OCCURRENCE AND QUALITY OF INFORMATION CONCERNING GUIDANCE OF THE PRE-ADOLESCENT (9-11 YEARS) IN GUIDANCE COLUMNS DISTRIBUTED BY NEWSPAPER SYNDICATES

by

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INTRODUCTION

Pre-adolescence, the years from nine to eleven, is a developmental period during which the foundations are being laid to meet the problems and adjustments required of the adolescent. Pre-adolescence is unique in that the child is aware of his need for independence from his parents but at the same time is dependent on his parents for help in achieving this independence. It is vital to the child's growth that parents be helped to grow into their new roles realizing the child's need for freedom and at the same time accepting the child's failures to handle freedom wisely as part of the growth experience.

However, the vital period of pre-adolescence is often only lightly touched upon by popular writers in the field. Syndicated columns in many U. S. newspapers discuss problems facing parents of younger children and of adolescents, often ignoring the nine to eleven year-old or including the nine and ten year-olds in a discussion of late childhood and the eleven year-old in a discussion of early adolescence.

The apparent lack of popular writing relating to the nine to eleven year age group posed the question of how much information is made available specifically to parents of pre-adolescents and how sound the information is in relation to current research in the field.

REVIEW OF LITERATURE

> Much has been learned in recent years about child training--about how to build healthy minds as well as strong bodies. But if that knowledge is locked away in clinics, child guidance institutes, and university laboratories, it will not be reflected later in the lives of young adults. The next generation will be

> just as aggressive as this one. They may find it just as hard to live at peace with one another. Cooperation, conciliation, compromise, group judgments and group self control may be as difficult to achieve. Mental hospitals may be as overburdened, the trade may be just as brisk in remedies for indigestion, nervous headache, and other forms of psychosomatic ills[1]. p. 74 Van de Water.

Van de Water[1] 1948 pp. 67-75, proceeded to discuss the problems faced by journalists writing in the field of child development. The lack of popular articles on child development at that time prompted Van de Water to outline some rules for writers in the area. Seven rules were then, and are now, basic to good journalistic style. In summary, the rules are:

1. Don't write down to the reader.
2. Write as if you were talking to your best friend.
3. Have your audience in mind.
4. Be clear and concise--don't try for a popular style.
5. Use imagination--picture words to share thoughts, feelings, interests, and emotions.
6. Start the story with the very first word. Don't use warming up phrases such as "In conclusion let me say that. . . .".
7. Keep it short.

Ojemann[2] 1948 pp. 76-92, conducted a study of child development articles printed in selected magazines and newspapers. The study, covering samples from a forty-year period (1908-48) analyzed the articles for length, developmental area covered, number and per cent using illustrations, and scientific soundness. Ojemann also considered how well each author stayed with one subject in the article and whether the author recognized the complexity of causes influencing child behavior. The study considered all areas of child development and all age groups.

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[1]Van de Water, Marjorie. "Problems Faced by a Writer in Communicating Research Findings in Child Development". Child Development, 19, 1948. pp. 67-75.

[2]Ojemann, Ralph and Associates. "A Functional Analysis of Child Development Material in Current Newspapers and Magazines". Child Development, 19, 1948. pp. 76-92.

In summary, the seven conclusions reached by Ojemann were:

1. The length of the articles varied considerably but the average was 1,200 words. The study showed a trend in the last 40 years toward shorter articles and a tendency for the variability in length to decrease.

2. Articles in metropolitan dailies averaged between 350 and 450 words in length.

3. Articles in both magazines and newspapers covered a wide range of topics.

4. Publishers recognized the importance of a scientific basis for their materials. The scientific soundness of the contributions, while not yet complete, showed encouraging improvement in the 40 year period.

5. One problem at that time seemed to be vagueness, a serious limitation to the usefulness of most of the material.

6. Another problem at that time was failure to adopt an analytical approach to developmental problems and failure to recognize and describe effective methods of dealing with the differential causes of behavior and differential rates of development.

7. Publishers, especially of monthly magazines, had developed attractive methods of displaying materials.

Pollock[1], pp. 179-218, conducted a study of the validity of current periodical and serial literature on child development. She developed an intensive scoring system to rate the soundness of the columns and articles. Detailed lists of guidance principles were compiled from the journals of research in the field. The list included principles relating to problems of eating, sleeping, elimination, play, and discipline. Each article was cataloged as to the topic it discussed and was rated according

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[1]Pollock, Josephine. "A Study of the Validity of Current Periodical and Serial Literature on Child Study". Studies in Child Welfare. University of Iowa. Vol. 7-8. pp 179-218.

to the guidance principles considered best at that time. The scoring system was based on a three point scale of 1) agree; 2) disagree with proof; and 3) disagree without proof.

Pollock's system of rating articles was too detailed for use in this study. The reason for describing her study was to show the origin of Ojemann's conclusion concerning the increased soundness of child development articles over the 40 year period. Ojemann referred to this score in his discussion and used it to rate the soundness of his articles but never described the process in detail.

Sears[1], 1948 pp. 24-34, discussed the problems faced by persons with a social or professional responsibility for the welfare of American children. Sears argued that some way must be found to stabilize the techniques and ideals used in rearing children. In asking for stabilization of ideals, Sears realized new research would alter ideals, and in many instances traditional methods of guidance would have to be modified or adjusted to newly discovered facts. Sears stated the problem of the mass communicator as one of teaching new child rearing methods to all the diverse groups composing the American society.

One teaching method Sears discussed was the dissemination of child development information through the newspapers. p. 29.

> The majority of daily papers carry some syndicated column providing information and instruction on child training. The quality of these is much more variable than the quality of the women's magazine articles. A larger proportion of them is of low quality, and in many

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[1]Sears, Robert. "Radio and Journalism in the Dissemination of Child Development Information". Child Development, 19, 1948. pp 25-34.

> instances there is no evidence that the authors have any sound professional standing as authorities in these fields.

Sears realized the need for writers trained in the field of child development, who have professional experience and who could write clearly and concisely about the problems as well.

In discussing the lack of articles based on research in popular magazines, Brieland[1], 1957, p. 63, said:

> This review is not the preface to an argument that reporting research findings is the primary purpose of parent education materials. With the efforts expanded in research it is worthwhile to see how little research evidence is reported in popular literature in topics other than child health, particularly when presentation of research findings has been considered characteristic of parent education. Only 16 out of 185 articles in the child care section of Parent's Magazine mentioned research and in the National Parent-Teacher, four out of 60 did so.

Brieland, p. 64, mentioned six possible reasons for the lack of research coverage in popular articles. In summary he said that many of the problems being studied by researchers were not of particular interest to parents because normative descriptive problems had been replaced by emphasis on individual differences; clinical research on disturbed children was not of interest to parents who considered their children normal; the scientific vocabulary was a barrier; research studies often contradicted each other and parents asked, "How can the experts reverse? Why can't they give us the answers?"; "guineapigism" was suspected.

Brieland, 1957, emphasized parents needed help in child rearing but pointed out that information about child guidance has specific value only if it reaches the parent before the problems arise. In cases of serious

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[1]Brieland, Donald. "Uses of Research in Recent Popular Parent Education Literature". Marriage and Family Living. February, 1957. 49: 60-67.

disturbance problems, Brieland stated it was better for the popular writer to discuss professional resources available to parents rather than to attempt to offer a pat solution. Brieland also suggested writers present ideas in their roles as successful parents rather than as scientists.

In discussing where parents go for help in solving guidance problems, Littman, Curry, and Pierce-Jones[1], 1957, pp. 3, 5, and 6, used the results of an open-end interview with more than 200 parents in Eugene, Oregon. The authors asked questions concerning written media to find the needs of parents in meeting guidance problems and the source they used or would use to answer their questions. The results of the study indicated that although teachers and newspapers were mentioned by parents as one main source of guidance aid, other sources, such as the family physician ranked higher on the list. Thirty per cent of the persons questioned preferred their physician as a source of guidance aid, whereas 25 per cent preferred communications media. In stating which named authority was the most helpful forty-two percent preferred physicians and 20 per cent preferred communications. In naming the least helpful authority, 44 per cent chose friends and relatives, and 41 per cent chose communications media. In pointing out this paradox, the authors offered no conclusion as to why the communications media ranked second most helpful and second least helpful.

Albertson[2], 1944, conducted one of the first studies of popular writing in the field of child development. She analyzed Good Housekeeping

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[1]Littman, Richard A., John Curry and John Pierce-Jones. "Where Parents Go For Help". The Coordinator. Oregon Coordinating Council on Social Hygiene and Family Life. September 1957. 6: 3-9.

[2]Albertson, Myrtle Marie. "A Study of Child Care Material in Popular Home Magazines". Master's Thesis, State University of Iowa. 1944. 89 p.

and Ladies Home Journal articles on child development for the 40 year period from 1902 - 1942. In general Albertson's three conclusions were the average number of words per article decreased, (p. 11) in the 40 year period; on the average, the number of articles based on scientific authority increased whereas the number of articles based on personal experience and opinion decreased; and the magazine editors recognized the need to maintain a regular staff of writers in the child development field.

