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LORENA EVELYN ROGERS and Equip-
ment Prov. #A STUDY OF HOUSING AND EQUIPMENT
OF PARENTS
OF HOUSING
PROVIDED FOR YOUNG CHILDREN IN THE HOMES
OF MEMBERS OF PARENT EDUCATION STUDY GROUPS

A study was made of the space and equipment provided
for the major activities of fifty-one children who
had been in the nursery school of the Woman's College of the
University of North Carolina by

The investigation showed that although much excellent
material had been provided in the thirty-five homes studied,
it was not fully adequate for the development of the child's
independence, the

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A thesis submitted to the Faculty of
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LORENA EVELYN ROGERS . A Study of Housing and Equipment Provided for Young Children in the Homes of Members of Parent Education Study Groups. (Under the direction of MABEL V. CAMPBELL).

A study was made of the space and equipment provided for the major activities of fifty-one children who had been in the nursery school of the Woman's College of the University of North Carolina.

The investigation showed that although much excellent material had been provided in the thirty-five homes studied, it was not fully adequate for the development of the child's independence, the challenging of his ability and the maintenance of healthful conditions. It therefore appears that the parent's contact with the parent education program had not proven adequate to develop an understanding of these three major principles of child guidance.

101136

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July 3, 1939

L.E.R.

TABLE OF CONTENTS

CHAPTER	PAGE
I. Introduction	1
II. Space and Equipment Provided for Play, Sleep, Eating, Bathing, Dressing, and Elimination as Related to the Development of Independence.	10
A. Standards.	
B. Findings.	
C. Summary	
III. Space and Equipment Provided for Play as Related to the Challenging of Ability.	21
A. Standards	
B. Findings	
C. Summary	
IV. Space and Equipment Provided for Play, Sleep, Eating, Bathing, Dressing, and Elimination as Related to the Maintenance of Healthful Conditions	52
A. Standards.	
B. Findings.	
C. Summary.	
V. Space and Equipment for Play, Sleep, Eating, Bathing, Dressing, and Elimination Provided in the Individual Homes	68
VI. Summary, Conclusions, Recommendations	70
Appendix	78
A. Letter Sent to Parents	
B. Interview Form Used in Collecting Data	
C. Tables	
D. Bibliography	

LIST OF TABLES

Table	Page
I. Time, Type, and Terms of Occupancy of Present Home	90
II. Composition of the Thirty-five Families	91
III. Nature of Occupations of Parents	92
IV. Length of Time Homes Studied Were Represented in Nursery School	93
V. Space Provided for Storage of Outdoor and Indoor Play Materials Giving Also the Placement of Responsibility for Storing.	94
VI. Space and Equipment Provisions Made for Forming Good Bathing and Dressing Habits	95
VII. Space and Equipment Provisions Made in Homes Studied for Forming Good Sleeping Habits	96
VIII. Space and Equipment Provided in Homes Studied for the Forming of Good Eating Habits	97
IX. Provisions Made in Homes Studied for Outdoor and Indoor Play Space	98
X. Provisions Made in Homes Studied for Social Development	99
XI. Space and Equipment Provisions Made in Homes Studied for the Forming of Good Elimination Habits	100
XII. Outdoor and Indoor Equipment Supplied for the Infant	101
XIII. Outdoor and Indoor Equipment for the Runabout Child	102
XIV. Outdoor Equipment for the Active and Middle Childhood Groups	103
XV. Indoor Play Equipment for the Active and Middle Childhood Groups	105
XVI. Provisions Made in Homes Studied for Sleep Classified on Basis of Age Groups	109

CHAPTER I

INTRODUCTION

The growing interest during the past few years in the young child and his needs has stimulated the demand for parent education. Leaders of parent education study groups have been confronted with the problem of deciding what information to present to the parents and how to present it in such a way that it will function in their homes. They have been conscious that the principles of child guidance should be so presented that they will have meaning for the parents, who will understand their implication and will be able to apply them in the solution of the many problems that arise in the home.

Although no studies on this exact topic have been published, a Cornell University unpublished thesis on "Consideration of the Needs of Children in Selecting Household Furnishings"¹ by Delpha E. Wiesendanger written in 1935 in Ithaca, N.Y., bears on this. In this study fifty-five families in Ithaca, N.Y. were interviewed in an effort to obtain information regarding: (1) the basis of the choice of the present household furnishings and equipment when purchased, and (2) the basis of choice that would be used if the family were to buy new furnishings and equipment now after their experience with children in the family. Questions

¹ Wiesendanger, Delpha E., Consideration of the Needs of Children in Selecting Household Furnishings. Ithaca, N. Y., Cornell University, (1935).

dealt only with the general household furnishings and equipment which had been bought with children in mind and with the furniture and large play equipment which had been purchased specifically for the children. The families visited were chosen on the basis of having at least one child six years of age or under—there might be any number of children above this age in addition. 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 were concerned, there were many indications that the parents, although interested in the best development of their children and anxious to provide for their developmental needs, were frequently not aware of the children's real needs or how to meet them.

At the University of Iowa, Hazel Spencer Schaus, made a study on "An Experimental Investigation of Methods in Parent Education"². The purpose of this study was to compare the results of the discussion method with the lecture method. The factors upon which the comparison was made were: (1) the degree of mastery of subject materials in parent education, (2) changes in home practices in parent and child behavior,

²Schaus, Hazel Spencer, "An Experimental Investigation of Methods in Parent Education". Studies in Child Welfare, Part III, Iowa City, University of Iowa, Vol. VI, (1932).

(3) attendance at meetings, and (4) use made of equally accessible libraries. The discussion group made a higher mean score on all four points.

The purpose of the present study was: first, to determine whether the principles of child guidance taught had carried over into the homes of parents whose children had been in the nursery school and who had, because of this, had an opportunity for observation in the nursery school and for membership in the study groups; and second, to suggest possible methods of improving the opportunities provided in the Woman's College of the University of North Carolina for guidance of parents of nursery school children.

The study included:

1. An investigation of the space and equipment provided for play, sleep, eating, bathing, dressing, and elimination, in the homes of the children who had, at some time from 1934 to 1938, been in the nursery school of the Woman's College of the University of North Carolina.

2. A comparison of the provisions made in each of these homes with standards set up by the writer. These standards, subjective in character were based on a careful review of the literature in the field of child study.

3. An analysis of the findings to determine the points in which the provisions, or the lack of adequate provisions made, suggested either success or failure in carrying over into the homes the principles of child guidance which were

emphasized in the study group.

4. The formulation of suggestions for improving the opportunities provided for the guidance of parents whose children were in the nursery school.

Although there may be various ways in which evidence of an understanding of the child guidance principles are noted, the investigator chose to study the facilities provided for play, sleep, eating, bathing, dressing and elimination rather than any of the many other ways through which parents give evidence of their understanding of the principles of child guidance, as it was possible to measure these more objectively.

The term "understanding" used in this study means more than mere possessing information. It is used as the Committee on the Function of Science in General Education of the Progressive Education Association uses it: "To denote a major conception so grasped as to illuminate its connections with related conceptions and to result in significant changes in the individual's behavior"³.

The writer has recognized the fact that although the homes may have provided the space and the equipment necessary to meet the child's needs that this is not necessarily evidence that these parents have understood the underlying principles of child guidance. On the other hand, if the evidence

3. Progressive Education Association, Commission on Secondary School Curriculum, Science in General Education, N.Y., D. Appleton-Century Co., (1938) p.55.

indicates that adequate space and equipment for meeting the child's needs have not been provided, it is safe to assume that the parents have not understood those principles of child guidance which have been included in this study.

The writer has also recognized the fact that these parents had many opportunities other than their contacts with the parent education program through which to develop an understanding of these guiding principles. On the other hand, if the evidence indicates that adequate space and equipment have not been provided, it is safe to assume that the contacts with the parent education program have not so supplemented these other experiences as to develop an understanding of these principles.

The group studied included thirty-five out of the forty-eight families whose children had been in the nursery school of the Woman's College of the University of North Carolina at some time during 1934-1938. Owing to various circumstances, illness in two cases, broken homes in two, removal from the city in one, inconvenience in three, and contact with parent education program only during the summer session in five cases, it was not possible to study the other thirteen homes.

The social and economic status of the families studied is indicated by Tables I-III, pages 90-92. This information was secured in the study of: habitat, composition of family, occupation of father and mother, and servants employed.

As a whole the group can be described as stable. As indicated in Table I, page 90 , twenty-seven owned their homes, all but three lived in private homes rather than apartments, and fifteen had lived in the same home for four to fifteen or more years—in only two cases for less than one year.

The composition of the families studied varied greatly, ranging in size from three to ten—including in some cases just the members of the immediate family, in others, relatives, roomers, and maids. As indicated in Table II, page 91 , there were sixty-three children. The division of specific-age periods is the one used by Faegre and Anderson.⁴ Five were infants, under 1 year; one, a runabout, between ages one and two; nineteen were in the active childhood period, between three and five years; twenty-six were in the middle childhood period, between ages six and ten; and twelve were adolescents. These children were: in fifteen cases, members of one child families; in fourteen, of two; in four, of three; and in two, of four children families. In all but one case the family group included both father and mother. One grandmother, three grandfathers, three aunts, two uncles, five roomers, and sixteen servants living in the homes increased the average size of the family from 3.77 persons in the immediate family to 4.63 persons.

⁴. Faegre, Marion L., and Anderson, John E., Child Care and Training. Minneapolis, Minn., University of Minn. Press, (1937), p.20.

The opportunity for planning for family life was in part determined by the hours and type of occupation of both father and mother. In the five homes in which the fathers as travelling salesmen were home only for the week ends, planning as well as execution of plans had to be done largely by the mothers. Table III, page 92 , indicates that in three cases in which the mothers were employed and the father either ill, deceased, or away from home except for week ends, the time available for planning was limited. As contrasted with these situations, there were twenty-seven homes in which the fathers were employed on an eight hour day, twenty-seven in which the mothers were not employed away from home, three where the mothers were employed part time, and five in which the mothers were employed full time.

Parents whose children attend the nursery school of the Woman's College of the University of North Carolina are encouraged to attend the parents' meetings which are held monthly, at night during the regular school year, but not during the summer term; to observe in the nursery; and to discuss any of their problems with the nursery school director or study group leader. At the parents' meetings, behavior and development of the child are discussed, with the parents participating freely in the discussion. Parents who observe in the nursery school are given an observation guide to aid them. No provision has been made for them to observe without being seen by the children. Although no definite records of attendance are available, Mrs. Bess

N. Rosa, Parent Education Field Worker for the Woman's College of the University of North Carolina, and leader of the parent study group, states that the parents whose children are in the nursery school make a real effort to secure the help that is available.

The parents represented in this study had had children in the nursery school for periods ranging from four months to thirty-six months as shown in Table IV, page 93 , thus some of them had greater opportunities than others. Eight families had been represented from four to six months, while seven had been represented from nineteen to thirty-six months.

The data secured in this study were based on information secured in October 1938 in a personal interview with the parents and on observations made while interviewing the parents in the homes. The persons giving information included the thirty-five mothers, five fathers, eighteen children, one nurse, and one maid. The information received was recorded on a questionnaire, found in the appendix, page 80 , which was organized in relation to the ease of use. Although the form was in evidence during the talk with the parents, it did not appear to have any effect on their freedom in answering the questions. Since the same person made all of the interviews, possible differences in the interpretation of the information which the interviewee gave were minimized. The average length of time for the interview was one hour.

In order to simplify tabulation, each family interview

form was given a record number. In homes where there were two or more children in the study, the oldest one included was designated by the letter "A", the next by "B", and the next by "C".

The findings of this study have been compiled and analyzed in relation to the provisions made by the group as a whole and in relation to those made by the individual families.

These findings have been interpreted in relation to the following three major principles of child guidance formulated by the writer and based on the literature in this field; and the extent to which they have functioned in the selection of space and equipment for the young child in the home.

1. A child should be provided with such experiences as will contribute to the development of his independence.

2. Every child should be provided with experiences which challenge his ability.

3. All of a child's experiences should be maintained within healthful surroundings.

In the following chapters, an analysis is made of the space and equipment provided in the homes as a group, and in individual homes as they relate to the provision of experiences which contribute to the development of independence, which challenge ability, and which are maintained in healthful surroundings. The standards with which the facilities provided are measured were secured through a survey of the literature in this field.

CHAPTER II

SPACE AND EQUIPMENT PROVIDED FOR PLAY, SLEEP,
EATING, BATHING, DRESSING, AND ELIMINATION, AS RELAT-
ED TO THE DEVELOPMENT OF INDEPENDENCE

STANDARDS

Every child's family should provide him with such experiences as will enable him to develop independence. He should be encouraged to develop independence through the selection, the use, and the care of his materials, and hence the materials of others. This development involves having an opportunity for the expression of independence through keeping his materials where he can easily get them and can easily put them away, as well as having materials not too old for his developmental age. It also involves the elimination of conditions which thwart him in his development; such as, those that are potentially dangerous, those that necessitate supervision that annoys him, and those which call for too much help or too much interference.

Hansen says:

"A child should have a place where his personal belongings will be unmolested. To have his things tucked away in unfamiliar places because they are in someone's way or because they do not add to the appearance of the living room, can be not only an annoyance to the child, but it makes his belongings appear unimportant and inconsequential. If his possessions are treated with dignity and respect, he will in turn, take better care of more valuable things later."¹

¹ I. Hansen, Rowena, Some Educational Activities for the Young Child in the Home, Pamphlet No. 51, Washington, D.C.: Office of Education, United States Department of Interior, (1934) p.6.

To encourage orderliness, the child should have a definite and adequate space for his materials. Cupboard and shelf space should be ample. When playthings are crowded and piled, children cannot be expected to find the things they want, put them back, or keep them in order. Closets should be so constructed that the children can put away their own clothes and play materials. Extra covers should be accessible for the child. There should be a place within his reach for his sleeping clothes.

A good light, within easy reach will save mother or nurse from getting up during the night. A lamp on a table by his bed may help the child to form the habit of going to sleep without a light being left burning in the hall or somewhere near to make him feel secure. Also, if some piece of furniture is placed by the bed to hold the interesting book or toy, the child may sleep with fewer toys. Children can be encouraged to amuse themselves when it is wise for them to stay in bed, if they have a bed table or tray on which to color or to play games.

Also:

"To encourage self help, the child's clothes and other belongings must be placed within easy reach, in drawers that slide well and are fitted with handles that can be grasped easily, or in closets with low hooks. The lower drawers of a dresser of full size may serve. However, well proportioned small chests bought for children's clothes are handy for adult use."²

². White House Conference on Child Health and Protection, The Home and the Child. New York: D.Appleton-Century Co.(1931) pp. 23-52.

The toilet fixtures should be accessible to the child.

Further recommendations of the committee are that:

"Even the smallest members of the family should have a low towel rod, a hook for a wash cloth, and very early in life a toothbrush hook also. The baby may have his special bathtub, and perhaps a table for his tub and those accessories used during the bath.....By the time he is walking, steps or a stool should be provided to help him reach the wash bowl and toilet seat without help. During the rest of his growth period, his only special needs are lower hooks within his reach or steps to reach these if they are placed too high for him to reach otherwise."³

If a mirror is hung low, a child is usually more interested in washing his face and combing his hair.

