A STUDY OF CERTAIN FACTORS IN HOME MANAGEMENT RELATING TO THE PRESENCE OF CHILDREN IN THE FAMILY

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by

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PURPOSE

Conscious home management and its effect on the family has long been a topic of discussion. Home management, Family life, and Child Development educators have often concerned themselves with the factors of family size and the age of the children in their relation to the actual management practices of the homemaker.

The purpose of this study is to determine the relationship of economic level, residence, parental education (including the Home Economics training of the Mother), and family size to five specific items relating to Child Development: (1) toy purchases, (2) purchasing of household furnishings, (3) reading material bought for children, (4) the method used to prevent the misuse of toys and furnishings, and (5) the amount of time spent on child care and training by the family members.

The statistics analyzed in this study are a part of the material collected by Evelyn Zwemer of Michigan State College under the direction of Dr. Irma Gross, head of the department of Home Management and Child Development.

GENERAL INFORMATION CONCERNING THE ORIGINAL STUDY

The purpose of the study "Management in Michigan Homes" was to determine what factors in the home influenced the management practices of that home. It is generally written and accepted that family size and the age of the children have a definite effect on the practices of homemakers; but what other factors play a part in the management of the household had yet to be determined. Consideration and investigation were to be given the factors of economic level, place of residence, parental education, Home Economics training of the Mother, the husband's occupation, the homemaker's incentives for conscious management, and the effect of labor saving devices. These and other similar topics were used as a basis for forming a schedule to be used in interviewing the homemakers.

After a preliminary survey of research methods, leading to the decision to use the schedule and interview method, a schedule was developed. One person did all the interviewing. The interviews were begun in the fall of 1939 and completed at the end of 1941.

The sampling for this management study was taken from seven Michigan counties, Menominee in the Upper Peninsula, Benzie, Charlevoix, Saginaw, Shiawassee, Kent, and Berrien in the Lower Peninsula.

Eight eligibility requirements and five basic controls were set up to establish the sampling. They were:

1. Only families of the white race.
2. Families who were independent financially.
3. No broken families.
4. Families established for at least one year.

5. Families whose members were living together as a group.
6. Households which included only one family.
7. Families in which the homemaker's chief occupation was homemaking.
8. Families keeping roomers and boarders providing the number was three or fewer.

Basic Controls:

1. Community. Fifty per cent farm families, villages under 1,000 population, (25 per cent), and villages with a population from 1,000 to 2,500 (25 per cent). When the data were analyzed, they were put into two groups only. Both sized villages were analyzed together.
2. Economic level. Three economic levels: comfort, medium, and low. They were set up as follows; farm families with annual money income $750 or less in the low economic group, farm families $750 to $1,750 annually the medium economic level, and those exceeding $1,750 comfort level. Village families with income to $1,000 on low level, medium $1,000 to $2,500 a year, and comfort level above $2,500 annually.
3. Family composition. Unbroken homes of three types: childless families, families with one or two children, and families with more than two children.
4. Age of children. Three groups of approximately even size: children under five years of age, children five to sixteen years of age, and children over sixteen.
5. Occupation of Head of Household. Farmers 50 per cent,

Entrepreneurs 5 per cent, Salaried persons, 20 per cent, and Wage Earners, 25 per cent.

A report of some of the findings from this study have been written in the Michigan State College Agricultural Experiment Station Technical Bulletin 196, "Management in Michigan Homes" by Dr. I. H. Gross and Miss E. A. Zwemer. In the area of accepted managerial practices there was noted a wide acceptance of the conservation of materials; the study showed a need for reaching the lower economic group before any action could be established on recommended practices.

The family management pattern was largely democratic - usually the husband and wife participated. There was however a need for including children in decisions concerning family management. Rising economic level apparently did not insure a rise in democratic methods.

Michigan homemakers in this study were definitely aware of the many tangible and intangible aspects of management. Consciously and unconsciously they spent their family resources to increase spiritual, aesthetic, and community life.

SAMPLING AND QUESTIONS USED FOR THIS STUDY

Two hundred and twenty-two cases from the original study of 382 homes were used for this thesis. Of these, 112 were families with children from birth to five years of age and 110 familes with children five to sixteenyears of age.

The families were divided as follows:

Factors	Children 0 - 5 years of age				Children 5 - 16 years of age			
Economic level	Comfort	Medium	Low		Comfort	Medium	Low	
	35	44	33		38	36	36	
Residence	Farm		Village		Farm		Village	
	50		62		50		60	
Parental education	8 yrs. or less	8.5-12	12.5-16	16 or more	8 yrs. or less	8.5-12	12.5-16	16 or more
	12	58	34	8	26	52	29	3
Family size	1	2-3-4	5 or more		1	2-3-4	5 or more	
	29	68	15		20	74	16	

The questions from the schedule which were used as a basis for this study are listed below with the page number following to indicate the location of the question in the mimeographed schedule.

1. Composition of family - age and education (p.1).
2. The time spent on child care and training by the family members (p.3).
3. Home Economics training of the mother (p.3).
4. Economic level (p.4).
5. Residence (p.4)
6. List of the last five toy purchases with an evaluation as to their durability by the homemakers (p.12).

7. Methods used to prevent the misuse of toys. (p. 12)

8. Furnishings bought with durability in mind if there are small children in the family. (p. 12)

9. Magazine purchases (Recorded on back page of schedule by interviewer.)

Throughout the tables and discussions a division of material has been made according to the age level of the majority of children in the family. Those families in which the majority of the children were five years of age or younger are considered in the birth to five year group. Families in which the majority of children were over five years of age were classed in the upper level group of five to sixteen years. A family might however have a child in the age group in which it was not classified. This fact accounts for what might otherwise be a questionable purchase, for example, a rattle by a family classified in the five to sixteen group.

In order to facilitate a greater use of the material in a more readable form many of the tables to follow are based on a frequency index. This index was determined by dividing the total number of purchases (whether it was toys, furnishings, or reading material) by the number of cases concerned with that particular problem. An index of 1.00 therefore would indicate one purchase per family. An index of less than 1.00 shows the purchase of fewer than one article per family while an index above 1.00 indicates the purchase of more than one article by the families interviewed.

The section on durability of the toys purchased needs explanation only on the point of the determination of durability. The homemakers when asked their last five toy purchases were also asked to evaluate the durability of each as to its being sturdy or fragile. There is therefore no assurance that toys rated sturdy by one homemaker would have been classified the same by another homemaker.

It will be well to bear in mind in using the tables on the time spent on child care that the number of hours was estimated by the homemaker. There is room for question as to the exactness of her judgment of the time consumed in child care, training, and guidance by other family members.

SURVEY OF THE LITERATURE

A general survey of the research and periodical literature available which would relate to the topics included in this study brings little of significant value to the front.

The Child Development Abstracts for the last five years present no research material applicable to the problem. The Readers Guide, Education Index, and the indexes of popular magazines show occasional literature of a popular nature but the articles seldom have any statistical evidence behind them. The subject of toy purchases has enjoyed the most popular appeal. Opinions on choice of toys are found in such magazines as Ladies Home Journal and Parents' Magazine.

(a) Toy purchases

In the area of toy purchases much has been written on the toys which best perform certain needs of the child. Kawin (14) has set up a list of good toys for the various age groups also pointing out the specific function in child growth which each toy, or group of toys, will develop. Miss Kawin classifies the toy functions into eight groups: strength and skill, constructive or creative play, dramatic or imitative play, social development, artistic development, knowledge toys, science or mechanical, and hobbies.

The Merrill-Palmer school (23) has recommended a list of toys for special age groups which would serve as an aid in the purchasing of childrens toys.

Lehman (18) ranked in order of preference the play activities liked best by boys and girls below the third grade level. Among the boys the first six choices in order of preference were: playing with balls, blocks, and wagons, playing house, riding a horse, playing hide and seek; reading was

last in the group of twenty-five activities. In the girls' first six choices were: playing house, dolls, school, hide and seek, tag, and playing with balls. For this group reading was eighteenth out of twenty-five. In a similar study done by Lehman of a gifted group of boys and girls the best liked activity was reading books.

The Masters thesis written by Carrie McLain of Michigan State College (22) presented the views of a group of Lansing (Michigan) mothers concerning care for the Preschool child in the home and their attitudes toward Nursery schools. Miss McLain found the most popular children's toys, as reported by the Mothers, to be those concerned with motor activity such as wagons, tricycles, and sleds. Housekeeping toys and dolls rated second. The above author found a lack of interest on the part of the Mothers interviewed in toys for "building and making things." An apparent disinterest was shown in the provision of social opportunities, toys, and aesthetic materials suitable for children. Few of the Mothers were conscious of the child's needs for supervised play.

According to Garrison (9) toys are the tools of play, the materials by which a child learns. To this author play materials are: miniature reproductions of adult life objects, skill toys, toys for the creation of useful and beautiful objects, or aesthetic, artistic or literary. The best play materials for a child should (1) stimulate self-activity, (2) reach the child at his own level of development, (3) be good looking, (4) be of good workmanship, (5) sanitary, and (6) be chosen for both cooperative and self play.

Louise Homer (13) has found that the best toys help to build personality, develop good habits such as self-reliance and taste, and also give pleasure. Good toys have several points in common. They are always the right size for the child, teach rhythm and coordination, are safe, and

lastly are wisely selected considering the childs interests and abilities.

Arlitt (3) writes in agreement with other authors that a child's toys must be chosen for durability rather than detailed perfection since they must withstand a variety of conditions in everyday play.

Catherine Landreth, in her book, "Education of the Young Child" (17), emphasises the need for a variety of motor activities, therefore she recommends toy purchases which would lead to such activities as running, jumping, pushing, hitting, hammering, etc. She also states that if a young childs skill development is to follow a pattern of progressive development the equipment furnished him must challenge him to gradual increase of muscular action and coordination.

Garrison and Sheehy (10) in discussing toy selection indicate the value of toys having to do with housekeeping activities. Such equipment provides both play and practical interest for the child.

Lamberts' "School's Out" (16) shows the value of toys for dramatic play in stating that this type of play is as important a part of the childs development as is physical play. To Lambert dolls are of great significance as they help children dramatize their own personal situations.

Apparently there has been sufficient interest on the part of both educators and parents in the area of toy purchases to have brought about some research in the field.

The above mentioned authors are in general agreement that toys serve a vital function in a childs life and should be wisely selected to fulfill the childs needs and interests.

(b) Purchasing of Household Furnishings

The purchasing of household furnishings is related to the children in the family. If furniture is to withstand the varied uses it is put to in

a day of child's play consideration must be given to its durability.

The White House Committee on Furnishings and Equipment (28) stated that if a child is permitted to help pick out the furniture it creates in that child a sense of both personal and family pride. Equipment should be selected for durability, attractiveness, comfort, and convenience -- the best quality that you can afford.

(c) Purchasing of reading materials

Children should be encouraged to value books and to care for them. These provided in a child's library should be choosen for a definite purpose. The White House Committee (28) stated in a study of childrens books that they should be sturdy and written about things with which the child is familiar. Inexpensive books fill a temporary need.

Lindquist (20) reports that family books and magazines are often useful to the child who is learning to read.

It is recommended by Arlitt (3) that good children's books should contain no gruesome pictures or stories which will make the child afraid. They should be simple stories of everyday life.

Goodspeed and Johnson (11) find that picture books made with heavy cardboard pages are more easily manipulated by a child's tiny fingers than are cloth pages.

Clara Lambert (16) recommends providing children with some of the fine juvenile literature produced today along with the classics. Such popular material should have good print, artistic illustrations, and suitable content. Books provide not only a wealth of factual material on a great variety of subjects but also stories with historic or present-day settings.

Garrison and Sheehy (10) provide in their book a list of book selections classified as to type of subject matter. According to this test the childs interests in stories can also be met by words of songs, nursery

rhymes, personal experience stories told to him, and picture books which provide the basis for story telling. Books have their place in the childs experience but they never take the place of the told story. It is the responsibility of parents to see that the childs library grows; that good books are provided, and that responsibility for the care of books is learned at an early age.

Books, according to Landreth (17), open a new world for the child; they enrich his experiences, increase and unify his knowledge, develop humor, imagination, and sympathy, offering experiences which life itself could not provide. Book construction is of the upmost importance if they are to serve the childs needs. Investigation and general observation, states Miss Landreth, indicate that books greater than eight inches square are not easily handled. Dull-surfaced, tough paper, either saddled sewn or stapled together is most practical for free handling. A washable cover also adds to the life and enjoyment of the book.

Alschuler (1) writing on the general type of books for the pre-school child lists for the two and three year old stories about themselves in a simple literary style; for the older three and early four year olds stories about babies, moving things such as cars and trains, or books about animals. Older four year olds have more objective interests, they enjoy watching men doing things therefore information stories are valuable for this age child.

Dorothy Baruch (4) stated four criteria usable in the selection of books for children:

(1) Will the story interest the child?

(2) Is the story understandable?

(3) What effect will the story have?

(4) Does the story have literary value?

Certainly careful consideration of these criteria would eliminate the use of

many of the worthless childrens books which have in recent years flooded the book market and provide children with good books.

The reading material purchased for a childs use should be given considerable thought, not just bought by name or looking to see whether or not the pictures are colored.

A child needs good books. Some for stories of simple everyday life, some of the classics, an occasional picture book to encourage story telling, and many books of varied subject matter to introduce new and unusual experiences in the childs life.

(d) Methods used to prevent misuse of toys and furnishings

Lindquist (20) in her studies of Home Management has found that the provision of a place for everything is the first step in teaching orderliness to a child. Respect for the property of others is learned from the ownership of a limited number of cherished articles which are kept by the child.

Gertrude Chittenden (6) writes that family happiness and safety will be much better if a child has a place for his toys which is conveniently reached and spacious enough so that the toys are put into it easily. They must of course be taught to put them away in the space provided by themselves.

Goodspeed and Johnson (11) suggest a low cupboard, box, shelf, or corner of a room be given to the child for his belongings. He should be taught to put away anything he takes out. Patient help from the parents is needed for this training.

While a child is learning to care for his own belongings he will also learn to respect the toys of other children.

(e) Amount of time spent on child care and training by family members

Ruth Lindquist (21) in her studies of Family Life found that about

four and one-half hours per day were spent in care of family members which would include: dressing and bathing children, teaching, and supervision.

Lindquist (21) also found that the care of younger children was often given to older brothers and sisters, particularly if there were three or more children in the family. The fathers also contributed some time to child care.

The White House Conference study (28) showed that in homes of higher social status the father spent more time in playing with the children than was found in lower economic level homes.

Kyrk in the book "Economic Problems of the Family" (15) reporting the time spent on various Homemaking activities found that the average time per week spent on child care for farm families was 4.6 hours while town families spent 8.0 hours. The above figures were based on unpublished data from the U. S. bureau of Home Economics.

Nickell and Dorsey in charting the Homemakers work week credit farm homemakers with spending 3 hours and 55 minutes on child care while other rural homemakers spend 4 hours and 43 minutes. In the case of farm families the time was found to be 8 percent of the working week spent on child care. In a study of the effect of family composition on child care the following figures were obtained (24):

Composition of Family	Hours per week for Child Care
Youngest child under 1 year	21
Youngest 1 - 2 years	10.5
Youngest 3 - 5 years	5.8
Youngest 6 - 9 years	3.5
Youngest 10 - 14 years	1.5

These figures are also based on unpublished material from the U. S. Bureau of Home Economics.

Jean Warren (27) in her study of the use of time in relation to home Management found that the average amount of time used during the week for care of family members amounted to twelve hours. As the age of the youngest family member increased the time spent on child care decreased. Evidence indicated that families with more than one child spent about the same amount of time in child care as did families with one child, less time must therefore be spent for each child. Miss Warren's interpretation of this is that in all probability in cases where there is more than one child the older children helped with the care of the younger ones and that this time was not estimated by the homemakers.

GENERAL FINDINGS

The statistics collected for this thesis, involving the relation of certain factors in Home Management to the presence of children in the family, present certain factors of general significance.

In the area of toy purchases three classifications (according to Kawin) rated high. These were:

a. Strength and skill - 266 purchases.

b. Dramatic and imitative - 233 purchases.

c. Social development - 207 purchases.

The other classifications showed a much lower incidence of purchase.

Floor covering leads the list of purchases of household equipment made with durability in mind because of the presence of children in the family. This was followed by chairs and thirdly davenport purchases.

The section on reading material indicates a wider use of books than magazines regardless of any of the management factors studied.

An overwhelming majority of the families interviewed use the provision of a storage space for toys not in use as the most effective way of preventing the misuse of toys and furnishings.

A review of the material on time spent by family members on child care shows in all instances the mother contributing the greatest number of hours toward child care, training, and guidance.

A. THE FACTOR OF ECONOMIC LEVEL

By means of a schedule, used in interviews with homemakers, an attempt was made to determine what relationship exists between certain factors involved in Home Management and the presence of children in the home.

The relationship of economic level of the family to toy purchases, durability of toys, purchases of household furnishings, purchasing of reading material, methods used to prevent the misuse of toys, total time spent on child care, and the time spent on child care by individual family members will be considered in this section.

Classification of Toy Purchases:

The classification of toy purchases according to the type of development which they affect shows striking similarity for all economic levels[1]. Low level families for both age groups showed their highest purchases to be dramatic and imitative toys followed by social and strength or skill toys. Most frequent purchases for medium and comfort level families, regardless of age groups, were strength and skill toys followed by dramatic or imitative and social toys. See Table I.

Families with children five to sixteen years of age recorded a rise in frequency of total toy purchases with a rise in economic level (3.46 - 3.62 - 4.25). Families with young children did not. The only single classification which followed a similar pattern was the frequency of purchases for constructive and creative toys.

In the age group birth to five years comfort level families had the highest total frequency of toy purchases (4.33) followed by low level with a 4.14 and lastly medium level families (3.76). A rise in economic level brought

(1) See Kawin classification on page 8.

TABLE I. FREQUENCY INDEX OF TOY PURCHASES CLASSIFIED ACCORDING TO THE TYPE OF TOY AND ECONOMIC LEVEL OF THE FAMILY.

Type of development affected	Children 0-5 years of age				Children 5-16 years of age			
	Economic Level				Economic Level			
	Low (33)	Medium (44)	Comfort (35)	Total (112)	Low (36)	Medium (36)	Comfort (38)	Total (110)
Strength and skill	1.06	1.16	1.28	1.16	.88	1.41	1.37	1.22
Constructive and creative	.39	.43	.57	.46	.22	.44	.52	.40
Dramatic and imitative	1.42	.86	1.25	1.15	1.00	.75	1.08	.95
Social	1.09	1.09	1.08	1.09	.88	.69	.73	.77
Artistic	.12	.04	.05	.07	.16	.05	.16	.12
Stimulate knowledge	.06	.16	.05	.09	.27	.25	.34	.29
Science and mechanics	-	.02	.05	.02	.05	.03	.05	.04
Total frequency	4.14	3.76	4.33	4.04	3.46	3.62	4.25	3.78

a rise in the frequency of purchase for strength and skill, constructive or creative, and science and mechanics toys. Social toys were purchased at the same frequency (1.09) by both low and medium level families with approximately the same for comfort level (1.08).

The only case in which no purchases were recorded was the science and mechanics group on low level for birth to five year olds.

