing and measuring	119	4	1	37	6	--	2	--	--	--	71 ✓	121
Putting soiled clothing in laundry basket	227	76	6	83	12	25	8	22	--	--	--	232
Washing feet	230	41	8	120	74	14	1	--	1	2	--	261
Shampooing hair	245	19	5	129	94	5	--	3	--	--	--	255
Washing face and hands	249	6	--	146	96	20	2	--	--	--	--	270
Bathing	247	35	11	145	80	2	--	4	--	--	--	277
Brushing teeth	239	6	--	142	72	20	--	--	--	4	--	244
Using toilet	216	42	8	136	4	1	--	4	--	38	--	233

1. The families who gave no information about this activity, those who did not do this activity, and those who did not state the location or specify the room for the activity have been omitted.
2. Social rooms include living room, den, dining room.
3. Other supplementary areas include store room, pantry, utility room, and room for future bath, and basement.
4. Away from home includes doctor's office, clinic, store, mill, office, or relative's home.
5. Families who mentioned two locations have been listed twice.

TABLE II (Continued)

Dressing Activity	Location										
	Bed- room	So- cial rooms	Bath- room	Kitch- en	Porch	Hall	Other supple- mentary areas	All over house	Out- doors	Away from home	All loca- tions ⁶
	(Per cent of families performing activity in given location) ⁷										
Putting away clothing in closet or chest	90	6	2	1	--	2	1	--	--	--	103
Getting clothing out of closet or chest	90	6	1	1	--	4	1	--	--	--	103
Putting on and taking off:											
Outer garments	83	14	2	4	--	1	--	2	--	--	106
Underclothes	82	13	9	4	--	--	--	--	--	--	109
Wraps	72	23	1	4	--	4	--	4	--	--	107
Footwear	64	18	2	6	11	5	2	3	--	--	111
Brushing, combing hair	71	14	18	3	--	--	--	1	--	--	107
Weighing and measuring	3	1	31	5	--	2	--	--	--	60	102
Putting soiled clothing in laundry basket	33	3	37	5	11	4	10	--	--	--	102
Washing feet	18	3	52	32	6	--	--	--	1	--	113
Shampooing hair	8	2	53	38	2	--	1	--	--	--	104
Washing face and hands	2	--	59	39	8	1	--	--	--	--	108
Bathing	14	4	59	32	1	--	2	--	--	--	112
Brushing teeth	3	--	59	30	8	--	--	--	2	--	102
Using toilet	19	4	63	2	--	--	2	--	18	--	108

6. The families who stated two locations bring these percentages for "all locations" above one hundred.

7. Percentages were computed on the basis of the number of families, not the number of locations.

TABLE III

SATISFACTION AND DISSATISFACTION WITH LOCATION FOR DRESSING ACTIVITIES

(263 families with preschool children living in towns in the Piedmont Area of North Carolina, Spring, 1949.)

Dressing Activity	Number of families who found the location			Per cent of families who found the location		
	Satis- factory	Unsatis- factory	All families ¹	Satis- factory	Unsatis- factory	All families
Brushing and combing hair	240	6	246	98	2	100
Putting on and taking off:						
Footwear	231	6	237	97	3	100
Outer garments	231	8	239	97	3	100
Wraps	229	11	240	95	5	100
Underclothes	223	11	234	95	5	100
Weighing and measuring	91	5	96	95	5	100
Putting soiled clothing in laundry basket	215	20	235	91	9	100
Washing feet	194	20	214	91	9	100
Getting clothing out of closet or chest	211	30	241	88	12	100
Putting away clothing in closet or chest	207	28	235	88	12	100
Shampooing hair	208	31	239	87	13	100
Brushing teeth	198	34	232	85	15	100
Bathing	215	40	255	84	16	100
Washing face and hands	200	42	242	83	17	100
Using toilet	162	38	200	81	19	100

1. The families who gave no information about the satisfaction with the location have been omitted.

the location was expressed for weighing and measuring; putting on and taking off footwear, outer garments, wraps, and underclothes; washing feet; and putting soiled clothing in the laundry basket. In about eighty-one to eighty-eight per cent of the families the mother was satisfied with the location for getting out and for putting away clothing in closet or chest, shampooing hair, brushing teeth, bathing, washing face and hands.

Satisfaction With Various Dressing Activities According to Degree of Child's Independence and Usual Location³ for Activity

When the child brushed and combed his hair either with help or alone, whatever the location used, and when the bathroom was used for the activity, regardless of who took responsibility for it, all the families were satisfied (Table IV). When the mother or someone else did the brushing and combing in the bedroom or "other locations"--living room, den, kitchen, all over the house--about ninety-five per cent were satisfied.

For putting on and taking off footwear, outergarments, wraps, underclothes, the location was satisfactory to all of the families in which the child performed the activity with help (Tables V-VIII). When the child did it alone or the mother or someone else took responsibility for it, over ninety-two per cent of the families were satisfied regardless of

³ In this section and the following one, the families who performed the dressing activities in two or more locations have been classified under the first location mentioned in the record, except when the first location mentioned for dressing activities requiring water was the bathroom. In the latter cases, the families who performed the activity sometimes in the bathroom and sometimes in other locations have been classified in the other locations; those who have been classified as using the bathroom use it the year around. In every case the satisfaction stated was for the room under which the family was classified.

TABLE IV

SATISFACTION WITH BRUSHING AND COMBING HAIR ACCORDING TO
DEGREE OF CHILD'S INDEPENDENCE AND USUAL LOCATION FOR ACTIVITY

(263 families with preschool children living in towns in the Piedmont
Area of North Carolina, Spring, 1949.)

Degree of Independence	Location			
	Bed- room	Bath- room	Other locations ¹	All locations
	(Number of families)			
Mother or someone else takes responsibility for this	112	23	29	164
Child does this				
With help	26	7	4	37
Alone	33	5	5	43
All degrees	171	35	38	244
	(Number of families satisfied)			
Mother or someone else takes responsibility for this	108	23	27	158
Child does this				
With help	26	7	4	37
Alone	33	5	5	43
All degrees	167	35	36	238
	(Per cent of families satisfied)			
Mother or someone else takes responsibility for this	96	100	93	96
Child does this				
With help	100	100	100	100
Alone	100	100	100	100
All degrees	98	100	95	98

1. Other locations include living room, den, kitchen, all over the
house.

TABLE V

SATISFACTION WITH PUTTING ON AND TAKING OFF FOOTWEAR ACCORDING TO
DEGREE OF CHILD'S INDEPENDENCE AND USUAL LOCATION FOR ACTIVITY

(263 families with preschool children living in towns in the Piedmont
Area of North Carolina, Spring, 1949.)

Degree of Independence	Location			
	Bed- room	Social rooms ¹	Other locations ²	All locations
	(Number of families)			
Mother or someone else takes responsibility for this	78	17	24	119
Child does this				
With help	25	4	10	39
Alone	38	13	20	71
All degrees	141	34	54	229
	(Number of families satisfied)			
Mother or someone else takes responsibility for this	77	16	22	115
Child does this				
With help	25	4	10	39
Alone	38	13	19	70
All degrees	140	33	51	224
	(Per cent of families satisfied)			
Mother or someone else takes responsibility for this	99	94	92	97
Child does this				
With help	100	100	100	100
Alone	100	100	95	99
All degrees	99	97	94	98

1. Social rooms include living room, den, dining room.
2. Other locations include porch, kitchen, hall, bathroom, room for future bath, utility room, pantry, basement, and all over the house.

- TABLE VI

SATISFACTION WITH PUTTING ON AND TAKING OFF OUTER GARMENTS ACCORDING TO
DEGREE OF CHILD'S INDEPENDENCE AND USUAL LOCATION FOR ACTIVITY

(263 families with preschool children living in towns in the Piedmont
Area of North Carolina, Spring, 1949.)