The sub-committee on housing and home management of the White House Conference on Child Health and Protection⁴ suggested the type of eating equipment that should be supplied: the silver should fit the hand; a straight handled spoon with a suitable bowl should be given the child at an early age. Some small fork and spoon sets are well suited to the child's age; the first may be a salad fork. Dishes provided should be so shaped as not to upset easily. They should also be colorful and attractive, but not gaudy and distracting. The committee states further that in order to encourage him to drink more milk, the two year old could use a small pitcher with handle and lip, so that he might pour his own milk.

If the children in a family are to assume any respon-

3. Ibid, p. 53.

4. Ibid, p. 48.

sibility for the care of their play materials used outdoors, they need a usable storage place for them.

The outdoor play space for the child is quite an important part of the child's play life. If a space is provided that is safe for the child to play, he will probably develop independence. The use of this safe place eliminates the danger of over supervision or of using poor forms of supervision; such as, commands and warnings, either of which may create a feeling of uncertainty and irritability. If the outdoor play space is located so that the mother or maid can observe without the child's being too conscious of them, he can learn to do things for himself in his own way.

Wise supervision of group play is advisable, since major accidents can be avoided, minor cuts and bruises taken care of immediately, and an undesirable neighborhood playmate or one's own child can be held to standards agreed upon as acceptable, as most children will make an effort to conform rather than be ostracized.

The nursery or play space should be located near a lavatory and convenient to the mother's work center in order to provide supervision for the child.

Kawin states that:

"It should be the child's responsibility to keep his toys in order and to put them away in the places where they belong. Parents often ask at what age one can expect a boy or girl to begin to do this. We find that as soon as a child is able to toddle about one can begin to train in him

the responsibility for putting his toys away."⁵

According to Faegre and Anderson:

"As soon as the baby begins to display an interest in feeding himself, at nine months, or so, he should be allowed to have a spoon and begin to assist in the process..... at the expense of spilling, the child's desire to do for himself must be taken advantage of the moment when it appears."⁶

Anderson further states in Happy Childhood that:

"Although the child spills and slops, it is better to let him try to feed himself and so acquire skill in manipulating the implements than it is to run the risk of destroying his desire to eat by setting an adult standard of cleanliness. Cleanliness and neatness can be taught later. By the age of two years, 4/5 of American children feed themselves completely, and by the age of three 94% do so."⁷

5. Kawin, Ethel, The Wise Choice of Toys, Chicago, Ill.: University of Chicago Press, (1938) p.3.

6. Faegre, Marion L., and Anderson, John E., Child Care and Training, Minneapolis: University of Minnesota, (1937) p. 131.

7. Anderson, John E., Happy Childhood, New York: The Century Co., (1933) p.51.

FINDINGS

The following information indicates the extent to which through provision of storage space, through provision of materials suited to the child's developmental age, and through elimination of conditions which create fears or necessitate excessive supervision or interference, the families studied have provided a physical environment conducive to the development of the independence of the child.

As indicated in Table V, page 94 , in thirty-four out of the thirty-five homes studied, storage spaces had been definitely assigned to the children. The four children living in apartments had places for their toys, but they were quite crowded. In three homes, the storage spaces were crowded, since all of the children were keeping their materials in the same place until the older child in each family was old enough to move all of his materials to an upstairs room. The parents did not say at what age they expected this. Shelves had been provided for the storage of thirty-nine children's play materials. Eleven children used chests for storing materials, and seven, closets.

Forty-five of the forty-six children old enough to be using outdoor equipment had some storage space provided. One child, however, left his play materials in the front yard.

As indicated in Table VI, page 95 , usable and ample

drawer space had been provided for the children of all ages. Of the forty-one with closets in their bedrooms, seventeen of the active childhood group needed either low rods or some means of reaching their clothes. With the exception of three, all children in the active childhood group could reach their clothes. Eight had low rods. Eleven of the middle childhood group had low rods in the closets. Child sized wardrobes were used by seven. Stools used to reach clothes in the closets were supplied for five children. Five had low clothes trees. Shoe and hat space had been provided for all except three members of the middle childhood group.

No child included in this study as indicated in Table VII, page 96 , was assuming the responsibility for getting out extra covers needed. They were always accessible due to the fact that they were placed on the foot of the bed.

Sleeping clothes were accessible to forty-four of the fifty-one children. The five infants and two of the children in the active childhood group were not assuming the responsibility for getting them out and putting them away.

All of the children in the group studied, with the exception of the runabout and the infants as indicated in Table VI, page 95 , could open the doors to the different rooms and drawers to the storage cabinets for themselves.

Table VI, page 95 , shows that of the forty-six children walking, forty-one could reach their drinking glasses,

forty-six their combs and the faucet, forty-two their mirrors and tooth brushes, and forty-three their wash cloths and towels. Four parents, whose children were in the active childhood group, had not made toilet articles accessible to their children. All of the middle childhood group could reach their toilet articles.

The five infants, as shown in Table VI, page 95 , had child sized tubs. All of the other children in the study, forty-six in number, had low tubs into which they could climb with ease.

Rubber mats, to be used in the bathtub to eliminate the danger of slipping, had been supplied for fifteen. Some parents, thinking the mats unsanitary, were using a towel in the tub to prevent injury.

The ten children who needed help to reach the toilet were using stools for climbing up and for resting their feet.

Table XI, page 100 , indicates that bathroom facilities near the outdoor play areas were provided for thirty-eight. Some of these were located in basements, but a greater number were on the first floor of the homes.

It was found that there had been little trouble with keeping the equipment separate or in sharing it in the homes where there was more than one child. No definite plan had been worked out for sharing, but permission to play with the other child's equipment could be gained by asking. In some homes, separate storage spaces for the children's materials

had been provided, and in other homes definite sections of the same storage spaces were assigned to each child.

As indicated in Table VIII, page 97 , these children were using silver, china, and glassware, that was suitable in size and design, so as to encourage them to feed themselves.

In three cases, pieces of play equipment were considered too old for that age child and therefore dangerous. These were: a bow and arrow, flexy flyer, and a very large see-saw.

Forty-seven of the fifty-one children included in this study, as indicated in Table IX , page 98 , had been supplied with play areas that were considered safe, enabling them to play without fear of possible injury.

Table V, page 94 , shows that either the maid or the mother assumed responsibility for the storing of the play pens and toys of the five infants. The runabout, with assistance from her mother, stored her materials. Maids were assuming the responsibility for storing the materials of three pre-school children, while forty-two children were said to be assuming full responsibility.

Three families with children of pre-school age, who would have had a safer play space if it had been fenced, had provided for safety by hiring a supervisory nurse. The parents felt, however, that there was a tendency on the part of both maid and mother to give too many negative

commands. As a result of this type of supervision, one child had become over cautious, that is careful to the extent that he didn't enter into any activity that was at all challenging. If a fence had been substituted for this constant supervision, perhaps the child would have been thrown more upon his own resources.

Table IX, page 98 , indicates that the outdoor play areas for the children in thirty-four of the thirty-five homes represented were easily observed by parent and maid. Mothers of seven children as shown in Table X, page 99 , were assuming full responsibility for supervision, since there was no maid. Maids were assuming full responsibility for the supervision of six children, as both parents worked. Thirty-eight were supervised by mother and maid, with the maids assuming the major part of the responsibility.

The indoor play areas in all homes were conveniently located so that the mother or maid could supervise with ease.

As indicated in Table VII, page 96 , usable lights had been provided for all, but only twenty-six had lights near enough their beds to turn them on if needed during the night. In the discussions with the mothers, there was no indication of fear complexes of which they were conscious. In three homes, however, lights were being left on near the children's bedroom until they went to sleep. Thirty-one children had tables by their beds. Twenty-three families had bed trays; and twenty-five, bed tables.

SUMMARY

The study of the space and equipment provided in the homes studied, for play, sleep, eating, bathing, dressing, and elimination indicates that:

1. Through providing storage facilities and such supervision as would encourage him to assume responsibility for selecting, using, and putting his materials away; through provision of materials not too old for the child's developmental age; and through providing such facilities as would not create fears, or demand too much assistance or interference, some of the parents were giving the children an opportunity to develop independence.

2. That in many cases conditions conducive to the maximum development of independence did not exist in the homes studied. Outstanding among the unfavorable conditions found were:

- a. Storage space was inadequate in size, inaccessible, or so scattered that the child could not be expected to develop independence in selecting, getting out, and putting away his equipment.

- b. Two or three pieces of play equipment were too old for the users.

- c. A few families with children of pre-school age had no fenced outdoor play areas. This as well as the fact that many children were over supervised and given too much help by maids, was responsible for the limited opportunities for the development of independence.

CHAPTER III

SPACE AND EQUIPMENT FOR PLAY AS RELATED
TO THE CHALLENGING OF ABILITY

STANDARDS

Every child should be provided with experiences which challenge his ability. Although he may have such experiences through the use of wisely selected sleep, eating, bathing, dressing, and elimination equipment, the relationship between the play equipment and the challenging of the child's ability was especially apparent to the investigator. For this reason, the analysis of the facilities that challenge the ability of the child has been limited to the space and equipment for play.

"What is play?" and "What is the parent's responsibility in promoting wholesome play life for the child?" are common questions of interested parents. Some explanations given for play are that: Play is preparation for future serious occupation; it is an agency employed to develop crude powers and prepare them for life's uses; it serves as an outlet for surplus energy; it is an activity in which the child repeats the history of the race, going through the same stages as those mankind has followed in its progress toward civilization. All of these ideas are interesting but give only a part of the real meaning of play in the life of the child.

Perhaps Lee in his book, Play in Education, has more nearly stated the conception of play which the nursery school

of today accepts as a working basis. He says:

"Play is to the boy what work is to the man, the fullest attainable expression of what he is and the effective means of becoming more."¹

In keeping with this theory, any parent or parent education teacher is forced to conclude that play is the serious business of childhood and should be treated with the same respect shown to adult occupations. An interpretation of the "fullest attainable expression of what he is" becomes desirable. Analysis causes one to recognize that the child's personality is an integration of physical, social, emotional, mental, and aesthetic responses which may be brought to their fullest expression and coordination through play, before they become fixed traits and habits. If child play is further accepted, as "an effective means of becoming more", it is an indication that play may be utilized as a medium for the conditioning of abnormalities in growth and adjustment.

Children should be provided with the choice of experiences, and the use, care, and construction of materials which challenge their ability. Opportunities should be given for experiences that stimulate a wide range of interest, that are suited to his physical development, that stimulate imagination, initiative, and activity and that provide for social development.

1. Lee, J. Play in Education, New York: Macmillan Co. (1926) p.viii.

Provisions should be made for the elimination of conditions which thwart his development such as those that are dangerous and those that foster or promote undesirable habits.

Justification of the diversity of play possibilities is pointed out by Foster who holds that, "The greater the range of the child's play interests, the better rounded is his development, and the less likely he is to be bored with himself or the world."²

Kawin says that:

"Play is an essential of childhood and toys are the tools of play. Modern education recognizes that wisely chosen play materials perform specific functions in a child's development. Furthermore, through play the child lays the foundation for the development of a wholesome personality and the ability to adjust satisfactorily to the world in which he lives. The best preparation we know for a happy successful adulthood is a happy, wholesome childhood.

Parents should, therefore, be as thoughtful about the play materials which they provide for their children as they are about the schools to which they send them--both constitute environments which vitally affect the child's development. Parents should know the principles which serve as guides in the selection, use, and care of desirable play materials, so that they make a wise choice in selecting toys."³

Play materials should have many play possibilities so that they may be used in many different ways over a long period of time. Play materials should be simple in construction and stimulate self activity.

According to Kawin, "The purpose of wisely selected toys and play materials is to stimulate the activity and the

2. Foster, Josephine C., Busy Childhood, New York: D. Appleton-Century Co., (1933) p. 19.

3. Kawin, Ethel, The Wise Choice of Toys, Chicago: University of Chicago Press, (1938), p.1.

initiative of the children themselves, rather than to 'teach them'."4

Many children enjoy using the household furnishings for play. Roberts in a bulletin When Children Play at Home states that:

"When children play, the dining room rug may become a pasture or lake; the table, a house, garage or barn; and the chairs, autos or trains. If children are given freedom, they find new uses for the ordinary things about them. Freedom does not mean, however, that the child be allowed to tear the house apart and put it together to suit his fancy. He should learn that some things must be treated with respect."5

Books are an important part of a child's play equipment. Faegre and Anderson⁶ believe that through books a child gains knowledge, strengthens his imaginative powers, adds to his mental life, and has his sympathy aroused. He may have his ambition aroused or be stimulated to high endeavor through stories of achievement. Most individuals get a great deal of pleasure from their reading while at the same time they are getting much needed quiet relaxation.

Some of the questions to be considered when selecting play materials for children, as given by Kavin are:

"What play materials has he already had? What does he now have to play with? In what environment is the toy to be used? Is there adequate play space to allow

4. Ibid. p.1.

5. Roberts, Mary Price, When Children Play at Home. Iowa City: University of Iowa Child Welfare Pamphlet No.52, (1936), p.1.

6. Faegre, Marion L., and Anderson, John E., Child Care and Training. Minneapolis, Minn: University of Minn. Press. (1937) pp. 268-269.

a large toy, or one requiring space around it, to be used comfortably? What is the child's general level of physical, mental, and social development? What are his spontaneous interests? What further interests should be encouraged through attractive play materials?"⁷

If these questions were answered satisfactorily before selecting a piece of play equipment for a child, there would doubtless be average sales of equipment all the year around, more lasting and educational toys purchased, and less evidence of broken down toys. A plan for buying made when taking inventory, would also encourage wiser purchases. If toys were purchased one at a time, the first could become a nucleus for the others. The play possibilities of the first would be increased by the addition of a related toy. If play materials were supplied at needed intervals during the year, rather than in overwhelming amounts at Christmas time, the evils of Christmas toy shopping would be minimized for the child, the parent, and society.

"Concentrated buying of toys (about sixty-five percent of all of the sales are made at Christmas time)—has resulted in an abnormal situation for the manufacturer of toys, for the retailer of toys, and for the purchaser of toys (not to mention the ultimate consumer of those toys, the child, who may find himself surfeited for one day and lost among the broken pieces for the rest of the year)"....."Until recently one could not find a good selection of toys at any time except Christmas, but there is growing evidence of well stocked toy departments with trained sales people all the year around."⁸

7. Kawin, Ethel, The Wise Choice of Toys, Chicago: University of Chicago Press. (1938) p.8.

8. Household Finance Corp., Better Buymanship Bulletin No. 15, "Children's Playthings and Books." Chicago: (1937) pp. 5-6.