Durability of Toys Purchased:

The durability of toys purchased by families with children in both age level groups showed an increased percentage of sturdy purchases with a rise in economic level. Families on medium level showed a variation of approximately 8 percent (53.8 percent sturdy and 46.2 percent fragile) for older children; in the younger age group the purchases were evenly divided. Comfort level families bought about 10 percent more sturdy than fragile toys for younger children and in the five to sixteen year group there was a 25 percent variation in favor of sturdy toys.

The total toy purchases for the birth to five year old children recorded 50.9 percent purchase of fragile toys against 49.1 per cent for sturdy; practically no variation. For families with children five to sixteen years of age there was a variation in purchase of 16 percent in favor of sturdy toys. This is a significant difference. See Table II.

Purchases of Household Furnishings:

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

In both age level groups the highest frequency purchase of durable furnishings was reported by comfort level families (.62 for families with

TABLE II. THE RELATIONSHIP OF ECONOMIC LEVEL OF THE FAMILY TO THE DURABILITY OF TOYS PURCHASED.

Economic Level	Cases		(A) Children 0-5 years of Age						(B) Children 5-16 years of Age					
			Durability of Toys						Durability of Toys					
			Sturdy		Fragile		Total		Sturdy		Fragile		Total	
	(A)	(B)	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Low	33	36	55	41.4	79	58.6	134	29.3	61	48.4	65	51.6	126	30.1
Medium	44	36	85	50.5	83	49.5	168	36.8	80	53.8	50	46.2	130	31.0
Comfort	35	38	84	54.5	70	45.5	154	33.9	102	62.5	61	37.5	163	38.9
	112	110												
Totals			224	49.1	232	50.9	456	100	243	57.9	176	42.1	419	100

younger children and .42 for the group with older children.) Families with children five to sixteen years of age showed an increase in frequency of purchases, with consideration to durability, with a rise in economic level. The above is not true for families with children birth to five years of age. Medium level families report the least awareness of durability with a frequency of purchase of .38. This was followed by low level families (.42) and lastly comfort level families. See Table III.

Selection of the floor covering rated highest in both age groups. Families with younger children indicated the use of linoleum rugs while families with older age level children mentioned only the rug with no explanation as to kind. Choice of the davenport ranked second with the older group while families with small children rated second in consideration the purchase of chairs. See appendix page

Purchasing of reading material:

In all cases, except comfort level families with children five to sixteen years of age, there was reported a higher frequency of book purchases than magazines.

The total frequency of purchase rose with economic level for families with older children (.17 low, .38 medium, and .45 comfort). This appears a decisive variation although the total number of purchases reported was small. Families with children birth to five years of age did not show consistent variation in purchases (.39 medium, .35 comfort, .26 low).

The frequency of book purchases increased with economic level for the younger group but the differences were slight (.42, .47, .51). See Table IV.

"Boys Life" was the most frequently mentioned magazine for older children. Comfort level families reported six of their twenty-five purchases

TABLE III. THE RELATIONSHIP OF ECONOMIC LEVEL OF THE FAMILY TO THE PURCHASING OF HOUSEHOLD FURNISHINGS SUITABLE FOR CHILDREN.

Economic Level	Children 0-5 years of age			Children 5-16 years of age		
	No. of Cases	No. of Purchases	Frequency	No. of Cases	No. of Purchases	Frequency
Low	33	14	.42	36	10	.28
Medium	44	17	.38	36	14	.39
Comfort	35	22	.62	38	16	.42
Totals	112	53	.47	110	40	.36

TABLE IV. RELATIONSHIP OF FAMILY ECONOMIC LEVEL TO THE PURCHASING OF READING MATERIAL.

eading Material	Children 0-5 years of age								Children 5-16 years of age							
	Low (33)		Medium (44)		Comfort (35)		Total (112)		Low (36)		Medium (36)		Comfort (38)		Total (110)	
	No.	Frequency	No.	Frequency	No.	Frequency	No.	Frequency	No.	Frequency	No.	Frequency	No.	Frequency	No.	Frequency
ooks	14	.42	21	.47	18	.51	53	.47	12	.33	22	.61	10	.26	44	.40
agazines	2	.06	4	.09	5	.14	11	.10	1	.03	8	.22	25	.66	34	.31
Totals	16	.26	25	.39	23	.35	64	.57	13	.17	30	.38	35	.45	78	.71

to be the above magazine. "Jack and Jill" was reported purchased three times out of five on comfort level in the younger group.

Two encyclopedias were purchased by families in the younger age group, one each on medium and comfort level. In the five to sixteen year group one comfort level family reported the purchase on an encyclopedia. See appendix page

Methods Used to Prevent Misuse of Toys:

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

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

Families with children five to sixteen years of age on low economic level reported the same second choice as the younger group. Medium and comfort level families use the wise choice of toys which can be freely used by the child as their second most popular method. See Table V.

Total Time Spent on Child Care:

The average time per day spent on child care for all economic levels with children in the birth to five year age group was 6.35 hours; the average for the five to sixteen year group was considerably lower at 3.47 hours. See Table VI.

In the younger age group a rise in economic level brought a rise in the amount of time spent on child care beginning at 5.71 hours for low level families, increasing to 6.49 hours on medium level, and 6.82 hours for comfort level.

TABLE V. THE RELATIONSHIP OF ECONOMIC LEVEL TO THE METHODS USED TO PREVENT MISUSE OF TOYS

Methods	Children 0-5 years of age								Children 5-16 years of age							
	Economic Level								Economic Level							
	Low (33)		Medium (44)		Comfort (35)		Total (112)		Low (36)		Medium (36)		Comfort (38)		Total (110)	
	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent
Take toy away when child is not using it as he should	10	20.4	10	15.8	6	11.4	26	15.0	6	16.6	2	4.6	1	1.9	9	6.9
Show child how to play with the toy	9	18.4	9	14.2	15	22.9	33	19.0	2	5.5	4	9.3	5	9.6	11	8.5
Choose toys which can be used freely by the child	6	12.3	5	7.9	10	16.3	21	12.1	1	2.7	8	18.6	10	19.6	19	14.6
Provide a storage space for toys when not in use	24	48.9	39	62.1	30	49.4	93	53.9	27	75.2	29	67.5	35	68.9	91	70.0
Totals	49	100	63	100	61	100	173	100	36	100	43	100	51	100	130	100

TABLE VI. THE RELATIONSHIP OF ECONOMIC LEVEL TO THE TOTAL TIME SPENT ON CHILD CARE

Economic Level			(A) Children 0-5 years of age			(B) Children 5-16 years of age		
	(A)	(B)	Total time (hrs.)	No. of Families	Time per Family	Total time (hrs.)	No. of Families	Time per Family
Low	33	36	187.50	33	5.71 hrs.	114.75	34	3.37 hrs.
Medium	44	36	285.75	44	6.49 hrs.	122.33	34	3.59 hrs.
Comfort	35	38	232.00	34	6.82 hrs.	124.50	36	3.46 hrs.
	112	110						
Totals			705.25	111	6.35 hrs.	361.58	104	3.47 hrs.

The age group five to sixteen years did not show as great variation in the number of hours, nor did an increase in economic level carry with it an increased amount of time consumed in child care. Families on medium economic level spent a greater number of hours for child care, 3.59 hours per day per family, this was followed by 3.46 hours on comfort level and 3.37 hours for low level families.

Time Spent On Child Care By Individual Family Members:

Giving consideration to the time spent by the individual family members on child care for families with children birth to five years we find that a rise in economic level indicates a rise in the number of hours spent by both mother and father. The time spent by Mothers is quite naturally highest averaging from 4.80 hours for low level families to 4.94 hours on comfort level. In this age group there was some indication of help from older siblings and maids on medium and comfort level. See Tavle VII.

Families with children five to sixteen years show the Mother spending more time on child care at medium econonic level (2.53 hours per day), followed by comfort and low levels. Fathers from low level families reported the most time (1.36 hours) followed by 1.13 for comfort and 1.08 hours for medium level families. Older siblings on all economic levels in this age group spend more time than the Fathers in child care, but the number of cases reported is not sufficient to give comparable results. There were no cases reported of assistance in child care, training, and guidance at the older age level by maids or aunt's and uncles.

TABLE VII. THE RELATIONSHIP OF ECONOMIC LEVEL TO THE AVERAGE TIME SPENT ON CHILD CARE BY FAMILY MEMBERS

Family Members	Children 0-5 years of age						Children 5-16 years of age					
	Economic Level						Economic Level					
	Low (33)		Medium (44)		Comfort (35)		Low (36)		Medium (36)		Comfort (38)	
	Cases	Hours	Cases	Hours	Cases	Hours	Cases	Hours	Cases	Hours	Cases	Hours
Father	25	1.24	38	1.36	31	1.37	27	1.36	28	1.08	34	1.13
Mother	33	4.80	44	4.85	34	4.94	34	2.16	34	2.53	36	2.29
Grandparent	-	-	-	-	1	2.50	-	-	2	1.25	-	-
Other siblings	-	-	2	2.50	3	3.00	3	1.50	3	1.16	2	1.50
Aunt or uncle	2	2.0	-	-	-	-	-	-	-	-	-	-
Maid	-	-	1	4.0	3	1.83	-	-	-	-	-	-
Total	60	8.04	85	12.71	72	13.64	64	5.02	67	6.02	72	4.92

B. THE FACTOR OF FAMILY RESIDENCE

The following section shows the relationship of the location of family residence to the factors of toy purchases (including durability), purchases of household furnishings and reading material, methods used by families to prevent the misuse of toys, and the time spent on child care.

Classification of Toy Purchases:

The total toy purchases in their relation to residence showed no striking variations. Total frequency of purchases for the birth to five year group was highest for farm families at 4.26 followed by village families 3.91. In families with children five to sixteen years the opposite was true, although the variation (.21) was not significant. See Table VIII.

Farm families in the lower age level group reported a higher frequency of purchase than village families for all classes of toys except science and mechanics and artistic.

Families with children five to sixteen years reported a higher frequency of toy purchase by village families for all cases except social and constructive or creative. An explanation of these exceptions might be the facilities provided by the school and community.

Durability of Toys Purchased:

The effect of residence on the durability of toys purchased showed only slight differences for families with children birth to five years of age. More sturdy toys were reported purchased by farm families. Village families bought more fragile toys but the difference in percentage was slight (3.8 percent). The total purchases for this age level showed a 50.9 percent purchase of fragile toys which was 1.8 percent higher than the sturdy toys purchased.

TABLE VIII. FREQUENCY INDEX OF TOY PURCHASES CLASSIFIED ACCORDING TO THE TYPE OF TOY AND RESIDENCE OF THE FAMILY

Type of development affected	Children 0-5 years of age			Children 5-16 years of age		
	Residence			Residence		
	Farm (50)	Village (62)	Total (112)	Farm (50)	Village (60)	Total (110)
Strength and skill	1.22	1.13	1.16	1.16	1.28	1.22
Constructive and creative	.48	.45	.46	.48	.33	.40
Dramatic and imitative	1.24	1.08	1.15	.90	.98	.95
Social	1.14	1.05	1.09	.82	.73	.77
Artistic	.04	.09	.07	.08	.16	.12
Stimulate knowledge	.14	.06	.09	.22	.35	.29
Science and mechanics	-	.05	.02	.02	.06	.04
Total frequency	4.26	3.91	4.04	3.68	3.89	3.78

Families with children five to sixteen years of age show a higher percentage of purchase of sturdy toys for both residence groups. The total purchase of study toys was 15.8 percent higher than for fragile toys. This would appear to be a conclusive difference. See Table IX.

Purchases of Household Furnishings:

Residence apparently had some effect on the awareness of durability in the purchasing of household furnishings. In both age level groups the village families reported a higher frequency of purchase in which durability, because of the presence of children in the family, was a factor affecting their choice. The differences were small but there similarity in trend is worth noting. Village families had a higher frequency of purchase by .16 for the younger age group and half that number (.08) difference for families with children five to sixteen years old. See Table X.

These frequency numbers indicate that less than half of the families actually considered their children when buying household furnishings.

Purchasing of Reading Material:

The effect of residence on the purchasing of reading material was evident in that village families report the highest frequency of purchase for both books and magazines at both age levels. See Table XI.

Book purchases for both age levels by village families were about one to every two families. Magazine purchases for the younger age group were quite naturally low (.11 frequency); village families in the older age level group reported a .41 frequency of purchase.

The encyclopedia purchases on both age levels were reported by village families. See appendix page.

TABLE IX. THE RELATIONSHIP OF FAMILY RESIDENCE TO THE DURABILITY OF TOYS PURCHASED

Residence	(A) Children 0-5 years of age								(B) Children 5-16 years of age					
	Cases		Durability of toys						Durability of toys					
			Sturdy		Fragile		Total		Sturdy		Fragile		Total	
	(A)	(B)	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent
Farm	50	50	107	50.2	106	49.8	213	46.7	113	59.7	76	40.3	189	45.2
Village	62	60	117	48.1	126	51.9	243	53.3	130	56.5	100	43.5	230	54.8
	112	110												
Totals			224	49.1	232	50.9	456	100	243	57.9	176	42.1	419	100

TABLE X. THE RELATIONSHIP OF FAMILY RESIDENCE TO THE PURCHASING OF HOUSEHOLD FURNISHINGS SUITABLE FOR CHILDREN

Residence	Children 0-5 years of age			Children 5-16 years of age		
	No. of Cases	No. of Purchases	Frequency	No. of Cases	No. of Purchases	Frequency
Farm	50	19	.38	50	16	.32
Village	62	34	.54	60	24	.40
Totals	112	53	.47	110	40	.36

TABLE XI. THE RELATIONSHIP OF FAMILY RESIDENCE TO THE PURCHASING OF READING MATERIAL

Reading Material	Children 0-5 years of age						Children 5-16 years of age					
	Farm (50)		Village (62)		Total (112)		Farm (50)		Village (60)		Total (110)	
	Number	Frequency	Number	Frequency	Number	Frequency	Number	Frequency	Number	Frequency	Number	Frequency
Books	18	.36	35	.56	53	.47	15	.30	29	.48	44	.40
Magazines	4	.08	7	.11	11	.10	9	.18	25	.41	34	.31
Totals	22	.34	42	.66	64	.57	24	.31	54	.69	78	.71

Methods Used to Prevent Misuse of Toys:

The method most frequently used to prevent the misuse of toys regardless of the place of residence of the family was the provision of a storage space for toys when they were not in use.

Farm families for both age groups ranked as their second method the wise choice of toys which could be used freely by the child. Village families for both age groups placed second showing the child how to play with the toy. In the case of village families with children five to sixteen years of age the percentage for the above mentioned method and the choice of toys was identical.

Taking the toy away from the child when it was not being used correctly was rated low by both age groups regardless of residence. See Table XII.

Total Time Spent on Child Care:

The total time spent on child care varied slightly with the place of residence.

Families with children birth to five years of age living on farms reported an average time per family of 6.21 hours per day. Village families averaged 6.47 hours.

Farm families with older age level children spent 3.22 hours per day on child care with village families averaging 3.69 hours.

The preceeding data would indicate that residence is not a factor which vitally influences child care. See Table XIII.

Time Spent on Child Care by Individual Family Members:

Breaking down the total time spent on child care to determine the average time spent by various family members indicates some differences between the residence groups.

TABLE XII. THE RELATIONSHIP OF FAMILY RESIDENCE TO THE METHODS USED TO PREVENT MISUSE OF TOYS

Methods	Children 0-5 years of age						Children 5-16 years of age					
	Residence						Residence					
	Farm (50)		Village (62)		Total (112)		Farm (50)		Village (60)		Total (110)	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Take toy away when child is not using it as he should	11	14.6	15	15.3	26	15.0	4	6.5	5	7.4	9	6.9
Show child how to play with the toy	11	14.6	22	22.4	33	19.0	4	6.5	7	10.1	11	8.5
Choose toys which can be freely used by the child	12	16.0	9	9.2	21	12.1	12	19.6	7	10.1	19	14.6
Provide a storage space for toys not in use	41	54.8	52	53.1	93	53.9	41	67.4	50	72.4	91	70.0
Totals	75	100	98	100	173	100	61	100	69	100	130	100

TABLE XIII. THE RELATIONSHIP OF FAMILY RESIDENCE TO THE TOTAL TIME SPENT ON CHILD CARE

Residence	Cases (A)	Cases (B)	(A) Children 0-5 years of age: Total time (hrs.)	(A): No. of families	(A): Time per family	(B) Children 5-16 years of age: Total time (hrs.)	(B): No. of families	(B): Time per family
Farm	50	50	310.25	50	6.21 hrs.	154.58	48	3.22 hrs.
Village	62	60	395.00	61	6.47 hrs.	207.00	56	3.69 hrs.
	112	110						
Totals			705.25	111	6.35 hrs.	361.58	104	3.47 hrs.

The time spent by village fathers was less on both age levels than for farm fathers. Exactly the opposite was true for the mothers. Farm mothers spend less time on child care, training and guidance. These facts are in agreement with the statement made by Nickell and Dorsey in their book "Management in Family Living" (p. 59) in which they state that urban homemakers spend more time on child care than rural women.

Older siblings were reported spending some time on child care by both age groups. The number of cases reported was small and would not be comparable to the average hours of other family members. See Table XIV.

TABLE XIV. THE RELATIONSHIP OF FAMILY RESIDENCE TO THE AVERAGE TIME SPENT ON CHILD CARE BY FAMILY MEMBERS

Family Members	Children 0-5 years of age				Children 5-16 years of age			
	Residence				Residence			
	Farm (50)		Village (62)		Farm (50)		Village (62)	
	Cases	Hours	Cases	Hours	Cases	Hours	Cases	Hours
Father	44	1.39	51	1.34	42	1.21	47	1.16
Mother	50	4.70	61	5.02	48	2.03	56	2.58
Grandparent	-	-	1	2.5	1	2.0	1	.5
Other siblings	2	3.5	2	2.0	3	1.33	5	1.4
Aunt or Uncle	1	1.0	-	-	-	-	-	-
Maid	1	1.0	3	2.75	1	1.0	-	-
Totals	98	11.59	118	13.61	95	7.57	110	5.64

C. THE FACTOR OF PARENTAL EDUCATION

In this section is included not only the relationship of average parental education to the various factors involved in Child Development but also the relationship existing between some of these factors and the Home Economics training of the Mother. The types of Home Economics training were grouped as Formal, Extension, Extension and Formal combined, and no training.

Classification of Toy Purchases:

The effect of parental education in its relationship to toy purchases was more noticeable in the age group five to sixteen years. In this group an increase in the average years of parental education increased the frequency of total toy purchases. The group with 16.5 years or more of education reported a frequency of 4.66 compared with 3.56 for families with eight years or less of schooling. Strength and skill toys rated highest in purchases for the first three educational groups at this age level, with dramatic and imitative highest for the 16.5 years or more group. This last figure was based on three cases, not a sufficient number upon which to draw any comparisons. See Table XV.