Degree of Independence	Location		
	Bed- room	Other locations ¹	All locations
	(Number of families)		
Mother or someone else takes responsibility for this	100	24	124
Child does this			
With help	34	8	42
Alone	54	13	67
All degrees	188	45	233
	(Number of families satisfied)		
Mother or someone else takes responsibility for this	97	24	121
Child does this			
With help	34	8	42
Alone	50	13	63
All degrees	181	45	226
	(Per cent of families satisfied)		
Mother or someone else takes responsibility for this	97	100	98
Child does this			
With help	100	100	100
Alone	93	100	94
All degrees	96	100	97

1. Other locations include living room, den, kitchen, bathroom, back porch, curtained hall, all over the house.

TABLE VII

SATISFACTION WITH PUTTING ON AND TAKING OFF WRAPS ACCORDING TO
DEGREE OF CHILD'S INDEPENDENCE AND USUAL LOCATION FOR ACTIVITY

(263 families with preschool children living in towns in the Piedmont
Area of North Carolina, Spring, 1949.)

Degree of Independence	Location			
	Bed- room	Social rooms ¹	Other locations ²	All locations
	(Number of families)			
Mother or someone else takes responsibility for this	83	18	14	115
Child does this				
With help	19	5	5	29
Alone	59	20	7	86
All degrees	161	43	26	230
	(Number of families satisfied)			
Mother or someone else takes responsibility for this	78	18	14	110
Child does this				
With help	19	5	5	29
Alone	55	20	7	82
All degrees	152	43	26	221
	(Per cent of families satisfied)			
Mother or someone else takes responsibility for this	94	100	100	96
Child does this				
With help	100	100	100	100
Alone	93	100	100	95
All degrees	94	100	100	96

1. Social rooms include living room, den, dining room.

2. Other locations include kitchen, hall, porch, bathroom, utility room,
all over the house.

TABLE. VIII

SATISFACTION WITH PUTTING ON AND TAKING OFF UNDERCLOTHES ACCORDING TO
DEGREE OF CHILD'S INDEPENDENCE AND USUAL LOCATION FOR ACTIVITY

(263 families with preschool children living in towns in the Piedmont
Area of North Carolina, Spring, 1949.)

Degree of Independence	Location		
	Bed- room	Other locations ¹	All locations
	(Number of families)		
Mother or someone else takes responsibility for this	93	25	118
Child does this			
With help	22	5	27
Alone	64	20	84
All degrees	179	50	229
	(Number of families satisfied)		
Mother or someone else takes responsibility for this	88	24	112
Child does this			
With help	22	5	27
Alone	59	20	79
All degrees	169	49	218
	(Per cent of families satisfied)		
Mother or someone else takes responsibility for this	95	96	95
Child does this			
With help	100	100	100
Alone	92	100	94
All degrees	94	98	95

1. Other locations include living room, bathroom, den, kitchen, hall,
and all over the house.

location.

None of the preschool children weighed alone and very few were able to do it with help. When mother or someone else took the responsibility about ninety-five per cent of the families were satisfied with the location whether it was at home or away from home (Table IX).

When washing feet was done in the bathroom, all the families were satisfied with the location whether mother or someone else took the responsibility or the child did it with help or alone (Table X). In eighty-seven per cent of those families in which the mother or someone else took the responsibility and the kitchen or bedroom was used, and in eighty-three per cent of those families in which the child did it alone in the kitchen, there was satisfaction with the location. Only a few used other locations.

When the child put soiled clothes in the laundry basket alone or when bathroom was used about ninety-five per cent of the families were satisfied; when the mother or someone else took the responsibility and locations other than the bathroom were used only about eighty-five per cent of the families were satisfied (Table XI).

Getting out clothes from a closet or chest, in the bedroom was satisfactory to about ninety per cent of the families when child did it alone or mother or someone else took the responsibility (Table XII). When the child required help in the bedroom or when mother or someone else took the responsibility for getting them from "other locations"--including living room, hall, den, bathroom, kitchen, room for future bath, utility room, all over house--only about three fourths were satisfied. Putting clothes away was satisfactory to all of the families in which the child did it alone and to ninety per cent of the families in which the bedroom

TABLE IX

SATISFACTION WITH WEIGHING AND MEASURING ACCORDING TO
DEGREE OF CHILD'S INDEPENDENCE AND USUAL LOCATION FOR ACTIVITY

(263 families with preschool children living in towns in the Piedmont
Area of North Carolina, Spring, 1949.)

Degree of Independence	Location		
	Away from home ¹	Other locations ²	All locations
	(Number of families)		
Mother or someone else takes responsibility for this	32	44	76
Child does this			
With help	2	2	4
Alone	--	--	--
All degrees	34	46	80
	(Number of families satisfied)		
Mother or someone else takes responsibility for this	30	42	72
Child does this			
With help	2	2	4
Alone	--	--	--
All degrees	32	44	76
	(Per cent of families satisfied)		
Mother or someone else takes responsibility for this	94	95	95
Child does this			
With help	100	100	100
Alone	--	--	--
All degrees	94	96	95

1. Away from home includes doctors' offices, clinic, store, mill, office, or relatives' homes.
2. Other locations include bathroom, kitchen, bedroom, hall, living room.

TABLE X

SATISFACTION WITH WASHING FEET ACCORDING TO
DEGREE OF CHILD'S INDEPENDENCE AND USUAL LOCATION FOR ACTIVITY

(263 families with preschool children living in towns in the Piedmont
Area of North Carolina, Spring, 1949.)

Degree of Independence	Location					
	Bath- room	Kitch- en	Bed- room	Porch	Other locations ¹	All locations
	(Number of families)					
Mother or someone else takes responsibility for this	57	38	23	3	5	126
Child does this						
With help	7	6	2	--	1	16
Alone	33	18	6	9	4	70
All degrees	97	62	31	12	10	212
	(Number of families satisfied)					
Mother or someone else takes responsibility for this	57	33	20	2	4	118
Child does this						
With help	7	4	1	--	1	13
Alone	33	15	4	8	3	63
All degrees	97	52	25	10	8	194
	(Per cent of families satisfied)					
Mother or someone else takes responsibility for this	100	87	87	67	80	94
Child does this						
With help	100	67	50	--	100	81
Alone	100	83	67	89	75	90
All degrees	100	84	81	83	80	92

1. Other locations include living room, yard, hall, all over the house.

TABLE XI

SATISFACTION WITH PUTTING SOILED CLOTHING IN LAUNDRY BASKET ACCORDING TO
DEGREE OF CHILD'S INDEPENDENCE AND USUAL LOCATION FOR ACTIVITY

(263 families with preschool children living in towns in the Piedmont
Area of North Carolina, Spring, 1949.)

Degree of Independence	Location			
	Bath- room	Bed- room	Other locations ¹	All locations
	(Number of families)			
Mother or someone else takes responsibility for this	33	30	30	93
Child does this				
With help	3	2	2	7
Alone	43	41	33	117
All degrees	79	73	65	217
	(Number of families satisfied)			
Mother or someone else takes responsibility for this	32	25	26	83
Child does this				
With help	3	2	1	6
Alone	42	38	31	111
All degrees	77	65	58	200
	(Per cent of families satisfied)			
Mother or someone else takes responsibility for this	97	83	87	89
Child does this				
With help	100	100	50	86
Alone	98	93	94	95
All degrees	97	89	89	92

1. Other locations include porch, kitchen, hall, room for future bath-
room, pantry, living room, den, storage room, utility room,
basement.