A well-balanced diet of toys which includes sufficient materials for the various types of development, should supersede the customary mass of unrelated materials. Kawin suggests that:

"A wide range of playthings should be available at the lower age levels. By the age of one or two years, the child is ready for development of many kinds. Also, the 'attention span' is very short during these preschool years--that is, few very young children can be expected to play intensively for more than five to eight or ten minutes at a time with a toy. Therefore, it is important that a well-selected variety should be available so that the child can go from one toy to another in the process of his play. Play materials need not be quite so varied as a youngster grows older...."⁹

In order to select the materials needed to aid the child in his various stages of development, it is necessary to understand the characteristics of the various age periods and what play devices will foster normal development. According to Kawin:

"Certain types of growth and development are characteristic of certain age-periods, while other types usually occur at other ages. Play at successive periods tends to concentrate at these certain growing points of activity and knowledge...If adults are to understand and to make constructive provisions for the play activities of children, they must know the 'norms or characteristics of each age.'"¹⁰

The outstanding characteristics for each period will indicate the needs of the children of that age. The period of infancy is characterized for all normal babies by sensory exploration, by the development of motor control, and by imitation and development of speech. In keeping with the

9. Kawin, Ethel, The Wise Choice of Toys. Chicago: University of Chicago Press, (1938) p.4.

10. Ibid. p. 25.

type of development taking place in this period, the baby's first toy should be a bright object, hanging where he can follow it with his eyes but not grasp it. In presenting to infants between six and twenty-four months, four colors simultaneously with a gray of equal brightness, Ruth Staples found that, "Red was the most effective stimulus, followed by yellow, blue, and green."¹¹

A ball, rattle or cube would provide amusement for the infant. Boxes and hollow blocks will hold the attention of an infant of ten or twelve months for several minutes. Since his toys will be put into his mouth, the paint should be non-poisonous. Soft dolls and stuffed animals or any objects of an interesting texture but of material that will be harmless if put into his mouth, are quite suitable for the infant. Solitary play, normal and desired at this period provides an opportunity for training in sustained attention.

The runabout should have materials for free motor development, which will facilitate the development of control of the large arm, leg, and trunk muscles. He is also at a stage where he wants to find out about things. He wants to feel, touch, handle, and examine things and to become familiar with shape, texture, and balance. To supply these needs the runabout should have push and pull toys, boxes, stairs to climb, balls to roll and catch, a "Kiddy-Kar", and many

¹¹. Quoted from Dr. Wilton P. Chase, Color Vision in Infants. The Journal of Experimental Psychology, 1937, March. Vol. 20, No. 3, 210.

objects of different textures. If these needs are not supplied, the child attempts to find substitutes in his environment often misusing household objects. Blocks of all sizes, shapes, and weights help with his desire to "do something." Paper, crayons, clay, and sand help the child with his construction play and creative expression. Sand trays or tables may be substituted if an outdoor sand box is impossible. Wooden trains, soft dolls and animals, and cakes of soap, add to the play possibilities.

During the active period of early childhood, from the ages of three to six, we find wider sensory exploration, greater development of motor activities, continued increase in speech ability and greater social development. The child is also interested in constructive, imitative and dramatic play. The younger child in this period is more interested in pure manipulation of materials while the older one shows a dominant interest in construction. The dramatic and imitative interests are highest at four or five years. This is the age when the child is more dependent on play materials than at any other time. This is a desirable time for a lock box, wagon, jungle gym, slide, simple games, tricycle, skates, blunt scissors, building sets, dolls and doll furnishings, trains, and garden tools, tea table and chairs, clay, crayons, rhythm instruments, and picture puzzles. This is the toy age.

The middle childhood period, ages six to ten, is charac-

terized by learning specific skills, enjoying imitative and dramatic play, and developing marked interest in games and social play.

In discussing this middle childhood period Kawin says:

"In these years the new skills of boys and girls are developed through strengthening, improving, extending and refining basic abilities which have already been to a considerable extent established. Improvement comes largely through greater speed, greater accuracy, and through mastering more intricate activities. If we remember that the years between six and fourteen are years of relatively slow physical growth as compared with the years which precede and follow them, it seems natural that this should be a period in which children are extending and refining basic abilities already partly established."¹²

With this understanding of the nature and needs of the middle childhood period, the following equipment may be recommended; bicycle, skates, gymnastic equipment, materials for creative activity, baseball, croquet equipment, and tossing games. This period is one in which all play becomes real recreation as this is the school age and the child is deprived of many of the hours of play he has been accustomed to before going to school.

Play groups begin to organize in this period. The child begins to learn the social rules of his group. Imitative and dramatic play continues. Since man is a social animal, there is need for group play and playmates of the child's own age.

This period of slow physical growth is not one of slow mental growth and development. A child's play in this period

¹². Kawin, Ethel, The Wise Choice of Toys. Chicago: University of Chicago Press, (1938) p.41.

becomes an expression of his own natural spontaneous desires, since most of his school hours are taken up with prescribed activities.

Pets are a valuable part of a child's environment.

Foster says:

"Although a young child should not be required to assume full responsibility for an animal's food, he can be encouraged to share in seeing that his dog has proper meals at regular times. All children enjoy animal stories and all children enjoy live animals which are not too rough or poorly trained. If it is impossible to keep a dog, perhaps the family can own a cat. Perhaps the yard can be fixed so as to provide for a rabbit hutch or a chicken run. If a child plays outdoors less than seems advisable, an outdoor pet may entice him into the fresh air and sunshine. Then there are indoor pets which are still easier to care for and for which any home can make room...The care of pets has the further advantage of giving the child an understanding of animal life."¹³

It is important that young children have playmates so that they may learn, as they work and play how to get along with other people their own age. They learn to give and take. Many types of interesting play require a group of children if the game is to be fully enjoyed.

Access to neighbor yards may increase the play facilities available to the child. One yard may provide materials or space for certain activities while another makes provision for activities of a different nature. This arrangement gives excellent opportunity for social development. It may eliminate the "running away from home" problem. It also makes

¹³. Foster, Josephine C., Busy Childhood. New York: D. Appleton-Century Co. (1933) pp. 159-160.

supervision a joint enterprise with parents rotating responsibility.

Rogers says that group playgrounds are invaluable to the child in the home. He gives this suggestion for providing it:

"A back-yard playground can be very inexpensive if the whole family helps to plan and build it. Some families have torn down the fences between their back yards to make one large playground each family sharing in the cost of equipping the ground."¹⁴

Even though she strongly recommends group play, Foster's comments on playing alone are interesting to note. She believes that:

"One form of play which should be provided for every child is 'playing alone'. The well adjusted individual must be content without companions just as he must be contented with them. This is partly because there will be periods in the life of every person when he will be alone and there is no need for him to be unhappy merely on that account. It is also partly because the peace and quiet of playing alone is a great restorative of poise and serenity."¹⁵

Safe play spaces in the families own yard, in neighbor yards and in connections between play areas should be provided.

Toys should be safe and sanitary so that there will be no danger from cuts due to sharp edges or poison from paints, or of getting some detached parts in the throat, ear, or nose.

¹⁴ Rogers, James E., The Child and Play. New York: D. Appleton-Century Co., (1933) pp. 159-160

¹⁵ Foster, Josephine C., Busy Childhood. New York: D. Appleton-Century Co., (1933) p.21.

Toys should be durable, sturdy, and satisfying to the owner. If the toys are easily broken or call for better muscular coordination than the child possesses, they are disappointing, expensive, and sometimes dangerous. They encourage habits of carelessness, inattention, and indifference. A toy of good quality which is well constructed, may be passed on to another child either in the same family or in another.

FINDINGS

The following information indicates the extent to which the children of various age levels had been provided with play equipment that would stimulate a wide range of interests, that was suited to their physical development, that would stimulate imagination, initiative and activity, that provided for social development and that was not dangerous and did not promote undesirable habits.

In the study of play equipment for infants, the investigator found as indicated in Table XII, page 101, that of the five included in the study, four had play pens, three had balls, and teething rings as well as dolls and stuffed animals. Rattles were enjoyed by all. Two had push and pull toys and blocks. A peg board, a well made toy of the sister's amused one nine months old baby for long periods of time. This peg board was a type well suited to the play needs of the infant.

Only one runabout child was included in this study. She had been supplied, Table XIII, page 102, with a swing, tricycle, wagon, sand box and sand toys for outdoor play. A few blocks and boards were available. Her opportunities for indoor play were limited to a small variety of experiences. She had blocks, balls, crayons, and paper. She also played with her dolls.

The outdoor equipment for the children in the active

childhood group, shown in Table XIV, page 103 , ages three to six, did not present a very different picture from that of the middle childhood group. There were nineteen children represented in this group. In permanent outdoor equipment five slides, one jungle gym, five packing boxes, fourteen swings, four see-saws, and nine pieces of gymnastic equipment were available.

Some equipment had been supplied for outdoor games. There was a tendency for children in the homes where there were older brothers and sisters to be more interested in game play such as football, basketball, and baseball. In this group one had a soccer ball, four baseball equipment, five footballs, seven tennis rackets, three badminton nets and rackets, one basketball, three golf equipment, one polo sticks, one Hi-Li baskets and one fishing rod and tackle.

Locomotor equipment was popular with the group from three to six. Of this group, five had "Kiddy-Kars", seven scooters, all tricycles, eighteen wagons, three Flexys, two bicycles, six skates, and two wheelbarrows. One family from the group had an Irish Mail, another a fire truck and an auto.

The raw materials, sand, earth, and water had been supplied for all. Sand boxes were supplied for twelve children, sand toys either commercial or homemade for eleven and nine had garden tools. Nine had gardens of their own. Four of the children cared for theirs alone. In five cases mother and child shared the responsibility. Thirteen of the children

had pets. Eight had dogs, four—turtles, and one—a chick. The children were assuming the responsibility for the care in five cases. In eight cases, the mother and child were assuming joint responsibility.

Very few building materials were present for this group. Although blocks and boards were in evidence for fifteen children, they were in poor condition and seemed to just happen to be there rather than to be planned pieces of working material. Eight had ladders and three—saw horses.

Several of the families with children between the ages of two and six had planned family outdoor recreational units. Three had fireplaces, seven tables and chairs, fifteen had a chair or two for the adults who would supervise or who wished to sit outdoors, and one family had outdoor cooking equipment.

Believing that to supply outdoor equipment suitable for cooperative play, the family would be immediately troubled with neighbor boys, one family had furnished only locomotor equipment. This family had a nurse for the younger children.

Children though outdoors a great deal of their play time, are indoors for quiet play, and during periods of inclement weather. It is, therefore, necessary that they have suitable materials for indoor play also. The indoor play materials for the nineteen children of the active childhood group listed in Table XV, page 105, indicate that seven children play with push and pull toys, beads to string, and

lock boxes; nineteen with balls, five with bubble pipes, one with jump rope, baby push, indoor gymnastic apparatus, boxing gloves, punching bag and dart game; two with bowling sets, and target games; eight with sewing sets, thirteen with puzzles, eleven with marbles, ten with peg boards, and three with "Bingo Beds."

The following materials were supplied for constructive and creative play. Two children had wagons with blocks; two, Crazy Ikes building set; two, Erector sets; and two, looms. Eighteen had some blocks; three had tables with composition material with holes and pegs as well as patterns to work out designs; three had work benches and four had tool chests; and thirteen had tools. Color cones were provided for six. Four had Tinker Toys and nineteen had paper to cut while only eighteen had scissors.

For dramatic and imitative play, fifteen had dolls, twelve—doll furnishings and fourteen—housekeeping toys. Nineteen had trains, boats, autos, aeroplanes and telephones.

There were two with each of these: aeroplane hangars, fire trucks and electric trains, model stores, cash registers, wooden animals, toy guns and soldiers. One girl had a two burner electric stove. One each of the following was found in this age group: auto repair shop, marionette, puppet, and fort. Six had farm sets, while sixteen had stuffed animals. Dressing up in mother's old clothing was a pastime for eight.

The materials furnished for social development were as mentioned before, dolls, doll furnishings, balls and blocks. In addition to this, twenty-one had table and chairs of some type. One child had a moving picture machine. A few in this group had games for social play. Four had Dominoes, three Parchesi and three had Checkers. Two enjoyed a Going Fishing Card Game, two Tiddly Winks, two Bingo, and two Lotto. One had bean bags, one Mosaics, and another had a Klick ball. Five played with miscellaneous card games other than those mentioned.

Few materials were supplied for the development of aesthetic appreciation. All had crayons. Pictures for children were found on the walls of playrooms and bedrooms in fifteen homes. Some of these had been chosen by the children. Others were pictures that the children had cut out and asked to have framed. Musical instruments of some type were found in each home. All had radios. Sixteen had provided pianos, two clarinets, two saxophones, five mouth organs (harps), four victrolas, one a violin and in one home a pipe organ was built in. The instruments that were provided just for the child were (numbers by instrument indicate the number of children supplied with it): rhythm instruments, five; drum, thirteen; xylophone, four; tom tom, one; victrola, two; toy pianos, two; mouth organs, five; child's size Estey Organ, one; radio, one; banjo, one; saxophone, one. The piano was enjoyed by a larger number of children than any other musical

instrument in the homes. All musical instruments provided just for the children were in very poor condition with the exception of a child size real organ, the two victrolas, and a violin and saxophone.

Seventeen had modeling clay, one a stencil, fifteen, water colors, one, oil paints and one, drawing board and easel.

Although this group is not of school age, some of their materials may be grouped under those which stimulate knowledge and aid in school work. All of the nineteen children had books of their own. The average number of books owned by the children in this group was: story and picture books, twenty-six; paint or color books, five; and only six tenths of a homemade book. Two of the children look at the pictures in books and in that way read stories, eighteen enjoy looking at pictures and being read to. Books that appeared to be favorites of this group were: Snow White books, Bible Stories, Mother Goose, Ferdinand, Little Engine That Could, Little Black Sambo, The Night Before Christmas, and The Book of Trains. Scrapbooks had been made by twelve.

Three children had animal and bird games, and rubber stamp print sets. Two used a printing press that belonged to an older brother. Seven had blackboards, two typewriters, four desks, three globes, and eight aquariums. Two of the boys in this group showed an interest in a collecting hobby—one collected post cards from various states and another

collected and constructed boats.

Some comments made by the parents interviewed, reveal problems and interests of the parents. One parent realizing the need for greater variety of equipment, stated that the family could not afford to supply any pieces of outdoor equipment that cost anything. This mother needed to realize that the amount of money spent on equipment was not a measure of its material value or the pleasure it would give the child. Here was a need to improvise simple inexpensive play equipment.

Another thought that there was little need for keeping the outdoor equipment in condition since the child was in nursery school and was home only a short time in the afternoon. The writer has investigated to find out how much of the nursery school day was spent in outdoor play. If weather conditions are favorable, only about two and one half hours are spent in outdoor play in the nursery school. This allows very little outdoor play if the child depends on the nursery school. The investigator feels that more equipment should be supplied so that the child could play outdoors when he comes from school and also have materials for play on Saturday and Sunday.

Excellent permanent equipment had been improvised by several. Pieces of outdoor equipment were made by one of the fathers for the approximate cost of \$4.00. The father also purchased blocks from a mill and with the aid of his daughter sanded them for use in play.

There were twenty-six children representing the middle childhood group, ages six to ten. The outstanding differences in the outdoor equipment for this group and the active childhood group were that more equipment had been supplied for games. Locomotor equipment had changed in type from tricycles to bicycles; and the number of sandboxes, sand piles, and toys had decreased.

The permanent equipment for this group of twenty-six children, listed in Table XIV, page 103, consisted of five slides, one jungle gym, five packing boxes, fourteen swings, three see-saws, and eight pieces of gymnastic equipment.

The material for games was most popular with this group. One had a croquet set, one a soccer ball, ten baseball equipment, fifteen footballs, twelve tennis rackets, two badminton nets, and four rackets, two basketballs, five golf clubs, one polo sticks, one bow and arrow, and one fishing rod and tackle.

The locomotor equipment for this group consisted of seven scooters, eighteen tricycles (some only used occasionally), twenty-two wagons (used more by the younger children in this group), fourteen Flexys, eleven bicycles, nineteen pairs of skates, two wheelbarrows, one sleigh, two Irish Mails, two fire trucks and one auto.