> The editors of these popular magazines have an opportunity to act as middlemen between the authority on child care and the parents who need reliable information. Therefore, they must be alert to reader's interests and needs. To adequately render complete service they should offer a balanced authoritative content of monthly features plus supplementary services and publications.
>
> Popular magazines will need more and more trained personnel if they are to continue to improve their program of education for parenthood. Colleges and universities should act upon realization that one of the greatest potentials for adult education is through the training of individuals who can effectively pass their knowledge on to the public, and should train a few graduates in the communication of child care material to popular audiences. p.36-38 (two tables in between)

In a recent article discussing the handling of Scientific Information, p. 1922, Brownson[1] quotes Bush as saying

> There is a growing mountain of research. But there is increased evidence that we are being bogged down today as specialization extends. The investigator is staggered by the findings and conclusions of thousands of other workers— conclusions which he cannot find time to grasp, much less to remember, as they appear. Yet specialization becomes increasingly necessary for progress, and the effort to bridge between disciplines is correspondingly superficial.

The article goes on to discuss the necessity of finding some method of utilizing the results of scientific research that are stored in libraries

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[1]Brownson, Helen L. "Research on Handling Scientific Information". Science, Journal of the American Association for the Advancement of Science. Vol. 132. pp. 1922-1931.

and file cabinets and are lost to the scientist and the lay person alike. The authors discussed methods of publishing and coding data so it will be available for general use by scientists and by those interested in making the information available to the public.

CHARACTERISTICS OF THE 9-11 YEAR OLD

A discussion of the pre-adolescent's characteristics is included in this paper for the purpose of illustrating the problems faced by parents of this age group. Authors often discuss problems faced by parents of exceptional children, however, they also need to give guidance for the handling of normal children. The growth pattern of the pre-adolescent suggests the areas in which guidance articles would be most helpful.

Gesell[1] presented a clear picture of the 9-11 year old child. However, Gesell tended to create a hypothetical child that could not possibly exist. In using Gesell's writing as a reference one must be careful not to use it as a cookbook for developing perfect children. However, Gesell is a good source for the parent to use in developing child rearing goals.

Physical Needs

In the area of physical needs Gesell, p. 200, pointed out that the 9-11 year-old needs outlets for energy and aggressiveness in group activity and needs help and encouragement from adults in finding socially acceptable ways of channeling excess energy and aggressive feelings. Gesell suggested

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[1]Gesell, Arnold, Ilg. The Child From Five to Ten. Harper and Bros. New York. 1946. 452 pp.

this need be satisfied by assigning jobs around the house and by encouraging participation in active sports.

The 9-11 year-old has a good appetite, Gesell[1] p. 198, but has positive food likes and dislikes.

The rate of change in physical growth slows down from the rapid spurts of the 6 to 9 year-old, but with girls, the rate of change increases with the onset of puberty at about 11 years of age. Eleven year-old girls begin to outstrip the boys in height and weight.

Strang[2], 1953 p. 135, discussed the 9-11 year-old under the broad heading of "Late Childhood (Six to Twelve Years)". She described the child of this age as having a spindly colt-like appearance.

> During this time the nose also enlarges and acquires more shape, owing to the development of the cartilage framework. This helps to eliminate the facial expression of a young child. The trunk elongates and becomes slimmer. There is approximately 50 per cent increase in body length at this time. By the age of eight years, the arms and legs are nearly 50 per cent longer than they were at two years and are very thin with no marked development in the musculature. This is responsible for the spindly, all-arms, all-legs look of the older child. The hands and feet grow very slowly in late childhood.

Social Adjustment

Characteristic of this age is the use of slang and swear words and secret language such as pig-latin, Opish, and Tut-A-Hash. (Strang[2] p. 139)

> Girls use secret language more frequently than do boys. From ten years of age until early adolescence is the peak of the secret-language age, though most children start to use secret language in some form from the time they enter the third grade.

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[1]Gesell, Arnold, Ilg. The Child From Five to Ten. Harper and Bros. New York. 1946. 452pp.

[2]Strang, Ruth. An Introduction to Child Study. MacMillan. New York. 1959. 543pp.

Topics of conversation concentrate, according to Strang, on outside interests indicating a reduction of the egocentricity characteristic of the younger child. However, Strang p. 141:

> When the older child talks about himself, it is usually in the form of boasting. Unlike the younger child, he boasts less about material possessions than about his skill and strength in games. Boasting..... is very common between the ages of nine and twelve years, especially among boys. The older child also likes to criticize and make fun of people..... Questions, answers, commands, and directions are other common categories of the older child's speech.

Socially there is strong sex differentiation among nine to eleven year-olds. This is characterized by a strong identification with members of the same sex and a corresponding overt antagonism toward the opposite sex.

The nine to eleven year-old shows a marked tendency to reject adult standards by refusing to wash, balking at bedtime, dressing sloppily, and continuing to practice poor table manners although he is aware of what constitutes good manners.

Nine and ten year-olds are usually co-operative about doing jobs around the house but have to be reminded. Their short attention span shows in that they are quickly bored. One method of handling this problem is to offer the child a variety of daily tasks from which he may choose. Gesell[1] p. 51. The eleven year-old is harder to handle than the nine to ten year-olds. Gesell, p. 83.

> Eleven not only hates work but he resists doing it and acts badly when required to help. His energies are spent in seeing what he can get away with, how he can trick his mother into thinking he has done something he has failed to do.

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[1]Gesell, Arnold Ilg. Youth, the Years from Ten to Sixteen. Harper and Bros. New York. 1956. 452pp.

> Even compromise or bargaining may not work well with eleven. If he carries out a task, he is apt to give it his own truculent or unreasonable twist.

The peer society or gang standards are more important to the child than adult standards. This shows up in his lack of willingness to take baths and his attachment to well-worm clothes that look like what everyone else is wearing. The "gangism" will often carry over to moral standards, and the nine to eleven year-old needs help in distinguishing right from wrong. Gesell[1] p. 472. Between nine and eleven there is progressively less response to reason. By the time the child reaches eleven he may argue for the sake of arguing.

The critical attitude of the eleven year-old is in contrast to the nine year old's enjoyment of school, Gesell[2] p. 208:

> Nine is interested in achieving in his school subjects, and likes to be graded in them. He is anxious for good marks and works for them. He can be discouraged by failure. There is considerable competition with others and he may show resentment if surpassed by one who is close to him in achievement, or he may be impatient with a duller classmate. When failing he usually needs individual attention rather than isolation. He also often competes better as a member of a group than as an individual.

Emotional Needs

Emotional needs of the nine to eleven age group tie in with emotional needs of children of all ages. Highest on the list is the need for acceptance as an integral part of the family and the knowledge that his place in the group is not dependent on his "goodness" or "badness".

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[1]Gesell, Arnold, Ilg. Youth, the Years from Ten to Sixteen. Harper and Bros. New York. 1956. 452pp.

[2]Gesell, Arnold, Ilg. The Child From Five to Ten. Harper and Bros. New York. 1946. 452pp.

The sense of security is important to every area of the child's development. Security must also extend into the area of discipline. The child should know that a particular action will bring a certain consequence.

Children in this age level are not emotionally mature enough to control their feelings. They handle unpleasant situations with outbursts of temper, yelling, or pouting. In discussing this problem in relation to the eleven year-old, Gesell[1] points out, p. 88:

> It is important for the parent not to stir up these uncertain depths. Better not to try too hard to point out the child's extreme rudeness and discourtesy toward his elders (and his contemporaries) but rather to work out ways and means to bridge the difficulties of interrelationships.

This is in contrast to the ten year-old who "has reached the happy state of being casually sure of himself, of being content in himself". Gesell, p. 53. His bursts of temper tend to be violent but he returns to normal in a short time. Gesell, p. 41.

Between the ages of 10 and 12 years, the child shows the highest degree of emotionality caused, according to Strang, "partly by an excess of energy resulting from slow physical growth, partly from physical well-being, and partly from the social restraints on the child's behavior which cause him to literally, 'burst with energy' at times". Gesell, p. 142.

Strang[2], p. 142, pointed out that this is the "gang age" when the child develops from the self-centeredness of early childhood into a cooperative contributing member of his peer group.

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[1]Gesell, Arnold Ilg. Youth, the Years from Ten to Sixteen. Harper and Bros. New York. 1956. 452 pp.

[2]Strang, Ruth. An Introduction to Child Study. MacMillan. New York. 1959. 543 pp.

Intellectual Development

Intellectually, the nine to eleven year-old is able to grasp abstract concepts such as time and space. He relates himself socially and intellectually to his peers. He begins to be aware of adult attitudes toward occupations, socio-economic groups, religions and races, and depending on home and environmental influences, develops attitudes of prejudice toward these groups. The child also becomes aware of moral standards different from those he has been taught at home. Between nine and twelve the child has higher ideals of honesty than he had between six and nine and begins to relate concepts of honesty to different situations. "For example, he learns that stealing is wrong regardless of whether it means stealing money, material possessions, or the work of others. Similarly, the child now regards lying as wrong whether the lie is told to a parent, a teacher, or a classmate, with or without fingers crossed". Strang[1], p. 57.