Families with children birth to five years of age showed no pattern of toy purchases in relation to education. Families with 8.5 to 12 years of schooling reported the highest total frequency of toy purchases (4.29). The lowest group were the college trained parents with a frequency of 3.52. Most frequent purchases by toy classes and educational groups for the birth to five year level were as follows:

TABLE XV. FREQUENCY INDEX OF TOY PURCHASES CLASSIFIED ACCORDING TO THE TYPE OF TOY AND PARENTAL EDUCATION

Type of development affected	Children 0-5 years of age					Children 5-16 years of age				
	Average years of parental education					Average years of parental education				
	8 or below (12)	8.5-12 (58)	12.5-16 (34)	16.5 or above (8)	Total (112)	8 or below (26)	8.5-12 (52)	12.5-16 (29)	16.5 or above (3)	Total (110)
Strength and skill	1.16	1.22	1.03	1.12	1.16	1.16	1.15	1.45	1.0	1.22
Constructive and creative	.41	.44	.47	.62	.46	.42	.40	.34	.66	.40
Dramatic or imitative	1.66	1.18	1.00	.75	1.15	.96	.96	.79	2.0	.95
Social	.58	1.31	.85	1.25	1.09	.76	.81	.79	-	.77
Artistic	.08	.01	.11	.25	.07	.15	.07	.20	-	.12
Stimulate knowledge	.16	.12	.03	.12	.09	.11	.32	.31	1.0	.29
Science and mechanics	-	.01	.03	.12	.02	-	.07	.03	-	.04
Total frequency	4.11	4.29	3.52	4.23	4.04	3.56	3.78	3.91	4.66	3.78

Parental Education	Most Frequent Class of Toys
8 years or less	Dramatic or imitative
8.5 - 12 years	Social
12.5 - 16 years	Strength and skill
16.5 or more	Social

It is interesting to note that for both age level groups the families with eight years or less of education reported no purchase in the science and mechanics toy classification.

Top toy purchases for the two age levels were as follows:

Parental Education	0 - 5 years	5 - 16 years
8 or less	Stuffed animals, cars, trucks, tanks	Dolls, balls
8.5 - 12	Dolls, wagon	Dolls, skates
12.5 - 16	Dolls, play house equipment	Dolls, skates
16.5 or more	Dolls, play house equipment, blocks	Bicycle

Durability of Toys Purchased:

The percentage of sturdy and fragile toy purchases showed only slight relation to the average years of parental education. Families with children birth to five years of age showed more fragile toys purchased by the first two educational groups (61.7) percent for eight years or less and 51.6 percent for 8.5 - 12 years). More sturdy toys were purchased by the other two educational groups (52.4 percent and 57.5 percent). There was an increase in sturdy toy purchases with a rise in years of education at this level.

A higher percentage of fragile toys was purchased by families with eight years or less of schooling having children in the older age group. The two middle groups (8.5 - 12 and 12.5 - 16) showed more sturdy purchases.

Families in the class 16.5 years or more of education were divided equally on their toy purchases. See Table XVI.

Purchases of Household Furnishings:

Families in the age group birth to five years indicated a definite rise in the purchasing of durable household furnishings with a rise in the average years of parental education. The frequency of durable purchases varied from .25 for the group with eight years or less of formal education to 1.62 for families with an average of 16.5 or more years of school.

In the older age level the distribution of purchases did not appear related to education. No cases were reported by the highest educationally trained group. Two groups (8 years or less and 12.5 - 16) were identical in the frequency reported and the high school level group was highest with a frequency of .48. See Table XVII.

Purchasing of Reading Material:

Total purchases for reading material showed a rise in frequency, by the five to sixteen year group, with a rise in years of education until the last group (including only three cases) which had a definite drop. For the families with children in the younger age group the highest frequency of purchase was recorded by the 8.5 - 12 year group followed by the 12.5 - 16 year group, and lastly the same frequency was reported by the remaining two groups. See Table XVIII.

Book purchases for both age levels rose in frequency with education until the highest groups which in both cases dropped back.

Magazine purchases showed no definite pattern of purchase. The highest for the low age level group was the 12.5 - 16 group and for the families of five to sixteen year olds the highest frequency was reported by the 16.5 or more level.

TABLE XVI. THE RELATIONSHIP OF PARENTAL EDUCATION TO THE DURABILITY OF TOYS PURCHASED

Average Years of Parental Education	(A) Children 0 - 5 years of age								(B) Children 5 - 16 years of age					
	Cases		Durability of Toys						Durability of Toys					
	(A)	(B)	Sturdy		Fragile		Total		Sturdy		Fragile		Total	
			No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent
8 or below	12	26	18	38.3	29	61.7	47	10.3	45	48.9	47	51.1	92	21.9
8.5 - 12	58	52	123	48.4	131	51.6	254	55.7	113	57.3	84	42.7	197	47.0
12.5 - 16	34	29	64	52.4	58	47.6	122	26.5	78	67.2	38	32.8	116	27.6
16 or above	8	3	19	57.4	14	42.5	33	7.5	7	50.0	7	50.0	14	3.5
	112	110												
Totals			224	49.1	232	50.9	456	100	243	57.9	176	42.1	419	100

TABLE XVII. THE RELATIONSHIP OF PARENTAL EDUCATION TO THE PURCHASING OF HOUSEHOLD FURNISHINGS SUITABLE FOR CHILDREN

Average Years of Parental Education	Children 0-5 years of age			Children 5-16 years of age		
	No. of Cases	No. of Purchases	Frequency	No. of Cases	No. of Purchases	Frequency
8 or below	12	3	.25	26	7	.27
8.5 - 12	58	17	.29	52	25	.48
12.5 - 16	34	20	.58	29	8	.27
16.5 or above	8	13	1.62	3	-	-
Totals	112	53	.47	110	40	.36

TABLE XVIII. THE RELATIONSHIP OF PARENTAL EDUCATION TO THE PURCHASING OF READING MATERIAL

Reading Material	Children 0 - 5 years of age										Childred 5 - 16 years of age									
	Average years of Parental Education										Average years of Parental Education									
	8 or below (12)		8.5 - 12 (58)		12.5 - 16 (34)		16.5 or above (8)		Total (112)		8 or below (26)		8.5 - 12 (52)		12.5 - 16 (29)		16.5 or above (3)		Total (110)	
	No.	Frequency	No.	Frequency	No.	Frequency	No.	Frequency	No.	Frequency	No.	Frequency	No.	Frequency	No.	Frequency	No.	Frequency	No.	Frequency
Books	4	.33	26	.44	19	.55	4	.50	53	.47	9	.35	21	.40	13	.45	1	.33	44	.40
Magazines	1	.08	4	.07	5	.14	1	.12	11	.10	3	.11	6	.11	22	.75	3	1.0	34	.31
Totals	5	.08	30	.46	24	.38	5	.08	64	.57	12	.15	27	.35	35	.45	4	.05	78	.71

Method Used to Prevent Misuse of Toys:

For all educational groups the highest percentage of use for the methods listed in the prevention of the misuse of toys was the provision of storage space for toys not in use. The percentage among older age level families were much more decisive in favor of the above method than those in the birth to five year group.

Families with eight years or less of education in the birth to five year group reported a more even distribution among the four methods suggested than was found in any other educational group. See Table XIX.

Total Time Spent on Child Care:

Parental education is apparently not a specific factor, in this study, in influencing the total amount of time consumed daily by families for child care. The only similarity notedwas that the greatest amount of time per day was spent by families in the highest educational group. Of families with young children those with 8.5 - 12 years of education ranked lowest in the time spent on child care; secondly was the 12.5 - 16 year group, and thirdly the families with eight years or less of education. This indicates no relation between total time spent on child care and parental education.

Older age level childrens families rated from low to high the following groups: 8 years or less, 12.5 - 16, and 8.5 - 12. This list follows more nearly what you might expect. See Table XX.

Time Spent on Child Care by Individual Family Members:

Relating parental education to the time spent on child care by the individual family members showed no set pattern of time usuage. See Table XXI.

TABLE XIX. THE RELATIONSHIP OF PARENTAL EDUCATION TO THE METHODS USED TO PREVENT MISUSE OF TOYS

Methods	Children 0 - 5 years of age										Children 5 - 16 years of age									
	Average Years of Parental Education										Average Years of Parental Education									
	8 or below (12)		8.5-12 (58)		12.5-16 (34)		16.5 or above(8)		Total (112)		8 or below (26)		8.5-12 (52)		12.5-16 (29)		16.5 or above(3)		Total (110)	
	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent
Take toy away when child is not using it as he should	5	27.7	11	12.4	8	16.5	2	11.7	26	15.0	2	8.3	4	6.2	3	8.3	-	-	9	6.9
Show child how to play with the toy	2	11.1	17	19.1	9	18.3	5	29.4	33	19.0	1	4.3	7	10.6	3	8.3	-	-	11	8.5
Choose toys which can be used freely by the child	4	22.2	9	10.1	6	12.2	2	11.7	21	12.1	2	8.3	12	18.1	4	11.2	1	25.0	19	14.6
Provide a storage space for toys when not in use	7	39.0	52	58.4	26	53.0	8	47.2	93	53.9	19	79.1	43	65.1	26	72.2	3	75.0	91	70.0
Totals	18	100	89	100	49	100	17	100	173	100	24	100	66	100	36	100	4	100	130	100

TABLE XX. THE RELATIONSHIP OF PARENTAL EDUCATION TO THE TOTAL TIME SPENT ON CHILD CARE

Average Years of Parental Education	(A) Children 0 - 5 years of age					(B) Children 5 - 16 years of age		
	Cases		Total time (hrs.)	No. of families	Time per family	Total time (hrs.)	No. of families	Time per family
	(A)	(B)						
8 or below	12	26	83.50	12	6.95 hrs	74.25	24	3.09 hrs.
8.5 - 12	58	52	359.50	59	6.09 hrs	177.25	49	3.61 hrs.
12.5 - 16	34	29	204.25	32	6.38 hrs	98.50	28	3.51 hrs.
16.5 or above	8	3	58.00	8	7.25 hrs	11.58	3	3.75 hrs.
	112	110						
Totals			705.25	111	6.35 hrs	361.58	104	3.47 hrs.

TABLE XXI. THE RELATIONSHIP OF PARENTAL EDUCATION TO THE AVERAGE TIME SPENT ON CHILD CARE BY FAMILY MEMBERS

Family Members	Children 0 - 5 years of age								Children 5 - 16 years of age							
	Average Years of Parental Education								Average Years of Parental Education							
	8 or below (12)		8.5-12 (58)		12.5 - 16 (34)		16.5 or above (8)		8 or below (26)		8.5 - 12 (52)		12.5 - 16 (29)		16.5 or above (3)	
	Cases	Hours	Cases	Hours	Cases	Hours	Cases	Hours	Cases	Hours	Cases	Hours	Cases	Hours	Cases	Hours
Father	10	1.35	49	1.33	29	1.31	7	1.86	21	1.16	39	1.22	26	1.17	3	.75
Mother	12	5.5	58	4.67	32	5.13	8	5.06	24	1.82	49	2.51	28	2.29	3	3.0
Grandparent	-	-	1	2.5	-	-	-	-	-	-	1	2.0	1	.5	-	-
Older siblings	1	2.0	1	3.33	1	2.0	-	-	3	1.33	4	1.12	-	-	-	-
Aunt or uncle	-	-	3	2.0	-	-	-	-	-	-	-	-	-	-	-	-
Other relative	-	-	1	3.0	-	-	2	2.25	-	-	-	-	-	-	-	-
Maid	1	2.0	-	-	-	-	-	-	-	-	-	-	1	1.25	-	-
Totals	24	10.85	113	168.3	62	8.44	17	9.17	48	4.31	93	6.85	56	5.21	6	3.75

Fathers with birth to five year old children who had 16.5 or more years of education spent the most time on child care. The opposite was true for 5-16 year old childrens' fathers in the same educational group. Lowest in the younger age level were fathers in the 12.5 - 16 year group.

Mothers, with young children, whose education falls in the eight year or less group spent the most time on child care; the least time was spent by women in the 8.5 - 12 year classification. On the older age level the most time was consumed by Mothers in the 16.5 or more group and the least by women in the eight year or less class.

There was greater assistance from other family members in the 8.5 - 12 group with younger children than was noted in any other group.

HOME ECONOMICS TRAINING

Classification of Toy Purchases:

Among families with children birth to five years of age the highest frequency of toy purchases (4.63) was reported by the group in which the Mother had Extension training in Home Economics; following this group were those having had Formal training (4.04), third Mothers with no Homemaking training, and lastly were families in which the Mother had both Extension and Formal Home Economics work.

Extension trained women showed a higher frequency of purchases in two areas, that of dramatic or imitative and social toys. Families in which the Mother had no Home Economics training bought more strength and skill toys than were purchased by other families.

In families with children five to sixteen years of age the highest total frequency of toy purchases was reported by the group with both Extension and Formal training (4.34), following, in the order mentioned, were the group with Formal training (4.06), those with no Home Economics training (3.86), and lastly women with Extension training (3.15).

Women having had Extension and Formal training bought more strength and skill toys, constructive and creative, knowledge toys, and also social toys. Families in the class in which the Mother had only Formal Home Economics training rated highest in the purchase of dramatic or imitative and artistic toys. See Table XXII.

Durability of Toys Purchased:

The percentages were exactly the opposite for the durability of purchases made by families for any given gype of Home Economics training in the two age groups. Families in the birth to five year group bought more sturdy toys only in the group in which the mother had formal training. In

TABLE XXII. FREQUENCY INDEX OF TOY PURCHASES CLASSIFIED ACCORDING TO THE TYPE OF TOY AND HOME ECONOMICS TRAINING OF THE MOTHER

Type of Development Affected	Children 0 - 5 years of age					Children 5 - 16 years of age				
	Home Economics Training					Home Economics Training				
	None (31)	Formal (39)	Extension (15)	Extension also Formal (27)	Total (112)	None (39)	Formal (24)	Extension (30)	Extension also Formal (17)	Total (110)
Strength and skill	1.22	1.20	1.06	1.11	1.16	1.20	1.00	1.30	1.47	1.22
Constructive and creative	.38	.53	.06	.66	.46	.43	.45	.20	.58	.40
Dramatic or imitative	1.09	1.10	1.86	.88	1.15	1.02	1.12	.76	.82	.95
Social	1.16	1.07	1.46	.81	1.09	.71	.91	.63	.94	.77
Artistic	.03	.05	.13	.11	.07	.15	.20	.10	-	.12
Stimulate knowledge	.09	.07	-	.18	.09	.33	.25	.13	.53	.29
Science and mechanics	.03	.02	.06	-	.02	.02	.13	.03	-	.04
Total frequency	4.00	4.04	4.63	3.75	4.04	3.86	4.06	3.15	4.34	3.78

the five to sixteen year group more fragile toys were purchased by one group, that in which the mother had Home Economics training through her formal education. See Table XXIII.

Purchases from the group with no Home Economics training in both age levels correspond with the total purchases recorded for the entire group.

In this particular area of child care Home Economics training has apparently had little effect.

Purchases of Household Furnishings:

Families with children in the younger age level showed a definite relationship between Home Economics training and the purchasing of durable Household furnishings. Highest frequency of purchases was recorded by women with formal Home Economics training; the lowest was reported by women with no Homemaking training.

The five to sixteen year group showed no awareness of durability as a factor in household furnishings purchases. In this age level the women with no Home Economics training reported a higher frequency (.51); the lowest (.20) was by women with extension training. See Table XXIV.

Purchasing of Reading Material:

The total purchases of reading material by non-Home Economics trained women were second in the younger age group following the Extension trained women. Families with children in the older age level in which the Mother had no Home Economics training reported the lowest frequency of purchases. Highest purchases were reported by woemn who had both Formal and Extension training. The value of the reading material purchased was not estimated.

Book purchases for women with Formal Home Economics training were highest in the older age level. In the younger group Extension trained women placed highest in books purchased followed by no training in Homemaking.

TABLE XXIII. THE RELATIONSHIP OF THE MOTHER'S HOME ECONOMICS TRAINING TO THE DURABILITY OF TOYS PURCHASED

Type of Home Economics Training	Cases		(A) Children 0-5 years of age						(B) Children 5-16 years of age					
			Durability of Toys						Durability of Toys					
			Sturdy		Fragile		Total		Sturdy		Fragile		Total	
	(A)	(B)	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent
None	31	39	55	44.0	70	56.0	125	27.8	80	53.3	70	46.7	150	34.3
Formal	39	24	82	53.9	70	46.1	152	33.3	48	49.4	49	50.6	97	23.1
Extension	15	30	34	49.2	35	50.8	69	15.1	60	61.2	38	38.8	98	23.3
Formal and Extension	27	17	53	48.1	57	51.9	110	24.1	55	74.3	19	25.7	74	19.3
	112	110												
Totals			224	49.1	232	50.9	456	100	243	57.9	176	42.1	419	100

TABLE XXIV. THE RELATIONSHIP OF THE MOTHER'S HOME ECONOMICS TRAINING TO THE PURCHASING OF HOUSEHOLD FURNISHINGS SUITABLE FOR CHILDREN

Type of Home Economics Training	Children 0-5 years of age			Children 5-16 years of age		
	No. of Cases	No. of Purchases	Frequency	No. of Cases	No. of Purchases	Frequency
None	31	7	.22	39	20	.51
Formal	39	27	.69	24	9	.37
Extension	15	6	.40	30	6	.20
Formal and extension	27	13	.48	17	5	.29
Totals	112	53	.47	110	40	.36

There were an equal number of magazines purchased in the bith to five year old homes by non-Home Economics trained and Extension trained women. Highest magazine purchases in older age level were reported by women having had formal and extension training; lowest by woem who had no Home Economics training. See Tabel XXV.

Methods Used to Prevent the Misuse of Toys:

In all cases the provision of storage space for toys when they are not in use rated highest of the methods suggested to prevent the misuse of toys. Women with children in the younger age group having no Homemaking training reported their second choice the method of taking the toy away from the child. Home Economics trained Mothers at this age level used secondly the method of showing the child how to play with the toy. This response may reflect to some extent their Home Economics training.

In three of the four classifications among families in the older age level group the wise choice of toys ranked second in use; the fourth group (those having had extension training) rated showing the child how to play with the toy as second. See Table XXVI.

Total Time Spent on Child Care:

Families in the age group birth to five years in which the Mother had no Home Economics training reported the most hours per day consumed in child care (6.84). Lowest number of hours reported was 6.01 by women with formal Homemaking education. Does this indicate that some types of formal education apparently stress methods which decrease the time needed for physical care? It is to be hoped that the time spent in training and guidance is not decreased to any great extent.

Older age level childrens families report the most time spent on child care by those women who had formal training and the least time by extension trained women. See Table XXVII.