Sand, earth, and water were found in play yards for all with one exception. Three had sandboxes, three sand toys, and fourteen garden tools. There were blocks in twenty yards and boards in twenty-three though the type indicated that

they were not placed there primarily for the children. Five ^{had} had ladders and seven/saw horses. Some tools were in evidence but these are given as indoor equipment.

Sixteen of these twenty-six children had garden plots or flowers of their own. In seven cases, the child cared for his garden; in seven others, mother and child assumed joint responsibility. Father and son worked together on one of the gardens, and another was left to the mother.

Nineteen children had pets. The pets were dogs, seven; cats, three; turtles, five; chamelon, one; and rabbit, one. Fourteen children assumed responsibility for the care of his pet. The mother and child in five homes assumed joint responsibility for the pets care.

Out of door family recreation had also been provided for the children of the middle childhood group. Some of the children represented in the group had brothers or sisters in the other group, but it was interesting to note that there was no increase in the provisions for outdoor family recreation with the increase in age of the children. There were nine ^{who had} tables and chairs, eighteen single chairs or more, one hammock, one fireplace, and one cooking utensil outfit.

Of the indoor materials for the development of strength and skill, shown in Table XV, page 105, only one of the following was found in this group of twenty-six children: sewing machine, pegboard, "Bingo Bed", punching bag and dart

game. Two had target sets, bubble pipes, and indoor gymnastic apparatus. Four of the boys had boxing gloves. Six children had push and pull toys. Other materials for development of strength and skill were eight lock boxes, twenty-six balls, nine sewing sets, twenty-three puzzles, fourteen sets of marbles.

A study of the equipment supplied for constructive and creative play revealed that one had a wagon with blocks; one a table with composition material; one Crazy Ikes building set; five Lincoln Log sets, and four Tinker Toys. Seven had work benches and tool chests. Tools of some type, either good quality child's tools or fathers' tools were used by seventeen. All had scissors and paper with which to work.

All of the girls represented in this group had dolls, doll furnishings and housekeeping toys for dramatic and imitative play. All of the children in this group had trains, boats, autos, and costumes. Eighteen had aeroplanes, and two had hangers. Although there were telephones represented in the play equipment of this group, only one was being used. This was an electric battery set. One each of the following was found: fire truck, trailer, with furnishings, windmill, auto repair shop, model grocery store, wooden animals, fort, flag, flash light, and hand cuffs. Six of the group had electric trains, but few were kept set up in running order all year around. They were usually put up several weeks before the Christmas season and kept up for several weeks after. Two had cash registers, two had

marionettes, and two had puppets. Three had toy guns, and four had soldiers. Although the stuffed animals were not used much by this group, fourteen had at least one. Farm sets were found in four homes. Nine of the girls had fun dressing up in their mother's discarded clothing.

Some of the equipment for social play has already been mentioned such as dolls, doll furnishings, balls, and blocks. Twenty-one had tables and chairs for parties. Card tables, child size, were used by seven. Four had moving picture machines. Games represented are listed with the number of families supplying each placed after the game: Table Tennis, three; Horseshoe, two; Dominos, eight; Old Maid, four; Pop-eye Card Game, one; Going Fishing, two; other card games, five; Tiddly Winks, eight; Winnie the Pooh, two; Ching Chong, one; Carrom, one; Mosaics, three; Kopekins, one; Klick Ball, four; Bingo, five; Lotto, three; Parchesi, five; Checkers, five; Decoy, one; Anagrams, one; and Authors, one.

The usual materials for artistic development were supplied as follows: two easels and drawing boards, three smocks for protection of the painter. All had crayons. Twenty-four had modeling clay or natural clay. Twenty-three used water color, and two used oil paint.

Children's pictures were found on the walls of playrooms or bedrooms of seventeen children. Some of these had been drawn by the child and framed.

Musical instruments of some type were found in all homes.

All had radios, thirteen pianos, one a clarinet, eight mouth organs, four victrolas, one a cello, and three violins. The music instruments provided for the children were: (number by instrument indicates the number of children supplied with that one); rhythm instruments, six; drums, five; xylophone, six; tom tom, one; victrola, two; toy piano, two; flute, one; mouth organs, eight; radio, two; violin, one; banjo, one; saxophone, one; and bugle, one. The piano was enjoyed more than any other instrument. In some homes where there was no piano, it was listed as the favorite.

In keeping with the needs of the school-age group, there was evidence of the materials being supplied to stimulate knowledge and to aid in school activities. All of the children in this group had books of their own. The average number owned by the group was; story and picture books, twenty-nine; paint or color books, six; and seven-tenths of a homemade book per child. Twenty-two enjoy reading to themselves. Twenty-four enjoy the pictures. Nineteen of the group still enjoy being read to. The types of books that were most often listed as favorites were Snow White, Bible Stories, Child's Garden of Verse, Indian Stories, books about birds, trees and any phase of nature study. The magazines Child Life, and Child Activity each were enjoyed by ten of the children in this group. Several of the children read regularly books from the city library. Different individuals within the group possessed one each of the following: microscope, magnet, field glasses,

printing press, magnifying glass and camera. Two had rubber stamp print sets, six blackboards, three typewriters, thirteen desks and nine globes. Puzzles and scrapbooks were used by twenty-three. Nine aquariums with one or two fish and in some cases a turtle had been provided.

An interest in hobbies begins to show itself in the materials for this age group. Two were interested in rock collecting, two in match folder collections, one in locks, two in stamps, one in arrow heads, and another in bric-a-brac.

Comments made by the parents and children of this group revealed many interesting facts about the indoor spaces provided. A family recreation room was being constructed in the basement of one of the homes. Sun parlors in two homes were enjoyable centers, being equipped with materials for family recreation. One mother felt that there should be a place somewhere in the home where her children could bring friends in and have group play. Even though there was a place for play in a separate room upstairs, it was too small for group games. The mother thought that she should provide this means of encouraging the children to entertain friends at home. A major piece of equipment consisting of slide, see-saw, swings, and trapeze was given to one family by friends whose children had outgrown it. It was reworked and had been enjoyed very much. In one home, the mother and daughter were planning the outdoor play materials and play space. The family had lived in the home only six weeks, therefore,

little had been done as yet.

Twenty of the playyards out of thirty-five studied were accessible to the neighbor yards although no provision had been made for safe passageways between yards.

Of the forty-six children who were old enough to be interested in playmates, forty-two had playmates near their own age. Mothers of four children were importing playmates for their children.

Parks in which there were swings, wading pools, and sand piles were accessible to seven; but they were not kept in condition during the winter months. No water was kept in the pools and no sand in the sand boxes.

No special plans for group equipment had been made by any of these families.

No room in any home was forbidden to the children, but all were encouraged to do the major part of their play in the places provided for it. Many were allowed in the living room for quiet play but for no other types. No furnishings were forbidden. A few beautiful antique pieces were guarded rather closely.

In thirty-one homes, the furnishings were sometimes used for play. Chairs became trains, boats or autos. Blankets and rugs became tents, lakes or fields. Although the children were allowed this freedom in some rooms in the house, this type of play was not allowed with the best furnishings. Most of the children had been taught to take care of property and treat all things in the home with respect.

The parents said that the only way that they had tried to teach the children to leave the property of others alone was to ask them, put a few very enticing fragile things out of reach, and furnish the children with equipment of their own so as to eliminate the desire of using that which belonged to the others. It is apparent from observations made as well as remarks made by the parents that the majority of the children were learning respect for the property rights of others by having their own property respected and provided for.

Personal belongings of parents and children in the families were not considered play materials by the children.

The home that had made the best provision, according to the investigator's understanding as to the needs of the child, for quality, quantity, and variety of equipment for the developmental needs for the children, had an excellent outdoor recreational center for all members of the family. The excellent outdoor space and equipment was worked out by the father while confined to the home.

A few of the mothers interviewed asked what could be done to keep children from being destructive and disorderly with their materials. If we refer to the standards for judging a good toy and pointers on selection of materials, we see that many of these difficulties may be traced to poor selection and inadequate storage spaces.

There was evidence from the investigator's observation

that some of these families fell in line with the custom of the nation and purchased a large number of their children's toys at Christmas time. Some mothers commented that this season of the year, just before Christmas, was a bad time to make a study of children's toys as many were broken or in very poor condition. This period appeared to be one of waiting to see what Christmas would bring. As had been stated previously, this practice is unsound when measured by its effect upon the child. This practice, however, was not typical of the entire group. Several provided reserve toy shelves, others had good educational toys which their child could use and adapt over a long period of growth, a few added a major piece of outdoor equipment each spring.

Many parents did comment on the stores in the city and what they had to offer in children's toys. Some indicated that it was difficult to secure good toys for the children the year around as many merchants waited until Christmas to purchase toys.

The conclusion given in the Better Buymanship Bulletin on "Children's Playthings and Books"—gives a thought to which the writer wishes to call attention:

"The excitement of Christmas fades sadly by twelfth night. The spirit of play lives on. As the children play year after year, they are educating themselves and storing up memories of pleasant home life and a happy childhood. Make every dollar you spend for playthings and books bring it's own reward in the wholesome development and lasting happiness of

your children."¹⁶

SUMMARY

The study of the play materials provided for children of various age levels indicates the extent to which the ability of the children may be challenged. The study indicates that:

1. Although play materials suited to the development of a wide range of interests were represented in the homes studied, this need had not been satisfactorily met. The following were some of the weaknesses noted:

a. Equipment in some cases was in poor condition.

This was especially true of musical instruments supplied for the children. This could be in some cases attributed to hurried Christmas shopping or to waiting for the Christmas season to purchase any more equipment.

b. The variety of materials especially those for outdoor play was limited.

c. The variety of equipment for the school age child was limited.

2. Although many play materials designed to stimulate imagination, initiative, and activity had been supplied in the various homes, many of those supplied did not adequately

¹⁶. Household Finance Corporation Better Buymanship
Bulletin No. 15 "Children's Playthings and Books" Chicago:
(1938) p.27

serve the purpose.

a. Even though many of the children had garden plots and pets, in many cases they were not assuming the responsibility for their care.

b. The raw materials in evidence in the outdoor play areas were in poor condition and appeared to be there by chance rather than to be planned pieces of equipment.

c. There was much locomotor equipment but too little equipment for stimulating other kinds of activity.

3. Although there were many materials suited to the physical development of the children, there were two outstanding weaknesses.

a. Too few permanent pieces of playground equipment had been supplied for the development of the larger muscles.

b. Too little equipment of this type for the children attending nursery school and elementary school.

4. Although some provisions had been made for the social development of the children, the following were weaknesses noted:

a. Few families had recreational centers.

b. No provisions were made for group play equipment.

c. Locomotor equipment was supplied rather than any other to eliminate the danger of undesirable neighbor playmates.

- d. Accessible parks were not kept up during the winter months.

5. Although conditions which thwarted the challenging of the child's ability had been eliminated in many cases, there were three weaknesses.

- a. Passageways to neighbor yards had not been made safe for the younger children.
- b. Over supervision by the maids resulted in the giving of too much assistance in the use of materials.
- c. More space was needed, in some instances, for the use of equipment supplied.

CHAPTER IV

SPACE AND EQUIPMENT PROVIDED FOR PLAY, SLEEP,
EATING, BATHING, DRESSING, AND ELIMINATION AS RELATED
TO THE MAINTENANCE OF HEALTHFUL CONDITIONS.

STANDARDS

Since young children react readily to their surroundings, it is imperative that the home be healthful. In order to be healthful, it must be safe, sanitary, private, and comfortable. The child's present and future health may be materially affected by conditions of the home. His health habits as well as his personality traits are formed earlier than many parents realize.

Among the inalienable rights of childhood, The Children's Charter holds that,VII. "For every child a dwelling place safe, sanitary, wholesome, with reasonable provisions for privacy, free from conditions which tend to thwart his development; and a home environment harmonious and enriching."¹

There is need for outdoor play for all children as a means of improving or maintaining good posture. It is wise to provide adequate outdoor space because of its effect upon health, and also because of the enjoyment derived from it.

The climatic conditions of this geographic area are favorable for all forms of outdoor play for a part or all of each day throughout the year since the mean temperature over a forty year period, as given by the local Chamber of Commerce,

1. The Children's Charter of the White House Conference on Child Health and Protection. (1930)

was 59°. This report also stated that there were approximately one hundred and thirty-six days of sunshine during a year.

The outdoor play space for the children should be safe, quiet, and protected from the public eye. Such a space helps the child to develop emotional stability. It encourages him to develop his powers of concentration and to establish worth while work or play habits. Much can be done to develop an appreciation of nature, beauty, and the everyday objects by providing an attractive play space, with flowers, grass, trees, and shrubs. Provision should be made for having sunshine, shade, grass, sand, a place to dig and to get water. These will give the child a variety of materials to touch, feel, and work with so as to gain sensory experiences. Every yard should be sanitary, that is, well drained, free from garbage, ashes, and rubbish so as to protect the children from disease. If the lot is poorly drained, covered with old tin cans and refuse, there is danger from mosquitoes, flies, hookworm, colds, cuts and bruises. All waste materials should be properly disposed of so that there will be no danger from contamination.

It is equally important that the indoor space given to the child as his play area measure up to accepted standards. It is best that some portion of the house be devoted exclusively to the child's play needs. The space should be adequate to take care of play activities for the different age

levels. Since the play of infants and young children is of a solitary nature, less space is necessary for them than for those of the middle childhood group, who participate more in group play. Since no two homes are alike, one may find it desirable to furnish an attic, another a basement, and perhaps some may find it necessary to limit play opportunities to a corner of the child's bedroom, or a corner in the den or living room. If this play area is his own, he may go there to play, or to do a piece of work that might disturb others. This retreat would eliminate the nagging that goes on in many homes as a result of the child's play interfering with the pursuits of adults. The child's nook should be private and attractive, so as to help him develop the ability to concentrate and to encourage his appreciation of the beautiful.

Natural ventilation of the room should insure the child, as he plays, a good supply of air. There should be adequate provision for the intake of outside air, and for the removal of used air. Cross or through ventilation should be secured either by placing windows on two sides of each room or by having the door so placed in line with the windows as to keep currents of air moving.

Abundant natural light should be available. Each room should have at least one window, but preferably two or more, opening on a permanent open space so as to admit light and

sunshine. Good natural lighting is one means of reducing eye strain. Since children play on the floor a great deal of the time, it is wise to admit fresh air and an abundance of sunlight, to kill bacteria in the air and in various sections of the room with which the child comes in contact. For cloudy days or late afternoons, there should be an artificial lighting arrangement sufficient in height and indirectness to prevent eyestrain.

The construction and furnishing of the child's room should be planned with consideration of his normal activities as well as his protection. Much of the preschool child's play is on the floor, therefore, wood floors or floors overlaid with linoleum or cork are recommended. All floor surfaces should be easily cleaned, durable, and not slippery. The floor coverings for the rooms of young children should be washable. Curtains, if provided, should be attractive and washable. Since curtains are great dust catchers, those in a child's room should be laundered frequently. Paint and wall coverings should be cheerful, restful, attractive, and not over stimulating in either color or texture. Walls and woodwork should be easy to keep clean. If a child makes the mistake of writing on the wall instead of on his paper or blackboard, it should be possible to remove the effects without difficulty. Screens at the windows lessen the danger from flies and mosquitoes or from falling. Inside screen guards are desirable for an indoor play space where ball play

is to be one of the activities.