Intellectually, the nine to eleven year-old is interested in anything and everything, according to Gesell[2], p. 61.

> His difficulty in connecting facts is especially evident in his arithmetic. Even when two facts are pictured out for him, he doesn't see the relationship. And yet he wants to figure out things that have reality for him. He enjoys shopping and the handling of money. And toward the end of the fifth grade he loves the challenge of oral arithmetic. He has his arithmetic facts well in hand and he enjoys the exercise of putting them to use in a long strung-out problem of a fluid step-to-step movement. (5+6-2+3x5=?)

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[1]Strang, Ruth. An Introduction to Child Study. MacMillan. New York. 1959. 543 pp.

[2]Gesell, Arnold, Ilg. Youth, the Years from Ten to Sixteen. Harper and Bros. New York. 1956. 452 pp.

The eager-to-learn 10 year-old becomes "critical, demanding, sharp seeing, and talking eleven". Eleven is restless and needs plenty of opportunity to let off steam. A long time assignment may be successful but the teacher needs to remind the pupils often of the deadline. Gesell[1], p. 99.

> Eleven is keen on competition of any sort. He'll even "work his head off to beat his best friend". A favorite method of competition is for one sex to be against the other. Not only spelling and arithmetic are used for competitive games, but history and other subjects can also be utilized.
>
> One of the eleven year-old's greatest weaknesses is in seeing relationships, and it is obvious that if he doesn't see relationships he won't remember the facts. Often he remembers best if the teacher imparts her knowledge through a story.

Discipline

Discipline becomes increasingly difficult as the child reaches the nine to eleven stage. He needs the sense of security that a certain act will bring certain consequences but discipline is difficult because the child often openly defies parental authority. The child's desire to follow the gang may cause difficulty at home. Strang[2], pp. 158-159.

> In view of the changed attitude and behavior on the part of the child toward his parents, it is not surprising to find a changed attitude on the part of the parents toward the child. When the behavior of parents toward nine-year-olds was compared with their attitudes toward three-year-olds, it was found that parents were less indulgent, less warm and affectionate, more restrictive in their controls, and less intellectually stimulating to the older than to the younger children. While the birth of a younger sibling may be partially responsible for this change, it is also due, in part, to the changed attitude of the child toward his parents and his rebellion against their authority. p. 166.

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[1]Gesell, Arnold, Ilg. Youth, the Years from Ten to Sixteen. Harper and Bros. New York. 1956. 452pp.

[2]Strang, Ruth. An Introduction to Child Study. MacMillan. New York 1959. 543 pp.

PROCEDURE AND METHODS OF COLLECTING DATA

A form letter and questionnaire (Appendix I) were prepared and sent to the syndicates listed in the Editor and Publisher Yearbook (1960) as having issued articles dealing with household subjects. The letter was limited to four short paragraphs so that it would be easily and quickly read. The opening sentence "Does your syndicate issue a child development column?" was used specifically to catch the reader's interest. The letter explained that the departments of journalism and family and child development at Kansas State University were interested in finding out the amount of space devoted to each age group by authors of the various child development columns. The editor of the syndicate was asked to fill in the questionnaire and to send copies of the syndicate's child development column, strip, or cartoon issued during the month of September, 1960. The letter also said the results of the study would be made available to the syndicates through the trade journals and offered to pay for the material if it could not be supplied free of charge.

The name of the syndicate's editor was typed in the greeting of each form letter and the address on the envelope used the name of the editor. The letters were sent air-mail to stimulate a better response. A self-addressed label was included in the letter for return of materials. Neither a return envelope nor stamps were included because there was no way of knowing the size of the forthcoming package and therefore no way of estimating the stamps needed.

The one-page questionnaire (Appendix II) asked for the title of the column, the name of the author, the number of papers running the column,

and the total and Sunday circulation. The editor of the syndicate also was asked to give the educational background of the author, the author's experience pertaining to writing the columns (nursing, social welfare, teaching, etc.), the author's marital status and whether he or she had children. The original questionnaire requested an estimate of the per cent of columns devoted to each age group. This question was deleted because of a belief that the editor would not take time to calculate the percentages. The revised letters and questionnaires were mailed on October 10, 1960.

A follow-up letter and an additional copy of the questionnaire were mailed on November 14, 1960. The questionnaire was not changed. The letter (Appendix III) said the study of child development columns was progressing but to make the study more conclusive, material was needed from all the important syndicates. The rest of the letter was essentially the same as the first one.

Fourteen syndicates responded to the letter. Eleven responded to the first letter and three responded to the follow up letter. Six of the syndicates replied that they issued child development columns (Appendix IV) whereas eight (Appendix IV) said they did not. Copies of September's columns were received without charge from all six of the syndicates issuing child development columns. Twenty-three (Appendix IV) syndicates did not respond at all.

Three syndicates: King Features, Register and Tribune, and United Features; issued two columns each. The eight authors produced a total of 139 columns for the month of September. Nineteen of these columns dealt with the 9-11 year age group. The rest of the columns dealt with age

groups in the following manner: 0 to 5 years - 28; 6 to 8 years - 17; 12 to 20 - 11; no age group designated - 54; and two or more age groups discussed - 10.

ANALYSIS OF DATA

The primary analysis of the columns pertained to style, readability, the areas from which the authors drew their information (psychiatry, psychology, medicine, etc.) and the references to available literature on child guidance cited by the authors in their articles. The academic background or qualifications of the authors and the problems they considered most important or most characteristic of this age level were also considered as factors in rating the validity of the advice found in the columns.

The columns were judged on the basis of style, soundness of advice, and readability. Readability was scored according to the Flesch[1] readability index involving average length of words and sentences (Appendix V). A panel of four was selected to judge (1) the style and (2) the soundness of advice. Two of the panel members were from the field of journalism and two were from the field of child development.

Ojemann's[2] scoring method was used by the judges (Appendix VI).

Ojemann's scoring method provided a basis for content analysis of the articles. In evaluating the effectiveness of newspaper articles, Flesch's system of word counting and averaging sentence lengths did not indicate

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1Flesch, Rudolph, and A. H. Lass. The Way to Write. McGraw-Hill Book Co., Inc. New York. 1955. 461 pp.

2Ojemann, Ralph and Associates. "A Functional Analysis of Child Development Material in Current Newspapers and Magazines". Child Development, 19, 1948. pp. 76-92.

whether or not the author had succeeded in communicating his message to the reader. Ojemann's three scores--on generality, directness, and analytical approach--were not totally satisfactory in that their separate meanings were subject to a variety of interpretations by the judges. However, they provided a method of judging the author's success in communicating with the reader.

Under the directness score, Ojemann gave the highest rating of 1 to any article if its author started out with a well defined problem and discussed that problem explicitly throughout. An article in which the author discussed several problems, shifting between them without clear transition, he gave a rating of 3. He put into the lowest category, 5, any author whose article represented an incoherent exposition, with several problems mixed in and irrelevant material introduced.

Ojemann's ratings under the analytical scores are less easily explained. A 1 rating indicated that recognition was given to diverse causes of behavior. For example, a child who refuses food may be ill or he may not like the taste of the food or he may want attention. A good author would warn the reader of various causes for a particular behavior pattern. A rating of 3 was given an article in which the author alluded to a variety of causes of behavior but gave no illustrations. If diverse causes of behavior were ignored completely the article received a 5 rating.

A rating of 1 for the generality score indicated that the author outlined all the steps necessary for the reader to apply the guidance principle in a given situation. If the author gave a general indication of what should be done but did not outline a definite procedure, the article received a 3 rating. An article in which the author simply pointed out the existence

of a problem but gave no indication of procedure received a 5 rating--for example, an article which merely stated that the 9-11 year-old needs to feel responsible.

The weakness of Ojemann's scoring system was revealed by the diversity of the judges' interpretation of the scoring. However, Ojemann's system provides a more promising approach to evaluation in the mass communications field than does the Flesch system used alone.

Each judge was given a set of score cards. The generality and analytical scores were accompanied by an example of writing that would receive each rating (Appendix VI). An example was not given for the ratings under the directness scores because the categories were believed to be self explanatory.

Each member of the panel was also asked to answer four questions about each article (Appendix VI). The questions were calculated to check the judges' rating of the articles. In giving a rating of 1 for directness, analytical properties, and generality, the judge should also be able to name the topic discussed in the article and list the various points made in the article. The last two questions were asked to find out if the article gave any examples from research or personal experience and if the author cited any references to available literature or gave any indication of the source of material used in the article.

An answer sheet was supplied for each of the 19 articles. Copies of each article were made on the Thermo-fax so that each judge had a complete set. The judges were given one month to score the articles.

A pre-test of the scoring method was run using two child development articles clipped at random from two different newspapers. Each judge was

given copies of the two articles and asked to rate them and answer the questions.