TABLE XII

SATISFACTION WITH GETTING CLOTHING OUT OF CLOSET OR CHEST ACCORDING TO
DEGREE OF CHILD'S INDEPENDENCE AND USUAL LOCATION FOR ACTIVITY

(263 families with preschool children living in towns in the Piedmont
Area of North Carolina, Spring, 1949.)

Degree of Independence	Location		
	Bed- room	Other ¹ locations	All locations
	(Number of families)		
Mother or someone else takes responsibility for this	127	17	144
Child does this			
With help	31	2	33
Alone	49	8	57
All degrees	207	27	234
	(Number of families satisfied)		
Mother or someone else takes responsibility for this	114	13	127
Child does this			
With help	24	2	26
Alone	45	8	53
All degrees	183	23	206
	(Per cent of families satisfied)		
Mother or someone else takes responsibility for this	90	76	88
Child does this			
With help	77	100	79
Alone	92	100	93
All degrees	88	85	88

1. Other locations include living room, hall, den, bathroom, kitchen,
room for future bath, utility room, all over the house.

was used. Only sixty per cent of the families were satisfied when the mother or someone else put the clothing away in "other locations" (Table XIII).

Shampooing the hair of the preschool child was usually the responsibility of the mother or someone else rather than the child. The bathroom was a satisfactory location for ninety-seven per cent of those families who used it (Table XIV). "Other locations"--including bedroom, porch, living room, den, pantry, utility room--were satisfactory for ninety per cent of the families who used those locations. The kitchen was satisfactory for only about three fourths of those who used it.

For brushing the preschool child's teeth ninety-nine per cent of the families who used the bathroom found it satisfactory; only about two thirds of those using the kitchen or "other locations"--including porch, bedroom, back yard--found them satisfactory (Table XV).

For bathing the child the bathroom was a satisfactory location for ninety-seven per cent of the families who used it. When the mother bathed the child in locations other than the bathroom or kitchen--including bedroom, living room, porch, room for future bath, den, pantry--the location was satisfactory to about eighty per cent of the families. When the mother bathed the child in the kitchen this location was satisfactory to only sixty-five per cent of the families (Table XVI).

For washing the preschool child's face and hands the bathroom was found to be satisfactory to nearly all families who used it; the kitchen and "other locations"--including porch, bedroom, hall--were satisfactory for this purpose to only about two thirds of the families (Table XVII).

TABLE XIII

SATISFACTION WITH PUTTING AWAY CLOTHING IN CLOSET OR CHEST ACCORDING TO
DEGREE OF CHILD'S INDEPENDENCE AND USUAL LOCATION FOR ACTIVITY

(263 families with preschool children living in towns in the Piedmont
Area of North Carolina, Spring, 1949.)

Degree of Independence	Location		
	Bed- room	Other locations ¹	All locations
	(Number of families)		
Mother or someone else takes responsibility for this	141	15	156
Child does this			
With help	29	3	32
Alone	36	5	41
All degrees	206	23	229
	(Number of families satisfied)		
Mother or someone else takes responsibility for this	125	9	134
Child does this			
With help	25	2	27
Alone	36	5	41
All degrees	186	16	202
	(Per cent of families satisfied)		
Mother or someone else takes responsibility for this	89	60	86
Child does this			
With help	86	67	84
Alone	100	100	100
All degrees	90	70	88

1. Other locations include living room, den, bathroom, kitchen, hall,
dining room, room for future bath and all over the house.

TABLE XIV

SATISFACTION WITH SHAMPOOING HAIR ACCORDING TO
DEGREE OF CHILD'S INDEPENDENCE AND USUAL LOCATION FOR ACTIVITY

(263 families with preschool children living in towns in the Piedmont
Area of North Carolina, Spring, 1949.)

Degree of Independence	Location			
	Bath- room	Kitchen	Other locations ¹	All locations
(Number of families)				
Mother or someone else takes responsibility for this	103	83	30	216
Child does this				
With help	12	2	--	14
Alone	3	2	--	5
All degrees	118	87	30	235
(Number of families satisfied)				
Mother or someone else takes responsibility for this	100	61	27	188
Child does this				
With help	12	1	--	13
Alone	2	2	--	4
All degrees	114	64	27	205
(Per cent of families satisfied)				
Mother or someone else takes responsibility for this	97	73	90	87
Child does this				
With help	100	50	--	93
Alone	67	100	--	80
All degrees	97	74	90	87

1. Other locations include bedroom, porch, living room, den, pantry,
utility room.

TABLE XV

SATISFACTION WITH BRUSHING TEETH ACCORDING TO
DEGREE OF CHILD'S INDEPENDENCE AND USUAL LOCATION FOR ACTIVITY

(263 families with preschool children living in towns in the Piedmont
Area of North Carolina, Spring, 1949.)

Degree of Independence	Location			
	Bath- room	Kitchen	Other locations ¹	All locations
	(Number of families)			
Mother or someone else takes responsibility for this	45	19	7	71
Child does this				
With help	18	8	2	28
Alone	73	38	17	128
All degrees	136	65	26	227
	(Number of families satisfied)			
Mother or someone else takes responsibility for this	43	10	5	58
Child does this				
With help	18	7	2	27
Alone	73	27	9	109
All degrees	134	44	16	194
	(Per cent of families satisfied)			
Mother or someone else takes responsibility for this	96	53	71	82
Child does this				
With help	100	88	100	96
Alone	100	71	53	85
All degrees	99	68	62	85

1. Other locations include porch, bedroom, back yard.

TABLE XVI

SATISFACTION WITH BATHING ACCORDING TO
DEGREE OF CHILD'S INDEPENDENCE AND USUAL LOCATION FOR ACTIVITY

(263 families with preschool children living in towns in the Piedmont
Area of North Carolina, Spring, 1949.)

Degree of Independence	Location			
	Bath- room	Kitchen	Other locations ¹	All locations
(Number of families)				
Mother or someone else takes responsibility for this	81	62	36	179
Child does this				
With help	36	6	3	45
Alone	13	7	--	20
All degrees	130	75	39	244
(Number of families satisfied)				
Mother or someone else takes responsibility for this	79	40	28	147
Child does this				
With help	34	3	3	40
Alone	13	5	--	18
All degrees	126	48	31	205
(Per cent of families satisfied)				
Mother or someone else takes responsibility for this	98	65	78	82
Child does this				
With help	94	50	100	89
Alone	100	71	--	90
All degrees	97	64	79	84

1. Other locations include bedroom, living room, porch, room for future bath, den, pantry.

TABLE XVII

SATISFACTION WITH WASHING FACE AND HANDS ACCORDING TO
DEGREE OF CHILD'S INDEPENDENCE AND USUAL LOCATION FOR ACTIVITY

(263 families with preschool children living in towns in the Piedmont
Area of North Carolina, Spring, 1949.)

Degree of Independence	Location			
	Bath- room	Kitchen	Other Locations ¹	All locations
	(Number of families)			
Mother or someone else takes responsibility for this	47	39	12	98
Child does this				
With help	30	15	2	47
Alone	49	33	9	91
All degrees	126	87	23	236
	(Number of families satisfied)			
Mother or someone else takes responsibility for this	47	24	11	82
Child does this				
With help	29	9	--	38
Alone	49	22	5	76
All degrees	125	55	16	196
	(Per cent of families satisfied)			
Mother or someone else takes responsibility for this	100	62	92	84
Child does this				
With help	97	60	--	81
Alone	100	67	56	84
All degrees	99	63	70	83

1. Other locations include porch, bedroom, hall.

For toileting of the preschool child, the bathroom was a satisfactory location to ninety-five per cent of the families using it, the bedroom to seventy-four per cent of those families using it (Table XVIII). Outdoor toilets were satisfactory to only fifty per cent of those who used them. Few families used other locations.