Stairways leading to the play rooms should be well lighted and have some type of rail that can be reached by the child. Fuses, switches, electric outlets, and heating devices in the home should be a safe type for the child to play around.

It is not the space in actual square feet that makes a child's play experiences adequate or inadequate but the freedom that a child feels in his own home. Many children who have large play rooms but are forbidden entrance to the drawing room or other rooms in the home, may not have as adequate a play area as the child who has a combination bedroom-play-room and feels free to play or mingle with the family in any room in his home.

The surroundings in which the meal is eaten, as Stuart says,² have much to do with the forming of good eating habits; therefore there should be a quiet, pleasant place, free from distractions. He further states that regular foods and regular meal hours should be established in a natural place under natural conditions. Sherbon also suggests that, "From the very beginning of giving solid food, the baby should sit on his own chair before a little table."³ She adds that, "Children are often restless and hard to control at the table simply because they are weary and uncomfortable."⁴

2. Stuart, Harold C., Healthy Childhood. New York: D. Appleton-Century Co. (1933) p. 197.

3. Sherbon, Florence B., The Child. New York: McGraw Hill Co. (1934) p. 302.

4. Ibid. p. 337.

A juvenile chair with a foot rest could be used when the older child eats with the family. As long as the child is young, some protection should be provided the floor and the table where he eats.

Children do not continue at any activity long without rest. The question of what is rest differs with the individual. A change in the toy is rest for one child, while some other form of activity would rest another. Sleep, however, is the most complete and satisfactory form of rest for all.

Individuals vary in the amount of sleep that they need, but young children need a great deal more sleep than adults. A large percentage of a child's time is spent in bed; therefore adequate provisions should be made for restful sleep. Since the quality of sleep is just as essential as the quantity, attention should be given to all factors contributing to the quality.

Every child should sleep alone. It is not always possible for each child to have a room of his own but it is desirable. A child should not sleep in the same room with his parents after early childhood. It is advisable that he not sleep in the same bed with a person of the opposite sex.

The room in which the child sleeps should be properly ventilated. Without plenty of fresh air, the sleep is of less benefit to the child. Sluggish, dull children are many times sleepy, tired children.

The White House Conference on Child Health and Protection

sub-committee on housing and home management⁵ set up standards for the sleeping area. It suggested that floors and their coverings, walls, woodwork, furniture, and curtains should be washable. It stated that the baby's crib should have sides, a good mattress and springs, firm enough not to curve with the weight of the body. Some pediatricians recommended neither springs nor pillow during infancy and very early childhood when bones are growing firm. As soon as the child outgrows his crib, he may be provided with furniture that will be suitable until he is grown.

The use of kapok mattresses has been suggested so as to avoid the development of hypersensitiveness to hair and feathers. Other suggestions offered are that light, warm covers should be provided so that the child will not be tired with the weight of his covers on cold nights. If needed some provision should be made for keeping the cover on the child on cold nights.

Soon after birth, a baby should begin to learn the control of bodily functions of urination and defecation. For this purpose, comfortable toilet arrangements should be provided and opportunity for self-help given. This same committee⁶ suggested that the baby have a small chamber on which he could be supported in his mother's lap. It further stated

5. The White House Conference on Child Health and Protection, *The Home and the Child*. New York: D. Appleton-Century Co. (1931) pp. 51-52.

6. Ibid. pp. 52-53.

that a nursery chair or a seat equipped with sides and a back to fit securely over the adult toilet, should be supplied when he begins to sit up, and by the time he is walking, steps or a stool to help him reach the toilet seat.

FINDINGS

The following information indicates the extent to which the health of this group of children was protected by safe, sanitary, and comfortable surroundings. Table IX, page 98 , gives the position and condition of the play spaces provided. All of the families had provided a back or a side yard for the child's play. Of these thirty-one were safe; three yards for three children of the active childhood age were unsafe because of needed fencing, and one definitely exposed the child to danger because of a driveway cutting through the play area. Privacy characterized thirty-two. All were sanitary and had the natural properties of sunshine, shade, grass, and trees.

Explanations given by the parents interviewed gave a clearer picture of the reasons for actual conditions. One family living in an upstairs apartment, because the father was away from home a great deal and the mother was afraid to live in a private home with her small boy, had no usable outdoor play space as the yards were quite small and made dangerous by a much used driveway cutting through. The space that the child had was not private, attractive, nor easily observed. Its danger was apparent. Consequently the child

was spending many hours in the afternoons in the movies.

One interesting fact was brought out by a study of "Children and the Movies" made in Chicago. Rogers gives this fact:

"Children flock to the picture theaters not because they prefer "movies" to all other kinds of leisure-time activity. More than 60% of the children, when given the opportunity preferred to play games or go hiking rather than go to the theaters, which 99.94% of them had been attending for want of something else to do."⁷

We can wisely question the desirability of movies.

Faegre and Anderson say:

"Great care should be used also in the selection of moving pictures and radio programs for young children. The intensity of emotion with which young children view a motion picture is pointed out by tests which show them to be three times as much excited, as measured by a galvanometer, as adults. Restlessness in sleep, after seeing a picture, extends into the fourth or fifth night for many children."⁸

Two other families living in apartments had inadequate play spaces, which were safe but not private. The families stated that the present arrangement was only temporary as they each plan to build homes of their own soon. One of these families had lived in their apartment three years, the other just three months. The latter had a private home until June but, due to illness in the family gave it up during the summer. When the family returned to the city, the apartment was the only home available.

⁷ Rogers, James E., The Child and Play. New York: D. Appleton-Century Co., (1932) p.101.

⁸ Faegre, Marion L., & Anderson, John E., Child Care and Training, Minneapolis, Minn: University of Minn. Press, (1937) p. 109.

In the homes included in this study, as indicated in Table IX, page 98 , every child had a place or places for indoor play that was either his own or was shared by other children in his family even though in some cases it was inadequate. Twenty-five of the areas were private. Four infants were using play pens, for both indoor and outdoor play. Three homes supplied interesting and attractive attic play rooms. Four used the attic for the storage of toys used only occasionally. In no cases were basements used as play space. They were, however, used to store outdoor equipment. In one case, a boy kept his tool chest there, another his white rats, and yet another a few of his indoor games. The garage furnished a play house for one girl. In three homes the garage was used for a work space for father and son; in eight homes separate rooms for play had been provided. In thirty-one of the homes, play rooms and bedrooms were combined. There were only four homes in which no play materials were found in the bedroom.

The investigator observed the room used most by the child for play with an attempt to determine the adequacy of desirable characteristics. All homes had well ventilated, well lighted, rooms in desirable locations. The rooms had an abundance of natural light and also artificial light correctly located but not indirect. All floors were easily cleaned. Most of them were hardwood. The play pens had plank floors. One playroom had a tile floor, two others had cement,

and four were soft wood, painted. Washable floor coverings were provided for twenty. Fourteen had non-washable rugs. Scatter rugs were supplied for sixteen, large rugs for fourteen.

None of the walls were washable. All of the woodwork was enameled. Eleven of the homes had wall paper for wall coverings for the child's play room. One attic room had insulation board walls as protection against heat in summer and cold in winter. One attic play room was not ceiled. Twenty-two rooms were plastered and painted.

There were twenty-eight rooms with curtained window treatment. Sixteen were colorful, fourteen of which were washable; and twelve were white and washable. Three homes had Venetian blinds in the play room. Screen guards were supplied to the windows in two play rooms.

The mothers of children living in apartments felt the need of a change in their arrangement. They knew that the space was insufficient so that provision for privacy or a retreat could not be made. Two of these plan to build homes soon, in which adequate provisions for play may be made.

Two boys who occupied the same bedroom and used it as a combination bedroom-playroom had double-deck beds. In the summer, the boys played outdoors a great deal and did not need the play space in their bedroom, so the beds were separated to give more air. In winter, when they were indoors more, the beds were stacked so as to give room for play.

Even though their room was small, they felt free to use the whole house. Their books were kept in the living room on low shelves; and at night, after baths, they sometime sat in the living room and read or listened to the radio.

One child, whose mother was a widow, had adequate provision for his indoor play but at the expense of his mother's privacy.

In two homes, more space will be provided for the younger children as soon as the older children are large enough to sleep upstairs alone. Many families with a similar problem have met the need by adapting one of the upstairs rooms to play and in that way had relieved crowded conditions in the downstairs combination bedroom-playroom.

The eating facilities provided for these children as shown in Table VIII, page 97, indicated that there were no major problems. Three infants were fed in their bedrooms by their nurses. A high chair placed in the bedroom of a boy who was three was used as his dining table for the night meal. Four children, two infants, one child of three and another of seven, were eating in the kitchen. Two children, one aged three and one seven, ate regularly in the nursery. A nook in the den of one home served as an eating place for a child of six. Thirty-nine of the children ate some of their meals in the breakfast nook.

Of the group of fifty-one children, included in this study, the five infants were fed by their nurse or mother.

Five children in the active childhood group ate alone. Eight children in the active childhood group ate with their families regularly, six part time, and three very rarely. Twenty children in the middle childhood group ate with their families regularly, four part of the time and two very rarely. Forty-one children had companionship with brother, sister or parent during their meal hour. This does not include the infants fed by maids.

Twenty-nine of the children studied used regular sized chairs at the table. Seven had small tables and chairs. Two families had placed these in the breakfast nook with the other breakfast table. Eleven children were using high chairs or stools and were eating at tables of regular height. The floor in the breakfast nook and nursery of twenty-four homes was protected by linoleum coverings. In eleven homes, when the children ate in the dining room, protection was given the floor and table. Nineteen children had scales in the home for checking their weight regularly.

The findings of this study in relation to sleeping facilities, given in Table VII, page 96, indicate that there were no problems except in the case of children in the middle childhood group sharing a room with their parents.

Twenty-four had bedrooms of their own. Four of the younger children were sharing their room with a nurse. Twenty-seven of the children shared their bedroom with someone. The parents said that in cases where the children were

occupying a bedroom with both parents or with one parent that it was a temporary arrangement and would be changed as soon as the older child could be moved to an upstairs bedroom. They did not say how soon they expected them to reach that age. None of the children shared beds with others.

The type of beds used varied. There was one cradle, eleven cribs, four cots, eight double beds, six youth beds, two double decker beds, and twenty twin or single beds. In some of the homes, the children used a crib until they were large enough to move into an adult sized bed. For a family of moderate means, this arrangement is the most economical to make. The child would have only one new adjustment, in regard to beds, to make. In some homes, however, where cost was not an essential item, furnishings for children had been provided that would have to be discarded as the children grew up. Three parents stated that they had placed the adult sized bed in the bedroom while the child was still using the smaller one as a means of shifting the child from the smaller to the larger bed.

Forty-nine of the children had beds with firm mattresses. Twenty used pillows. All covers were correct in size for the bed on which they were used. Seven children had some special arrangement for keeping the covers on at night. Four had Snug-in clamps, one a Snuggle Bunny, one was pinned in, and another was wrapped in a blanket mummy fashion. Thirty-nine children needed no special provision for keeping covers on,

according to the parents' statement. Of the twelve children needing special provision, seven were supplied with it.

One boy slept with his dog, another with his cat, Apparently the family was not concerned with the fact that the dog and cat were dirty, and were likely to be germ carriers.

The parents appeared to have very little difficulty with the sleep habits of their children.

The rooms that the children in this study were using for sleep were all adequately ventilated. The wall finish in thirty-three was plaster and paint; in eighteen the finish was wall paper. All were non-washable material. The floor coverings were thirty-three scatter rugs and thirteen large rugs; twenty-six were washable.

All of the families studied as shown in Table XI, page 100 , had provided comfortable toilet arrangements for the children. Forty-two of the children in the group studied used the family bathroom. One child had a private bath. Separate bathrooms, used only by the children were supplied for eight. Eleven used toy seats or nursery chairs that fitted over the adult toilet seat.

SUMMARY

In this study of space and equipment, as it relates to the maintenance of healthful surroundings for the children, it was found that:

1. With few exceptions, the homes studied provided adequately for the safety of the children, both within and without the home. The exceptions included the three homes where play areas needed fencing, where the only play space was on a driveway, front walk or street, and where access to play space involved climbing steep stairs that had no rail.
2. High standards of cleanliness and sanitation existed both indoors and outdoors in all homes, with the exception of one in which the pet dog and cat slept with the boys.
3. Privacy was generally observed. Although most of the children had play spaces, some did not have a place where they could play alone without being disturbed.

All of the children slept in beds alone but in a few cases were disturbed by an older brother, sister or parent who shared their bedroom. Those who shared bedrooms lacked also privacy in bathing and dressing.

4. Comfortable arrangements had been made for all with few exceptions. These included a crowded play area for one child, uncomfortable beds for three children, and inconvenient bathing and dressing arrangements for two children.

CHAPTER V

SPACE AND EQUIPMENT FOR PLAY, SLEEP, EATING,
BATHING, DRESSING, AND ELIMINATION PRO-
VIDED IN THE INDIVIDUAL HOMES

In the previous chapters an analysis was made of the facilities provided for the major activities of fifty-one children in the group of thirty-five homes.

In this chapter, as a basis for measuring the extent to which the individual families give evidence of understanding three principles of child guidance, an analysis has been made of the facilities provided in each individual home. The analysis was based on the writer's subjective judgment as to the extent to which the facilities provided, met the standards set up in Chapters II, III, and IV. These judgments are recorded by the use of the following: "1" indicates that the standards have been met, "2" that the standards have been met in part only, and "3" that the standards have not been met.

These findings have been analyzed in the following table, and summarized under Part 3 in Chapter VI. As indicated in that summary, the homes vary widely as to the adequacy of provisions made. The difference however does not appear to be in any way related to the apparent economic or social status of the family or the length of time in which the children have been in the nursery school.