Two of the judges tended to be more lenient in rating the articles. The two were from different departments. In relation to article I (Appendix VII) the only disagreement was found in answering question 3 where only one judge qualified the insert in the article as indicating the case study nature of the article or the source of the reference material for the article.

In an attempt to correct this discrepancy, Question 3 was changed to read, "Any illustration or example given from research or personal experience, i.e. insert indicating case study or wording of the article to indicate author's personal experience".

In rating Article II (Appendix VIII) the judges disagreed on the generality and analytical scores. On the generality score two of the judges rated the article 5 whereas the other two rated the article 3. With the analytical score, three judges rated the article 3 and one judge rated it 1. The disagreement was not considered to be important.

FINDINGS AND INTERPRETATION

The majority of articles scored by the four judges were below average (score of 3) on generality, directness and analytical scores (Table II). In cases where the article received all three ratings under one category the two judges from journalism tended to be more critical of the article and to give it a lower rating than did the judges from family and child development.

Flesch[1] (Appendix V) readability score showed that the average words per article were 481.3; the average number of sentences per 100 words was 5; the average number of words per sentence was 20.25; and the average number of personal words per 100 was fewer than one. One-third of the articles were from 600 to 680 words long. Two of the articles had only 3 sentences per 100 words and hence averaged 33.3 words per sentence. These two articles were written by different authors.

Flesch gave 19 words as an ideal sentence length for newspaper articles. This indicated an average number of five sentences per hundred words which agreed with the findings of this study.

A comparison of the Ojemann and Flesch scoring results, Tables 1 and 2, illustrated some significant differences between the two systems. A judgement of the articles based on Flesch's word count system would have categorized the articles in general as very good or excellent with the exception of articles 5, 11, 13, 17, and 18. Number 5, however, rated among the four highest under the Ojemann system. The remaining three rated highest by Ojemann--1, 3, and 10--would have rated excellent under both systems. The four articles rated exceptionally poor using the Ojemann system were 2, 6, 7, and 8. If word and syllable count were the only criteria considered, these four articles would have received an excellent rating. In the case of these four articles, word count gave no indication of the lack of cohesion and direction. In addition, the word count score does not evaluate the practicality or soundness of the author's suggested guidance.

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[1]Flesch, Rudolph, and A. H. Lass. The Way to Write. McGraw-Hill Book Co., Inc. New York. 1955. 461 pp.

Whereas the word count scoring system provided a structural evaluation of an article, the Ojemann method criticized the more significant area of content. Ojemann has developed a method of determining the value of the ideas introduced in an article. As in any scoring system dealing with personal opinion, its accuracy is questionable. However, content analysis is a necessary step in the direction of more meaningful and realistic evaluation in the field of mass communications.

Table 1. Length, number of words per sentence and number of sentences per hundred words of the nineteen articles studied.

Article	Av. words	sentences/100	w/p/s
1	79	7	14.3
2	381	6	16.6
3	342	5	20
4	461	5	20
5	322	3	33.3
6	422	5	20
7	337	6	16.6
8	414	8	13.5
9	561	5	20
10	600	8	12.5
11	655	4	25
12	598	6	16.6
13	583	4	25
14	680	5	20
15	665	6	16.6
16	615	6	16.6
17	663	3	33.3
18	382	4	25
19	386	5	20

Table 2. Table Showing the Ratings Given the Nineteen Articles by the Four Judges Using Ojemann's Scoring Method

		Directness	Analytical	Generality
Article I	I	1	1	1
	II	1	1	1
	III	1	1	1
	IV	1	3	1
	V	1	1	1
Article II	I	2	3	1
	II	a1 b3	a3 b3	a1 b3
	III	1	5	1
	IV	1	5	3
	V	3	5	3
Article III	I	2		1
	II	1		1
	III	3		
	IV	1	5	1
	V	1		1
Article IV	I	1	1	3
	II	3	1	5
	III	3	3	3
	IV	3	3	5
	V	1	1	5

Table 2. (cont.)

		Directness	Analytical	Generality
Article V	I	2	1	1
	II	1	3	1
	III	1	1	1
	IV	1	1	1
	V	1	3	1
Article VI	I	1	3	3
	II	3	3	5
	III	3	3	5
	IV	1	3	3
	V	5	3	5
Article VII	I	2	5	3
	II	3	3	3
	III	1	5	3
	IV	1	5	1
	V	1	5	1
Article VIII	I	2	3	3
	II	3	5	3
	III	5	3	3
	IV	1	3	1
	V	3	3	3

Table 2. (cont.)

		Directness	Analytical	Generality
Article IX	I	1	1	3
	II	1	3	3
	III	1	3	3
	IV	1	3	3
	V	1	1	1
Article X	I	1	1	1
	II	1	1	1
	III	1	1	1
	IV	1	3	3
	V	1	1	1
Article XI	I	1	3	2
	II	1	1	3
	III	1	1	1
	IV	1	3	5
	V	1	3	1
Article XII	I	1	3	3
	II	1	1	3
	III	1	1	1
	IV	3	3	5
	V	1	1	1

Table 2. (cont.)

		Directness	Analytical	Generality
Article XIII	I	1	3	3
	II	1	3	3
	III	1	3	1
	IV	3	5	5
	V	1		1
Article XIV	I	1	3	1
	II	1	1	3
	III	1	1	1
	IV	3	5	3
	V	1		1
Article XV	I	1	5	2
	II	1	1	1
	III	1	1	1
	IV	1	5	3
	V	1		1
Article XVI	I	1	3	5
	II	1	1	1
	III	1	1	1
	IV	1	5	5
	V	3	3	5

Table 2. (cont.)

		Directness	Analytical	Generality
Article XVII	I	1	5	3
	II	1	1	1
	III	1	1	1
	IV			
	V	1	3	1
Article XVIII	I	2	3	5
	II	1	1	3
	III	1	3	3
	IV	1	1	1
	V	1	3	3
Article XIX	I	2	3	1
	II	1		1
	III	1	1	1
	IV	1 - 3	5 - 5	1 - 5
	V	3		

I, II - Child Development

III, IV, V - Journalism

The nineteen columns dealing with the pre-adolescent group were written by four of the nine authors. Columns number I, II, III, and XIX (Table 2) were from the Family Scrapbook by Dr. Ernest Osborne. The column was syndicated in 29 newspapers with a total circulation of 1,804,597. Osborne received his A.B. in education from Pamona College in 1926 and his Ph.D. in education from Columbia University in 1937. From 1927-32 he taught at Horace Mann School and was on the staff at Columbia University from 1932-43. He has been a professor of education at Columbia Teachers College since 1943 and was a fellow at the Columbia Institute of Adult Education. He is now (1960-61) director of the Columbia Institute of Family Relations; a member of the National Congress of Parents and Teachers, and from 1948-50 was president of the National Council on Family Relations. He is married and has three children.

Column IV (Table 2) Parents and Children, was written by Grace Huntington Bevans. The column was carried by six papers with a total circulation of 5,500,500. Mrs. Bevans attended Rhode Island State Normal School and took special courses at Brown University, Columbia Teachers College, City College of N. Y. and N. Y. University. Her fields were French, domestic science, pedagogy, psychology, methods of teaching and story telling. She is a widow, has one child and three grandchildren.

Columns V, VI, VII, VIII, and XVIII (Table 2) were written by Dr. Gary Myers. The column was syndicated in 112 newspapers with a total circulation of 10,000,000. Myers received his A.B. degree from Ursinus College in 1909 and his Ph.D. from Columbia University in 1913. From 1920-27 he was head of the psychology department at Cleveland School of Education, and from 1927-40 he was head of the department of parent education at

Cleveland College, Western Reserve. He is married and has three children.

The remaining nine columns were written by Grace Langdon and Irving W. Stout, (Table 2) as co-authors. The column was syndicated in 21 papers with a total circulation of 3,000,000. Grace Langdon received her B.S., M.A., and Ph.D. degrees from Columbia University in 1926, 27, and 33. Her many activities include serving as child development adviser, American Toy Institute, Toy Manufacturers of U.S.A.; visiting lecturer in Education, University of Pennsylvania; research consultant, Elliot-Pearson school, Tufts University, and lecturer on the program of the annual conference of the Southern Association for Children Under Six. She had also been a visiting professor at San Francisco State College, Milwaukee State College, University of Tennessee, and the Nursery Training School of Boston. She and Dr. Stout had co-authored six books on child behavior.

Irving Stout received his B.Ed. in 1936 from Platteville State Teachers College; his M.A. in 1943 from Northwestern University; and his Ed.D. in 1948 from Northwestern University. He is now Dean of the Graduate College of Arizona State University. He was professor of education at Southern Illinois University from 1951-53; associate professor of education at New York University from 1949 to 1951; professor of education at Milwaukee State College from 1947-49; and director of guidance in Milwaukee public schools from 1945-47. He is married and has one son.