TABLE XXV. THE RELATIONSHIP OF THE MOTHER'S HOME ECONOMICS TRAINING TO THE PURCHASE OF READING MATERIAL

Reading Material	Children 0 - 5 years of age										Children 5 - 16 years of age									
	Home Economics Training										Home Economics Training									
	None (31)		Formal (39)		Extension (15)		Extension and Formal (27)		Total (112)		None (39)		Formal (24)		Extension (30)		Extension and Formal (17)		Total (110)	
	No.	Frequency	No.	Frequency	No.	Frequency	No.	Frequency	No.	Frequency	No.	Frequency	No.	Frequency	No.	Frequency	No.	Frequency	No.	Frequency
Books	16	.51	17	.43	9	.60	11	.41	53	.47	17	.43	12	.50	8	.26	7	.41	44	.40
Magazines	4	.13	3	.08	2	.13	2	.07	11	.10	6	.15	5	.21	10	.33	13	.76	34	.31
Totals	20	.64	20	.51	11	.73	13	.48	64	.57	23	.58	17	.71	18	.59	20	1.17	78	.71

TABLE XXVI. THE RELATIONSHIP OF THE MOTHER'S HOME ECONOMICS TRAINING TO THE METHODS USED TO PREVENT MISUSE OF TOYS

Methods	Children 0 - 5 years of age										Children 5 - 16 years of age									
	Home Economics Training										Home Economics Training									
	None (31)		Formal (39)		Extension (15)		Extension and Formal (27)		Total (112)		None (39)		Formal (24)		Extension (30)		Extension and Formal (17)		Total (110)	
	No.	Per-cent	No.	Per-cent	No.	Per-cent	No.	Per-cent	No.	Per-cent	No.	Per-cent	No.	Per-cent	No.	Per-cent	No.	Per-cent	No	Per-cent
Take toy away when child is not using it as he should	10	25.0	11	16.1	1	4.0	4	11.3	26	15.0	5	11.1	3	9.9	-	-	1	3.8	3	6.9
Show child how to play with the toy	7	15.9	12	17.8	4	16.0	10	27.7	33	19.0	3	6.7	3	9.9	4	15.9	1	3.8	11	8.5
Choose toys which can be used freely by the child	3	6.8	11	16.1	4	16.0	3	8.3	21	12.1	5	11.1	4	12.1	3	11.1	7	27.1	19	14.6
Provide a storage space for toys when not in use	24	52.3	34	50.0	16	64.0	19	52.7	93	53.9	32	71.1	23	68.1	19	73.0	17	65.3	91	70.0
Totals	44	100	68	100	25	100	36	100	173	100	45	100	33	100	26	100	26	100	130	100

TABLE XXVII. THE RELATIONSHIP OF THE MOTHER'S HOME ECONOMICS TRAINING TO THE TOTAL TIME SPENT ON CHILD CARE

Type of Home Economics Training	Children 0 - 5 years of age			Children 5 - 16 years of age		
	Total time (Hrs.)	No. of families	Time per family	Total time (Hrs.)	No. of families	Time per family
None	212.25	31	6.84 hrs.	125.73	37	3.39 hrs.
Formal	234.25	39	6.01 hrs.	92.25	24	3.84 hrs.
Extension	98.25	15	6.55 hrs.	87.25	26	3.20 hrs.
Formal and Extension	160.50	26	6.17 hrs.	56.25	17	3.25 hrs.
Totals	705.25	111	6.35 hrs.	361.58	104	3.47 hrs.

Time Spent on Child Care by Individual Family Members:

Comparing the time spent on child care by individual family members and the Home Economics training of the Mother the greatest amount of time, for families with young children, was reported by mothers with no Home Economics training (5.61 hrs.). The least time was spent by women who had both Extension and Formal training (4.66 hrs.).

Husbands of Extension trained women spent more time on child care (1.91 hrs.) than was reported by other groups; lowest time recorded for fathers was 1.20 hours by both Formal and non-Home Economics trained women. See Table XXVIII.

Families with children five to sixteen years of age showed Mothers with Formal Home Economics training spending the most time on child care (2.52 hrs.) followed by non-Home Economics trained (2.40 hrs.), Extension and Formal training (2.26 hrs.), and Extension trained with the least time (2.22 hrs.).

Fathers of older children reported less time spent on child care, training, and guidance. Fewer hours were reported by the group in which the wife had both Extension and Formal training (.92 hrs.) followed by non-Home Economics trained (1.11 hrs.), Extension trained (1.20 hrs.), and the most time reported by Fathers where the wife had Formal Home Economics training (1.45 hrs.).

The time contributed by other family members in all cases was slight and the number of cases reported was small.

TABLE XXVIII. THE RELATIONSHIP OF THE MOTHER'S HOME ECONOMICS TRAINING TO THE AVERAGE TIME SPENT ON CHILD CARE BY FAMILY MEMBERS

Family Members	Children 0 - 5 years of age								Children 5 - 16 years of age							
	Home Economics Training								Home Economics Training							
	None (31)		Formal (39)		Extension (15)		Extension and Formal (27)		None (39)		Formal (24)		Extension (30)		Extension and Formal (17)	
	Cases	Hours	Cases	Hours	Cases	Hours	Cases	Hours	Cases	Hours	Cases	Hours	Cases	Hours	Cases	Hours
Father	26	1.20	36	1.20	14	1.91	19	1.56	32	1.11	20	1.45	20	1.20	17	.92
Mother	31	5.61	39	4.81	15	4.83	26	4.66	36	2.40	24	2.52	26	2.22	17	2.26
Grandparent	-	-	-	-	-	-	1	2.5	-	-	1	.5	-	-	1	2.0
Older siblings	2	3.5	2	2.0	-	-	1	3.0	2	2.25	1	1.0	5	1.10	-	-
Aunt or Uncle	-	-	1	2.0	-	-	-	-	-	-	-	-	-	-	-	-
Other relative	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Maid	1	2.0	1	.5	-	-	2	3.5	-	-	1	1.25	-	-	-	-
Totals	60	12.31	79	10.51	29	6.74	49	15.22	70	5.76	47	6.72	51	4.52	35	5.18

D. THE FACTOR OF FAMILY SIZE

It has been written on numerous occasions that the number of children in the family has a definite influence on various factors in Child Development. The following section of this thesis shows some areas in which relationships were found to exist.

Classification of Toy Purchases:

The factor of family size showed some influence on the purchasing of toys. In both age groups the percentage of purchases for social toys increased with an increase in family size. For families with children five to sixteen years of age the percentage of dramatic and imitative toys purchased also increased with family size.

Families in the birth to five year group with more than one child reported their highest purchases as strength and skill toys. The group with one child purchased more dramatic and imitative toys.

Families with older children having one child and the group with two, three and four children reported more strength and skill toys purchased. Families with five or more children at this age level showed a higher purchase of dramatic or imitative toys.

Greatest variation in purchases were noted in the older age group for toys classed as science and mechanics, constructive and creative, and those tending to stimulate knowledge. See Table XXIX.

The percentage of distribution among family size groups was more even in the lower age level families with the exception of the last two classifications (stimulation of knowledge and science or mechanics).

Top toy purchases by family size groups follows:

TABLE XXIX. THE RELATIONSHIP OF FAMILY LIFE SIZE TO THE TYPE OF TOYS PURCHASED

Type of Development Affected	Children 0 - 5 years of age								Children 5 - 16 years of age							
	Family Size								Family Size							
	1 (29)		2-3-4 (68)		5 or more (15)		Total (112)		1 (20)		2-3-4 (74)		5 ormore (16)		Total (110)	
	No.	Per-cent	No.	Per-cent	No.	Per-cent	No.	Per-cent	No.	Per-cent	No.	Per-cent	No.	Per-cent	No.	Per-cent
Strength and skill	28	28.5	80	27.9	23	31.9	131	28.7	18	27.6	94	34.8	23	27.3	135	32.2
Constructive and creative	11	11.2	35	12.2	6	8.3	52	11.4	9	13.8	30	11.1	5	5.9	44	10.4
Dramatic or imitative	32	31.6	78	27.2	19	26.3	129	28.2	14	21.5	64	23.6	26	30.9	104	24.8
Social	25	25.5	77	26.9	20	27.7	122	26.7	11	16.9	50	18.5	24	28.5	85	20.2
Artistic	2	3.2	4	1.7	2	2.9	8	1.7	4	6.1	6	2.2	4	4.7	14	3.3
Stimulate knowledge	-	-	9	3.1	2	2.9	11	2.4	6	9.2	24	8.8	2	2.7	32	7.6
Science and mechanics	-	-	3	1.0	-	-	3	.9	3	4.9	2	3.0	-	-	5	1.1
Totals	98	100	286	100	72	100	456	100	65	100	270	100	84	100	419	100

No. of children	0 - 5 years	5 - 16 years
1	dolls, stuffed animals	skates, chinese checkers
2 - 3 - 4	dolls, play house equipment	dolls, skates
5 or more	dolls, stuffed animals	dolls, balls, truck-wagon

Durability of Toys Purchased:

The purchase of sturdy toys decreased with an increase in family size for older age level families, although in those families the total purchase of sturdy toys was greater than that for fragile toys. The family group with five or more children reported a larger percentage of fragile toys purchased.

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

Purchases of Durable Household Furnishings:

The frequency of purchase of household furnishings with consideration for durability showed an increase with a corresponding increase in family size (.15 to .32 to .81) for families with older age level children. No definite increase was noted in the younger group except from the low frequency for only children (.14) to (.63) for families with two, three, or four children. It did not follow, as one might expect, that there was an increase in consideration of durability for the largest families. See Table XXXI.

Purchasing of Reading Material:

Highest percentage of book purchases for the younger age level was made by families with five or more children but the proportion of purchases decreased with an increase in family size. In the five to sixteen year

TABLE XXX. THE RELATIONSHIP OF FAMILY SIZE TO THE DURABILITY OF TOYS PURCHASED

Number of Children in the Family	Cases (A)	Cases (B)	(A) Children 0-5 years of age: Durability of Toys: Sturdy No.	Sturdy Per-cent	Fragile No.	Fragile Per-cent	Total No.	Total Per-cent	(B) Children 5-16 years of age: Durability of Toys: Sturdy No.	Sturdy Per-cent	Fragile No.	Fragile Per-cent	Total No.	Total Per-cent
1	29	20	37	37.0	63	63.0	100	21.9	44	64.7	24	35.3	68	16.2
2 - 3 - 4	68	74	153	53.5	133	46.5	286	62.7	167	60.2	110	39.8	277	66.1
5 or more	15	16	34	48.5	36	51.5	70	15.4	32	43.2	42	56.8	74	17.7
	112	110												
Totals			224	49.1	232	50.9	456	100	243	57.9	176	42.1	419	100

TABLE XXXI. THE RELATIONSHIP OF FAMILY SIZE TO THE PURCHASE OF HOUSEHOLD FURNISHINGS SUITABLE FOR CHILDREN

Number of Children in the Family	Children 0-5 years of age			Children 5-16 years of age		
	No. of Cases	No. of Purchases	Frequency	No. of Cases	No. of Purchases	Frequency
1	29	4	.14	20	3	.15
2 - 3 - 4	68	43	.63	74	24	.32
5 or more	15	6	.40	16	13	.81
Totals	112	53	.47	110	40	.36

group an increase in family size brought an increase in book purchases for the first two groups. See Table XXXII.

Magazine purchases rose 16.3 percent from two, three, or four children families to those with five or more at the younger age level. For five to sixteen year old children the magazine purchases showed only slight variation with family size; no purchases were reported by families with five or more children.

In both age level groups the encyclopedias were purchased by families with two, three, or four children.

Methods Used to Prevent Misuse of Toys:

Following a pattern similar to all of the previously studied factors family size groups rated number one of their methods used to prevent the misuse of toys the provision of storage space. Second among families with one child for the lower age group was showing the child how to play with a toy. Both of the larger family groups at the lower age level placed second taking the toy away.

Families with children five to sixteen years of age with one child rated second taking the toy away. Larger families practiced the policy of wise toy choices for free use by the children. Families with five or more children rated equally the above mentioned method and taking away the toy. See Table XXXIII.

Total Time Spent on Child Care:

Both age level groups indicated an increase in the total amount of time spent on child care with an increase in family size. The increase however was not sufficient to allow the same time per child in the larger families as was given to only children. It might be concluded that many tasks take the same amount of time for several children as would be expended for one child. See Table XXXIV.

TABLE XXXII. THE RELATIONSHIP OF FAMILY SIZE TO THE PURCHASING OF READING MATERIAL

Family Size	Reading Material				Family Size	Reading Material			
	Books		Magazines			Books		Magazines	
Children 0-5 years of age	No.	Percent	No.	Percent	Children 5-16 years of age	No.	Percent	No.	Percent
1 (29)	10	33	0	0	1 (20)	7	35	7	35
2 - 3 - 4 (68)	34	50	7	10.3	2 - 3 - 4 (74)	33	44.7	27	36.4
5 or more (15)	9	60	4	26.6	5 or more (16)	4	25	0	0
Totals (112)	53	47.3	11	9.8	Totals (110)	44	40	34	30.9

TABLE XXXIII. THE RELATIONSHIP OF FAMILY SIZE TO THE METHODS USED TO PREVENT MISUSE OF TOYS

Methods	Children 0 - 5 years of age								Children 5 - 16 years of age							
	Family Size								Family Size							
	1 (29)		2-3-4 (68)		5 or more (15)		Total (112)		1 (20)		2-3-4 (74)		5 or more (16)		Total (110)	
	No.	Per-cent	No.	Per-cent	No.	Per-cent	No.	Per-cent	No.	Per-cent	No.	Per-cent	No.	Per-cent	No.	Per-cent
Take toy away when child is not using it as he should	3	8.5	19	16.6	4	16.6	26	15.0	4	17.3	3	3.3	2	11.1	9	6.9
Show child how to play with the toy	11	31.4	19	16.6	3	12.5	33	19.0	-	-	10	11.2	1	5.6	11	8.5
Choose toys which can be freely used by the child	3	8.5	15	13.1	3	12.5	21	12.1	3	13.1	14	15.7	2	11.1	19	14.6
Provide a storage space for toys not in use	18	51.6	61	53.7	14	58.4	93	53.9	16	69.6	62	69.8	13	72.2	91	70.0
Totals	35	100	114	100	24	100	173	100	23	100	89	100	18	100	130	100

TABLE XXXIV. THE RELATIONSHIP OF FAMILY SIZE TO THE TOTAL TIME SPENT ON CHILD CARE

Number of Children in the Family	Children 0-5 years of age			Children 5-16 years of age		
	Total Time (Hrs.)	No. of Families	Time per Family	Total Time (Hrs.)	No. of Families	Time per Family
1	174.25	29	6.01	53.0	18	2.94
2 - 3 - 4	411.50	67	6.14	237.75	70	3.39
5 or more	119.50	15	7.96	70.83	16	4.42
Totals	705.25	111	6.35 (hrs.)	361.58	104	3.47 (hrs.)

Time Spent on Child Care by Individual Family Members:

The amount of time spent by the Mothers of five to sixteen year olds increased with an increase in family size, however, the time per child decreased. For the younger children more time was spent by Mothers with one child than was indicated by women with two, three, or four children.

The greatest number of hours spent by fathers with young children was reported by the group with two, three, or four children. In the older age level fathers with five or more children spent the most time on child care. See Table XXXV.

Older siblings shared only to a slight extent the responsibilities of child care according to the cases reported.

Since the time for all family members was estimated by the Mothers it is possible that the amount of time given to child care by the other family members was not accurately recorded.

TABLE XXXV. THE RELATIONSHIP OF FAMILY SIZE TO THE AVERAGE TIME SPENT ON CHILD CARE BY FAMILY MEMBERS

Family Members	Children 0 - 5 years of age						Children 5 - 16 years of age					
	Family Size						Family Size					
	1 (29)		2-3-4 (68)		5 or more (15)		1 (20)		2-3-4 (74)		5 or more (16)	
	Cases	Hours	Cases	Hours	Cases	Hours	Cases	Hours	Cases	Hours	Cases	Hours
Father	26	1.08	56	1.52	13	1.23	14	1.19	62	1.14	13	1.26
Mother	29	4.82	67	4.61	15	5.46	18	2.01	70	2.30	16	2.82
Grandparent	-	-	-	-	1	2.5	-	-	2	1.25	-	-
Older Siblings	-	-	2	2.5	2	4.0	-	-	2	1.0	6	1.5
Aunt or Uncle	1	2.0	2	2.25	-	-	-	-	-	-	-	-
Maid	-	-	-	-	2	2.5	-	-	1	1.25	-	-
Totals	56	7.90	127	10.88	33	15.69	32	3.20	137	6.94	35	5.58

SUMMARY

This study concerns the effect of certain factors in the home related to child development: toy purchases, the purchasing of durable household furnishings, purchasing of reading material, methods used to prevent the misuse of toys and the time spent on child care. The data analyzed are a part of the larger study of 382 Michigan homes made at Michigan State College.

In this smaller study a group of 222 families were considered. They were divided into two groups for purposes of comparison, one group having children up to five years of age and the other group, families with children five to sixteen years of age. The factors, mentioned earlier, were analyzed in their relation to economic level, place of residence, parental education (including Home Economics training of the Mother), and family size.

The factors selected for analysis in this study were chosen because of the relationships it was hoped would be found between certain home management practices and the presence of children in the family. The factors of family size and age of family members in their relation to some management practices has been the concern of educators in the past. This study brings to light the relationships which exist in Michigan homes between certain of the management practices and five specific items related to child development.

(A) Economic level

The effect of economic level on the factors studied showed varied results. For the younger age group a positive relationship existed between a rise in economic level and the increased purchase of strength and

constructive toys, the durability of toys purchased, the increase in purchase of books and magazines, and the time spent in care and guidance of children.

Families in the older age level group showed a positive relationship with a rise in economic level in five of the ten factors studied. The correlated factors were: frequency of toy purchases, three types of toys (strength, dramatic, and social), durability of toys, and books and magazines purchased.

An analysis of this factor showed a greater relationship existing between economic level and the specific items relating to families in the younger age group than was found on the same items for families with children in the older age group.

(B) Residence

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

For families in the older age level group the results were similar. Again farm families ranked higher for the time spent by Fathers in child care. Village families were higher in five of the items analyzed - frequency of toy purchases, book and magazine purchases, purchasing of durable furnishings, and the total time and the Mother's time given to child care and guidance.

According to the above results village children apparently had an advantage at both age levels.

(C) Parental education

A rise in the average years of parental education for the younger age group brought a corresponding increase in: sturdy toys purchased, books purchased, and in consideration of durability as a factor in the purchasing of household furnishings.

With families of children in the older age group a rise in years of parental education correlated with an increase in the frequency of toys purchased and the purchasing of books.

General education is apparently not a factor which increases markedly the effectiveness of the particular management problems analyzed in this study.

Home Economics education

The effects of Home Economics training did not in all cases bear out what Home Economists might hope for. The highest frequency of toy purchases for families with children up to five years of age was reported by women with Extension training in Home Economics; the lowest by women with both Formal and Extension Home Economics. In families with older children the highest frequency of purchases was reported by women with both Extension and Formal training; the lowest by Extension trained women. The percentages for durability of toy purchases were exactly the opposite for families with identical training but whose children were in different age groups.

The purchasing of durable household furnishings was apparently not affected by the Mother's Home Economics training. For families with children in the younger group those with Formal Economics training bought more durable furnishings; in the older group non-Home Economics trained women showed more consideration of durability as a factor in selecting household furnishings.

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

(D) Family size

The factor of family size was positively related for younger age level families of toys purchased, the purchasing of social toys, the reading material purchased, and in the total time spent in child care and guidance. In the case of toy purchases and books and magazines purchased the increase was for the family as a whole and was not sufficient to show an increase per child.

Older age level childrens families showed a relationship existing between an increase in family size and frequency of toys purchased (specifically social and dramatic toys), the purchasing of durable household furnishings, total time spent in child care, and the time spent by the Mother on child care and guidance. The same exception was encountered at this age level regarding the frequency of toys purchased - the increase was per family and not per child.