TABLE A
RATING GIVEN EACH FAMILY ON PROVISION OF FACILITIES FOR
ACTIVITIES OF CHILDREN, CLASSIFIED ON THE BASIS OF SET
SET UP IN THE STUDY

Family Number	DEVELOPMENT OF INDEPENDENCE																CHALLENGING OF ABILITY THROUGH PLAY EQUIPMENT					MAINTENANCE OF HEALTHFUL CONDITIONS													
	(A)					(B)					(C)					(D)					(A)	(B)	(C)	(D)	(E)	(A)									
	P	S	E	B	E	P	S	E	B	E	P	S	E	B	E	P	S	E	B	E	P	P	P	P	P	P	P	S	E	B	E	P			
1	1	1	-	1	-	1	1	1	1	1	1	1	1	1	1	2	1	1	1	1	2	1	2	2	1	1	1	1	1	1	1	1	1		
2	2	3	-	3	-	1	1	1	2	1	1	1	1	1	1	1	2	1	2	1	2	2	2	1	1	1	1	1	1	1	1	1	1		
3	1	1	-	1	-	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1		
4	2	1	-	1	-	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1		
5	3	1	-	1	-	1	1	1	1	1	3	1	1	1	1	3	1	1	1	1	3	3	2	2	2	2	3	1	1	1	1	1	1	1	
6	1	1	-	1	-	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	2	1	1	1	1	1	1	1	1	1	1	1	1	1	
7	1	1	-	1	-	2	1	1	1	1	1	1	1	1	1	2	1	1	2	1	2	1	1	1	2	1	1	1	1	1	1	1	1	1	
8	1	1	-	1	-	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
9	1	1	-	1	-	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
10	1	1	-	1	-	1	1	1	1	1	1	1	1	1	1	3	1	1	1	1	1	1	1	1	1	2	1	1	1	1	1	1	1	1	
11	1	1	-	1	-	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	3	2	1	1	1	1	1	1	1	1	1	1	1	1	
12A	3	1	-	1	-	1	1	1	1	1	2	1	1	1	1	3	2	1	1	1	3	3	2	2	2	2	2	1	1	1	1	1	1	1	1
12B	3	1	-	1	-	1	1	1	1	1	3	1	1	1	1	3	2	1	1	1	3	3	3	2	2	3	1	1	1	1	1	1	1	1	
13A	2	2	-	2	-	1	1	1	1	1	1	1	1	1	1	1	2	1	1	1	2	2	2	1	1	1	1	1	1	1	1	1	1	1	
13B	2	2	-	2	-	1	1	1	1	1	1	1	1	1	1	1	2	1	1	1	2	2	2	1	1	1	1	1	1	1	1	1	1	1	
14A	2	1	-	3	-	1	1	1	1	1	1	1	1	1	1	1	1	1	3	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
14B*	-	-	-	-	-	1	1	1	1	1	1	1	1	1	1	1	-	-	-	-	-	-	1	-	-	1	1	1	1	1	1	1	1	1	
15A	3	1	-	1	-	1	1	1	1	1	2	1	1	1	1	2	1	1	2	1	2	2	2	3	3	2	1	1	1	1	1	1	1	1	
15B	3	1	-	1	-	1	1	1	1	1	2	1	1	1	1	2	1	1	2	1	2	2	2	3	3	2	1	1	1	1	1	1	1	1	
16A	3	1	-	1	-	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	2	2	2	3	2	1	1	1	1	1	1	1	1	1	
16B	3	1	-	1	-	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	2	2	2	3	2	1	1	1	1	1	1	1	1	1	
17A	2	1	-	1	-	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
17B*	-	-	-	-	-	1	1	1	1	1	1	1	1	1	1	1	-	-	-	-	-	-	1	-	-	1	1	1	1	1	1	1	1	1	
18A	1	1	-	1	-	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
18B	1	1	-	1	-	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
19	2	1	-	1	-	2	1	1	1	1	2	1	1	1	1	2	1	1	1	1	3	2	2	1	1	2	1	1	1	1	1	1	1	1	
20A	3	3	-	2	-	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	2	1	1	1	1	1	1	1	1	1	
20B	3	1	-	1	-	1	1	1	1	1	1	1	1	1	1	1	2	1	1	1	1	1	1	1	2	1	1	1	1	1	1	1	1	1	
20C	3	1	-	1	-	1	1	1	1	1	1	1	1	1	1	1	2	1	1	1	1	1	1	1	2	1	1	1	1	1	1	1	1	1	
21	1	1	-	1	-	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	2	1	1	2	1	1	1	1	1	1	1	1	1	1	
22A	1	1	-	1	-	3	1	1	1	1	1	1	1	1	1	1	2	1	1	1	1	1	1	1	1	2	1	1	1	1	1	1	1	1	
22B	1	1	-	1	-	3	1	1	1	1	1	1	1	1	1	1	2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
23A	2	1	-	1	-	1	1	1	1	1	1	1	1	1	1	2	2	1	1	1	3	3	2	2	3	1	1	1	1	1	1	1	1	1	
23B	2	2	-	2	-	1	1	1	1	1	1	1	1	1	1	2	2	1	1	1	3	3	2	2	3	1	1	1	1	1	1	1	1	1	
24A	1	1	-	1	-	1	1	1	1	1	2	1	1	1	1	2	1	1	2	1	1	1	1	1	1	2	1	1	1	1	1	1	1	1	
24B*	-	-	-	-	-	1	1	1	1	1	1	1	1	1	1	1	-	-	-	-	-	-	1	-	-	1	1	1	1	1	1	1	1	1	
25	1	1	-	2	-	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
26	1	1	-	1	-	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
27	1	1	-	1	-	1	1	1	1	1	2	1	1	1	1	1	1	1	1	1	1	1	1	1	2	1	1	1	1	1	1	1	1	1	
28A	1	1	-	1	-	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
28B	1	1	-	3	-	1	1	1	1	1	2	1	1	1	1	2	1	1	2	1	1	1	1	1	1	2	1	1	1	1	1	1	1	1	
29A	1	1	-	1	-	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
29B*	-	-	-	-	-	1	1	1	1	1	1	1	1	1	1	-	-	-	-	-	-	-	1	-	-	1	1	1	1	1	1	1	1	1	
30	1	1	-	1	-	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	2	2	1	1	1	1	1	1	1	1	1	1	1	
31	1	1	-	1	-	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	2	1	1	1	1	1	1	1	1	1	1	1	1	1	
32	1	1	-	1	-	1	1	1	1	1	1	1	1	1	1	1	2	1	1	1	1	1	1	1	2	1	1	1	1	1	1	1	1	1	
33A	1	1	-	1	-	1	1	1	1	1	1	1	1	1	1	2	2	1	1	1	2	2	2	1	1	1	1	1	1	1	1	1	1	1	
33B	1	1	-	1	-	1	1	1	1	1	1	1	1	1	1	2	2	1	1	1	2	2	2	1	1	1	1	1	1	1	1	1	1	1	
34	3	2	-	2	-	1	1	1	1	1	1	1	1	1	1	1	2	1	1	1	3	2	2	1	2	1	1	1	1	1	1	1	1	1	
35A	1	1	-	1	-	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
35B*	-	-	-	-	-	1	1	1	1	1	1	1	1	1	1	-	-	-	-	-	-	-	1	-	-	1	1	1	1	1	1	1	1	1	

SYMBOLS USED IN TABLE A

- DEVELOPMENT OF INDEPENDENCE
child
- (A). Equipment kept where/can get it and put it away.
(B). Materials suited to needs of user (not too old).
(C). Potential dangers with equipment eliminated.
(D). Elimination of too much help and too much interference.

- MAINTENANCE OF HEALTHFUL CONDITIONS
- (A). Safe materials and surroundings.
(B). Sanitary surroundings.
(C). Provision made for privacy.
(D). Comfortable arrangements.

- CHALLENGING OF ABILITY THROUGH PLAY EQUIPMENT
- (A). Stimulus
(B). Stimulus and action
(C). Suited
(D). Foster
(E). Elimination of development
- P, S, E, B, and E
eating
ation
"1" indicates
"2" indicates
part only
"3" indicates
"-" did not a
"*" infant, c
A, B, and C re
and t

TABLE A

GIVEN EACH FAMILY ON PROVISION OF FACILITIES FOR MAJOR
IES OF CHILDREN, CLASSIFIED ON THE BASIS OF STANDARDS
SET UP IN THE STUDY

DEPENDENCE	CHALLENGING OF ABILITY THROUGH PLAY EQUIPMENT					MAINTENANCE OF HEALTHFUL CONDITIONS																			
	(D)					(A)					(B)					(C)					(D)				
	P	S	E	B	E	P	P	P	P	P	P	S	E	B	E	P	S	E	B	E	P	S	E	B	E
1	1	2	1	1	1	2	1	2	2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
1	1	1	2	1	2	2	2	2	1	1	1	1	1	1	1	1	3	1	1	1	1	1	1	1	1
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
1	1	3	1	1	1	3	3	2	2	2	3	1	1	1	1	3	1	1	1	1	3	1	1	1	1
1	1	1	1	1	1	2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
1	1	2	1	1	2	2	1	1	1	2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
1	1	1	1	1	1	1	1	1	1	1	2	1	1	1	1	1	1	1	1	1	1	1	1	1	1
1	1	3	1	1	1	3	2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
1	1	1	1	1	1	3	2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
1	1	3	2	1	1	3	3	2	2	2	2	1	1	1	1	3	1	3	1	1	1	1	1	1	1
1	1	3	2	1	1	3	3	3	2	2	3	1	1	1	1	3	1	3	1	1	1	1	1	1	1
1	1	1	2	1	1	2	2	2	1	1	1	1	1	1	1	2	3	1	3	1	1	1	1	1	1
1	1	1	2	1	1	2	2	2	1	1	1	1	1	1	1	2	3	1	3	1	1	1	1	1	1
1	1	1	1	1	3	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
1	1	1	-	-	-	-	-	1	-	-	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
1	1	2	1	1	2	2	2	2	3	3	2	1	1	1	1	1	1	1	1	1	1	1	1	1	1
1	1	2	1	1	2	2	2	2	3	3	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
1	1	1	1	1	1	2	2	2	3	2	1	1	1	1	1	1	1	1	1	1	2	1	1	1	1
1	1	1	1	1	1	2	2	2	3	2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	2	1	2	1	1	1	1	1	1
1	1	1	-	-	-	-	-	1	-	-	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
1	1	2	1	1	1	3	2	2	1	1	2	1	1	1	1	2	1	1	1	1	1	1	1	1	1
1	1	1	1	1	1	1	1	1	1	2	1	1	1	1	2	1	1	1	1	1	1	1	1	1	1
1	1	1	2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
1	1	1	2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
1	1	2	2	1	1	3	3	2	2	3	1	1	1	1	1	1	2	1	1	1	1	2	1	1	1
1	1	2	2	1	1	3	3	2	2	3	1	1	1	1	1	1	2	1	1	1	1	1	1	1	1
1	1	2	1	1	2	1	1	1	1	1	2	1	1	1	1	1	1	1	1	1	1	1	1	1	1
1	1	1	-	-	-	-	-	1	-	-	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
1	1	1	1	1	1	1	2	2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
1	1	1	1	1	1	2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
1	1	1	2	1	1	1	1	1	1	2	1	1	1	1	1	1	3	1	3	1	1	1	1	1	1
1	1	2	2	1	1	2	2	2	1	1	1	1	1	1	1	2	3	1	1	1	1	1	1	1	1
1	1	2	2	1	1	2	2	2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
1	1	1	2	1	1	3	2	2	1	2	1	1	1	1	1	2	3	3	2	1	1	1	1	1	1
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
1	1	-	-	-	-	-	-	1	-	-	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1

SYMBOLS USED IN TABLE A

E
d
an get
eds of
equip-
h help and

CHALLENGING OF ABILITY THROUGH PLAY EQUIPMENT

- (A). Stimulate wide range of interests.
(B). Stimulate imagination, initiative, and activity.
(C). Suited to physical development.
(D). Foster social development.
(E). Elimination of conditions that thwart development.

CONDITIONS
oundings.

P, S, E, B, and E refer respectively to play, sleep, eating, bathing and dressing, and elimination.

vacu.
ts.

- "1" indicates that the standards have been met.
"2" indicates that the standards have been met in part only.
"3" indicates that the standards have not been met.
"- " did not apply in this situation.
"*" infant, child under 1 year of age.
A, B, and C refer respectively to oldest, second, and third child studied in the families.

CHAPTER VI

SUMMARY, CONCLUSIONS, RECOMMENDATIONS

Summary

1. The study included an investigation of the space and equipment provided for play, sleep, eating, bathing, dressing, and elimination, in the homes of fifty-one children who had, at some time from 1934 to 1938 been in the nursery school of the Woman's College of the University of North Carolina, Greensboro, N. C. These families represented business and professional classes.
2. A comparison was made of the provisions in each of the homes with standards set up by the writer. These standards which were subjective in character were based on a review of the literature in this field. As an aid in the analysis of the findings, they were classified on the basis of their relation to three major principles of child guidance, as follows:
 - a. Every child should be provided with such experiences as will enable him to develop independence. This involves his having an opportunity for the expression of independence through keeping his materials where he can easily get and easily put them away as well as having materials not too old for his developmental age. It also involves the elimination of conditions which thwart him in his development, such as those that are potentially dangerous, those that

necessitate supervision that annoys him, and those which call for too much help or too much interference.

- b. Each child should be provided with such experiences as will challenge his ability. This involves his having an opportunity for experiences that cultivate a wide range of interests, that are suited to his physical development, that stimulate imagination, initiative, and activity, and that encourage social development. Provisions should be made for the elimination of conditions which thwart his development such as those that are dangerous and those that foster or promote undesirable habits.
- c. Each child should be provided with a healthful environment. This requires a dwelling place safe, sanitary, private, and comfortable.

3. The analysis of the findings to determine the points in which the provisions or the lack of provisions made suggested either success or failure to carry over into the homes, the principles of child guidance which were emphasized in the study group showed that:

- a. The facilities provided in eleven homes, or 31.42%, of the homes, for fourteen of the children, or 27.41%, of the group, measured up to all of the standards set in this study for the realization of the three guiding principles. Of the remaining

thirty-seven children, the provisions made for eighteen children in seventeen homes met the standards set up for the realization of one or more of the guiding principles.

- (1) Five children from five of these families had been supplied with space and equipment, and such supervision as is conducive to the development of independence, and maintenance of healthful conditions.
- (2) Two children, representative of two different homes, had challenging equipment and healthful surroundings but inadequate provision for such facilities as would promote the development of independence.
- (3) Four other children representative of four homes had materials and surroundings that were healthful, but did not have the facilities necessary to provide the maximum amount of independence and to challenge the child's ability.
- (4) Seven children from six families had challenging play equipment but because of lack of satisfactory storage spaces, too much supervision, unsafe play spaces, and lack of provisions for privacy, were not able to get the maximum amount of benefit from it.

b. The facilities provided in sixteen homes, or 46%, for nineteen children, or 37%, measured up to all of the standards set for the development of independence. In the homes of the other thirty-two children, the facilities provided measured up to only part of the standards.

- (1) Twenty-two children lacked provisions for taking care of themselves and their possessions.
- (2) Four children had materials too old for them.
- (3) Nine children had not had all potential dangers eliminated from their surroundings.
- (4) Twenty-five children were given too much supervision.

c. The facilities provided in fifteen homes, or 43%, for twenty-three children, or 45%, measured up to all of the standards set for challenging play equipment. The homes of the other twenty-eight children, measured up to only part of the standards.

- (1) Twenty-two children did not have play materials for stimulating a wide range of interests.
- (2) Eighteen children lacked the materials for stimulating imagination, initiative, and activity.

- (3) Eighteen children lacked materials suited to their physical development.
- (4) Eleven children lacked sufficient equipment for social development.
- (5) Sixteen children were handicapped with conditions which thwart development.

d. The facilities provided in twenty-one homes, or 60%, for twenty-five children, or 49%, measured up to all of the standards set for the maintenance of healthful conditions. In the homes of the other twenty-six children, the facilities provided measured up to only part of the standards.

- (1) Ten children did not have safe materials and surroundings.
- (2) Two children slept with pets.
- (3) Nineteen of the children lacked adequate privacy.
- (4) Five children did not have comfortable arrangements for play, or for sleep or for bathing and dressing.

Conclusions

Within the limits of this study, it appears that:

1. Although the families interviewed have provided much excellent material, the contact with the nursery school and the parent education program has not been sufficient

to insure their understanding the three major principles of child guidance.

2. Through the facilities they provide for the major activities of children, parents give evidence of:

- a. Better understanding of the importance of sanitary surroundings than of the importance of permanent outdoor equipment for muscular activity as an aid in physical development.
- b. Insufficient understanding of the importance of play in the life of the child.
- c. Little understanding of the importance of experiences in an environment free from too much supervision and interference with responsibility to plan and do for oneself.
- d. Better understanding of the importance of keeping the child busy than of keeping him busy at activities designed to stimulate a wide range of interests, develop imagination, initiative, and aesthetic appreciation.
- e. Poor understanding of the limitations of the contributions made by the nursery school and the elementary school to the development of children.
- f. Insufficient understanding of the contribution of group activities to the development of children.
- g. Little understanding of the ways through which more adequate materials may be provided at little cost.