Satisfaction With Location for Dressing Activities According to the Type Bathroom

For the dressing activities requiring water, preceding Tables X, and XIV-XVIII have shown higher satisfaction on the part of the families using bathrooms. Therefore it seemed important to make some study of the types of bathrooms and their relationship to the location used for the various activities and the satisfaction with the location.

Two thirds of the families had a bathroom of some kind: over fifty per cent had a full bathroom, eight per cent a partial or shared bath, and six per cent had more than one bath (Table XIX). Only one third had no bathroom: four per cent had a room for a future bath, and about one per cent were planning to build a bathroom; twenty-eight per cent had no plan for a bathroom.

For all of the dressing activities requiring water, ninety-five per cent or more of the families who had a bathroom and used it the year round for these activities were satisfied (Tables XX-XXV).

For washing the feet of the preschool child, the kitchen, bedroom, porch and "other locations"--including living room, yard, hall, and all over the house--were satisfactory to eighty-six per cent of the families who had no bathroom and seventy-eight per cent of those who had bathrooms

TABLE XVIII

SATISFACTION WITH USING THE TOILET ACCORDING TO
DEGREE OF CHILD'S INDEPENDENCE AND USUAL LOCATION FOR ACTIVITY

(263 families with preschool children living in towns in the Piedmont
Area of North Carolina, Spring, 1949.)

Degree of Independence	Location				
	Bath- room	Bed- room	Out- doors	Other ¹ locations	All locations
	(Number of families)				
Mother or someone else takes responsibility for this	41	24	11	7	83
Child does this					
With help	10	4	--	--	14
Alone	58	7	19	3	87
All degrees	109	35	30	10	184
	(Number of families satisfied)				
Mother or someone else takes responsibility for this	38	17	6	3	64
Child does this					
With help	10	4	--	--	14
Alone	56	5	9	3	73
All degrees	104	26	15	6	151
	(Per cent of families satisfied)				
Mother or someone else takes responsibility for this	93	71	55	43	77
Child does this					
With help	100	100	--	--	100
Alone	97	71	47	100	84
All degrees	95	74	50	60	82

1. Other locations include living room, kitchen, room for future bath,
den, dining room, storage closet.

TABLE XIX

TYPE OF BATHROOM

(263 families with preschool children living in towns in the Piedmont Area of North Carolina, Spring, 1949.)

Type of Bathroom	Number of families	Per cent of families
More than one bathroom	17	6
4 $\frac{1}{2}$ baths	1	—
3 baths	1	—
2 baths	9	4
1 $\frac{1}{2}$ baths	6	2
Bathroom	138	53
Bath off room or hall	132	50
Bath off room and porch	2	1
Bath off porch	4	2
Partial or shared bath	21	8
Tub and toilet	4	2
Lavatory and toilet off room	5	2
Lavatory and toilet off room and porch	1	—
Lavatory and toilet off porch	2	1
Toilet off porch	6	2
Shared bath	2	1
Shared half bath (lavatory and toilet)	1	—
No bath	87	33
Room for future bath	12	4
Plan to build a bath	2	1
No bath and no plan for one	73	28
All families	263	100

TABLE XX

LOCATION FOR WASHING FEET AND SATISFACTION WITH THE ACTIVITY
ACCORDING TO THE TYPE OF BATHROOM

(263 families with preschool children living in towns in the Piedmont Area of North Carolina, Spring, 1949.)

Type of Bathroom	Location					All locations ¹
	Bath- room	Kitch- en	Bed- room	Porch	Other locations ¹	
	(Number of families)					
More than one bath	10	2	2	--	--	14
Bathroom	85	9	6	4	6	110
Partial or shared bath	2	12	5	--	--	19
No bath	--	40	18	8	4	70
All types	97	63	31	12	10	213
	(Number of families satisfied)					
More than one bath	10	2	2	--	--	14
Bathroom	85	6	4	4	4	103
Partial or shared bath	2	10	4	--	--	16
No bath	--	35	15	6	4	60
All types	97	53	25	10	8	193
	(Per cent of families satisfied)					
More than one bath	100	100	100	--	--	100
Bathroom	100	67	67	100	67	94
Partial or shared bath	100	83	80	--	--	84
No bath	--	88	83	75	100	86
All types	100	84	81	83	80	91

1. Other locations include living room, yard, hall, all over the house.

TABLE XXI

LOCATION FOR SHAMPOOING HAIR AND SATISFACTION WITH THE ACTIVITY
ACCORDING TO THE TYPE OF BATHROOM

(263 families with preschool children living in towns in the Piedmont
Area of North Carolina, Spring, 1949.)

Type of Bathroom	Location			
	Bath- room	Kitchen	Other locations ¹	All locations
(Number of families)				
More than one bath	13	--	1	14
Bathroom	102	18	4	124
Partial or shared bath	3	17	--	20
No bath	--	52	25	77
All types	118	87	30	235
(Number of families satisfied)				
More than one bath	12	--	1	13
Bathroom	99	15	3	117
Partial or shared bath	3	12	--	15
No bath	--	37	23	60
All types	114	64	27	205
(Per cent of families satisfied)				
More than one bath	92	--	100	93
Bathroom	97	83	75	94
Partial or shared bath	100	71	--	75
No bath	--	71	92	78
All types	97	74	90	87

1. Other locations include bedroom, porch, living room, den, pantry,
utility room.

TABLE XXII

LOCATION FOR BRUSHING TEETH AND SATISFACTION WITH THE ACTIVITY
ACCORDING TO THE TYPE OF BATHROOM

(263 families with preschool children living in towns in the Piedmont Area of North Carolina, Spring, 1949.)

Type of Bathroom	Location			
	Bath- room	Kitchen	Other locations ¹	All locations
(Number of families)				
More than one bath	15	--	--	15
Bathroom	119	6	1	126
Partial or shared bath	5	14	--	19
No bath	--	45	26	71
All types	139	65	27	231
(Number of families satisfied)				
More than one bath	15	--	--	15
Bathroom	118	2	1	121
Partial or shared bath	4	9	--	13
No bath	--	33	15	48
All types	137	44	16	197
(Per cent of families satisfied)				
More than one bath	100	--	--	100
Bathroom	99	33	100	96
Partial or shared bath	80	64	--	68
No bath	--	73	58	68
All types	99	68	59	85

1. Other locations include porch, bedroom, back yard.

TABLE XXIII

LOCATION FOR BATHING AND SATISFACTION WITH THE ACTIVITY
 ACCORDING TO THE TYPE OF BATHROOM

(263 families with preschool children living in towns in the Piedmont
 Area of North Carolina, Spring, 1949.)

Type of Bathroom	Location			
	Bath- room	Kitchen	Other locations ¹	All locations
	(Number of families)			
More than one bath	14	2	--	16
Bathroom	115	11	5	131
Partial or shared bath	4	15	2	21
No bath	--	47	32	79
All types	133	75	39	247
	(Number of families satisfied)			
More than one bath	14	2	--	16
Bathroom	111	7	3	121
Partial or shared bath	4	10	--	14
No bath	--	29	28	57
All types	129	48	31	208
	(Per cent of families satisfied)			
More than one bath	100	100	--	100
Bathroom	97	64	60	92
Partial or shared bath	100	67	--	67
No bath	--	62	88	72
All types	97	64	79	84

1. Other locations include bedroom, porch, living room, room for future bath, den and pantry.

TABLE XXIV

LOCATION FOR WASHING FACE AND HANDS AND SATISFACTION WITH THE ACTIVITY
ACCORDING TO THE TYPE OF BATHROOM

(263 families with preschool children living in towns in the Piedmont
Area of North Carolina, Spring, 1949.)