Summary of Data

Factor	Frequency of Purchase	Type	Durability	Training in care of	Childrens reading material: Books	Childrens reading material: Magazines	Durability of house hold furnishings	Time spent on child care and guidance: Total	Time spent on child care and guidance: Mother	Time spent on child care and guidance: Father
I. Increase in economic level. (A) Birth to five year group	Irregular pattern	Increase in strength and constructive type	Increase	(1) Provision of storage space most common method at all levels (2) Taking toy away used 2d at low level	Increase	Increase	Most common to consider at comfort level	Increase	Slight increase	Increase low to medium
(B) Five to sixteen year group	Increase	Similarities in strength, dramatic, and social types	Increase	(1) Provision of storage space most common method at all levels (2) Decrease low to comfort in taking toy away	Increase low to medium	Increase	Most common to consider at comfort level	Irregular pattern	Irregular pattern	Irregular pattern
II. Place of residence (A) Birth to five year group	Higher for farm	No marked difference	No marked difference	(1) Provision of storage space most common method (2) More guidance by village residents	More by village	More by village	Village more conscious of	Village slightly more time	More time by village	Slightly more by farm
(B) Five to sixteen year group	Slightly higher for village	No marked difference	No marked difference	(1) Provision of storage space most common method (2) More careful choice by farm	More by village	More by village	Village more conscious of	Village slightly more	More by village	Slightly more by farm

III. Increased years of parental education (A) Birth to five year group	Irregular pattern	No marked difference	Increase in sturdy purchases	(1)Provision of storage space most common method (2)More even distribution of use of methods with lower educational group	Increase through college training	Irregular pattern	Increase	Irregular pattern	Irregular pattern	Irregular pattern
(B)Five to sixteen year group	Increase	No marked difference	Irregular pattern	(1)Provision of storage space most common method (2)Wise choice of toys second	Increase through college training	Irregular pattern	Irregular pattern	Irregular pattern	Irregular pattern	Irregular pattern
III-A Home Economics training of Mother (A)Birth to five year group	(1)Extension trained buy more (2)Extension and formal lowest frequency	(1) Irregular pattern (2)Extension more in dramatic and imitative and social	More sturdy with formal	(1)Provision of storage space most common method (2)Non-Home Economics take toy away as second method	More by extension trained	Highest by non-Home Economics trained	More considered by Home Economics trained women	Non-Home Economics spent more time	Irregular pattern	Irregular pattern
(B) Five to sixteen year group	(1)Extension and formal combination highest frequency of purchase (2)Extension lowest	Irregular pattern	Less sturdy with formal Home Economics education	(1)Provision of storage space most common method (2)Wise choice of toys second in all except Extension trained	Highest purchases by formal Home Economics trained women	Most by women with Extension and formal training	More durable selected by non-Home Economics trained women	Formal Home Economics trained spent more time	Irregular pattern	Irregular pattern
IV. Increase in family size (A)Birth to five year group	Increase per family but decrease per child	Social toys increased	Irregular pattern	(1)Provision of storage space most common method (2)Large families rate second taking toy away	Increase per family but decrease per child	Increase per family but decrease per child	Irregular pattern	Increase	Irregular pattern	Irregular pattern
(B) Five to sixteen year group	Increase per family but decrease per child	Social and dramatic increased	Increase	(1)Provision of storage space most common method (2)Large families use wise choice of toys	Irregular pattern	Irregular pattern	Increase	Increase	Increase	Irregular pattern

CONCLUSIONS

This study indicates a need for giving information to Michigan families which would bring about the selection of a greater variety of toys.

The lack of response concerning the purchasing of durable household furnishings would lead one to believe that an awareness of their place in Child Development is not felt.

The overwhelming response for the provision of storage space for toys when they are not in use is gratifying. It is hoped that the families are aware of some of the other values obtained from the use of this method such as: respect for the property of others, the feeling of ownership, tidyness, etc.

The time spent in care of children by this particular group of Michigan women was considerably higher than has been reported by other authors.

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APPENDIX

Schedule:

Complete Charts on Toy Purchases

Household Furnishings Tables

Magazine Purchase Tables

Case No.
County
Date Taken

STUDY OF FACTORS

INFLUENCING HOME MANAGEMENT PRACTICES

Part I.
Introduction

I. Composition of Family

A. Family members	Age	Living at home		Education		
		Yes	No	Grammar School	High School	No. years attended beyond high school

B. Other members in household	Age	Relationship to head of household

II. Housing

A. The house

No. of rooms	Age of house	No. of floors

B. Facilities

1. Heating

Central Furnace	Stoves other than Kitchen	Kitchen stove only	Fireplace	None

2. Lighting

Kerosene	Gas	Electricity	Power	Home plant	Other

II. Housing (continued)

3. Cooking Fuel

Type used.	Distance of fuel storage from stove
a. Wood, coal, cobs	_____ feet
b. Kerosene or gasoline	_____ "
c. Electricity	_____ "
d. Gas	_____ "
e. Both a.&b.	_____ "
f. Other combinations	_____ "

4. Indoor Water Supply

Type	Kitchen	Bath
a. Running hot & cold		
b. Running cold		
c. Hand pump		
d. None		

If no indoor supply, estimate distance from kitchen door. _____ ft.

5. Toilet

a. _____ Indoor flush
b. _____ Indoor other
c. _____ Outdoor (privy)
d. _____ None

6. Telephone
Yes_____ No_____

7. Refrigeration

Ice box _____ Mechanical Refrigeration _____ None _____

C. Home Ownership

Do you 1. Own your own home? _____ 2. Rent your home? _____
3. Are you buying home on installment plan? _____
4. Are you a tenant farm family? _____
5. If farm family, do you own the home and lot even if you do not own the farm? _____
6. Other _____

III. Household Production

A. Laundry Work _____ B. Dry Cleaning _____

C. Sewing

1. Clothing
a. _____ All except men's & boy's outer clothing
b. _____ Women's dresses & children's clothing mostly
c. _____ Children's clothing only
d. _____ Aprons, work dresses chiefly
e. _____ None beyond mending
2. _____ Household textiles other than clothing, such as curtains

D. Canning and Preserving.

1. _____ Fruits
2. _____ Vegetables
3. _____ Meats
4. _____ Jellies, jams & pickles

Household Production (continued)

E. Household repairs and remodeling - as painting and papering.

1. Structural

a. _____ Painting
b. _____ Papering
c. _____ Finishing floors
d. _____ Making & repairing screens
e. _____ Mending roof
f. _____ Other

2. Equipment & Furnishings

a. _____ Finishing & repairing furniture
b. _____ Upholstering
c. _____ Fixing light wires
d. _____ Making cupboards & shelves
e. _____ Making furniture
f. _____ Other

F. Home Nursing

1. _____ Nursing of sick done at home by mother.
2. _____ " " " " " " " other family member.
3. _____ " " " " " " " paid help.
4. _____ " " " " " hospital.

G. Child Care and Training
Which family members care for, teach and train the children? Estimate the number of hours spent:

	Physical Care	Discipline	Physical Habits, Manners, Household Tasks
Father			
Mother			
Grandparent			
Aunt or Uncle			
Older sibling			
Other relative			
Maid			

Training and Experience of Housewife

A. In Home Management

1. Training through home economics classes

	No. of Years
a. In school	
1. Elementary	_____
2. High school	_____
3. College	_____
b. Extension classes	_____
c. Other-state What _____	_____

2. Experience

a. No. of years married _____
b. No. of years you have had full responsibility for a household:
before marriage _____
since marriage _____

B. Other training and experience such as bookkeeping, teaching.

1. Type of experience _____

2. No. of years of experience _____

V. Income

A. Form

1. Money Income

a. Farm Family
1. Under $ 750.
2. $750 - $1750.
3. Over $1750.

b. Non-farm Family
1. Under $1000.
2. $1000 - $2500.
3. Over $2500.

2. Goods produced directly

a. Do you produce food for your own usage?
1._____None
2._____Less than half (in value) of all food that you use
3._____More than half (in value) of all that you use.

b. Do you produce fuel for your own usage?
1._____None
2._____Less than half (in value) of all that you use
3._____More than half (in value) of all that you use

B. Money Income contributed by_____

Member	Occupation If farmer, give type of farm	Approximate proportion of total family income			
		All	One-fourth	One-half	Three-fourths

Estimate number hours per week housewife gives to earning money, if she contributes to money income - such as making butter, raising chickens for sale_____
1. Hours spent outside of home_____ 2. Hours spent at home_____

VI. Community in which home is located.

A. Size of community
_____Farm
_____Village under 1000 population
_____Town or village 1000 - 2500

B.
Name your shopping center for
How many miles distant?

Food	Clothing	Furniture

VII. Housewife's Incentives for conscious management of time, energy, income, goods and services.
_____Efficiency. Belief in most efficient method of working
_____Desire for more leisure time for housewife
_____To conserve energy
_____To reduce expenses of running a home
_____To enjoy more social life - either within or without the family circle
Which one?_____
_____To improve the home artistically
_____To be able to participate more fully in community affairs
_____To make home living more satisfactory
_____To have more time for earning money
_____Because of poor health, energy is limited

PART II.

MANAGEMENT AS APPLIED TO THE HOME

I. MONEY MANAGEMENT

Expenditures

I. Plan

a. Does your family have a plan for spending family income? Yes _____ No _____.
b. How long have you had such a plan? _____ yrs.
c. If there is such a plan _____
   1. Form. Written _____ Unwritten _____
   2. Completeness. Partial _____ Complete _____.
   3. Who makes the plan? Check one:
      a. _____ Whole family group. b. _____ Father & mother.
      c. _____ Mother & father & older children. d. _____ Father.
      e. _____ Mother f. _____ Other _____

   4. Is there a regular time for making the plan? Yes _____ No _____.
      If yes, is it:
      a. _____ Particular time set for family council
      b. _____ When family happens to be together
      c. _____ At meal time
      d. _____ When occasion arises to spend money
      e. _____ Other _____

   5. Where is plan usually made?
      a. _____ In living room
      b. _____ Around dining room table
      c. _____ Around kitchen table
      d. _____ Other _____

   6. How is it made?
      a. Sources of Help
         1. _____ Own expenditures of other years
         2. _____ Printed budgets
         3. _____ Others _____
      b. List of items to be included
         1. Headings
            a. _____ Make own headings
            b. _____ Follow headings of printed book
            c. _____ Other _____

         2. Basis for including items in list
            a. _____ Family custom
            b. _____ Consideration of needs of members of family
            c. _____ Consideration of long-time family plans
            d. _____ Other _____

         3. Basis for setting a money valuation on each item:
            a. _____ Past experience
            b. _____ Inquiry at stores
            c. _____ Other _____
      c. Bringing budget into balance. When evaluated items are added and checked against income, --
         1. If income is larger than planned expenditures what is done with remainder?

            _____

            _____

A. I. Plan (continued)

2. If planned outgo is larger than expected income, -
   a._____Is number of items reduced? Name principal one?_____
   _____
   b._____Is cost of certain items reduced?
   c._____Other_____

d. Basis of Making decisions
   1. Calculation of needs. Long time_____Immediate _____
   2. Emphasis on a._____Farm or business needs
      b._____Family needs
      c._____Balance between (a) and (b)

d. If no plan is made, --
   1. Who decides how much money shall be spent?
      a._____Whole family group
      b._____Father and mother with older children
      c._____Father and mother
      d._____Father
      e._____Mother
      f._____Other_____

   2. Are decisions talked over with other members?
      Yes_____No_____If yes, with whom?_____

   3. When are decisions made?
      a._____At time set for a family council
      b._____When family happens to be together
      c._____At meal time
      d._____When occasions arise to spend money
      e._____Other_____

II. Control of Family Money

a. Who controls the spending of family income?
   1._____Mother 2._____Father 3._____Mother & father
   4._____Father, mother and children 5._____Other_____

b. What arrangements are made for handling the income?
   1._____Money given by one person on request
   2._____Joint bank account
   3._____Common purse
   4._____Household allowances
   5._____Personal allowances
   6._____Other_____
   7._____Does anyone in the family have a bank checking account?

B. Savings and Debts

In this study, insurance is considered as a substitute for savings

I. Did the family plan to save during the past year? Yes_____ No_____
   a. If planned, did you save
      1._____As much as planned
      2._____More than planned
      3._____Less than planned

   b. If not planned, did the family save any money? Yes_____ No_____

II. Who decides how much shall be saved?
   a._____Whole family together
   b._____Mother, father with older children
   c._____Mother and father
   d._____Mother

. II. Savings and Debts (continued)

e._____Father
f._____Other_____

III. Who decides how savings shall be invested?
a._____Whole family together
b._____Mother, father with older children
c._____Mother. d._____Father e._____Mother & father
f._____Other_____

IV. Check purposes for which family saves money:
a._____Reduce debt
b._____Improve farm or business
c._____Improve house and furnishings
d._____Children's education
e._____Old age
f._____Health, operations, etc.
g._____Emergencies
h._____Vacations
i._____Other. Specify.
_____
_____
_____

V. List items consciously given up during past year by each of the following, in order for family to save:

Mother	Father	Son 14 or over	Daughter 14 or over	Children

VI. Is this plan for saving accepted by all members of the family?
_____Yes No _____

If not, what protests were made, and by whom? _____
_____
_____

). Records

I. Do you keep a record of expenditure and saving?
Yes_____ No_____ If yes,
a. Who keeps the record?
1._____Mother
2._____Father
3._____Older daughter
4._____Older son
5._____Other. Whom?
_____

b. What form is used?
1._____Account book
2._____Card file
3._____Cancelled checks
4._____Other_____

c. Headings
1._____Printed headings
2._____Blank book to make own headings

D. Purchasing

I. Items

Items	Chief purchaser	Who helps with such purchase
a. Food		
b. Clothing for		
1. Men		
2. Women		
3. Son over 14 yrs.		
4. Daughter over 14 yrs.		
5. Children		
c. House Furnishings		
d. Household Equipment		
e. Family automobile		
1. New car		
2. Supplies		
f. Who chooses what improvements are to be made on the house?		

II. Quantities Purchased, -

Items	Enough for			
	Immediate Use only	Week's Supply	Month's Supply	More than a month's supply
a. Food				
1. Meat - fish				
2. Canned goods				
3. Flour				
4. Sugar				
5. Dairy Products				
6. Vegetables - fruits				
7. Baked goods				
b. Cleaning supplies				
1. Soap				
2. Washing powder				
3. Cleanser				
c. Sewing supplies				

III. Method of Payment

a. Type _____ check any you use commonly

1. _____ Exchange of products
2. _____ Cash
3. _____ Charge account
4. _____ Installment

List articles bought within last 3 yrs. on installment

_____ _____
_____ _____

5. Borrowing to buy articles. List articles bought within last 3 yrs. with money especially borrowed for that purpose.

_____ _____
_____ _____

b. Who decides on method of payment?

1. _____ Whole family together
2. _____ Mother, father & older children
3. _____ Mother and father
4. _____ Mother
5. _____ Father
6. _____ Other _____

c. What reasons lead to the decisions

1. _____ Less risk
2. _____ Cheaper
3. _____ Better business standing in community
4. _____ Family habit
5. _____ Need of article without available cash
6. _____ Others _____

II. UTILIZATION OF GOODS AND SERVICES

. Food

I. Menus

a. When is menu planned for
1. Breakfast _____
2. Dinner _____
3. Supper or luncheon _____

b. Help in deciding menu other than schooling

Source of Help	Number of times help rec'd		Quality of help rec'd	
	Often	Seldom	Helpful	Poor
1. Books				
2. Magazines				
3. Bulletins				
4. Radio				
5. Clubs				
6. Classes in Extension				
7. Cooking Schools				
8. Neighbor				
9. Friend				
10. Other				

c. Basis for planning. Rank in order of importance.
_____ Family preference
_____ Health standpoint
_____ What is available
_____ Cost of food
_____ Special need of one or more individuals
_____ Other _____

d. Do you write out menus?
1. Daily
_____ Breakfast
_____ Dinner
_____ Lunch or supper
2. _____ Special occasions as Christmas

II. Quantities usually prepared
a. _____ Just enough to use at one meal.
b. _____ More than enough so that remainder is usually utilized at another meal.
c. _____ Sufficient of certain foods planned for at least two meals.
Check foods planned to use at later meals.
1. _____ Potatoes
2. _____ Vegetables (fresh)
3. _____ Soup
4. _____ Meat
5. _____ Puddings
6. _____ Pies
7. _____ Cakes
8. _____ Other _____
_____
_____

III. Keeping of Foods

a. Facilities Available

Facility	Check chief one twice, secondary one once	
	Summer	Winter
1. None		
2. Cellar		
3. Ice box		
4. Outside storage box		
5. Mechanical Refrigerator		
6. List other		

A. III. Keeping of Foods (continued)

b. Do you lose food by spoilage?

Kind of food	Twice a week		Once a week		Once a month	
	Summer	Winter	Summer	Winter	Summer	Winter
1. Jellies & Jams						
2. Bread						
3. Cake						
4. Meat						
5. Milk & Cream						
6. Potatoes						
7. Lettuce						
8. Lemons						
9. Opened Canned Fruit						
10. Opened Canned Vegetables						
11. Other						

B. Clothing

I. When is clothing discarded? Check first reason three times, secondary reason twice, third reason once.

Basis of decision as to when to discard	Garments				
	Man's	Woman's	Son 14 or over	Daughter 14 or over	Children's
a. No longer fashionable					
b. Partly worn out					
c. Completely worn out					
d. Outgrown					
e. Poor fitting					
f. Unbecoming					
g. Other					

II. Who decides how long a garment shall be worn?

a._____Wearer
b._____Father
c._____Mother
d._____Both father and mother
e._____Other _____

III. List articles made over last year for -

Man	Woman	Sons over 14 yrs.	Daughter over 14	Children

IV. Pressing of clothes at Home

	Women's dresses	Girl's dresses	Men's suits	Older boy's suits
No. times per mo.				
Done by whom?				

V. Putting away of clothes after daily use.

Putting away	Man's		Woman's	Son's 14 or over		Daughter's 14 or over	Children's
	Suits	Ties Underwear		Suits	Ties Underwear		
a. Time 1. Immediately after use							
2. Later							
b. Done by whom							

VI. Preservation methods used to protect textiles against moths.

a. Methods used

1._____Moth balls & crystals
2._____Moth sprays
3._____Cedar
4._____Sealed bags
5._____None
6._____Other _____

B.VI. Preservation methods used to protect textiles against moths (continued)

b. Success of methods.
_____Always successful_____Usually_____Sometimes.