The general backgrounds of the four authors who wrote about the nine to eleven year age group were similar to the remaining five who did not consider the nine to eleven year-old in their columns. Of the five H. L. Herschenshon, author of "Medical Memos", was an M. D.; Edyth Wallace, author of "Points for Parents", was a kindergarten teacher; Muriel Lawrence

author of "The Mature Parent", was a social worker; Myrtle Eldred, author of "Your Baby and Mine", had her Ph.D. in child development, dietetics, and nursing; and Marcia Winn, author of "You and Your Child", apparently had no professional training.

Two of the nine authors had no prefessional training either in the fields of child development or journalism. None of the authors had any background in journalism. Two of the authors (Langdon and Herschensohn) did not indicate having had children.

The articles dealt with such developmental problems as encouraging responsibility in the child, obedience, games for the age group, learning blocks, truancy, daydreaming, behavior controls, nagging, fears, attitudes towards the teacher, child's age position in the family as it related to emotional adjustment, parents' participation in school, ways to encourage the child to face up to difficulties, home chores, hobbies, and manners.

The case study or personal experience approach was most popular and was used in 17 of the 19 articles. Only two of the articles (5 and 10) made use of the "you" approach. Other than the use of personal experience and/or case studies, there were no references to current writings in the field of child development. All of Myers' columns and one of Osborne's (article 2) utilized the technique of "Send for my free booklet on _____ if you want more information".

Four articles were rated exceptionally high by all the judges.

The outstanding characteristics of Article I were a good specific lead sentence, brevity (only 79 words) and clarity. The article emphasized the necessity of the parents giving a child a chance to take on adult

responsibility. Not only was the advice good, but it was easy to follow because only one method of carrying it out was given. The average number of words per sentence was 14.3 with 7 sentences per 100. This was somewhat below Flesch's ideal but the sentences were not so short as to be choppy.

Article III, which gave the rules for checker-snap, wasn't a guidance article, but would be useful to the parent as indirect guidance on a rainy day. The games described were for the nine to eleven year age group and the article specifically stated this fact. The length of the article was 342 words with 20 words per sentence and 5 sentences per 100 words.

The sentences in Article V were long, 33.3 words per sentence with 3 sentences per 100 words, but the judges did not indicate that the length of the sentence made the article hard to read. The article also was not specific in that the author covered a wide age range.

Article X also received an excellent rating from the judges. The article was specific in that the author wrote it for the nagging parent; introduced the main topic in the first sentence; told how to recognize nagging; and gave one specific approach to overcoming the fault. The only criticism of the article was that the author did not give any of the causes of nagging such as parental fatigue. The length was 600 words with 12.5 words per sentence and 8 sentences per 100 words.

Four of the articles were rated particularly low by the judges. Three of these articles were written by Myers, one by Langdon and Stout.

Article VIII which described the child who daydreams repeated the same ideas in the first three paragraphs. The letter quoted in the article was too long and left room for only one guidance suggestion, that of helping the child with his lessons. This solution could result in the parent doing the lesson alone. The whole article lacked cohesion and direction. The

length was 414 words with 13.5 words per sentence and 8 sentences per 100 words.

The suggestions for dealing with truancy in Article VII showed a singularly poor comprehension of what constitutes a good psychological approach. "If your child has played truant even only once, you should check on him. . .". Action of this sort would antagonize the child and also ignores the possibility that the one truancy might be just a bit of childish mischievousness. The two solutions offered, 1) having the parent appear at school for a talk with the principal; and 2) checking on the child, showed authoritarian attitude toward guidance. Myers seemed to treat the prank of an immature child as a criminal offense. While truancy should not be taken lightly, the author's advice could do more harm than good in some circumstances.

Article VI, "Ways to Help a Child Improve in Arithmetic" had a six paragraph introduction. The author spent more time stating the problem than in giving suggestions for handling it. Myers tried to associate poor performance in arithmetic with carelessness and ignored the many other possibilities, such as lack of ability. An article such as this could also do more harm than good to the child whose parents read it. The length was 422 words with 20 words per sentence and 5 sentences per 100 words.

The suggestions for sick-bed activity offered in Article II were impractical from the mother's point of view. The record player would be all right if it were close to the bed. A string would need to be tied to the ball or the balloon so that the child or the mother would not have to retrieve it continually. The suggestion for paint or clay was good but the

author missed an opportunity to give the receipes for homemade paint and clay that would wash out of the bedclothes. The length of the article was 190 words with 16.6 words per sentence and 6 sentences per 100 words.

The remaining eleven articles were the object of disagreement among the judges. Some articles received ratings ranging from 1 to 5 on one or more of the scores. In general the articles were average as far as style and guidance principles were concerned. In some instances the judges changed their eveluation of the article after reading it again.

For example, Article IX, while it was adequate as far as guidance was concerned, was too general and covered too wide a range of age groups. One example for one age group would have been far better than trying to deal with a large group in one article. The length was 561 words with 20 words per sentence or 5 sentences per 100 words.

The reader had to read three paragraphs of Article XIV before learning the purpose of the article. The idea was good but the first three paragraphs and the 680 word length probably cut down readership. The average sentence length was 20 words, averaging 5 sentences per 100 words.

Article XVI was an enjoyable story, but was absolutely no help when it came to the question of how the reader could achieve similar good behavior in his or her child. The one good thing that could be said for the article was that it was easy and pleasing to read. The length was 615 words with a sentence length of 16.6 words or 6 sentences per 100 words.

SPECIFIC RECOMMENDATIONS FOR WRITERS OF CHILD DEVELOPMENT COLUMNS

Since 1948 (Ojemann[1], pp. 76-92) the average number of words per article

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Ojemann, Ralph and Associates. "A Functional Analysis of Child Development Material in Current Newspapers and Magazines". Child Development, 19, 1948. pp. 76-92.

increased from between 350-450 to 481.3. Although the increase was not great, the range in number of words per article (79 to 680) showed a difference of opinion as to the best length for a newspaper article. Nine of the nineteen articles exceeded the 481.3 average. All nine of the long articles were written by Langdon and Stout. There is no great merit in brevity, but a long article usually discourages readers.

Sentence length has a great deal to do with readability. Whereas most of Langdon and Stout's articles kept within a 12 to 25 word per sentence range, Article XVII averaged 33.3 words per sentence.

The personal words rating for all the articles of less than one per hundred, indicated a need for a more personal approach to writing. Slightly more than one third (54 of 139) of the articles discussed no specific age group. The reader, having read the article or looked at the cartoon, had no idea if the advice would apply to his or her child. Writers in the field of child development need training in the use of the personal approach to attract readership. By limiting an article and directing it to the parents of six to eight, or nine to eleven year olds, the audience is immediately a more interested one. The mother who is perhaps too tired to read the article written for all mothers, will read an article about the specific age group her child is in at the moment.

An article should deal specifically with one age group and one problem related to that age group. An article loses its value when the author switches from one age group to another and from one topic to another. For example, Article VI, procrastinated for six paragraphs before introducing the topic: arithmetic. Lengthy introductions were characteristic of Myers' writing. If Myers' articles had been more complete and concise, it would

not have been necessary for him to close with "send for my booklet".

The articles in general would also be more helpful if the authors had dealt more with actual and less with ideal situations. In general the steps applied in the articles appeared as if they would work smoothly and an unsuspecting mother would lose faith in herself when similar steps applied with her child failed. There was too little recognition in all the articles of the fact that every child reacts differently than other children and that every situation must be handled according to the particular child's personality.

More recognition of the differential causes of behavior was needed. The article on truancy, (Article VII), said that truancy began in the eight to eleven year age group and then went on to say that the parent should not make excuses for the child and should check up on the child to be sure he was in school. A better approach would have been to find out why the child was skipping school. The reasons could range from lack of sufficient challenge in the classroom, being with the wrong group of peers, to sheer mischevousness for the fun of breaking the rules. In each of these three cases the child should be handled differently.

Authors need training in the elements of clear writing. In general the articles lacked precision and direction. The same message could have been conveyed in half the number of words.

The lack of reference to available literature gives the columns the appearance of having been written without regard for new developments in the field. The reader has no way of knowing whether the information is one, five or ten years old.

SUMMARY AND CONCLUSIONS

A form letter and questionnaire were sent to syndicates listed in the Editor and Publisher Yearbook (1960) as having issued articles dealing with household subjects. The letter asked for copies of the September issues of the syndicate's child development column and the questionnaire asked for information about the author of the column.

Fourteen syndicates responded to the letter. Eleven responded to the first letter and three responded as a result of the follow up letter. Six of the syndicates issued child development columns, whereas eight did not. Twenty-three syndicates did not respond at all.

Nineteen of the 139 columns received dealt with guidance of the nine to eleven year age group. Four judges, two from child development and two from journalism, analyzed the columns for directness, generality and analytical properties.

The number of columns dealing with the nine to eleven year-old was not markedly lower than the number of columns devoted to the problems of other age groups. Almost half (54 of 139) dealt with no specific age group. It may be concluded from this observation that the authors studied tended to write in general rather than specific terms.

The authors made no reference to literature available on the subject of child guidance.