Type of Bathroom	Location			
	Bath- room	Kitchen	Other locations ¹	All locations
	(Number of families)			
More than one bath	12	2	--	14
Bathroom	113	13	--	126
Partial or shared bath	3	17	--	20
No bath	--	57	23	80
All types	128	89	23	240
	(Number of families satisfied)			
More than one bath	11	2	--	13
Bathroom	113	11	--	124
Partial or shared bath	3	7	--	10
No bath	--	36	16	52
All types	127	56	16	199
	(Per cent of families satisfied)			
More than one bath	92	100	--	93
Bathroom	100	85	--	98
Partial or shared bath	100	41	--	50
No bath	--	63	70	65
All types	99	63	70	83

1. Other locations include porch, bedroom, hall.

TABLE XXV

LOCATION FOR USING TOILET AND SATISFACTION WITH THE ACTIVITY
ACCORDING TO THE TYPE OF BATHROOM

(263 families with preschool children living in towns in the Piedmont
Area of North Carolina, Spring, 1949.)

Type of Bathroom	Location				
	Bath- room	Bed- room	Out- doors	Other locations ¹	All locations
	(Number of families)				
More than one bath	7	4	--	--	11
Bathroom	91	7	--	3	101
Partial or shared bath	13	--	--	2	15
No bath	--	25	32	6	63
All types	111	36	32	11	190
	(Number of families satisfied)				
More than one bath	7	4	--	--	11
Bathroom	90	6	--	3	99
Partial or shared bath	9	--	--	--	9
No bath	--	16	15	4	35
All types	106	26	15	7	154
	(Per cent of families satisfied)				
More than one bath	100	100	--	--	100
Bathroom	99	86	--	100	98
Partial or shared bath	69	--	--	--	60
No bath	--	64	47	67	56
All types	95	72	47	64	81

1. Other locations include living room, kitchen, room for future bath, storage closet, den and dining room.

but used locations other than the bathroom.

For shampooing the preschool child's hair, ninety-two per cent of those who had no bathroom and used locations other than the kitchen--including bedroom, porch, living room, den, pantry, and utility room--were satisfied with the location. The kitchen was a satisfactory location for seventy-seven per cent of those who had a bathroom but used the kitchen and for seventy-one per cent of those who had no bathroom and used the kitchen.

Brushing the teeth of the preschool child in families with no bathroom, was satisfactory for seventy-three per cent of those who used the kitchen, but only fifty-eight per cent of those who used "other locations"--including bedroom, porch, and back yard. Of the families who had a bathroom, but used the kitchen, only fifty-five per cent were satisfied.

For bathing the preschool child, eighty-eight per cent of the families who had no bath and used "other locations"--including bedroom, porch, living room, den, pantry, room for future bath--were satisfied (Table XXIII). The kitchen was a satisfactory location for bathing the child to sixty-eight per cent of the families who had a bathroom but used the kitchen and sixty-two per cent who had no bath and used the kitchen.

Washing the preschool child's face and hands in the kitchen was satisfactory to ninety-one per cent of the families who had a bathroom but used the kitchen for this activity (Table XXIV). About sixty-five per cent of the families who had no bathroom and used the kitchen or "other locations"--including porch, bedroom, hall--found these locations satisfactory for this purpose.

For the preschool child's use of the toilet, eighty-one per cent

of the families who had bathrooms but used the bedroom or "other locations"-- including living room, den, dining room, kitchen, room for future bath, storage closet--were satisfied with the locations used (Table XXV). In the families who had no bathroom, sixty-four per cent of those who used the kitchen but only forty-seven per cent of those who used outdoor toilets were satisfied.

Summary

Activities in which preschool children were most dependent were weighing and measuring and shampooing hair; the activities in which they were the most independent were using the toilet, putting soiled clothes in the laundry basket, washing face and hands, and brushing teeth.

The most frequently used location for activities requiring the use of water was, of course, the bathroom. The most frequently used location for most of the other dressing activities was the bedroom; the exceptions were putting soiled clothes in the laundry basket, which was done about equally often in the bathroom and bedroom, and weighing and measuring which was done more often away from home than at home.

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.

The bathroom was also the most satisfactory location for brushing and combing hair and for putting soiled clothing into the laundry basket; the bedroom was the most satisfactory location for putting clothing away

in closet or chest, and getting it out. For these four activities degree of independence was also important.

Degree of independence seemed to be the only factor affecting the satisfaction with putting on and taking off footwear, outer garments, wraps, and underclothes; having the child do these things with help was the most satisfactory system.

Bathrooms were found in two thirds of the homes. For dressing activities requiring water, ninety-five per cent or more of those who had a bathroom and used it the year around for these activities were satisfied. Of the families who had bathrooms but used other locations at least part of the year, more than half were satisfied; the activities for which this situation was most satisfactory were washing face and hands and using the toilet. Of the families who had no bath and therefore used other locations, more than half were also satisfied; the activities for which this situation was most satisfactory was washing feet, bathing, brushing teeth.

CHAPTER IV

EXTENT TO WHICH THE PLAY OF THE PRESCHOOL CHILD WAS INFLUENCED BY THE ACTIVITIES OF THE HOMEMAKER

Whether the homemaker is busy with household tasks or is relaxing, entertaining visitors, or visiting friends provision must be made for the preschool child. To plan space for the child's activity it is necessary to know in how many cases the child which was studied was with the mother and whether his play was related to the homemaker's activity or whether he was going on with his own regular play.

Location of the Child in Relation to the Homemaker

It appeared that tasks done outside of the house, such as feeding chickens or pigs, or pets, hanging out clothes, gardening, bringing in coal and wood, getting in water, cleaning the yard, moving or milking the cow, were the ones in which the preschool child chosen for study was most apt to be with the homemaker,¹ although it should be noted that only a few more than half the families gave replies to this question. Seventy-one per cent said that the preschool child was with the mother all or part of the time, and twenty-nine per cent said: the child was near the mother (in an adjoining area) all or part of the time, the play area of the child was larger than the homemaker's work area, the child was not with the homemaker, the task was not done, or they failed to state the location. (Table XXVI). In about sixty-five per cent of the families, the preschool child

¹ For the work activities "homemaker" means person doing the work whether it is mother, other family member, or maid.

TABLE XXVI
LOCATION OF CHILD WHILE HOMEMAKER¹ WAS WORKING

(263 families with preschool children living in towns in the Piedmont Area of North Carolina, Spring, 1949.)

Location of child in relation to mother	Homemaker's Activities					
	Outside work	Mending or sewing	Cooking, dish washing	Ironing	Washing	Cleaning
	(Number of families)					
With homemaker	86	114	90	83	85	99
With homemaker sometimes	11	45	70	52	42	30
Near homemaker all or part of the time	9	2	22	9	27	7
Indoor play area smaller than homemaker's work area	—	—	—	—	—	40
Play area larger than homemaker's work area	6	16	18	20	20	—
Not with homemaker	10	25	55	49	49	60
Location not stated	8	13	2	10	8	11
Task not done, not done at home, seldom done, or done while child was asleep, or done by maid, or other family member while child is with mother	7	24	—	17	11	2
All Locations	137 ^a	239 ^b	257 ^c	240 ^d	242 ^e	249 ^f

1. Homemaker is used here to mean the person doing the work, whether mother, other family member or maid.
- a. One hundred twenty-six families gave no information about this activity.
- b. Twenty-four families gave no information about this activity.
- c. Six families gave no information about this activity.
- d. Twenty-three families gave no information about this activity.
- e. Twenty-one families gave no information about this activity.
- f. Fourteen families gave no information about this activity.