VII. Mending.
a. Done at a special time. Yes_____No_____
b. Done by whom _____
c. Estimated time per week spent on mending garments _____

d. Frequency of mending

Item	Once a week	Once a month	Once a season	When necessary
1. Men's				
a. Suits				
b. Shirts				
c. Overalls				
d. Socks				
2. Women's				
a. Dresses				
b. Aprons				
c. Stockings				
3. Children's				
a. Outer garments				
b. Suits or dresses				
c. Socks				

VIII. Number of dry cleanings per year (done at home or commercially).
Men's overcoats_____ Women's coats_____
Men's suits _____ Women's dresses_____
Children's garments_____

C. Furnishings

I. Decision making on purchasing of furnishings
Made chiefly by
a._____Father
b._____Mother
c._____Father & mother together
d._____Family group
e._____Other_____

II. Basis of replacement
a._____When worn out
b._____Shabby
c._____Out of date
d._____Dislike of article
e._____Not fit into decorative scheme
f._____Other_____

III. Care and repair of furnishings. Done by family or commercially. Give number of times in last three years.

Article	Cleaned	Repaired	Refinished
a. Davenport			
b. Chairs			
c. Tables			
d. Beds			
e. Rugs			
f. Draperies			
g. Other			

IV. Care of linoleum
a. Number of times washed per month_____
b. Number of times waxed per month _____
c. Number of times varnished per year_____
d. Other. State kind of care _____

V. Piano
a. Piano owned? Yes_____ No_____
b. Frequency of tuning.
1._____Once in two years
2._____Once a year
3._____Twice a year
4._____Other_____

C. VI. Breakage of dishes
a. Number of water glasses broken annually_____
b. Number of cups broken annually _____

VII. Storage space for linens
a. Adequate so linens do not muss. Yes _____ No_____
b. Easy to use linens in rotation. Yes _____ No_____
c. It is your practice to rotate linen. Yes _____ No_____

VIII. Mending of Household textiles within past year.
a.

Item	Once a week	Once a month	Once a season	Once a year
1. Sheets				
2. Pillow cases				
3. Towels				
4. Table cloths				
5. Napkins				
6. Curtains				
7. Rugs				

b. What usage is made of old textiles_____as making wash cloths out of towels
_____
_____
_____

IX. Children's Toys
a. List last five toys you have selected for your children and check lasting quality.

Toy	Fragile	Sturdy
1.		
2.		
3.		
4.		
5.		

b. Methods used to prevent misuse of toys and house furnishings.
1. Toys
a._____Take toy away when child is not using it as should
b._____Show child how to play with the toy
c._____Choose toys which can be used freely by child
d._____Provide a storage space for toys when not in use
e._____Amount of time spent in supervision of play
f._____Other_____
2. Furnishings
a._____Provide a special place for child to play
b._____Other_____

3. What furnishings have you bought with durability in mind, if you have small children?
a._____
b._____
c._____
d._____

D. Equipment

I. Brooms, brushes and mops. Check method of storing.
a._____Hang up
b._____Standing upside down
c._____Lying down
d. _____Resting on floor
e. _____Other_____
_____

II. Vacuum Cleaner. Frequency of emptying the dust bag.
a._____At regular intervals
1._____After each sweeping
2._____Once a month
b._____When bag is full
3. _____Other_____
_____

D.III. Electric Iron
a. How many years has it been in use? _____
b. How many repairs made in the last year? _____

IV. Washing machine
a. Is it an electric _____ or hand-power _____ machine?
b. How many years has it been used? _____
c. How many repairs made in the last year? _____

V. Cooking stove
a. How many years has it been used? _____
b. What repairs & replacements made in the last year? _____
_____

VI. Small kitchen equipment. Basis for discarding. Check chief reasons.
a. Pots, pans, kettles, bowls, etc.
1. _____ Dented, chipped or warped
2. _____ Ruined through food burning in it
3. _____ Belief that materials are injurious to health
4. _____ Shape & size not correct
5. _____ Does not fit in with color scheme
6. _____ Other _____
b. Tools as egg beaters, knives, etc.
1. _____ No longer in working order
2. _____ Something newer on the market
3. _____ Other _____

E. Inventory

I. Keeping Inventory
a. Do you keep an inventory of all your household possessions? Yes _____ No _____
b. If yes, how do you keep it?
1. _____ Notebook
2. _____ Card file
3. _____ Other method _____
c. Do you revise this inventory annually? _____
Oftener? _____ Less often? _____

II. Keeping Ledger. Property, real estate, etc.
a. Do you keep a family ledger? Yes _____ No _____
b. Who keeps it up-to-date? _____

III USE OF TIME AND ENERGY OF HOUSEWIFE

A. Aid received by housewife in work of home

I. Family members who aid housewife in work of home.

	Person	No. Hours per day	Tasks
a.	Husband		
b.	Children		
	1.		
	2.		
	3.		
	4.		
c.	Other family member		
	1.		
	2.		

II. Paid help
a. _____ Full time No. months per year _____
b. _____ Part time No. months per year _____ Days per week _____ Hours per day _____

A.III. Labor-saving devices. Check those owned.

a. _____ Washing machine
   1. _____ Hand-power machine
   2. _____ Power machine

b. _____ Electric iron
   1. _____ Hand
   2. _____ Mangle

c. _____ Carpet sweeper

d. _____ Vacuum sweeper
   1. _____ Hand
   2. _____ Power

e. _____ Sewing machine
   1. _____ Hand
   2. _____ Pedal
   3. _____ Power

f. _____ Electric mixer

g. _____ Pressure cooker

h. _____ Other _____
_____
_____

B. Plans

I. Do you make a plan of work for yourself or others in the household, _____ regularly, _____ occasionally, _____ never.

II. If yes

a. Form used
   1. _____ Written 2. _____ Mental

b. Completeness of plan
   1. _____ Partial 2. _____ Complete

c. Help in making plan
   1. _____ No help 2. _____ Help received from what or whom? _____

d. Time of making plan
   1. _____ No regular time 2. _____ Regular time. When _____

e. How long have you made time plans? _____

f. For what period do you make them?
   1. _____ Day 3. _____ Month
   2. _____ Week 4. _____ Season

g. Do you include plans for rest _____, leisure _____.

h. Handling of interruptions
   1. Types of interruptions met. Rank in order of importance.
      a. _____ Special demands of children e. _____ Visitors
      b. _____ Special demands of husband f. _____ Salesmen
      c. _____ Unexpected community activity g. _____ Telephone calls
      d. _____ Others _____

   2. Methods of adjusting to interruptions. Describe methods used _____
_____

i. Does your time plan work? Yes _____ No _____

III. Have you ever made such a plan? Yes _____ No _____

a. When first married? Yes _____ No _____

b. When there was a baby in the household? Yes _____ No _____

c. Other times _____

C. Fatigue, Rest, Leisure

I. What hours of the day are you tired?

a. Sunday _____
b. Monday _____
c. Tuesday _____
d. Wednesday _____
e. Thursday _____
f. Friday _____
g. Saturday _____

II. Rest and Sleep

a. How many hours do you sleep at night? _____

b. What is your general hour for arising? _____

c. Do you rest during the day? Yes _____ No _____
   If yes, 1. How long? _____
   2. At what time of day? _____

III. Leisure time Activities

a. Do you consciously plan time for leisure activities with your family? Yes ____ No _____ If yes, no. of hours weekly _____

C.III. b. How do you use your leisure time? Check in order of importance to you.

1. _____ Out-of-door sports and activities
2. _____ Community activities
3. _____ Church activities
4. _____ Handwork such as knitting
5. _____ Social activities
6. _____ Reading
7. _____ Music
8. _____ Listening to radio
9. _____ Playing bridge
10. _____ Others _____

_____

D. Short cuts or especially effective ways of doing work of which you are conscious.

I. Food

a. Preparation _____

b. Serving _____

c. Clearing up and doing dishes _____

II. Care of House _____

III. Laundering _____

IV. Care of Children _____

V. Other _____

E. Accomplishment. Do you find at the end of the day, --

I. No tasks left undone? Yes _____ No _____

II. A few tasks left undone? Yes _____ No _____

III. Many tasks left undone? Yes _____ No _____

IV. If many tasks are left undone, --

a. Have you substituted other tasks for those planned?
Yes _____ No _____

b. Have you used more time for the planned tasks? Yes _____ No _____

IV. SUPERVISION OF WORK OF HOUSEHOLD

If you have help with any of the household tasks, mark this section. Otherwise disregard it altogether.

A. Do you make plans as to what work is to be done by others?

Person for whom made	Yes	No	Written	Verbal	Made alone	Made with the person who does the work
I. Husband						
II. Children						
a.						
b.						
c.						
d.						
III. Other family member						
a.						
b.						
IV. Hired help						
a.						
b.						

B. Do you give directions as to how and when work is to be done?

Person	When to be done	How to be done	Written	Verbal	Show how to be done	Are directions understood?		
						Always	Usually	Seldom
I. Husband								
II. Children								
a.								
b.								
c.								
d.								
III. Other family member								
a.								
b.								
IV. Hired help								
a.								
b.								

C. Do you check on quality of work done?

Person	Always	Usually	Occasionally	Never
I. Husband				
II. Children				
a.				
b.				
c.				
d.				
III. Other members				
a.				
b.				
IV. Hired help				
a.				
b.				

. Is it done to your satisfaction?

	Work of	Always	Usually	Occasionally	Never
I.	Husband				
II.	Children				
	a.				
	b.				
	c.				
	d.				
III.	Other family member				
	a.				
	b.				
IV.	Hired help				
	a.				
	b.				

. Is it done willingly by

	Person	Always	Usually	Occasionally	Never
I.	Husband				
II.	Children				
	a.				
	b.				
	c.				
	d.				
III.	Other family member				
	a.				
	b.				
IV.	Hired help				
	a.				
	b.				

PART III.

LONG-TIME FAMILY PLANS

Do you consciously make plans for your family for --

a. _____Less than one year hence
b. _____One year hence
c. _____Five years hence
d. _____Ten years hence
e. _____Fifteen years hence
f. _____Twenty years hence

A. Education

I. Formal Education

a. Have you made plans for furthering the children's education? Yes_____No_____
b. If yes, -
1. By whom were the plans made?
a. _____Mother
b. _____Father
c. _____Mother and father
d. _____Mother, father & children
e. _____Other _____
_____

2. How long have you had these plans?
a. _____Since marriage
b. _____Since children were born
c. _____After children started school
d. _____Other _____

3. Have there been any changes in the plans since first made? Yes____No_____

4. In order to further the plan, were sacrifices made by
a. _____Mother
b. _____Father
c. _____Sons over 14 yrs.
d. _____Daughters over 14 yrs.
e. _____All the family
f. _____Other _____

5. Does the whole group agree with this plan? Yes_____ No _____
If not, who does not?
a. _____Mother
b. _____Father
c. _____Sons over 14 yrs.
d. _____Daughters over 14 yrs.
e. _____Other_____

6. If money was set aside, were there other uses for that money considered?
Yes _____ No _____
a. If yes, list the uses
1. _____ 3. _____
2. _____ 4. _____

7. How near completion is the plan?
a. _____Still just a plan
b. _____In process
c. _____Completed

II. Personality Development

Are you planning and executing methods of developing the personalities of the family members? By -

a. _____Family conversations
b. _____Reading books
c. _____Definite theories of child training
d. _____Social contact with stimulating personalities
e. _____Sunday school
f. _____Trips
g. _____Radio
h. _____Dancing lessons
i. _____Dramatic lessons
j. _____Music lessons
k. _____Nursery school
l. _____Other. State what

_____

(Mark methods of first, second and third importance as well as all methods used.)

B. Economic Status

I. Have you had any definite plan to improve the economic status of your family by, -

a. _____ Remodeling home
b. _____ Building new home
c. _____ Buying land
d. _____ Buying other property
e. _____ Taking out life insurance
f. _____ Other _____

II. If you have such plans made,

a. When were these plans made?
1. _____ Before marriage
2. _____ Married 0 - 4 yrs.
3. _____ Married 5 - 9 yrs.
4. _____ Married 10 - 15 yrs.
5. _____ Married more than 15 yrs.

b. By whom were these plans made?
1. _____ Mother alone
2. _____ Father alone
3. _____ Father & mother
4. _____ All family
5. _____ Other _____

c. Have there been any changes in your plans since making them?
Yes _____ No _____
1. If yes, list changes:
a. _____
b. _____

d. Were sacrifices made to carry out the plan by
1. _____ Mother
2. _____ Father
3. _____ Older son
4. _____ Older daughter
5. _____ All family
6. _____ Other _____

e. Does the whole group agree with this plan? Yes _____ No _____
If not who does not, and state reason.

Person	Check	Reason for not agreeing
Mother		
Father		
Older son		
Older daughter		
Other		

f. Were there any other plans considered? Yes _____ No _____
List --
1. _____
2. _____
3. _____

g. Which plans have been actively begun? List --
1. _____
2. _____
3. _____
4. _____

III. Plans for care of family property in case of death of husband.

a. Has husband made a will? Yes _____ No _____
b. Is property owned by husband and wife as joint tenants? Yes _____ No _____
c. Is wife familiar with family business matters in order to be able to carry on in case of husband's death? Yes _____ No _____
d. Other _____

C. Health

I. What exercises or sports do the following members of the family participate in which would improve their health?

a. Mother
1. _____
2. _____

b. Father
1. _____
2. _____

c. Son over 14 yrs.
1. _____
2. _____

d. Daughter over 14 yrs.
1. _____
2. _____

C. I. Health (continued)

e. Children
1. _____
2. _____
3. _____
4. _____
5. _____

II. When are members of your family examined by a doctor?
a. Adult
1. ____When some illness develops
2. ____At regular intervals
3. If so, when? _____
b. Children
1. ____When some illness develops
2. ____At regular intervals
3. If so, when? _____

III. When are teeth examined by a dentist?
a. Adult
1. ____When toothache starts
2. ____At regular intervals
3. If so, when? _____
b. Children
1. ____When toothache starts
2. ____At regular intervals
3. If so, when? _____

IV. Has any member of the family ever used sera or vaccines to protect against diseases, as -
a. _____Diphtheria
b. _____Smallpox
c. _____Hay fever
d. _____Other _____

V. Have you had any correction or elimination of defects which might be harmful to health, done to any member of the family?
a. _____Tonsillectomy
b. _____Straightening of teeth
c. _____Examination of eyes
d. _____Other _____

VI. Were sacrifices made in order to secure better health for all the family by the following members of the family?
a. _____Mother
b. _____Father
c. _____Older son
d. _____Older daughter
e. _____Children
f. _____All family
g. _____Other _____

D. Spiritual Growth

I. Church
a. Which members of your family -

Person	Hold membership in some church	Contribute to some church
1. Mother		
2. Father		
3. Son over 14 yrs.		
4. Daughter over 14 yrs.		
5. Children		
6. Other		

b. Church attendance

Person	Approximate No. of times attended per yr.		
	Church services	Sunday School	Other church meetings
1. Mother			
2. Father			
3. Daughter over 14 yrs.			
4. Son over 14 yrs.			
5. Children			
6. Other			

II. Planning for certain types of spiritual development for the family -
a. Have you bought any books during the last year, as
1. _____Bible
2. _____Other religious books
3. _____Poetry
4. _____Books on art
5. _____Books on music
6. _____Other books

b. Has the family within the last two years bought any object for its beauty alone? Yes _____ No _____

). II. Planning for certain types of spiritual development for the family (continued)

c. Did you consider other uses for the money used for a & b?
Yes _____ No _____

d. If yes, what were the other uses?

_____
_____
_____

III. Planning for the enjoyment of nature.
a. Do you have a flower garden? Yes _____ No _____
Who plans and works in it?

Person	Who helps plan it?	Who does the work for it?
1. Mother alone		
2. Father alone		
3. Mother & father		
4. Mother, father & children		
5. Older children		
6. Other		

b. Does the family take trips to notice scenery, wild flowers, wild birds, etc.?
Yes _____ No _____
1. Are these trips planned especially for that purpose? Yes _____ No _____
2. Who plans the trips?
a. _____ Mother
b. _____ Father
c. _____ Mother & father
d. _____ All the family
e. _____ Children
f. _____ Other _____

C. Planning for harmonious relationships in the family.

I. What meals does the family have together?
a. _____ Breakfast b. _____ Lunch or supper c. _____ Dinner

II. a. Do you plan to have the family together other than at meal time either in or out of the house? Yes _____ No _____
b. Number of times the family meets other than at meal time, per month _____
c. What is the purpose of these meetings?
1. _____ Serious purposes
2. _____ Just for fun
3. _____ Both
4. _____ Do husband and wife plan to do things together just for fun? Yes __ No __

d. If family gets together just for fun, does it spend any money to make these times more interesting? Yes _____ No _____

III. Does the family plan for vacations together? Yes _____ No _____
a. Do you own a summer cottage? Yes _____ No _____
b. Do you own a trailer? Yes _____ No _____
c. Do you rent either? Sometimes _____ Often _____
d. If you own neither of these, are you planning to own one? Yes _____ No _____

IV. Who makes plans for shared leisure and vacations?
a. _____ Mother
b. _____ Father
c. _____ Mother & father together
d. _____ Daughter 14 yrs. or over
e. _____ Son 14 yrs. or over
f. _____ Children
g. _____ All family together
h. _____ Other _____

V. Do all the members take a definite interest in these plans? Yes _____ No _____
If not, which member does not? _____

VI. If the housewife's time is limited, in what ways does she plan to secure time for leisure with the family?
a. _____ Changing standards of housekeeping
b. _____ Other members help with housework
c. _____ Other _____

F. Social Life in the Community

I. Participation in Organizations

Family Member	Organizations: Not chiefly recreational				Organizations: Chiefly recreational			
	No. belong to	No. Offices & committee memberships held during past 2 yrs.	No. meetings attended per month	Annual dues	No. belong to	No. Offices & committee memberships held during past 2 yrs.	No. meetings attended per month	Annual dues
a. Adults								
1. Mother								
2. Father								
3. Other								
b. Children 14 yrs. and over								
1.								
2.								
3.								
c. Children under 14 yrs.								
1.								
2.								
3.								