Recommendations

1. That in the future development of the parent education program, special effort be made to develop in the parents a better understanding of space and equipment in the home in relation to the child's needs through:
 - a. A study of exhibits of equipment that can be made at low cost.
 - b. The use of a loan library of books, pamphlets, and catalogues of equipment of interest to the parents.
 - c. A study of methods used in this and other communities to meet the special needs such as; private playgrounds, group sharing of responsibility for supplying playground equipment and supervision, and equipping them at low cost.
 - d. A study of the child's developmental needs and the contribution of the physical environment to them.
 - e. The use of problem cases of other children's behavior to illustrate desirable methods of handling type problems.
 - f. Opportunity for parents to observe in the nursery school without being seen by the children.
 - g. Visits in homes and neighborhoods made by the nursery school director or parent education study group leader to determine the needs of the families.
2. That as so much supervision is given by maids, the program of parent education be extended to the maids.

3. That as the mere possession of space and equipment is not proof that maximum use is made of it, studies be made to determine how it is being used.

The National Archives
The College Park Building
College Park, Md.

October 2, 1953

Mr. and Mrs. . . .
Washington, D. C.

Dear Mr. and Mrs. . . . :

It is very nice to hear from you and to know that you are still interested in the project. I am sure that you will find the material of interest.

I am sure that you will find the material of interest. I am sure that you will find the material of interest.

APPENDIX

It is very nice to hear from you and to know that you are still interested in the project. I am sure that you will find the material of interest.

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I am sure that you will find the material of interest. I am sure that you will find the material of interest.

Sincerely yours,

Margaret M. Edwards, Head
Social Sciences Department

THE WOMAN'S COLLEGE
OF
THE UNIVERSITY OF NORTH CAROLINA
GREENSBORO, N. C.

79

HOME ECONOMICS

October 6, 1938

Mr. and Mrs.
.
Greensboro, N. C.

My dear Mr. and Mrs. ,

One of our graduate students, Miss Evelyn Rogers, of Greenville, N. C., is making a study of the House and its Furnishings: in relation to the developmental needs of children.

To make this study of service, we need the cooperation of a selected group of homes where children have benefitted from the improvements brought about through nursery school experience.

As parents of our nursery school children, we are asking you for your full cooperation in this study as we believe it will be of mutual helpfulness.

The assistance needed will include at least one interview by this advanced student, and the taking of a few pictures in the home.

Mrs. Rosa will be glad to give you detailed information regarding this study as she is directing the graduate student in this undertaking.

Kindly advise me by phone or mail if we may count on your help. If we do not hear to the contrary, we will look forward to working with you on this project.

Cordially yours,

Margaret M. Edwards, Head
Home Economics Department

INTERVIEW FORM

80

Name of parents.

Date.

Names of the children in the family - Date of birth

.

.

.

.

Address.

Other members of the family.

.

Mother work outside the home.

Nature of the work. Hours

Fathers Occupation Hours

Home rented or owned.

Length of time in the present home.

Symbol for children in the home - Use first letter of name
plus age - R-6

Interviewee:

A. PLAY PROVISIONSI. Outdoor play

- a. Character of outdoor play space
 - 1 Location
 - 2 Fenced
 - 3 Private
 - 4 Free from refuse
 - 5 Easily observed
 - 6 Access to neighbor yard
- b. Equipment for outdoor play - * for homemade, # if not durable, + for favorites
 7. Permanent equipment
(Slide, Jungle Gym, packing boxes, swing, gymnastic apparatus, croquet set, natural properties)
 8. Locomotor Equipment
(Kiddy-kar, tricycle, wagon)
 9. Raw materials
(Sand, earth, water)
 10. Building materials
(Blocks, boards, ladder, saw horse)
 11. Others:
- c. Care of outdoor play materials
 12. Where is the play equipment stored?
 13. Who is responsible for storing this equipment?
 14. Who cares for the pets?
- d. Use and adjustment
 15. What evidences of ingenuity do you find?
 16. What are your major problems in relation to outdoor play space and equipment?

II. Indoor play provisions

- a. Character of indoor play space
 17. Does the child have a play room of his own?
 - (a) Attic
 - (b) Basement
 - (c) Garage
 - (d) Extra room
 18. What is the total space provided?
 19. How is the room ventilated?

20. What is the relation of this room to the others in the house?
21. What lighting facilities are provided?
 - (a) Abundant natural light
 - (b) Good, usable artificial light
22. Of what material is the floor?
23. What kind of floor covering is provided?
24. What is the finish of the walls?
25. What kind of window treatment is there?
26. Are the curtains colorful and washable?
27. If he does not have a separate room for play, where does he keep his play materials?
28. Is he responsible for getting out his toys and putting his toys away?
29. If the kitchen is used for a play space, what utensils does he enjoy most?

b. Play materials for indoor play

30. Play materials for development of strength and skill (Push and pull toys, large colored beads to string, lock box, bubble set, balls, tennis racket with ball.)
31. Materials for constructive and creative play (Large hollow blocks, blunt scissors, paper, peg board, color cones, picture puzzles, nests of blocks, hammer and tools.)
32. Materials for dramatic and imitative play (Dolls and doll furnishings, housekeeping toys, trains, boats, telephone, farm sets.)
33. Materials for social development (Doll and doll corner, play tent, tea table and chair, blocks)
34. Materials for artistic development: arts and crafts (Easel, crayons, clay, bells, drums, finger paint)
35. Materials to stimulate knowledge and aid in school activities (animal and bird games, puzzles, scrap books, pictures, aquarium)

c. Adjustment and use

36. What changes have been made in the play equipment and furnishings as the child has increased in size?
37. Do you have in mind changes you will make next year?
38. How do the children manage their own equipment?
 - (a) Keep it separate - How?
 - (b) Cooperative plan - What?
39. How have household furnishings been converted into play equipment?
40. Are there places in the home forbidden to him?
41. Are there pieces of furniture forbidden to him?
42. Are there pieces of another child's equipment or a parents materials that he knows not to play with?
43. If so, how is he taught to stay away from them?
44. What evidences of ingenuity are displayed?
45. Do you have a problem related to indoor space and materials?

B. SLEEP PROVISIONS

I. Room

a. Physical Characteristics

46. Has the child a room of his own?
47. Is his bedroom near the bath?
48. How is the room ventilated?
49. What is the wall finish?
50. What kind of floor covering is used?

b. Occupants

51. If he does not room alone, with whom does he room:
 - (a) Age of person
 - (b) Sex of person
52. Does he sleep alone?
53. If not, with whom does he sleep?
 - (a) Age of person
 - (b) Sex of person

II. Equipment and furnishings

a. Characteristics of

54. In what kind of bed does he sleep?

- (a) Height
- (b) Width
- (c) Firm mattress

55. Does the child use a pillow?

- (a) Size
- (b) Material

56. What is size of covering used on the bed?

57. Is the bed clothing washable?

58. What provision is made for keeping the cover on the child?

b. Accessibility

59. Are the extra covers accessible to the child?

60. Can he get out his own sleeping clothes?

61. Is a usable, good light provided for the child in his bedroom?

62. Is there a shelf or table near his bed for his use?

c. Use and adjustment

63. What does he keep on his table or shelf?

64. What furnishings do you have for the child to use in bed when ill?

65. What evidences of ingenuity do you find?

66. Do you have any problems related to sleep habits?

C. EATING PROVISIONS

67. Where does the child eat?

68. Does he have a separate table and chair?

69. Does he eat with the family?

70. Does he eat between meals?

- 71. With what does he eat?
- 72. Is his plate unbreakable?
- 73. From what does he drink his milk, water, etc.?
- 74. What protection is provided the table and floor in case of spilling?
- 75. What evidences of ingenuity do you find?
- 76. Are there eating problems that have arisen?

D. ELIMINATION PROVISIONS

- 77. Does the child use the family bathroom?
- 78. Do you have a special stool chair to fit over the toilet?
- 79. Are there steps provided so that the child may use the toilet alone?
- 80. Are there separate toilet arrangements for the child?
 - (a)Kind of arrangement
 - (b)Where located?
- 81. Are there toilet facilities near the outdoor play space?
- 82. What evidence of ingenuity do you find?
- 83. What problems do you have that relate to elimination habits?

E. PROVISIONS FOR CARE OF SELF AND POSSESSION

- 84. Can he reach his toilet articles?
 - (a) drinking glass
 - (b) comb
 - (c) mirror
 - (d) wash cloth
 - (e) towel
 - (f) tooth brush
- 85. Can he turn the faucet with ease?
- 86. What provisions are made for the child's bathing?
 - (a) low tub
 - (b) steps to the tub
 - (c) rubber mat to prevent slipping

- (d)Shower within reach
- 87. Is there a space provided for his clothing that is within his reach?
 - (a).....drawer space
 -easily opened
 -not too deep
 - (b).....closet space
 -low rod for hanging clothing
 -shoe space
 -hat and cap space
- 88. Can he open the doors for himself?
- 89. Are there scales that the child can use to check his weight?
- 90. What evidences of ingenuity do you find?
- 91. Do you have any problems in relation to these provisions?

F. PROVISIONS FOR SOCIAL DEVELOPMENT

- 92. Where is a place provided for group play?
- 93. With whom does he play?
- 94. Who is responsible for supervision of group activities?
- 95. What provisions are made for equipment?
 - (a) Supplying
 - (b) Labeling
 - (c) Sharing
 - (d) Taking care of damage done
- 96. What evidences of ingenuity do you find?
- 97. Do you have any problems in regard to social development?

G. PROVISIONS FOR EMOTIONAL DEVELOPMENT

- 98. How is space provided where the child may play or work without being disturbed by adults or children?

99. Does he have a quiet place for:
 - (a).....sleep
 - (b).....play
 - (c).....eating
100. Does the child seem to be afraid of anything?
101. If so, what?
102. What solution has been worked out?
103. How do you feel that this fear situation might have been prevented?
104. Have you ever found it necessary or profitable to move the child from one room to another after his becoming frightened?
105. Does your child have a pet animal to love and to love him?
106. What evidences of ingenuity do you find?
107. Do you have any problems relation to emotional development?

H. PROVISIONS FOR AESTHETIC DEVELOPMENT

108. Does the child have books of his own?
109. What kind of books does he have? (number)
 - (a).....story books
 - (b).....picture books
 - (c).....paint books
 - (d).....homemade books
110. What are his favorite books? (names)
111. Where are his books kept?
112. What use does he make of them?
113. Does he abuse his books?
114. What musical instruments are there in the house?
115. Which ones does he enjoy most?
116. What musical instruments are provided for him?

- 117. Which of these does he try to play?
- 118. What pictures are provided especially for him?
- 119. What reaction does he give to them?
- 120. What opportunity does he have for gaining color appreciation?
- 121. How does he react to the texture of his clothing?
- 122. How does he react to color in his clothing?
- 123. What contacts has he had with nature objects?
- 124. Is there a child's garden?
- 125. Who cares for it?
- 126. What evidences of ingenuity do you find?
- 127. What problems do you have concerning aesthetic development?

I. PROVISIONS FOR SAFETY

- 128. Are the windows in the play room screened?
- 129. Are there stairs in the home which may be a hazard?
- 130. What type of guard is provided?
- 131. How are the electric outlets made safe for the child?
- 132. Are all heating devices provided with adequate protection so that child will not be burned?
- 133. Are the kitchen stove and utensils safe for the child to come in contact with?
- 134. Is the medicine closet out of the child's reach?
- 135. Are matches accessible?
- 136. Is the play yard fenced?
- 137. Are climbing devices safe?
- 138. Is there evidence of dangerous play equipment?

139. Are floors finished dull and not slippery?
140. Is there any danger from cats and dogs?
141. Is there a toy or real gun accessible that might be dangerous?
142. What evidences of ingenuity do you find?
143. Do you have any problems along this line?

TABLE I.
TIME, TYPE AND TERMS OF OCCUPANCY
OF PRESENT HOME

Time in Home	No. of Families	Apart- ment	Private Home	Owned	Rented
Less than 1 yr.	2	1	1	1	1
1 - 3 yrs.....	18	2	16	14	2
4 - 6 yrs.....	2	0	2	1	2
7 - 9 yrs.....	7	0	7	6	1
10-12 yrs.....	3	0	3	3	0
13-15 yrs.....	1	0	1	1	1
Above.....	2	0	2	1	1
Total	35	3	32	27	8

TABLE II. COMPOSITION OF THE THIRTY-FIVE FAMILIES

A. Number of children per family

No. of Children	No. of Families
1	15
2	14
3	4
4	2
Total	35

B. Number of children in age and sex groups

Age group	Number of Children		
	Female	Male	Total
Infancy 1 mo. - 1 yr.	1	4	5
Runabout 1 - 2 yrs.	1	0	1
Active 3 - 5 yrs.	9	10	19
Middle Childhood			
6 - 10 yrs.	9	17	26
Above 10 yrs.	4	8	12
Total	24	39	63

C. Members of Families (Showing relationships)

Members	Number	Number of Families
Mothers	35	35
Fathers	34	35
Grandmothers	1	1
Grandfathers	3	3
Aunt	3	3
Uncle	2	2
Roomers	1	3
	2	1
Servants		
Full time	1	19
	2	5
	3	2
	5	1
	6	1
Part time	1	5
Live in home	1	5
	2	2
	3	1
	4	1

TABLE III. NATURE OF OCCUPATIONS OF PARENTS

Type and Hours of Work of the Mothers		Type and Hours of Work of the Fathers	
No. of cases		No. of cases	
No. employed	8	No. employed	34
Full time	5	Full time	33
Part time	3	Part time	1
Type of work		Type of work	
Teacher(college)	1	Professor	4
Teacher and business woman	2	Insurance agent	3
Clerk	3	Broker	2
Merchant	1	Lawyer	5
U.S. Marshall	1	Doctor	2
Hours:		Realtor	3
Daily 9 to 5	5	Manufacturer	4
Irregular	3	Merchant	5
(a day occassion- ally)		Civil Engineer	1
		Auditor	1
		Architect	1
		Postmaster	1
		Telephone Co.	1
		Salesman	1
		Hours:	
		Daily 9 to 5:30	27
		Irregular	1
		Travel	6

TABLE IV. LENGTH OF TIME HOMES STUDIED WERE
REPRESENTED IN NURSERY SCHOOL

Time in Months	No. of Families (35)
4 to 6 months	8
7 to 12 months	9
13 to 18 months	11
19 to 36 months	7

SPACE PROVIDED FOR STORAGE OF OUTDOOR
AND INDOOR PLAY MATERIALS GIVING ALSO
THE PLACEMENT OF RESPONSIBILITY FOR

TABLE V.

STORING.