The backgrounds of the authors varied. The majority held Ph.D. degrees and were associated with a university. However, the degrees were generally in education or child development rather than in journalism.

The average number of words per article was 481.3; the average number of sentences per 100 words was 5; the average number of words per sentence

was 20.55; and the average number of personal words per 100 was fewer than one. These results compared favorably with Flesch's ideal of 19 words per sentence.

Topics considered by the authors included such developmental problems as encouraging responsibility in the child, obedience, games for the age group, learning blocks, truancy, daydreaming, behavior controls, nagging, fears, attitudes towards the teacher, child's age position in the family as it related to emotional adjustment, parents participation in school, ways to encourage the child to face up to difficulties, home chores, hobbies, and manners.

The columns followed no specific pattern when tested for directness, generality, and analytical properties. All four authors had at least one article rated superior by the judges.

Two authors, Grace Huntington Bevans and Langdon and Stout didn't have any articles receiving 5 (lowest rating) for all the scores, whereas one author, Myers, wrote three of the four articles rated lowest by the judges.

ACKNOWLEDGMENT

The author wishes to acknowledge her indebtedness to the members of her supervisory committee and in particular to Drs. Helen P. Hostetter and Ruth Hoeflin for their continued interest and assistance. The contributions of others, particularly the six newspaper syndicates that supplied the columns for analysis, were appreciated.

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APPENDIX

APPENDIX I

Kansas State University

Manhattan, Kansas

Department of Technical Journalism
Kedzie Hall

Dear

Do you issue a child development column? Staff members of the departments of journalism and child development at Kansas State University want to know what kind of information is available to parents through syndicated columns.

Our purpose is to determine the kinds and amounts of child development material devoted to the various age groups.

Will you please cooperate in the following two ways:

1) Complete and return the enclosed one-page questionnaire.

2) Send copies of the syndicated articles, cartoons, or strips on child development which you issued during September, 1960, or the closest available preceeding month.

The results of this study will be useful to writers and distributers of syndicated columns and the results will be made available to you through the trade publications.

We hope you will be able to supply a sample of the material without charge. If not, please let us know the cost so we may place an order.

Thank you for your cooperation.

Yours sincerely,

/s/ Maria Diana Phillips

Maria Diana Phillips
Assistant, News Bureau

APPENDIX II

QUESTIONNAIRE

1) Title of column_____

2) Name of author_____

3) Number of papers running the column_____

4) Total circulation_____Sunday circulation_____

5) Background of author. Indicate extent of education.

High school_____

Number of years_____Graduated_____

Undergraduate: College_____

Degree_____Year_____

Field_____

Master's: College_____

Degree_____Year_____

Field_____

Doctorate: College_____

Degree_____Year_____

Field_____

6) Experience of author: pertinent to writing column (nursing, social welfare, teaching, etc.)

_____

_____

_____

_____

7) Married_____Number of children_____

Return to:

Maria Diana Phillips
Department of Journalism
Kedzie hall
Kansas State University
Manhattan, Kansas

APPENDIX III

Kansas State University

Manhattan, Kansas

Department of Technical Journalism
Kedzie Hall

Dear

Our study of syndicated child development columns which we started last month is coming along nicely. But, to make the study more conclusive, we need information from all the important syndicates issuing child development columns.

Would you please help us by:

1) Completing and returning the enclosed one-page questionnaire.
2) Sending copies of the syndicated articles, cartoons, or strips on child development which you issued during September, 1960, or the closest available preceding month.

The results of this study will be useful to writers and distributers of syndicated columns and will be made available to them through the trade publications.

We hope you can supply a sample of the material without charge. If not, please let us know the cost so we may place an order.

Sincerely yours,

Maria Diana Phillips

Assistant, News Bureau

APPENDIX IV

Yes

United Features

Times Mirror

King Features

N.E.A.

Chicago Tribune - N. Y. News

Register and Tribune

No

AP Newsfeatures

Toronto Star

Jeffery Lee

National Newspaper

Harold J. Siesel Co.

Helen Worth

Community Press Service

George Matthew Adams Service

No Response

Anita Colby

Elaine Whitney

Ruth Wyeth Spears

Rapid, Grip, and Batten

NY Herald Tribune

Nat. Weekly NP Service

Miller Services, Inc.

Marsh Features

Feature Brokers

Dorothy Jenkins News Serv.

W. L. Gordon Features

Glanzer News Service

Gen. Features Corp.

E. P. S. News Syndicate

Editor's Copy

Dominion News Bureau

Copley News Service

Chicago Sun-Times

Central Press Ass.

Canada Wide Feature Service

Blackstone Press Features

Atlas Features Syndicate

Kathleen Caesar

APPENDIX V

Flesch Readability Guide

1/ Number of sentences per 100 words.

2/ Number of words per sentence (average).

3/ Number of personal words per 100 words.

4/ Good leads - most important facts in the first few paragraphs.

5/ Length of the article.

Ideal sentence length = 18 words

DIRECTNESS SCORE

1.	3.	5.
If article starts with a well-defined problem, sticks to that problem and discusses it explicitely throughout.	If the article discusses several problems, shifting between them without clear transition.	An incoherent exposition; several problems mixed, irrelevant material introduced and fact and fiction not distinguished.

ANALYTICAL SCORE

1.	3.	5.
If recognition is given to differential causes of behavior, methods of distinguishing causes and illustrated by specific causes.	If remarks are made about causes in general but no attention is given to methods of discovering causes or needs for qualifying general statements.	If problem of manifold causes is not recognized or made basic to the discussion.
EXAMPLE Refusing food may be caused by the fact that the child is not hungry, has not learned to adjust to the taste and the consistency of the food, wants attention, or is ill. Watch what the child eats between meals, try serving less of the food he refused, watch for other signs of need for attention (whining) or illness.	Refusing food may be caused by a variety of reasons. Perhaps the child is not hungry or is ill.	A child should be encouraged to eat everything on his plate. If he dislikes a certain food he should be served a teaspoon of it so he will learn to like it.

GENERALITY SCORES

1.	3.	
If steps in applying principles are outlined in such detail that the reader can take an actual case and make the application-nothing important is omitted that blocks application.	Tells what in general should be done (or is done) but little discussion of how to make application.	Tells that something should be done but only in very general terms and not what or how.
EXAMPLE The 9-11 year old should be given a sense of independence and responsibility. Around the house he can set the table, make his bed, clean his room, and help wash dishes. He is old enough to run errands or shop for forgotten items.	The 9-11 year old should begin to develop independence and responsibility. Independence and responsibility can be developed by giving him certain jobs to do around the house or by letting him run errands.	The 9-11 year old needs to feel responsible and independent. If a child doesn't learn to stand on his own two feet before he reaches the teen years he will be handicapped in everything he does.

QUESTIONS

1) Topic discussed in the article?

2) Specific steps suggested by the author (ie. how does he suggest the parent encourage responsibility in the child)? List.

3) Any illustration or example given from research or personal experience? (ie. insert indicating personal experience or case study, or wording of article to indicate same).

4) References to available literature or any indication of source of material?

APPENDIX VI

ANSWER SHEET

Article Number_____

1) Directness Score_____

2) Analytical Score_____

3) Generality Score_____

4) Question I_____

_____

_____

_____

5) Question II_____

_____

_____

_____

6) Question III_____

7) Question IV_____

8) Additional Comments:

Perfect Parents? They're Not Needed For A Happy Child

By Myrtle Meyer Eldred

New parents have an idealistic sense of how they want to comport themselves. They look at this brand-new human being which they have created and they feel that never in their lives can they punish it, be angry with it, or feel anything but this drenching sensation of love.

Halt right there. Parents do not become changed people overnight. With the best intentions in the world they will find themselves becoming upset and irritated when the baby cries too much. They will grow waspish when they are tired. And most of all there will be times when they will long to slough off the burdens of child care and wish themselves into carefree adolescence again.

If they can accept this more realistic version of themselves, they will be saved anxiety and guilt and the tendency to call themselves unnatural parents, which is the fate of the too keenly conscientious.

None Stay Calm

Life today is so complex, so full of interruptions, worries, and demands that no person can expect to remain perpetually calm, controlled, and wise. If parents have to adjust to life as it is, so does the infant. And to his parents as they are, too. If they have a warm affection for each other and for the baby, he will survive their changes of mood and emotions.

Parenthood can't be learned in a course of lessons saying what and what not to do. Parenthood means living. And living is variable and unpredictable. It demands of young people all the energy, the knowledge, and the money of which they are probably in short supply.

To acknowledge that all will not be idealistic during the first few years is not to give the parents the privilege of being uncontrolled and know-nothings. They owe it to themselves and their offspring to learn all they can about how children grow, develop, and act.

But it does mean that faced with so much advice and counsel, personally and by books, magazines, and newspapers, the mother may be so bowled over by what she doesn't know and the fear of failure that she loses the capacity to act naturally.

It isn't perfect parents a baby needs. It is warm, loving parents with flaws and faults common to us all. The idealism is a good balance wheel when it is matched by the knowledge that the world is far from perfect and neither are the people in it.