II. Social life other than thru organizations during the past year. (Estimate as nearly as possible.)

a. Adults
1. No. of guests at family meals?_____
2. No. of times adults were guests at family meals away from home?_____
3. No. of parties given in or out of the house?_____
   a. Total cost of parties?_____
   b. Average size of parties?_____
4. No. of parties attended?_____ Average size of parties?_____
5. Any special purchases made for social gatherings during past year?
   a._____Clothing. If so, what was total cost?_____
   b._____House furnishings. If so, what was total cost?_____
   c._____Gifts. If so, what was total cost?_____
   d._____Was anything sacrificed in the budget to obtain them? Yes___No___
   If yes, what?_____

b. Children over 16 years
1. No. of guests at family meals?_____
2. No. of times children were guests at family meals away from home?_____
3. No. of parties given in or out of the house?_____
   a. Total cost of parties?_____
   b. Average size of parties?_____
4. No. of parties attended?_____ Average size of parties?_____
5. Any special purchases made for social gatherings during past year?
   a._____Clothing
   b._____House furnishings
   c._____Gifts. If so, what was total cost?_____
   d._____Was anything sacrificed in the budget to obtain them? Yes___No___
   If yes, what?_____

c. Children under 16 years
1. Number of guests at family meals?_____
2. No. of times children were guests at family meals away from home?_____
3. No. of parties given in or out of the house?_____
   a. Total cost of parties?_____
   b. Average size of parties?_____
4. No. of parties attended?_____ Average size of parties?_____

II. c. Children under 16 yrs. (continued)

5. Any special purchases made for social gatherings during last year?
   a._____Clothing. If so, what was total cost?_____
   b._____House furnishings. If so, what was total cost?_____
   c._____Gifts. If so, what was total cost?_____
   d._____Was anything sacrificed in the budget to obtain them? Yes___No_____
   If yes, what was it?_____

6. Was some effort made to organize the little children into play groups of neighborhood children? Yes_____No_____
   a. About how much time was spent on this project?_____
   b. Was any cost involved in working out this project?_____ About how much?_____

1 A. Total Toy Purchase by Age Level

Group Classification of Toys	0-5 years (112)	5-16 years (110)
Strength and skill	131	135
Dramatic and imitative play	129	104
Social development	122	85
Constructive and creative play	52	44
Stimulate knowledge - aid school	11	32
Artistic development	8	14
Scientific and mechanical	3	5
Total	456	419

2 A. Highest Toy Purchases

I.	Birth to five years:	
	1. Dolls	53
	2. Play house equipment	28
	3. Cars - trucks - tanks	26
	4. Stuffed animals	26
	5. Wagon	26
	6. Balls	23
	7. Bicycle	23
II.	Five to sixteen years:	
	1. Dolls	43
	2. Skates	36
	3. Bicycle	26
	4. Balls	23
	5. Chinese Checkers	19
	6. Sled	19
	7. Games	17

3 A. Number of Times Toy Purchases Occur According to Economic Level

Toys: Birth to five years	Comfort (35)	Medium (44)	Low (33)	Total (112)
I. Strength and skill				
Walker			2	2
Bicycle	8	10	5	23
Scooter	2	1		3
Tobaggan	1			1
Skis	2	1	2	5
Skates	4	7		11
Sled	3	4	2	9
Soap set			2	2
Marbles	1	2	1	4
Jumping rope	1			1
Balls	6	7	10	23
Rocking horse	3	2	2	7
Gym set	1			1
Rattle	5	7	5	17
Teething ring		1		1
Baby swing		1		1
Bat	1	3		4
Wheelbarrow	2	1	2	5
Jumper		1		1
Rubber toys	5	2	2	9
Ping pong set		1		1
Totals	45	51	35	131

3 A. Number of Times Toy Purchases Occur According to Economic Level, Continued.

Toys:	Comfort (35)	Medium (44)	Low (33)	Total (112)
II. Constructive and Creative play				
Tinker toys	3	6	3	12
Pounding set	1	1		2
Blocks	11	4	7	22
Airplane	2	2		4
Sand toys		3	2	5
Bead set	2	1		3
Crayons	1	1	1	3
Tool set		1		1
Totals	20	19	13	52
III. Social development				
Dolls	16	20	17	53
Paper dolls	1	1		2
Chinese checkers	3	3		6
Table and chairs	2	4	1	7
Wagon	8	8	10	26
Play house equipment	8	12	8	28
Totals	38	48	36	122

3 A. Number of Times Toy Purchases Occur According to Economic Level, Continued.

Toys	Comfort (35)	Medium (44)	Low (33)	Total (112)
IV. Dramatic and Imitative play				
Stuffed animals	6	9	11	26
Doll buggy	8	4	3	15
Cars, trucks, tanks	11	7	8	26
Tractor	6	1	8	15
Farm equipment		1	1	2
Guns	1	5	4	10
Flashlight		2		2
Ball mitt	1		1	2
Windmill	1	1	2	4
Train	4	3	2	9
Trailer	1			1
Ballons		1	1	2
Comb and brush set	1			1
Mechanical toys	2	2	4	8
Shovels	2	1	2	5
Telephone		1		1
Totals	44	38	47	129
V. Artistic				
Mouthorgan	1	1	1	3
Drum			2	2
Crayons				
Totals	2	2	4	8

3 A. Number of Times Toy Purchases Occur According to Economic Level, continued

Toys	Comfort	Medium	Low	Total
VI. Stimulate knowledge				
Games		2	1	3
Desk		3	1	4
Puzzles	1			1
Typewriter		2		2
Printing set	1			1
Totals	2	7	2	11
VII. Science and mechanics				
Boat	2	1		3
Totals	2	1		3

3 A. Number of Times Toy Purchases Occur According to Economic Level, continued

Toys 5 to 16 years	Comfort (38)	Medium (36)	Low (36)	Total (110)
I. Strength and skill				
Skis	5	3	1	9
Sled	5	10	4	19
Skates	13	14	9	36
Archery equipment		1	2	3
Wheelbarrow		1	1	2
Balls	10	7	6	23
Bat	2	4	3	9
Skooter		1		1
Bicycle	14	9	3	26
Table tennis	1	1	1	3
Baton			1	1
Rattle	1		1	2
Marbles	1			1
Totals	52	51	32	135
II. Constructive and creative play				
Airplane	6	2	3	11
Blocks	3	2	1	6
Tinker toys	4		1	5
Building logs	3	4		7
Work bench	2	1		3
Peg Board	1		1	2
Knife		1	1	2

3 A. Number of Times Toy Purchases Occur According to Economic Level, continued

Toys	Comfort (38)	Medium (36)	Toys (36)	Total (110)
Hammer		2		2
Scissors		1		1
Sand toys	1	2		3
Crayons		1	1	2
Totals	20	16	8	44
III. Social development				
Chinese checkers	9	5	5	19
Dolls	15	12	16	43
Checkers		2	2	4
Wagon	3	5	5	13
Croquet			3	3
Tea table	1		1	2
Tent		1		1
Totals	32	25	28	85
IV. Dramatic and imitative play				
Guns	5	4	2	11
Doll buggy	2	2	2	6
Sewing machine	1	2	1	4
Soldiers	1			1
Cars	2	3	5	10
Trucks	5	3	5	13
Engines			1	1
Cooking equipment	6	2	2	10

3 A. Number of Times Toy Purchases Occur According to Economic Level, continued.

Toys	Comfort (38)	Medium (36)	Low (36)	Total (110)
Rocking chair	1			1
Shovel	1	3	2	6
Train	7	2	4	13
Ring	1	2		3
Doll house	2	1		3
Stuffed animals	5		7	12
Mechanical toys			1	1
Tractor	2	2	3	7
Telephone		1	1	2
Totals	41	27	36	104
V. Artistic				
Camera	2			2
Musical instrument	3		4	7
Paints	1	2	2	5
Totals	6	2	6	14
VI. Stimulate knowledge				
Games	7	5	5	17
Puzzles	2	1	2	5
Motion pictures	1	1		2
Desk		2	1	3
Blackboards			1	1
Typewriter	1		1	2
Printing set	2			2
Totals	13	9	10	32

3 A. Number of Times Toy Purchases Occur According to Economic Level, continued

Toys	Comfort (38)	Medium (36)	Low (36)	Total (110)
VII. Science and mechanics				
Compass	1			1
Reflectoscope	1			1
Microscope			1	1
Boat		1	1	2
Totals	2	1	2	5

4 A. Number of Times Toy Purchases Occur According to Place of Residence.

Toys — Birth to five years	Farm (50)	Village (26)	Town (36)	Total (112)
I. Strength and skill				
Walker	1		1	2
Bicycle	12	2	9	23
Scooter	1	1	1	3
Tobaggan		1		1
Skis	4		1	5
Skates	2	6	3	11
Sled	4	3	2	9
Soap set	2			2
Marbles	3	1		4
Jumping rope			1	1
Balls	8	7	8	23
Rocking horse		4	3	7
Gym set		1		1
Rattle	12	3	2	17
Teething ring		1		1
Baby swing		1		1
Bat	1	2	1	4
Wheelbarrow	3	1	1	5
Jumper		1		1
Rubber toys	8		1	9
Ping pong set			1	1
Totals	61	35	35	131

4 A. Number of Times Toy Purchases Occur According to Place of Residence, continued.

Toys	Farm (50)	Village (26)	Town (36)	Total (112)
II. Constructive and creative play				
Tinker toys	7	2	3	12
Pounding set	1		1	2
Blocks	12	3	7	22
Airplane		2	2	4
Sand toys	2	1	2	5
Bead set		2	1	3
Crayons	1	2		3
Tool set	1			1
Totals	24	12	16	52
III. Social development				
Dolls	23	12	18	53
Paper dolls			2	2
Chinese checkers	4	2		6
Table and chairs	2	2	3	7
Wagon	15	5	6	26
Play house equipment	13	9	6	28
Totals	57	30	35	122
IV. Dramatic and initative play				
Stuffed animals	8	8	10	26
Doll buggy	9	4	2	15
Cars, trucks, tanks	11	2	13	26
Tractor	11	2	2	15

4 A. Number of Times Toy Purchases Occur According to Place of Residence, continued.

Toys	Farm (50)	Village (26)	Town (36)	Total (112)
Farm equipment	2			2
Guns	6		4	10
Flashlight	2			2
Ball mitt	1		1	2
Windmill	2		2	4
Train	4	2	3	9
Trailer			1	1
Ballons	1		1	2
Comb and brush set	1			1
Mechanical toys	2	1	5	8
Shovels	2	2	1	5
Telephone			1	1
Totals	62	21	46	129
V. Artistic				
Mouthorgan	1	1	1	3
Drum			2	2
Crayons	1	2		3
Totals	2	3	3	8
VI. Stimulate knowledge				
Games	2	1		3
Desk	3		1	4
Puzzles	1			1

4 A. Number of Times Toy Purchases Occur According to Place of Residence, continued

Toys	Farm (50)	Village (26)	Town (36)	Total (112)
Printing set		1		1
Typewriter	1	1		2
Totals	7	3	1	11
VII. Science and mechanics				
Boat		2	1	3
Totals		2	1	3

4 A. Number of Times Purchases Occur According to Place of Residence, continued

5 to 16 years Toys	Farm (50)	Village (23)	Town (37)	Total (110)
I. Strength and skill				
Skis	5	1	3	9
Sled	10	3	6	19
Skates	11	10	15	36
Archery equipment		1	2	3
Wheelbarrow	2			2
Balls	12	3	8	23
Bat	3	2	4	9
Skooter		1		1
Bicycle	12	6	8	26
Table tennis	1	1	1	3
Baton		1		1
Rattle	1		1	2
Marbles	1			1
Totals	58	29	48	135
II. Constructive and creative play				
Airplane	5	3	3	11
Blocks	2		4	6
Tinker toys	2	2	1	5
Building logs	4	1	2	7
Work bench	2		1	3
Peg board	2			2
Knife	1		1	2

4 A. Number of Times Purchases Occur According to Place of Residence, continued

Toys	Farm (50)	Village (23)	Town (37)	Total (110)
Hammer	1	1		2
Scissors	1			1
Sand toys	3			3
Crayons	1		1	2
Totals	24	7	13	44
III. Social development				
Chinese checkers	12	3	4	19
Dolls	14	10	19	43
Checkers	3	1		4
Wagon	10	1	2	13
Croquet	2	1		3
Tea table		1	1	2
Tent			1	1
Totals	41	17	27	85
IV. Dramatic and imitative play				
Guns	7	1	3	11
Doll buggy	1	1	4	6
Sewing machine	2		2	4
Soldiers			1	1
Cars	5	2	3	10
Trucks	6	2	5	13
Engines	1			1
Cooking equipment	2	3	5	10
Rocking chair	1			1

4 A. Number of Times Purchases Occur According to Place of Residence, continued.

Toys	Farm (50)	Village (23)	Town (37)	Total (110)
Shovel	2	3	1	6
Train	5	3	5	13
Ring	1		2	3
Doll house		1	2	3
Stuffed animals	5	1	6	12
Mechanical toys		1		1
Tractor	6		1	7
Telephone	1		1	2
Totals	45	18	41	104
V. Artistic				
Musical instrument	2		5	7
Paints	2	1	2	5
Camera		1	1	2
Totals	4	2	8	14
VI. Stimulate knowledge				
Games	6	4	7	17
Puzzles	3	2		5
Motion pictures		2		2
Desk		1	2	3
Blackboards			1	1
Typewriter		1	1	2
Printing set	2			2
Totals	11	10	11	32

4 A. Number of Times Purchases Occur According to Place of Residence, continued.

Toys	Farm (50)	Village (23)	Town (37)	Total (110)
VII. Science and mechanics				
Compass			1	1
Reflectoscope		1		1
Microscope	1			1
Boat		2		2
Totals	1	3	1	5

5 A. Number of Times Toy Purchases Occur According to Parental Education

Toys: Birth to five years	8 or below (12)	8.5 - 12 (58)	12.5 - 16 (34)	16.5 or above (8)	Total (112)
I. Strength and skill					
Walker	1		1		2
Bicycle	1	13	8	1	23
Scooter		1	1	1	3
Toboggan		1			1
Skis	2	2	1		5
Skates	2	7	2		11
Sled	1	6	2		9
Soap set		2			2
Marbles	1	3			4
Jumping rope				1	1
Balls	3	13	5	2	23
Rocking horse		5	2		7
Gym set			1		1
Rattle	2	11	4		17
Teething ring		1			1
Baby swing			1		1
Bat		2	1	1	4
Wheelbarrow		1	4		5
Jumper		1			1
Rubber toys	1	4	2	2	9
Ping pong set				1	1
Totals	14	73	35	9	131

5 A. Number of Times Toy Purchases Occur According to Parental Education, continued.

Toys	8 or below (12)	8.5 - 12 (58)	12.5 - 16 (34)	16.5 or above (8)	Total (112)
II. Constructive and creative play					
Tinker toys	1	8	3		12
Pounding set		1	1		2
Blocks	2	10	7	3	22
Airplane	1	1	1	1	4
Sand toys		5			5
Bead set			2	1	3
Crayons	1		2		3
Tool set		1			1
Totals	5	26	16	5	52
III. Social development					
Dolls	4	35	10	4	53
Paper dolls			1	1	2
Chinese checkers	1	4		1	6
Table and chairs		5	2		7
Wagon	2	17	6	1	26
Play house equipment		15	10	3	28
Totals	7	76	29	10	122

5 A. Number of Times Toy Purchases Occur According to Parental Education, continued.

Toys	8 or below (12)	8.5 - 12 (58)	12.5 - 16 (34)	16.5 or above (8)	Total (112)
IV. Dramatic and imitative play					
Stuffed animals	6	15	3	2	26
Doll buggy		9	6		15
Cars, trucks, tanks	5	13	6	2	26
Tractor	2	9	4		15
Farm equipment	1	1			2
Guns	2	7	1		10
Flashlight	1	1			2
Ball mitt	1		1		2
Windmill	1	2	1		4
Train		3	4	2	9
Trailer			1		1
Balloons		1	1		2
Comb and brush set		1			1
Mechanical toys	1	4	3		8
Shovel		3	2		5
Telephone			1		1
Totals	20	69	34	6	129
V. Artistic					
Mouthorgan		1	1	1	3
Drum			1	1	2
Crayons	1		2		3
Totals	1	1	4	2	8

5 A. Number of Times Toy Purchases Occur According to Parental Education, continued.

Toys	8 or below (12)	8.5 - 12 (58)	12.5 - 16 (34)	16.5 or above (8)	Total (112)
VI. Stimulate knowledge					
Games		3			3
Desk	1	3			4
Puzzles				1	1
Typewriter	1	1			2
Printing set			1		1
Totals	2	7	1	1	11
VII. Science and mechanics					
Boat		1	1	1	3

5 A. Number of Times Toy Purchases Occur According to Parental Education, continued.

5 to 16 years Toys	8 or below (26)	8.5 - 12 (52)	12.5 - 16 (29)	16.5 or above (3)	Total (110)
I. Strength and skill					
Skis	3	3	3		9
Sled	5	8	6		19
Skates	6	17	13		36
Archery equipment		2	1		3
Wheelbarrow	1	1			2
Balls	7	10	6		23
Bat	3	4	2		9
Scooter		1			1
Bicycle	3	9	11	3	26
Table tennis	1	2			3
Baton	1				1
Rattle		2			2
Marbles		1			1
Totals	30	60	42	3	135
II. Constructive and creative play					
Airplane	3	4	3	1	11
Blocks	1	3	2		6
Tinker toys	2	2	1		5
Building logs		5	2		7
Work bench	1	1	1		3
Peg board		1		1	2
Knife	2				2

5 A. Number of Times Toy Purchases Occur According to Parental Education, continued.

Toys	8 or below (26)	8.5 - 12 (52)	12.5 - 16 (29)	16.5 or above (3)	Total (110)
Hammer		1	1		2
Scissors		1			1
Sand toys		3			3
Crayons	2				2
Totals	11	21	10	2	44
III. Social development					
Chinese checkers	5	10	4		19
Dolls	9	19	15		43
Checkers	1	3			4
Wagon	3	6	4		13
Croquet	1	2			3
Tea table	1	1			2
Tent		1			1
Totals	20	42	23		85
IV. Dramatic and imitative play					
Guns	5	4	1	1	11
Doll buggy	2	2	2		6
Sewing machine	1	3			4
Soldiers		1			1
Cars	2	6	1	1	10
Trucks	2	7	3	1	13
Engines		1			1
Cooking equipment	3	3	3	1	10

5 A. Number of Times Toy Purchases Occur According to Parental Education, continued

Toys	8 or below (26)	8.5 - 12 (52)	12.5 - 16 (29)	16.5 or above (3)	Total (110)
Rocking chair	1				1
Shovel		4	2		6
Train	4	3	5	1	13
Ring		2	1		3
Doll house		1	1	1	3
Stuffed animals	2	8	2		12
Mechanical toys		1			1
Tractor	2	3	2		7
Telephone	1	1			2
Totals	25	50	23	6	104
V. Artistic					
Camera		1	1		2
Musical instrument	4	1	2		7
Paints		2	3		5
Totals	4	4	6	0	14
VI. Stimulate knowledge					
Games	1	9	6	1	17
Puzzles		4	1		5
Motion pictures			1	1	2
Desk	1	2			3
Typewriter		2			2
Printing set			1	1	2
Totals	3	17	9	3	32

5 A. Number of Times Toy Purchases Occur According to Parental Education, continued

Toys	8 or below (26)	8.5 - 12 (52)	12.5 - 16 (29)	16.5 or above (3)	Total (110)
VII. Science and mechanics					
Compass			1		1
Reflectoscope		1			1
Microscope		1			1
Boat		2			2
Totals		4	1		5

6 A. Number of Times Toy Purchases Occur According to Home Economics Training of the Mother

Toys Birth to 5 years	None (31)	Formal (39)	Extension (15)	Extension and Formal (27)	Total (112)
I. Strength and skill					
Walker	1	1			2
Bicycle	4	10	3	6	23
Scooter		2		1	3
Tobaggan				1	1
Skis	2	1	1	1	5
Skates	5	1	3	2	11
Sled	3	1	2	3	9
Soap set	1			1	2
Marbles	1	1	1	1	4
Jumping rope		1			1
Balls	7	13	1	2	23
Rocking horse	4	2		1	7
Gym set				1	1
Rattle	6	6	2	3	17
Teething ring	1				1
Baby swing			1		1
Bat		3		1	4
Wheelbarrow		2		3	5
Jumper			1		1
Rubber toys	3	3	1	2	9
Ping pong set				1	1
Totals	38	47	16	30	131

6 A. Number of Times Toy Purchases Occur According to Home Economics Training of the Mother, continued.

Toys	None (31)	Formal (39)	Extension (15)	Extension and Formal (27)	Total (112)
II. Constructive and creative play					
Tinker toys	1	5	1	5	12
Pounding set		2			2
Blocks	7	8		7	22
Airplane	1	2		1	4
Sand toys	2	2		1	5
Bead set		2		1	3
Crayons	1			2	3
Tool set				1	1
Totals	12	21	1	18	52
III. Social development					
Dolls	18	17	9	9	53
Paper dolls		1	1		2
Chinese checkers	2	1	1	2	6
Table and chairs	2	3	2		7
Wagon	7	11	5	3	26
Playhouse equipment	7	9	4	8	28
Totals	36	42	22	22	122