TABLE XXVI (Continued)

Location of child in relation to mother	Homemaker's Activities					
	Outside work	Mending or sewing	Cooking, dish washing	Ironing	Washing	Cleaning
	(Per cent of families)					
With homemaker	63	48	35	35	35	40
With homemaker sometimes	8	19	27	22	18	12
Near homemaker all or part of the time	6	1	9	4	11	3
Indoor play area smaller than home- maker's work area	—	—	—	—	—	16
Play area larger than homemaker's work area	5	7	7	8	8	—
Not with homemaker	7	10	21	20	20	24
Location not stated	6	5	1	4	3	4
Task not done, not done at home, seldom done, or done while child was asleep, or done by maid or other family member while child is with mother	5	10	—	7	5	1
All locations	100	100	100	100	100	100

was with the homemaker all or part of the time while she was mending or sewing, and cooking and washing the dishes; in about fifty-five per cent the child was with the homemaker when she washed, ironed, and cleaned. Thus in one-half to three-fourths of the families the preschool child was with the homemaker while she worked.

When the mother was relaxing at home or engaging in quiet activities, in fifty-eight per cent of the families the preschool child was with the mother all or part of the time, and in an additional twenty-four per cent the child was napping, sleeping or relaxing though the location was not stated (Table XXVII). When the mother was visiting, in seventy per cent of the families the preschool child was with the mother and her friends or their children (Table XXVIII). In another eight per cent of the families the child was sometimes taken and sometimes left at home. When the mother was entertaining friends, in sixty-three per cent of the families the child was with her (Table XXIX).

Activity of the Child in Location Where Homemaker Was
Working or Spending Her Leisure Time

Of the children who were in the homemaker's work area while she was cleaning, sixty per cent were engaged in activities related to the cleaning, such as helping, playing with the cleaning equipment or imitative toys, or being entertained without toys (Table XXX). The other children were playing with their own regular play equipment, a few of them being also interested in the cleaning. Therefore, in forty per cent of these houses it was necessary to have some of the child's regular toys in the cleaning area in addition to the homemaker's cleaning equipment. For other work

TABLE XXVII

LOCATION OF CHILD WHILE MOTHER WAS RELAXING OR ENGAGING
IN QUIET ACTIVITIES¹

(263 families with preschool children living in towns in the Piedmont
Area of North Carolina, Spring, 1949.)

Location of child in relation to mother	Number of families	Per cent of families
With mother	108	43
With mother sometimes	38	15
Location of child not stated, but child napping, sleeping or relaxing	59	24
Near mother all or part of the time	3	1
Not with mother	31	12
Location not stated and child playing with regular toys or play equipment	9	4
Mother did not relax	2	1
All locations	250 ^b	100

1. Planning, listening to radio, writing, reading.

b. Thirteen families gave no information about this activity.

TABLE XXVIII

LOCATION OF CHILD WHILE MOTHER WAS VISITING

(263 families with preschool children living in towns in the Piedmont Area of North Carolina, Spring, 1949.)

Location of child in relation to mother	Number of families	Per cent of families
With mother and mother's friends all of the time	108	48
With children of neighbors or mother's friends all of the time - usually outside or in next room	19	8
Sometimes with mother, sometimes with children	31	14
Sometimes taken along, sometimes left with someone at home	18	8
Not with homemaker	37	16
Location not stated	5	2
Visiting not done, seldom done, or done while child is asleep	10	4
All locations	228 ^a	100

a. Thirty-five families gave no information about this activity.

TABLE XXIX

LOCATION OF CHILD WHILE MOTHER WAS ENTERTAINING FRIENDS

(263 families with preschool children living in towns in the Piedmont Area of North Carolina, Spring, 1949.)

Location of child in relation to mother	Number of families	Per cent of families
With mother	91	38
With mother sometimes	59	25
Near mother all or part of the time	11	5
Play area larger than mother's activity area	13	5
Not with mother	48	20
Location not stated	7	3
Entertaining seldom done or done while child is asleep	10	4
All locations	239 ^a	100

a. Twenty-four families gave no information about this activity.

TABLE XXX

ACTIVITY OF CHILD WHILE HOMEMAKER WAS WORKING

(263 families with preschool children living in towns in the Piedmont Area of North Carolina, Spring, 1949.)

Activity of child	Homemaker's activities					
	Cleaning	Cooking, dish- washing	Washing	Outside work	Mending or sewing	Ironing
	(Number of families)					
Activity related to homemaker's activity	77	63	45	42	35	34
Entertained without toys	1	4	3	2	5	3
Helping	45	18	22	30	—	7
Playing with homemaker's equipment	21	24	9	6	15	11
Playing with imitative toys	10	17	11	4	15	13
Playing with own regular play equipment	50	92	79	52	116	94
Quiet	19	33	21	3	53	34
Active	6	31	24	2	18	17
Outdoor	—	—	—	33	—	—
Play equipment not specified	25	28	34	14	45	43
All activities of child	127 ^a	155 ^b	124 ^c	94 ^d	151 ^e	128 ^f

TABLE XXX (Continued)

Activity of child	Homemaker's activities					
	Cleaning	Cooking, dish- washing	Washing	Outside work	Mending or sewing	Ironing
	(Per cent of families)					
Activity related to homemaker's activity	60	40	36	45	23	27
Entertained without toys	1	2	2	2	3	2
Helping	35	12	18	32	—	6
Playing with homemaker's equipment	16	15	7	7	10	9
Playing with imitative toys	8	11	9	4	10	10
Playing with own regular play equipment	40	60	64	55	77	73
Quiet	15	22	17	3	35	26
Active	5	20	19	2	12	13
Outdoor	—	—	—	35	—	—
Play equipment not specified	20	18	28	15	30	34
All activities of child	100	100	100	100	100	100

TABLE XXX (Continued)

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- a. In one hundred thirty-four families, no information was given about this activity, the child was not with the homemaker, the location was not stated or the task was done while the child was asleep or done by maid while child was with mother. In two families, no information was given about the child's activity while the homemaker was cleaning.
 - b. In one hundred three families no information was given about this activity, the child was not with the homemaker, or the location was not stated. In five families no information was given about the child's activity while the homemaker was cooking and/or washing dishes.
 - c. In one hundred thirty-six families no information was given about this activity, the child was not with the homemaker, the location was not stated, or the task was not done at home or done while the child was asleep. In three families no information was given about the child's activity while the homemaker was washing.
 - d. In one hundred sixty-six families no information was given about this activity, the child was not with the homemaker, the location was not stated, or the task was not done, or seldom done, or done by other family member while the child was with mother. In three families no information was given about the child's activity while the homemaker was doing outside work.
 - e. In one hundred four families no information was given about this activity, the child was not with the homemaker, the location was not stated, or the task was done while the child was asleep. In eight families no information was given about the child's activity while the homemaker was mending or sewing.
 - f. In one hundred twenty-eight families no information was given about this activity, the child was not with the homemaker, the location was not stated, or the task was not done at home or done by the maid while the child was with the mother, or done while child was asleep. In seven families no information was given about the child's activity while the homemaker was ironing.

activities of the homemaker, the per cent of families requiring space for some of the child's regular play equipment in the work area was higher: fifty-five per cent when she was doing outside work, sixty per cent when she was cooking and dishwashing, sixty-four per cent when she was washing, seventy-three per cent when she was ironing and seventy-seven per cent when she was mending and sewing.

Of the children who were with the mother during her relaxation or relaxing while she relaxed, forty-eight per cent were napping, or sleeping or resting, talking or listening to conversation, listening to radio, writing, doing whatever mother was doing, or trying to get attention (Table XXXI). Fifty-two per cent were playing with their own regular play equipment and therefore some of their own equipment was needed in the area in addition to whatever the mother needed or wanted. The child's own regular play equipment was also needed by sixty-two per cent of the families when mother was visiting and by seventy-five per cent while mother was entertaining friends (Tables XXXII and XXXIII).