FAMILY COUNCIL

Ma Works, And Frets About Kids

THE PROBLEM

Harriet R.—Mother does not trust us to be on our own.

Mrs. L. R.—Harriet does not like to take orders from anyone.

THE DETAILS

Harriet R.—I am 13 and I have a younger sister, 11. My father has been ill recently and as a result my mother has had to go to work. My father is working again but Mom is working to make up for some of the expenses accumulated while he was ill.

Mother wants my sister and me to go to the home of her friend after we come from school. This lady has a daughter of 12 and two little boys. Sister and I don't like these kids. We want to stay on our street and play with our own friends.

I feel I'm able to take care of the two of us. But Mother doesn't trust us to be on our own. I don't trust the girls. I would worry about them while i'm at work. My friend is a very reliable person and I would have no worry at all if I knew the girls were under her care.

There have been sevral unpleasant happenings involving teen-agers in our neighborhood recently these children came from respectable homes, yet they managed to get into trou ble

Also, Harriet is very bossy and her sister resents this. Harriet doesn't like to take orders from anyone and I suspect that is why she wants to be on her own.

The Family Council consists of a judge, a psychiatrist, three clergymen, three editors and a women's editor. Each article is a summary of an actual case history. The council reports on problems that have been dealt with by responsible agencies and counselors.

THE COUNCIL'S VIEW

Mrs. L. R. is right in her belief that teen-agers or sub-teens need supervision these days.

We suspect that Harriet is somewhat put out because she is being sent to a home where there are younger children Possibly her mother's friend treats her like one of her own youngsters—just one of the kids.

Perhaps it would help if Mrs. L. R. would tell her friend that Harriet would like to be considered a young lady. Since she has a girl nearly Harriet's age, she may be quick to understand that when a girl enters her teens, she requires slightly different treatment.

It might help Harriet to be given some special responsibility when she comes from school. Possibly she can do some of the marketing or other chores her mother usually handles. This will build up her status among the younger children.

Harriet's "bossiness" of her younger sister may be just a substitute for doing something more adult. When she is given useful important tasks, her sister will respect her more and there will be less resentment and squabbling

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OCCURRENCE AND QUALITY OF INFORMATION CONCERNING GUIDANCE OF THE PRE-ADOLESCENT (9-11 YEARS) IN GUIDANCE COLUMNS DISTRIBUTED BY NEWSPAPER SYNDICATES

by

MARIA DIANA YATES

B. A., Pembroke College in Brown University, 1959

AN ABSTRACT OF

A MASTER'S THESIS

submitted in partial fulfillment of the

requirements for the degree

MASTER OF SCIENCE

Department of Journalism

KANSAS STATE UNIVERSITY
Manhattan, Kansas

1962

The purposes of this thesis were to discover if syndicated child development columns dealt specifically with the problems of the pre-adolescent; if so, to discover the amount of information made available to parents of pre-adolescents; to analyze and judge the columns as to style, soundness of advice and readability; to discover from what areas, (psychiatry, psychology, or medicine) the authors drew their information and to discover if the authors cited references to available literature on child guidance in their articles; to discover the academic background or qualifications of the authors; and to discover what problems were considered most important or most characteristic of this age level by the writers of these columns.

Syndicates listed in the Editor and Publisher Yearbook (1961) as issuing columns dealing with home subjects, were asked for one month's issues of their child development column. The editor of the syndicate was also asked to fill out a questionnaire pertaining to the background of the column's author.

Of 139 columns written by eight authors, 19, representing the work of four authors dealt with the nine to eleven year age group. The columns dealing with pre-adolescence were analyzed as to style, soundness of advice, and readability. A Flesch index (Appendix V) was used to judge readability. Ojemann's scoring method (Appendix VI) was applied by four judges to test the generality, directness, and analytical properties of the articles.

Pre-adolescence as a separate topic was written about in equal proportion to the other age levels.

The authors made no reference to available literature on the subject.

The authors were most often connected with a university. Most had training in social work or child development. None was trained in journalism.

Topics considered by the authors included such developmental problems as encouraging responsibility in the child, obedience, games for the age group, learning blocks, truancy, daydreaming, behavior controls, nagging, fears, attitudes towards the teacher, child's age position in the family as it related to emotional adjustment, parent's participation in school, ways to encourage the child to face up to difficulties, home chores, hobbies, and manners.

With the exception of four outstandingly good columns, the articles rated fair or poor in style, soundness of advice and readability.

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Appendix IX

Newspaper Articles Studied

6½x9½ ROCKMONT ENVELOPES CLASP

From UNITED Feature Syndicate, Inc.
220 East 42nd Street, New York 17, N.Y.

(1)

FOR RELEASE MONDAY, SEPTEMBER 26, 1960, AND THEREAFTER

THE FAMILY SCRAPBOOK

(TM. REG. U. S. PAT. OFF. ALL RIGHTS RESERVED)

BY DR. ERNEST G. OSBORNE

Reversing Roles.

On Sunday mornings Tom Roe and his wife stay in bed a little longer than usual. The children, 12-year-old Mary Anne, 10-year-old Anthony and four-year-old Helen serve their parents breakfast in bed.

Each one takes a part. Helen folds the paper napkins and mixes the frozen orange juice. Tony's a past master at making toast, while Mary Anne, with Tony's help, cooks the eggs, makes the coffee and arranges the trays.

All the Roes, children as well as grownups, enjoy this reversal of roles. Mr. and Mrs. Roe are justly proud of their children's skill and also, they will admit, like the idea of being able to "take it easy" at least one morning a week. And the youngsters feel at least a foot taller as they efficiently set about preparing and serving the Sunday morning breakfast.

It's an important part of growing up for children to have the opportunity of taking on real responsibilties at home. And it's an important part of the job of being parents to make such opportunities available.

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CAPTION FOR ILLUSTRATION: Small-fry room service.

From UNITED Feature Syndicate, Inc.
220 East 42nd Street, New York 17, N.Y.

(2)

FOR RELEASE SATURDAY - SUNDAY, OCTOBER 1-2, 1960, AND THEREAFTER

THE FAMILY SCRAPBOOK

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BY DR. ERNEST G. OSBORNE

THE FAMILY WORKSHOP

Sick-a-Bed Activities.

The convalescent period for children is often a difficult time not only for the patient but even more so for mother. But a little imagination and planning will take care of the situation.

A box bed table -- a cardboard carton cut so that only three sides remain -- is fine for paper work. Paper, crayons, paste, blunt scissors are all that is needed to keep the young hopeful happy and busy. If there's much paste or paint to be used, an old shower curtain or a piece of plastic used for wrapping will protect the bedcovers.

The record player can be used to while away some of the time, too. And a new record or two will add much to the youngster's enjoyment. Balloon play is another possibility. Bouncing one from the wall near the bed or trying to toss it through a wire hoop fixed to the foot of the bed is fun.

And food can well be a special occasion -- with circus tent over the cereal bowl, napkin folded in paper-hat fashion and small flags flying from the toast. All kinds of other motifs can be rung in, of course. The point is to give a special attraction to the food.

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CAPTION FOR ILLUSTRATION: Sick-bed play.

(More)

THE FAMILY WORKSHOP

Boys' Parties.

Fortunately, from many angles, we don't separate boys' and girls' activities as much as we used to. But there is still a place for the two sexes to have some social activities of their own.

Girls don't seem to have as much difficulty in planning parties, but young males may need a little help in working out plans that they won't consider "sissy".

One can count on sure-fire success if there are plenty of games of skill, even though these be simple ones. Thus races of the novelty type -- hopping on one foot with the shoe from the other balanced on one's head, Indian leg wrestling, balancing games and the like -- will be appreciated.

The menu for a successful boys' party is simple. Hamburgers and frankfurters, stuffed eggs, milk, potato salad and, of course, ice cream with various sauces will always please the male of the species.

There are a number of books that suggest games suitable to the pre-teen-age boy. One especially good one is published by Association Press at 291 Broadway, New York.

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CAPTION FOR ILLUSTRATION: Calls for skill and stamina.

From UNITED Feature Syndicate, Inc.
220 East 42nd Street, New York 17, N.Y.

(3)

FOR RELEASE SATURDAY - SUNDAY, SEPTEMBER 10-11, 1960, AND THEREAFTER

THE FAMILY SCRAPBOOK

(TM. REG. U.S. PAT. OFF. ALL RIGHTS RESERVED)

BY DR. ERNEST G. OSBORNE

THE FAMILY WORKSHOP

Checker-Snap.

Checker-snap is a lot of fun for the eight- to 12-year-olds, and the equipment necessary is simple to devise.

A card table, to the edges of which paper cups are fastened, two on a side, is the main item. Twelve red and 12 black checkers (or different-colored bottle tops) are placed in even rows in the center of the table a couple of inches apart.

The players take turns in trying to slide their checkers into one of the cups by snapping the checker with the forefinger. Each player gets only one snap per turn unless the checker goes into one of the cups. If it falls to the floor, it is left there until the game is ended.