6 A. Number of Times Toy Purchases Occur According to Home Economic Training of the Mother, continued.

Toys	None (31)	Formal (39)	Extension (15)	Extension and Formal (27)	Total (112)
IV. Dramatic and imitative play					
Stuffed animals	9	10	4	3	26
Doll buggy	3	5	3	4	15
Cars, trucks, tanks	8	9	6	3	26
Tractor	4	5	2	4	15
Farm equipment	1	1			2
Guns	3	3	3	1	10
Flashlight			1	1	2
Ball mitt	1	1			2
Windmill	2	1		1	4
Train	1	3	3	2	9
Trailer		1			1
Balloons			1	1	2
Comb and brush set			1		1
Mechanical toys	2	3	2	1	8
Shovels			2	3	5
Telephone		1			1
Totals	34	43	28	24	129

6 A. Number of Times Toy Purchases Occur According to Home Economic Training of the Mother, continued.

Toys	None (31)	Formal (39)	Extension (15)	Extension and Formal (27)	Total (112)
V. Artistic					
Mouthorgan		1	1	1	3
Drum		1	1		2
Crayons	1			2	3
Totals	1	2	2	3	8
VI. Stimulate knowledge					
Games	1			2	3
Desk	1	2		1	4
Puzzles				1	1
Typewriter	1	1			2
Printing set				1	1
Totals	3	3		5	11
VII. Science and mechanics					
Boat	1	1	1		3
Totals	1	1	1		3

6 A. Number of Times Toy Purchases Occur According to Home Economic Training of the Mother, continued

5 to 16 years Toys	None (39)	Formal (24)	Extension (30)	Extension and Formal (17)	Total (110)
I. Strength and skill					
Skis	3		3	3	9
Sled	6	4	6	3	19
Skates	12	8	10	6	36
Archery equipment	2		1		3
Wheelbarrow	1	1			2
Balls	10	3	6	4	23
Bat	3	2	1	3	9
Scooter	1				1
Bicycle	7	5	8	6	26
Table tennis set			3		3
Baton	1				1
Rattle	1		1		2
Marbles		1			1
Totals	47	24	39	25	135
II. Constructive and creative play					
Airplane	3	3	3	2	11
Blocks	3	2	1		6
Tinker toys	2	1	1	1	5
Building logs	3		1	3	7
Work bench		2		1	3
Peg board	1			1	2

6 A. Number of Times Toy Purchases Occur According to Home Economic Training of the Mother, continued

Toys	None (39)	Formal (24)	Extension (30)	Extension and Formal (17)	Total (110)
Knife	2				2
Hammer	1			1	2
Scissors	1				1
Sand toys	1	2			3
Crayons		1		1	2
Totals	17	11	6	10	44
III. Social development					
Chinese checkers	5	3	7	4	19
Dolls	17	13	6	7	43
Checkers	1	1	2		4
Wagons	5	1	3	4	13
Crequet		3			3
Tea table		1		1	2
Tent			1		1
Totals	28	22	19	16	85
IV. Dramatic and imitative play					
Guns	4	2	3	2	11
Doll buggy	4		2		6
Sewing machine	2	1	1		4
Soldiers	1				1
Cars	5	3	1	1	10

6 A. Number of Times Toy Purchases Occur According to Home Economic Training of the Mother, continued.

Toys	None (39)	Formal (24)	Extension (30)	Extension and Formal (17)	Total (110)
Trucks	6	3		4	13
Engines	1				1
Cooking equipment	3	1	6		10
Rocking chair			1		1
Shovel	1	3	1	1	6
Train	4	4	3	2	13
Ring	2	1			3
Doll house	1		2		3
Stuffed animals	4	4	1	3	12
Mechanical toys		1			1
Tractor	1	4	1	1	7
Telephone	1		1		2
Totals	40	27	23	14	104
V. Artistic					
Camera	1	1			2
Musical instrument	2	3	2		7
Paints	3	1	1		5
Totals	6	5	3		14
VI. Stimulate knowledge					
Games	7	4		6	17
Puzzles	3		1	1	5
Motion pictures			2		

6 A. Number of Times Toy Purchases Occur According to Home Economic Training of the Mother, continued

Toys	None (39)	Formal (24)	Extension (30)	Extension and Formal (17)	Total (110)
Desk	2			1	3
Blackboard	1				1
Typewriter		1	1		2
Printing set		1		1	2
Totals	13	6	4	9	32
VII. Science and mechanics					
Compass		1			1
Reflectoscope			1		1
Microscope		1			1
Boat	1	1			2
Totals	1	3	1		5

7 A. Number of Times Toy Purchases Occur According to Family Size

Toys	Birth to 5 years 1 (29)	2 - 3 - 4 (68)	5 - 6 - 7 (13)	8 or more (2)	Total (112)
I. Strength and skill					
Walker	1		1		2
Bicycle	5	17	1		23
Scooter		3			3
Tobaggan			1		1
Skis		4	1		5
Skates		7	4		11
Sled		6	3		9
Soap set		2			2
Marbles		3	1		4
Jumping rope		1			1
Balls	7	12	3	1	23
Rocking horse	3	2	2		7
Gym set		1			1
Rattle	8	7	2		17
Teething ring	1				1
Baby swing		1			1
Bat		4			4
Wheelbarrow	2	3			5
Jumper			1		1
Rubber toys	1	6	2		9
Ping pong set		1			1
Tables	28	80	22	1	131

7 A. Number of Times Toy Purchases Occur According to Family Size, continued.

Toys	1 (29)	2 - 3 - 4 (68)	5 - 6 - 7 (13)	8 or more (2)	Total (112)
II. Constructive and creative play					
Tinker toys	4	5	2	1	12
Pounding set		2			2
Blocks	5	15	2		22
Airplane		4			4
Sand toys	1	4			5
Bead set	1	2			3
Crayons		2	1		3
Tool set		1			1
Totals	11	35	5	1	52
III. Social development					
Dolls	13	31	8	1	53
Paper dolls	1	1			2
Chinese checkers		4	2		6
Table and chairs	2	4	1		7
Wagon	5	16	4	1	26
Playhouse equipment	4	21	2	1	28
Totals	25	77	17	3	122
IV. Dramatic and imitative play					
Stuffed animals	10	10	4	2	26
Doll buggy	5	10			15
Cars, trucks, tanks	6	17	2	1	26

7 A. Number of Times Toy Purchases Occur According to Family Size, continued

Toys	1 (29)	2 - 3 - 4 (68)	5 - 6 - 7 (13)	8 or more (2)	Total (112)
Tractor	1	9	3	2	15
Farm equipment		1	1		2
Guns		10			10
Flashlight	1	1			2
Ball mitt		1	1		2
Windmill	3	1			4
Train	1	7		1	9
Trailer		1			1
Balloons		2			2
Comb and brush set		1			1
Mechanical toys	4	2	2		8
Shovels	1	4			5
Telephone		1			1
Totals	32	78	13	6	129
V. Artistic					
Mouthorgan	1	2			3
Drum	1		1		2
Crayons		2	1		3
Totals	2	4	2		8
VI. Stimulate knowledge					
Games		2	1		3
Desk		4			4
Puzzles		1			1

7 A. Number of Times Toy Purchases Occur According to Family Size, continued

Toys	1 (29)	2 - 3 - 4 (68)	5 - 6 - 7 (13)	8 or more (2)	Total (112)
Typewriter		1	1		2
Printing set		1			1
Totals		9	2		11
VII. Science and mechanics					
Boat		3			3
Totals		3			3

7 A. Number of Times Toy Purchases Occur According to Family Size, continued

5 to 16 years Toys	1 (20)	2 - 3 - 4 (74)	5 - 6 - 7 (12)	8 or more (4)	Total (110)
I. Strength and skill					
Skis	1	7		1	9
Sled	3	12	3	1	19
Skates	8	24	3	1	36
Archery equipment		2	1		3
Wheelbarrow		2			2
Balls	1	17	4	1	23
Bat		7	2		9
Skooter	1				1
Bicycle	4	18	3	1	26
Table tennis		2	1		3
Baton		1			1
Rattle		1	1		2
Marbles		1			
Totals	18	94	18	5	135
II. Constructive and creative play					
Airplane	2	9			11
Blocks	1	3	1	1	6
Tinker toys	2	2		1	5
Building logs	3	4			7
Work bench	1	2			3
Peg board		2			2
Knife		1	1		2
Hammer		2			2

7 A. Number of Times Toy Purchases Occur According to Family Size, continued.

Toys	1 (20)	2 - 3 - 4 (74)	5 - 6 - 7 (12)	8 or more (4)	Total (110)
Scissors		1			1
Sand toys		3			3
Crayons		1	1		2
Totals	9	30	3	2	44
III. Social development					
Chinese checkers	5	10	3	1	19
Dolls	5	25	5	8	43
Checkers		2	2		4
Wagon	1	9	1	2	13
Croquet		2	1		3
Tea table		1	1		2
Tent		1			1
Totals	11	50	13	11	85
IV. Dramatic and imitative play					
Guns	1	8	2		11
Doll buggy		4	1	1	6
Sewing machine	2	1	1		4
Soldiers	1				1
Cars		7	3		10
Trucks	2	7	2	2	13
Engines		1			1
Cooking equipment	1	7	2		10
Rocking chair			1		1

7 A. Number of Times Toy Purchases Occur According to Family Size, continued

Toys	1 (20)	2 - 3 - 4 (74)	5 - 6 - 7 (12)	8 or more (4)	Total (110)
Shovel		5	1		6
Train	3	7	3		13
Ring	1	2			3
Doll house	2	1			3
Stuffed animals	1	8	2	1	12
Mechanical toys		1			1
Tractors		5	2		7
Telephone				2	2
Totals	14	64	20	6	104
V. Artistic					
Camera	1	1			2
Musical instruments	1	3	2	1	7
Paints	2	2	1		5
Totals	4	6	3	1	14
VI. Stimulate knowledge					
Games	2	14	1		17
Puzzles	2	2	1		5
Motion pictures	1	1			2
Desk		3			3
Blackboards		1			1
Typewriter	1	1			2
Printing set		2			2
Totals	6	24	2		32

7 A. Number of Times Toy Purchases Occur According to Family Size, continued.

Toys	1 (20)	2 - 3 - 4 (74)	5 - 6 - 7 (12)	8 or more (4)	Total (110)
VII. Science and mechanics					
Compass	1				1
Reflectoscope	1				1
Microscope	1				1
Boat		2			2
Totals	3	2			5

8 A. Purchasing of Household Furnishings by Economic Levels

Purchases	0 to 5 years				5 to 16 years			
	Low (33)	Medium (44)	Comfort (35)	Total (112)	Low (36)	Medium (36)	Comfort (38)	Total (110)
Linoleum rug	4	6	3	13	1	2	1	4
Rug	2		3	5	3	1	6	10
Radio	1			1				
Beds	2	1	1	4		2	1	3
Studio		3	1	4	1			1
Davenport			3	3		4	4	8
Dishes	1	1		2	2	2	1	5
Slipcovers			4	4				
Curtains		2	2	4				
Chairs	2	1	3	6	2		3	5
Table			1	1				
Maple furniture		2		2				
Oilcloth			1	1	1			1
Refrigerator	1			1				
Buffet	1			1				
Chest		1		1				
Stove						1		1
Blankets						1		1
Lamps						1		1
Totals	14	17	22	53	10	14	16	40

9 A. Purchasing of Household Furnishings According to Residence

Purchases	0 to 5 years				5 to 16 years			
	Farm (50)	Village (26)	Town (36)	Total (112	Farm (50)	Village (23)	Town (37)	Total (110)
Linoleum rug	7	2	4	13	2		2	4
Rug	2	2	1	5	4	2	4	10
Radio		1		1				
Beds	2	1	1	4	1	1	1	3
Davenport		2	1	3	4	1	3	8
Studio couch	2		2	4		1		1
Dishes	1		1	2	2	1	2	5
Slip covers		2	2	4				
Curtains	1	2	1	4				
Blanket							1	1
Lamps					1			1
Chairs	2	3	2	7	2	1	2	5
Table		1		1				
Maple furniture		1		1				
Oilcloth			1	1			1	1
Chest			1	1				
Buffet	1			1				
Refrigerator	1			1				
Electric stove							1	1
Totals	19	17	17	53	16	7	17	40

10 A. Purchashing of Household Furnishings as Related to Parental Education

Purchases	0 to 5 years					5 to 16 years				
	8 or below (12)	8.5 - 12 (58)	12.5 - 16 (34)	16.5 or above (8)	Total (112)	8 or below (26)	8.5 - 12 (52)	12.5 - 16 (29)	16.5 or above (3)	Total (110)
Linoleum rug	1	6	5	1	13		4			4
Rug	1	1	2	1	5	2	4	4		10
Radio		1			1					
Beds		2	1	1	4	1		2		3
Studio Couch		1	2	1	4		1			1
Davenport			2	1	3	2	5	1		8
Dishes	1	1			2		5			5
Slipcovers			3	1	4					
Curtains		1	3		4					
Chairs		2	2	3	7	2	2	1		5
Table				1	1					
Maple furniture				1	1					
Oilcloth				1	1		1			1
Buffet		1			1					
Refrigerator		1			1					
Chest				1	1					
Lamps							1			
Blanket							1			1
Electric stove							1			1
Totals	3	17	20	13	53	7	25	8		40

11 A. Purchasing of Household Furnishings in Relation to the Home Economics Training of the Mother

Purchases	0 to 5 years					5 to 16 years				
	None (31)	Formal (39)	Extension (15)	Extension and Formal (27)	Total (112)	None	Formal (39)	Extension (24)	Extension and Formal (17)	Total (110)
Linoleum rug	2	6	1	4	13	2			2	4
Rug	1	2	1	1	5	3	3	3	1	10
Radio	1				1					
Beds		3		1	4	1	1		1	3
Studio couch		3	1		4	1				1
Davenport		2	1		3	3	2	3		8
Dishes	1		1		2	4	1			5
Slipcovers		2		2	4					
Curtains		2		2	4					
Chairs	1	3	1	2	7	3	2			5
Table		1			1					
Maple furniture		1			1					
Oilcloth		1			1	1				1
Buffet	1				1					
Refrigerator		1			1					
Chest				1						
Lamps									1	1
Blanket						1				1
Electric stove						1				1
Totals	7	27	6	13	53	20	9	6	5	40

12 A. Purchasing of Household Furnishings According to Family Size

Purchases	0 to 5 years					6 to 16 years				
	1 (29)	2 - 3 - 4 (68)	5 - 6 - 7 (13)	8 or more (2)	Total (112)	1 (20)	2 - 3 - 4 (74)	5 - 6 - 7 (12)	8 or more (4)	Total (110)
Linoleum rug		11	2		13		3		1	4
Rug		4	1		5	2	6	1	1	10
Radio			1		1					
Beds	2	2			4		2	1		3
Studio couch		4			4			1		1
Davenport		3			3	1	5	1	1	8
Dishes		2			2			3	2	5
Slipcovers		4			4					
Curtains		4			4					
Chairs	1	4	2		7			3	2	5
Table		1			1					
Maple furniture		1			1					
Oilcloth		1			1				1	1
Buffet		1			1					
Refrigerator		1			1					
Chest	1				1					
Lamps							1			1
Blanket							1			1
Electric stove									1	1
Totals	4	43	6		53	3	24	9	4	40

13 A. Magazine Purchases By Economic Level Groups

Magazines	0 to 5 years				5 to 16 years			
	Low (33)	Medium (44)	Comfort (35)	Total (112)	Low (36)	Medium (36)	Comfort (38)	Total (110)
Child Life		2	1	3		1	3	4
Scouting	1			1			2	2
American Girl		1		1		1	3	4
Children's Activities			1	1	1		1	2
Jack and Jil			3	3			4	4
Boys Life		1		1		2	6	8
American Boy	1			1		1	1	2
Open Road for Boys						1	2	3
Wee Wisdom							2	2
Youths Companion							1	1
Little Friend						1		1
Heroes for Boys						1		1
Totals	2	4	5	11	1	8	25	34

14 A. Magazine Purchases by Residence Groups

Magazines	0 to 5 years				5 to 16 years			
	Farm (50)	Village (26)	Town (36)	Total (112)	Farm (50)	Village (23)	Town (37)	Total (110)
Child Life	1	2		3		1	3	4
Scouting		1		1			2	2
American Girl	1			1		1	3	4
Children's Activities			1	1	1	1		2
Jack and Jill	1	2		3	3	1		4
Boys Life		1		1	1	3	4	8
American Boy	1			1	1			1
Open Road for Boys						2	2	4
Wee Wisdom							2	2
Youths Companion							1	1
Little Friend					1			1
Heroes for Boys							1	1
Totals	4	6	1	11	7	9	17	34

15 A. Magazine Purchases as Related to the Average Years of Parental Education

Magazines	0 to 5 years					5 to 16 years				
	8 or below (12)	8.5-12 (58)	12.5-16 (34)	16.5 or above (8)	Total (112)	8 or below (26)	8.5-12 (52)	12.5-16 (29)	16.5 or above (3)	Total (110)
Child Life		2		1	3		1	3		4
Scouting		1			1			2		2
American Girl			1		1			4		4
Children's Activities		1			1		1		1	2
Jack and Jill	1		2		3	1		1	2	4
Boys Life			1		1	2	2	4		8
American Boy			1		1		1			1
Open Road for Boys								4		4
Wee Wisdom								2		2
Youths Companion								1		1
Little Friend								1		1
Heroes for Boys							1			1
Totals	1	4	5	1	11	3	6	22	3	34

16 A. Magazine Purchases According to the Mother's Home Economics Training

Magazines	0 to 5 years					5 to 16 years				
	None (31)	Formal (39)	Extension (15)	Extension and Formal (27)	Total (112)	None (39)	Formal (24)	Extension (30)	Extension and Formal (17)	Total (110)
Child Life		2	1		3	1		1	2	4
Scouting	1				1		1		1	2
American Girl			1		1		2	1	1	4
Children's Activities	1				1		1		1	2
Jack and Jill	2			1	3			2	2	4
Boys Life		1			1	2		4	2	8
American Boy				1	1	1				1
Open Road for Boys								2	2	4
Wee Wisdom						1	1			2
Youths Companion						1				1
Little Friend									1	1
Heroes for Boys									1	1
Totals	4	3	2	2	11	6	5	10	13	34

17 A. Magazine Purchases by Family Size Groups

Purchases	0 to 5 years					5 to 16 years				
	1 (29)	2 - 3 - 4 (68)	5 - 6 - 7 (13)	8 or more (2)	Total (112)	1 (20)	2 - 3 - 4 (74)	5 - 6 - 7 (12)	8 or more (4)	Total (110)
Child Life		2	1		3		4			4
Scouting			1		1	1	1			2
American Girl		1			1	1	3			4
Children's Activities			1		1		2			2
Jack and Jill		2	1		3	2	2			4
Boys Life		1			1	2	6			8
American Boy		1			1		1			1
Open Road for Boys						2	2			4
Wee Wisdom							2			2
Youths Companion							1			1
Little Friend							1			1
Heroes for Boys							1			1
Totals		7	4		11	8	26			34

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