Location and Activity of Child
In Relation to Mother's Activity

As a greater aid in planning spaces the data have been organized according to location and activity in Tables XXXIV - XLII. For example, about half of the preschool children who were in the work area with the homemaker while she cleaned were with the homemaker all of the time and engaging in activity related to cleaning, and about thirty per cent were with her all of the time, but playing with their own regular play equipment (Table XXXIV).

TABLE XXXI

ACTIVITY OF CHILD WHILE MOTHER WAS RELAXING OR
ENGAGING IN QUIET ACTIVITIES¹(263 families with preschool children living in towns in the Piedmont
Area of North Carolina, Spring, 1949.)

Activity of child	Number of families	Per cent of families
Relaxing with mother	94	48
Napping, sleeping and resting	77	39
Talking or listening to conversation	2	1
Listening to radio	7	4
Writing	--	--
Doing whatever mother is doing	7	4
Trying to get attention	1	--*
Playing with own regular play equipment	101	52
Quiet	61	31
Active	10	5
Play equipment not specified	30	16
All activities of child	195 ^a	100

1. Planning, listening to radio, writing, reading.

* Less than 0.5 per cent.

a. In fifty-eight families no information was given about this activity, the child was not with the mother, the location was not stated, or the mother did not relax. In ten families, no information was given about the child's activity while the mother was relaxing or engaging in quiet activities.

TABLE XXXII

ACTIVITY OF CHILD WHILE MOTHER WAS VISITING

(263 families with preschool children living in towns in the Piedmont Area of North Carolina, Spring, 1949.)

Activity of child	Number of families	Per cent of families
Activity related to mother's activity	44	38
Visiting - no play equipment mentioned	26	23
Amusing self quietly near mother's friends with hostess' possessions	3	2
Playing with friend's children and their play equipment	15	13
Playing with own regular play equipment taken along	73	62
Quiet	22	30
Active	3	4
Outdoor	21	29
Play equipment not specified	27	37
All activities of child	117 ^a	100

a. In eighty-seven families no information was given about this activity, the child was not with the mother, the location was not stated, or the mother did not visit or seldom visited, or visited while the child was asleep. In fifty-nine families no information was given about the child's activity while the mother was visiting.

TABLE XXXIII

ACTIVITY OF CHILD WHILE MOTHER WAS ENTERTAINING FRIENDS

(263 families with preschool children living in towns in the Piedmont Area of North Carolina, Spring, 1949.)

Activity of child	Number of families	Per cent of families
Activity related to mother's activity	33	25
Sitting and listening	17	13
Trying to help entertain	11	8
Trying to get attention running in and out, getting into everything	5	4
Playing with own regular play equipment	97	75
Quiet	41	32
Active	13	10
Play equipment not specified	43	33
All activities of child	130 ^a	100

- a. In one hundred and thirteen families, no information was given about this activity, the child was not with the mother, the location was not stated, or the mother seldom entertained visitors, or entertained them while the child was asleep. In twenty families no information was given about the child's activity while the mother was entertaining friends.

TABLE XXXIV

LOCATION AND ACTIVITY OF CHILD WHILE HOMEMAKER WAS CLEANING

(263 families with preschool children living in towns in the Piedmont Area of North Carolina, Spring, 1949.)

Location of child in relation to homemaker ¹	Activity of child ²		
	Child's acti- vity related to homemaker's activity	Child playing with own regu- lar play equip- ment	All Activities
	(Number of families)		
With homemaker	63	35	98
With homemaker sometimes	14	15	29
All locations	77	50	127
	(Per cent of families)		
With homemaker	49	28	77
With homemaker sometimes	11	12	23
All locations	60	40	100

1. One hundred thirty-four families gave no information about this activity, the child was not with the homemaker, the location was not stated, or the task was done while child was asleep or done by maid while child was with mother.
2. Two families gave no information about the child's activity while the homemaker was cleaning.

TABLE XXXV

LOCATION AND ACTIVITY OF CHILD WHILE HOMEMAKER WAS DOING OUTSIDE WORK
(263 families with preschool children living in towns in the Piedmont
Area of North Carolina, Spring, 1949.)

Location of child in relation to homemaker ¹	Activity of child ²		
	Child's acti- vity related to homemaker's activity	Child playing with own regu- lar play equip- ment	All activities
	(Number of families)		
With homemaker	38	46	84
With homemaker sometimes	4	6	10
All Locations	42	52	94
	(Per cent of families)		
With homemaker	41	49	90
With homemaker sometimes	4	6	10
All locations	45	55	100

1. One hundred sixty-six families gave no information about this activity, the child was not with the homemaker, the location was not stated, or the task was not done or seldom done, or not done by homemaker.
2. Three families gave no information about the child's activity while the homemaker was doing outside work.

TABLE XXXVI

LOCATION AND ACTIVITY OF CHILD WHILE HOMEMAKER
 WAS COOKING AND/OR WASHING DISHES

(263 families with preschool children living in towns in the Piedmont
 Area of North Carolina, Spring, 1949.)

Location of child in relation to homemaker ¹	Activity of child ²		
	Child's acti- vity related to homemaker's activity	Child playing with own regu- lar play equip- ment	All activities
	(Number of families)		
With homemaker	43	46	89
With homemaker sometimes	20	46	66
All Locations	63	92	155
	(Per cent of families)		
With homemaker	27	30	57
With homemaker sometimes	13	30	43
All locations	40	60	100

1. One hundred three families gave no information about this activity, the child was not with the homemaker, or the location was not stated.
2. Five families gave no information about the child's activity while the homemaker was cooking and/or washing dishes.

TABLE XXXVII

LOCATION AND ACTIVITY OF CHILD WHILE HOMEMAKER WAS WASHING

(263 families with preschool children living in towns in the Piedmont Area of North Carolina, Spring, 1949.)

Location of child in relation to homemaker ¹	Activity of child ²		
	Child's acti- vity related to homemaker's activity	Child playing with own regu- lar play equip- ment	All activities
	(Number of families)		
With homemaker	38	45	83
With homemaker sometimes	7	34	41
All locations	45	79	124
	(Per cent of families)		
With homemaker	31	36	67
With homemaker sometimes	6	27	33
All locations	37	63	100

1. One hundred thirty-six families gave no information about this activity, the child was not with homemaker, the location was not stated, or the task was not done at home or was done while the child was asleep.
2. Three families gave no information about the child's activity while the homemaker was washing.

TABLE XXXVIII

LOCATION AND ACTIVITY OF CHILD WHILE HOMEMAKER WAS IRONING

(263 families with preschool children living in towns in the Piedmont Area of North Carolina, Spring, 1949.)

Location of child in relation to homemaker ¹	Activity of child ²		
	Child's acti- vity related to homemaker's activity	Child playing with own regu- lar play equip- ment	All activities
	(Number of families)		
With homemaker	26	53	79
With homemaker sometimes	8	41	49
All locations	34	94	128
	(Per cent of families)		
With homemaker	20	42	62
With homemaker sometimes	6	32	38
All locations	26	74	100

1. One hundred twenty-eight families gave no information about this activity, the child was not with the homemaker, the location was not stated, or the task was not done at home or done by the maid or done while the child was asleep.
2. Seven families gave no information about the child's activity while the homemaker was ironing.

TABLE XXXIX

LOCATION AND ACTIVITY OF CHILD WHILE HOMEMAKER WAS
MENDING OR SEWING

(263 families with preschool children living in towns in the Piedmont
Area of North Carolina, Spring, 1949.)

Location of child in relation to homemaker ¹	Activity of child ²		
	Child's acti- vity related to homemaker's activity	Child playing with own regu- lar play equip- ment	All activities
	(Number of families)		
With homemaker	33	77	110
With homemaker sometimes	2	39	41
All locations	35	116	151
	(Per cent of families)		
With homemaker	22	51	73
With homemaker sometimes	1	26	27
All locations	23	77	100

1. One hundred four families gave no information about this activity, the child was not with the homemaker, the location was not stated, or the task was done while the child was asleep.
2. Eight families gave no information about the child's activity while the homemaker was mending or sewing.