Place provided	Families represented (35) Number families using
<u>Outdoor</u>	
Garage	26
Basement	8
Indoor closet	4
Under back porch	2
Porch	4
Game room	1
Front yard.	1
<u>Indoor</u>	
Shelves in child's bedroom	15
Chests in child's bedroom	11
Shelves in halls	4
Shelves in living room	5
Shelves in den	7
Shelves in playroom	8
Closets	7
<u>Responsible for Storing</u>	
Maid	3
Mother and child	1
Child	42

SPACE AND EQUIPMENT PROVISIONS MADE FOR
TABLE VI. FORMING GOOD BATHING AND DRESSING HABITS

Facilities available	Infancy (5)	Runabout (1)	Active (19)	Middle (26)
<u>Toilet articles accessible:</u>				
Drinking glass		1	14	26
Comb		1	19	26
Mirror			16	26
Wash cloth		1	17	26
Tooth brush			16	26
Turn faucet			19	26
Towel			17	26
<u>Provisions for bathing:</u>				
Baby tub	5			
Low tub		1	19	26
Rubber mat to prevent slipping		1	8	6
Shower		1	11	14
<u>Storage space for clothing:</u>				
Drawer space	5	1	19	26
Easily opened	5	1	19	26
Not too deep	5	1	18	26
Closet space		1	17	23
Low rod		1	8	11
Stool used to reach		1	4	0
Low clothes tree		1	4	0
Shoe space	5	1	19	23
Hat space	5	1	19	23
Wardrobes			4	3
Doors & drawers to storage cabinets easily opened			19	26

SPACE AND EQUIPMENT PROVISIONS MADE IN
HOMES STUDIED FOR FORMING GOOD SLEEP
HABITS

TABLE VII.

Provisions made	Number of cases (51)
Provision for cross ventilation	51
Wall finish:	
Wall paper	18
Plastered and painted	33
Floor covering:	
Scatter rug	33
Large rug.	13
Washable	26
Non-washable	20
Sleep alone	51
Type of bed:	
Crib	11
Cradle	1
Youth bed.	6
Cot type	4
Twin bed	20
Double deck.	2
Double bed	8
Firm mattress.	49
Uses pillow	20
Kind of Pillow:	
Small	17
Large	3
Feather.	15
Kapok	5
Washable bed covers.	51
Provisions made for keeping covers on:	
Snuggins	4
Snuggle bunny.	1
Cover correct size	51
Pinned in	1
Cover wrapped mummy fashion around child	1
*Extra covers accessible.	46
(No special provision made except to place cover on foot of bed)	
*Sleeping clothes accessible.	44
Good usable light:	
Overhead	45
Bracket light.	5
Floor lamp	2
Table lamp	21
Dressing table lamp.	5
Table by bed	31
Bed trays	23
Bed tables	25

*does not apply to five infants.

SPACE AND EQUIPMENT PROVIDED IN HOMES STUDIED
TABLE VIII. FOR THE FORMING OF GOOD EATING HABITS

Facilities provided	Infancy (5)	Runabout (1)	Active (19)	Middle (26)
<u>Eating place:</u>				
Nursery or play room			1	1
Bedroom - fed by nurse	3		1	
Kitchen	2		1	1
Breakfast nook		1	15	23
Den				1
Dining room regularly			2	3
<u>Furnishings:</u>				
High chairs and stools		1	11	
Small tables and chairs		1	5	1
Regular size chairs			4	25
<u>Eating Equipment:</u>				
<u>Silver</u>				
Baby size		1	2	
Youth size			8	4
Salad fork		1	1	4
Adult size			8	18
<u>China and glass</u>				
3 compartment plate with silver jacker	2		1	
Unbreakable plate			1	
Breakable plate	3	1	18	26
Bottles	3			
Cups	2	1		
Mugs				3
Glasses			16	22
Silver cup			3	1
<u>Protection afforded</u>				
<u>floor and table:</u>				
Linoleum - breakfast nook	2	1	5	21
Paper on rug in dining room			2	2
Cover for dining room chairs			1	1
Oil cloth doilies			2	2
Tray used when eating in dining room			1	1
<u>Companionship:</u>				
Eats alone	5		5	
Eats with family regularly			8	20
Eats with family part		1	6	4
Eats with family rarely			3	2
Scales provided to encourage better eating habits	5		7	7

TABLE IX. PROVISIONS MADE IN HOMES STUDIED FOR
OUTDOOR AND INDOOR PLAY SPACE

Outdoor Space	No. homes making (35)	Indoor Space	No. making (35)
<u>Characteristics of:</u>		<u>Characteristics of:</u>	
Location		Location	
Backyards	31	Play pens	4
Sideyards	4	Attic	3
Safe	31	Basement.	3
Private	33	Garage	4
Sanitary.	35	Extra room.	8
Natural properties. . .	35	Combination playroom- bedroom.	31
Easily observed	34	Desirable location. .	35
Access to neighbor yard	20	Private	25
		Cross Ventilation . .	35
		Abundant natural light	35
		Usable artificial light	35
		Floors:	
		Play pens-wooden. .	4
		Soft wood-painted .	4
		Linoleum	4
		Tile	1
		Cement.	2
		Hardwood.	24
		Washable floor covers	20
		Non-washable " " .	14
		Large rugs	14
		Small, scatter rugs .	16
		Wall finishes:	
		Plastered walls . .	22
		Wall paper	11
		Insulation board. .	1
		Not ceiled	1
		Washable woodwork .	35
		Curtains at windows. .	28
		Colorful	16
		Washable.	26
		Colorful & washable	14
		Venetian blinds. . .	3
		Screen guard inside. .	2

TABLE X. PROVISIONS MADE IN HOMES STUDIED
FOR SOCIAL DEVELOPMENT

Provision Made	Infancy (5)	Runabout (1)	Active (19)	Middle (26)
Playmates:				
Own age (near)		1	17	24
Playmates imported			2	2
Supervision Provided:				
Mother, full resp. 1			3	3
Maid, full resp.			2	4
Mother & maid, joint resp. 4		1	14	19
Group Playgrounds:				
Special plan for group equipment	0	0	0	0
Parks accessible		1	3	3
Family Recreation:				
Facilities				
Fireplace		0	3	1
Tables & chairs		0	7	9
Chairs		1	15	18
Hammock		0	0	1
Outdoor cooking equipment		0	1	1

SPACE AND EQUIPMENT PROVISIONS MADE
IN HOMES STUDIED FOR THE FORMING OF
TABLE XI. GOOD ELIMINATION HABITS

Facilities available	Infancy (5)	Runabout (1)	Active (19)	Middle (26)
Family bathroom	4	1	15	22
Private bathroom				1
Children's bathroom	1		4	3
Toilet seat	4	1	6	0
Pot	1	1	3	1
Stool or box to make toilet seat access- ible		1	7	2
Bathroom accessible to outdoor play space		1	16	21

TABLE XII. OUTDOOR AND INDOOR EQUIPMENT
SUPPLIED FOR THE INFANTS

Materials (for the five infants)	
<hr/>	
Play pen	4
Balls	3
Rattlers	5
Peg board.	1
Teething ring	3
Plackies	1
Push and pull toys	2
Blocks	2
Dolls	3
Stuffed animals.	3

TABLE XIII.
OUTDOOR AND INDOOR EQUIPMENT
FOR THE RUNABOUT CHILD

Materials (for the one)

Outdoor Materials

Swing	1
Natural properties	1
Tricycle	1
Wagon	1
Sand box	1
Sand toys	1
Earth to dig in, water accessible	1
Blocks	1
Boards	1

Indoor Materials

Balls	1
Blocks	1
Paper	1
Dolls	1
Tables and chairs	1
Crayons	1

TABLE XIV. OUTDOOR EQUIPMENT FOR THE ACTIVE
AND MIDDLE CHILDHOOD GROUPS

Article	Active childhood ages 3-6 yrs. (19)	Middle childhood ages 6-10 yrs. (26)
<u>Permanent Equipment</u>		
Slide	5	5
Jungle Gym.....	1	1
Packing boxes	5	5
Swing.....	14	14
See-saw.....	4	3
Gymnastic apparatus	9	8
Natural properties.....	19	26
<u>Materials for outdoor games</u>		
Croquet	1	2
Baseball equipment.....	4	10
Football equipment	5	15
Tennis rackets	7	12
Badminton nets	3	2
Badminton rackets	3	4
Basketball	1	2
Golf equipment	3	5
Polo sticks	1	1
Hi-Li	1	1
Bow and arrow	0	1
Fishing rod and tackle ...	1	1
<u>Locomotor equipment</u>		
Kiddy kar	5	0
Scooter	7	7
Tricycle	19	18(used occ.)
Wagon.....	18	22(" by young)
Flexy	3	14
Bicycle	2	11
Skates	6	19
Wheelbarrow	2	2
Sleigh	1	1
Irish Mail	1	2
Fire truck	1	2
Auto	1	1
<u>Raw Materials</u>		
Sand	19	25
Sand box	12	3
Sand toys	11	3
Earth	19	26
Garden tools	9	14
Water	19	25
<u>Building materials</u>		
Blocks	15	20
Boards	15	23
Ladder	8	5
Saw horses	3	7

TABLE XIV Continued.

Article	Active Childhood ages 3-6 yrs. (19)	Middle Childhood ages 6-10 yrs. (26)
<u>Opportunity for contact with nature objects</u>		
Bird house	4	3
Bird feeding station.....	1	1
Bird bath	0	1
Pool	1	1
Dog	8	7
Cat	0	2
Rats	0	2
Turtle	4	5
Chick	1	0
Chameleon	0	1
Rabbit	0	1
<u>Responsible for care</u>		
Mother & child	8	5
Child	5	14
Gardens	9	16
<u>Responsible for care</u>		
Mother & child	5	7
Father & child	0	1
Mother	0	1
Child	4	7
<u>*Park accessible with:</u>		
Wading pool	3	3
Swing	3	4
Sand pile.....	3	3
See-saw	1	2
Badminton net.....	0	1

* Not usable during winter months.

TABLE XV. INDOOR PLAY EQUIPMENT FOR THE ACTIVE
AND MIDDLE CHILDHOOD GROUPS.

Material Supplied	Active Childhood ages 3-6 yrs.	Middle Childhood ages 6-10 yrs.
	(19)	(26)
<u>For development of strength and motor skill</u>		
Push and pull toys	7	6
Beads to string	7	1
Lock box	7	8
Balls	19	26
Jack rocks	0	1
Bubble pipe	5	2
Jump rope	1	0
Baby push	1	0
Bowling set	2	1
Sewing machine	0	1
Sewing sets	8	9
Puzzles	13	23
Marbles	11	14
Pegboard	10	1
Bingo bed	3	1
Indoor gymnastic apparatus ..	1	2
Boxing gloves	1	4
Punching bag	1	1
Target set	2	2
Dart game	1	1
Hammer and tools	13	17
<u>For construction and creative play</u>		
Wagon of blocks	2	1
Blocks	18	21
Table with composition material	3	1
Color cones	6	2
Tinker toys	4	4
Crazy Ike building set	2	1
Erector set	2	3
Lincoln Logs	1	5
Mechanic set	1	0
Loom	2	1
Aeroplane building set	0	2
Paper to cut out	19	26
Blunt scissors	18	26
Work bench	3	7
Tool chest	4	7
Tools	13	17

TABLE XV. Continued.

Material Supplied	Active Childhood ages 3-6 yrs. (19)	Middle Childhood ages 6-10 yrs. (26)
<u>For dramatic and imitative play</u>		
Dolls	15	10
Doll furnishings	12	10
Housekeeping toys	14	10
Trains	19	26
Boats	19	26
Autos	19	26
Aeroplanes	18	18
Aeroplane hangar	2	2
Telephone	19	1(elec.used)
Firetruck	2	1
Electric trains	2	6
Electric stove	1	0
Tractor	0	2
Trailer with furniture	0	1
Auto repair shop	1	1
Windmill	0	1
Model grocery store	2	1
Cash register	2	2
Marionettes and Puppets	1	2
Farm sets	6	4
Stuffed animals	16	14
Wooden animals	3	1
Toy gun	2	3
Soldiers	1	4
Fort	1	1
Flag	0	1
Flash light	0	1
Hand cuffs	0	1
Costumes	19	26
Dress in mothers clothes	8	9
<u>For social development</u>		
Dolls and doll furnishings....	15	10
Tables and chairs	19	21
Balls	19	26
Blocks	18	21
Table tennis	0	3
Card tables	2	7
Moving picture machines	1	4
Games:		
Horseshoe.....	0	2
Dominos	4	8
Old Maid	1	4
Popeye card game	0	1
Going Fishing card game	2	2
Other card games	5	5
Disco	1	0
Bean Bag	1	0

TABLE XV. Continued.

Material Supplied	Active Childhood Ages 3-6 yrs. (19)	Middle Childhood ages 6-10 yrs. (26)
Games cont'd:		
Tiddly Winks.....	2	8
Winnie the Pooh	0	2
Ching Chong	0	1
Carrom board	0	1
Mosaic	1	3
Kopekins	0	1
Klick Ball	1	4
Bingo	2	5
Lotto	2	3
Parchesi	3	5
Checkers	3	5
Decoy	0	1
Anagrams	0	1
Authors	0	1
For artistic development -		
<u>arts and crafts</u>		
Easel	1	2
Crayons	19	26
Clay	17	24
Stencils	1	0
Smocks for painters	1	3
Water colors	15	23
Oil paint	1	2
Drawing boards	1	2
Pictures on wall of play room & bedrooms	15	17
Musical instruments in home:		
Piano	16	13
Radio	19	26
Clarinet	2	1
Saxophone	2	0
Harps	5	8
Victrola	4	4
Cello	0	1
Violin	1	3
Pipe organ built into home	1	0
Musical instruments for the child:		
Rhythm instruments	5	6
Drum	13	5
Xylophone	4	6
Tom tom	1	1
Victrola	2	2
Toy piano	2	2
Flute	0	1
Harps	5	9
Child's organ	1	0
Radio	1	2
Violin	0	1

TABLE XV. Continued.

Material Supplied	Active Childhood ages 3-6 yrs. (19)	Middle Childhood ages 6-10 yrs. (26)
Musical instruments for child cont'd:		
Banjo	1	1
Saxophone	1	1
Bugle	0	1
To stimulate knowledge and aid in school		
Books for child ..(Average number)		
Story and picture books	26	29
Paint or color books	5	6
Homemade books6	.7
Use made of books:		
Reads to self	2	22
Looks at pictures	18	24
Enjoys being read to	18	19
Animal and bird games	3	3
Rubber stamp print set	3	2
Puzzles	12	23
Scrapbooks	12	23
Microscope	0	1
Blackboard	7	6
Magnet	0	1
Typewriter	2	3
Aquarium	8	11
Desk	4	13
Globe	3	9
Field glasses	0	1
Printing set	2	1
Magnifying glass	0	1
Camera	0	1
Hobbies -		
Rock collecting	0	2
Match folder collecting	0	2
Post card collecting	1	0
Lock collecting	0	1
Stamp collecting	0	2
Arrow head collecting	0	1
Bric-a-brac collecting	0	1
Boat building hobby	1	0

PROVISIONS MADE IN HOMES STUDIED FOR SLEEP
TABLE XVI. CLASSIFIED ON BASIS OF AGE GROUPS

<u>Room Alone</u>	Number						
Infancy - out of five	0						
Runabout - out of one	0						
Active - out of nineteen	9						
Middle childhood - out of twenty-six.	15						
<hr/>							
Total	24						
<hr/>							
<u>Share Room</u>	Pa- rents	Mo- ther	Pa- ther	Nurse	Children sharing bedrooms		
					No. sha- ring	No. sharing with:	
						Same sex	Different Sex
Infancy	1	1		3			
Runabout					1		1
Active	1	1		1	6	3	4
Middle childhood	1	1	2		8	6	1
					*1		
<hr/>							
Totals	3	3	2	4	16	9	6

*One girl not included in the study.

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