TABLE XL

LOCATION AND ACTIVITY OF CHILD WHILE MOTHER WAS
RELAXING OR ENGAGING IN QUIET ACTIVITIES¹

(263 families with preschool children living in towns in the Piedmont Area of North Carolina, Spring, 1949.)

Location of child in relation to mother ²	Activity of child ³		
	Child's activity related to mother's activity	Child playing with own regular play equipment	All activities
	(Number of families)		
With mother	26	74	100
With mother sometimes	9	27	36
Location of child not stated, but child napping, sleeping or relaxing	59	—	59
All locations	94	101	195
	(Per cent of families)		
With mother	13	38	51
With mother sometimes	5	14	19
Location of child not stated, but child napping, sleeping or relaxing	30	—	30
All locations	48	52	100

1. Planning, listening to radio, writing, reading.
2. Fifty-eight families gave no information about this activity, the child was not with the mother, the location was not stated, or the mother did not relax.
3. Ten families gave no information about the child's activity while the mother was relaxing or engaging in quiet activities.

TABLE XLI

LOCATION AND ACTIVITY OF CHILD WHILE MOTHER WAS VISITING
(263 families with preschool children living in towns in the Piedmont
Area of North Carolina, Spring, 1949.)

Location of child in relation to mother ¹	Activity of child ²		
	Child's acti- vity related to mother's activity	Child playing with own regu- lar play equip- ment	All activities
	(Number of families)		
With mother and mother's friends all of the time	19	44	63
With children of mother's friends all of the time - possibly outside or in next room	10	7	17
Sometimes with mother, sometimes with children	10	19	29
Sometimes taken along, sometimes left with someone at home	5	3	8
All locations	44	73	117
	(Per cent of families)		
With mother and mother's friends all of the time	16	37	53
With children of mother's friends all of the time - possibly outside or in next room	9	6	15
Sometimes with mother, sometimes with children	9	16	25
Sometimes taken along, sometimes left with someone at home	4	3	7
All locations	38	62	100

1. Eighty-seven families gave no information about this activity, the child was not with the mother, the location of mother or child was not stated, or the mother did not visit or seldom visited or visited when child was asleep.
2. Fifty-nine families gave no information about the child's activity while the mother was visiting.

TABLE XLII

LOCATION AND ACTIVITY OF CHILD WHILE MOTHER WAS ENTERTAINING FRIENDS

(263 families with preschool children living in towns in the Piedmont Area of North Carolina, Spring, 1949.)

Location of child in relation to mother ¹	Activity of child ²		
	Child's activity related to mother's activity	Child playing with own regular play equipment	All activities
	(Number of families)		
With mother	22	57	79
With mother sometimes	11	40	51
All locations	33	97	130
	(Per cent of families)		
With mother	17	44	61
With mother sometimes	8	31	39
All locations	25	75	100

1. One hundred thirteen families gave no information about this activity, the child was not with the mother, the location of child was not stated, or the mother seldom entertained friends, or entertained them while the child was asleep.
2. Twenty families gave no information about the child's activity while the mother was entertaining friends.

Summary

The preschool child was with the homemaker as she worked in about one-half to three-fourths of the families, and in about three-fifths to four-fifths of the families when she was at leisure. In many cases the preschool child's activity was related to 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 the homemaker's 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.

CHAPTER V

SUMMARY

In order to have information which could be used in planning satisfactory arrangements within the house for the preschool child's dressing activities and for his play while his mother was busy at her household tasks or enjoying leisure time activities, this study was made of 263 families in towns in the Piedmont area of North Carolina.

The sample was drawn by the Department of Experimental Statistics. Volunteer enumerators, home demonstration agents and home economics teachers, secured the information using an interview schedule prepared by Dr. Josephine Kremer. The writer edited the records, revisited many of the families, studied, analyzed and interpreted the data.

Dressing Activities

The mother or someone else, in over ninety per cent of the families, took the responsibility for weighing and measuring the preschool child and for shampooing his hair. In contrast, in more than half of the families, the child could use the toilet, put soiled clothes in the laundry basket, wash face and hands, and brush teeth either alone or with some help, supervision, or reminder.

The bathroom was the location most often used for the activities that required the use of water; fifty-two - sixty-three per cent of the families used this space the year around. The bathroom was used by thirty-seven percent of the families for putting soiled clothes in the laundry basket; the bedroom, by one third of the families. Weighing and measuring

was done away from home in sixty percent of the families and in the bathroom in about one third of the families. The other dressing activities that did not require the use of water were carried out in the bedroom in sixty-four to ninety percent of the families.

Location was the major factor affecting the satisfaction with the dressing activities which required water, the bathroom being satisfactory to ninety-five percent or more of the families using it the year around. For using the toilet, the bedroom was satisfactory to three fourths of the families using it; and outdoors, to only half the families using that location. For shampooing hair and bathing, the kitchen was the least satisfactory location.

Degree of independence seemed to be the only factor affecting the satisfaction with putting on and taking off footwear, outer garments, wraps, and underclothes. All of the families were satisfied with the location for these activities if the child did them with help. However, ninety-two percent or more of the families were satisfied when the mother or someone else did these activities or when the child did them alone.

Both location and degree of independence were related to the satisfaction with the other dressing activities. The bathroom was the most satisfactory location for brushing and combing hair and for putting soiled clothing into the laundry basket. For brushing and combing hair, all the families were satisfied if the child did it either with help or alone. For putting soiled clothing into the laundry basket, ninety-five percent of the families were satisfied when the child did this task alone. The bedroom was satisfactory to about ninety percent of the families who

used it for putting clothing away in closet or chest and for getting clothing out. Having the mother take complete responsibility for these activities or having the child do them alone was more satisfactory than having the child do them with help, which probably means that the learning or transitional process, though necessary, was difficult.

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 the other activities requiring water.

Activity of the Child in Location Where Homemaker Was
Working or Spending Her Leisure Time

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 percent of the homes, there was need for space for the preschool child in homemaker's 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.

Recommendations for Certain Activity Centers
for the Preschool Child

On the basis of this study it is recommended that:

The bedroom in which the child sleeps have

Ample storage space, probably chest and closet, for the preschool child's clothes.

Dressing space large enough for mother or someone else to dress the child or help him dress himself.

Self help features - low shelf, low drawer, low rod - to encourage independence.

The bathroom

Be heated so it can be used throughout the year.

Be large enough for the mother to take care of the needs of the preschool child or help him, and to store the laundry basket, child's toilet seat, and the like.

Have a work surface - built in or movable - beside or around the lavatory, to make it possible for the mother to give preschool child a bath, shampoo his hair, and wash his feet at a comfortable height.

Have a step to make it possible for the child to reach the lavatory for washing his hands and brushing his teeth.

Families having no bathroom be encouraged

To investigate inexpensive ways of having these facilities.

Or to provide a grooming area, other than the kitchen and outdoor toilet, possibly in one or more bedrooms, a dressing room, or a utility room.

Families be made aware of the importance of checking weight and height, whether public or home facilities are used.

The work and leisure areas of the house

Be large enough for the preschool child to play near the mother, help or imitate the mother, play with her equipment or his own toys.

Have storage space for children's toys.

Recommendations for Further Study

It would be interesting to know the relationship between the age of the preschool child and (1) his degree of independence in dressing and (2) the extent to which his location and activity are related to his mother's location and activity.

The reasons for choosing certain locations and for satisfaction or dissatisfaction with them also require further study.

Similar studies of other activities of the preschool child and of the activities of children of other ages are also recommended.

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