A player may try to knock his opponent's checker or bottle top to the floor. Sometimes this can be done at the same time one's own checker goes into a cup. If, accidentally, the other player's checker is knocked into a cup, it counts as a score for him and the player who has made the mistake doesn't get another snap on this turn.

(Copyright, 1960, by United Feature Syndicate, Inc.)

CAPTION FOR ILLUSTRATION: Lot of snap in this game.

* * * *

THE FAMILY WORKSHOP

Kites and model airplanes are a delight to most children. But there are other flying things that are satisfying, too, even when they are captive.

Thus, various kinds of flags -- some of them homemade -- are a delight to children. A flagpole in the yard or attached to the rail of an outdoor porch can be used for a variety of flags, for one of the paper fishes obtainable from stores which carry Japanese imports, or for colorful pieces of light fabric which make a fine effect.

Strings of objects cut from paper and devised so that they stream out steadily in a good breeze are among the other possibilities. Light cardboard planes can be made so that they will "fly" steadily. So can birds or miniature kites.

Given a little adult help, our youngsters can figure out a lot of interesting variations of flying objects. And they'll have a lot of fun in doing so.

(Copyright, 1960, by United Feature Syndicate, Inc.)

CAPTION FOR ILLUSTRATION: Keep 'em flying!

(4)

evans 11-29
Give Child Chance to Use Talents

By GLADYS H. BEVANS

The more opportunities children, even small ones, are given to use their talents and apply their own ideas, the better.

Grownups tend to overlook the fact that children are keenly imaginative and intensely creative, given the chance to show it. Although their early efforts to construct, model, draw or paint may seem very crude, and have no form or character to adult eyes, nevertheless, each means something to them, and is the fruit of their own imagination and should be respected as such. Activities outside academic "musts" should be encouraged.

JOHN WAS 10 and Bill was 8, when I first knew them some years ago. We've seen them grow into young men, Bill being the one who surprised us. Both attended the same school and had the same teachers as they moved from grade to grade.

John was the brilliant son. He always got splendid grades, always had his lessons each day and never seemed to feel the burden of his studies. Needless to say, his father was extremely proud of him and praised him at every turn.

Bill, on the other hand, found his lessons difficult, had to put in long hours of study, and even then his grades weren't outstanding. His father used to shake his head and say: "Try to do better next month, son;" and the teachers were forever holding John up to Bill as a model.

BILL WAS MUCH more interested in flowers—he loved to plant seeds and watch them grow, to roam in the woods or visit the greenhouses at the nursery; but his mother was the only one who realized the child's enthusiasm and helped him. She alone understood that routine school work was difficult for Bill, and she was constantly on the alert to praise him for his hours of effort—and also for some of the results he got, even though they were not academic, or run-of-the-mill achievements. As a man, Bill has met the demands of earning a living and of marriage, more than adequately.

The children not gifted academically often stumble and grope their way through school, putting forth in many cases much more effort mentally and physically than their more brilliant contemporaries. Often too, unless care is taken, they will finally, baffled and unhappy because they cannot succeed, drop out altogether. They frequently become sullen, restless and miserable, sometimes even developing criminal tendencies.

The boy or girl not intellectually gifted has the right to the joy of other accomplishment, and the glow of work well done. If special consideration is given to the discovery of that which will employ his or her restless hands and special talent, and will develop his reasoning, he will find a definite place in the world in later life.

(5)

RELEASE MONDAY, SEPTEMBER 26, 1960

Don't Let Youngster Cross-Examine You!

By GARRY CLEVELAND MYERS, Ph.D.

WHEN YOUR child, clearly seeking information, asks "Why?" about some phenomenon, he deserves your best and most patient explanation, and some parents are truly wonderful in the way they do explain.

Dishonest Inquiries

But when he is four, ten or 14, and you have to tell him quit doing something you are sure he knows he should not do, or have to deny him a privilege he clearly knows he should not have, or tell him to do something he knows he should do, his asking "Why?" is not an honest inquiry for information.

Its purpose is to thwart your purpose. It's to get you into an argument and make you doubtful about your decision, and maybe cause you to change it in his favor.

Stick To Decision

In such a case, when you are very sure he knows why, refuse to answer. Silently stick to your decision and devise measures of carrying it out with reasonable promptness.

Lured into answering why and justifying a decision, when you know very well your child understands the reason why, you are acting as if you assume he is stupid. If another person were to say he is, you would be enraged.

However, in making a command or denying a privilege, you may do no harm to give in a few words your reasons before uttering the command or decision. Then expect him to accept it and obey, with the implied understanding that if he still has doubts about the rightness of your reasons, he could come back later and tell you so; in which event you should be glad to explain further.

But if you have so proceeded, you may never recall an instance when he really came back.

Often Cross-Examined

Over all America today, thousands of parents take the witness stand to be questioned and cross-questioned by their youngsters, as if criminals before a judge and prosecuting attorney.

Why do so many parents take this silly and humiliating position?

(My "A Parent's Prayer" may be had by sending a stamped, self-addressed envelope to me in care of this newspaper.)

Answering Parents' Questions

Q. As children get much information about money from earning it, why should they not be paid for home jobs to earn their allowance?

A. Because in doing so, they can't easily get the feeling of sharing family responsibilities.

Why not provide occasional special jobs for earning money for specific extra expenditure?

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RELEASE SATURDAY, OCTOBER 1, 1960

Ways To Help A Child Improve In Arithmetic

By GARRY CLEVELAND MYERS, Ph.D.

WHAT ABOUT the child lagging or failing in a basic school subject, while doing well in other subjects?

His outlook for catching up in the low subjects is very good, indeed.

Physiological Deficiency

In music or art a child may lag because of physiological deficiency, as in some aspects of hearing or seeing. But there's no scientific proof that a child can have hopeless disability in a single basic subject like reading, spelling or number work.

It doesn't follow, of course, that we should tell a child he ought to do well in any one of these subjects if he does well in all the others. Nor should we expect to find ways to help him to bring up his arrears in this subject suddenly.

Great Challenge

Yet with sufficient skill and knowledge we should help him to do so by and by. Such a child should be a great challenge to his parents and teachers.

An Ohio mother writes:

"My girl, 8½ years old, is having a great deal of difficulty in arithmetic. However, her grades in all other subjects have been A's.

She's Careless

"She is a smart girl but is just careless and doesn't seem to care. We help her at home with a great deal of tasks, but it just doesn't seem to sink in.

"This has me worried because now she seems to be turning against her other work at school. I'm hoping your pamphlet on arithmetic will help her.

"She is also very careless at home and one might even go as far as to say she is just plain lazy, with not a care in the world.

"I punish her for this and take away some of her privileges, but it seems to do no good. She forgets this soon."

My reply in part:

It's not clear what you mean by saying your daughter is careless at home.

Don't Harp On It

If she does not take care of her things or do her home chores regularly, you might find reasons for punishing her for some specific instances of such delinquency. But just to harp on carelessness in general will do more harm than good.

It may be that she seems careless when she makes many mistakes in arithmetic. But if she counts or guesses as she adds or subtracts, you can hardly call that careless.

Ways To Help

Please study my bulletin "Home Helps in Arithmetic" and talk with her teachers about her difficulties in this subject. Then you might be able to help her enjoy some success at it, or to find some other person able to help her.

(Others may have this bulletin by sending a stamped, self-addressed envelope to me in care of this newspaper.)

Answering Parents' Questions

Q. Our daughter, 12, can add, subtract and multiply well, but she has trouble knowing which to do to solve a verbal (reading) problem.

A. Encourage her to read the problem slowly and carefully to find out what it means before she sets down any figures.

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RELEASE FRIDAY, SEPTEMBER 16, 1960

Vigilance Of Parents Cuts Down On Truancy

By GARRY CLEVELAND MYERS, Ph.D.

TRUANCY may begin in rather easy ways in the school child over eight or ten years old, and it is not limited to children from underprivileged homes. It can happen to any child.

Sometimes it occurs repeatedly before the parents discover it. Even the school may not learn of it always, especially when a child slips off after recess or the noon hours.

False Excuses

It is not unusual at the junior or senior high level for a few youths to steal away from school for an escapade. If, then, the child must take to school an excuse, his parents may write an untrue one, rather than let the youngster face embarrassing consequences.

It has always seemed to me that, when any parent does so, he is doing the child a great moral harm and weakening school discipline.

Backed By Parents

A certain high school girl once told me that it is frequent practice in her suburban high school for several students to slip away to go downtown for an afternoon. And, she added, that sometimes these youths will have promises from their parents to write "sick" excuses for them beforehand.

On discovering such deceit, the school principal should treat the matter very seriously, having the parent appear at school to face the facts. Repetition of the offense should warrant stern measures.

Then some children may write their own excuse, forging a parent's name. With the school office very busy, such forged excuses may easily slip by undetected.

Wise Measure

Perhaps it would be wise for the school office, in some cases, at least, to have on hand a specimen of each parent's signature.

If your child has played truant even only once, you should check on him now and then by personal call to the school, to make sure he is there when he is supposed to be.

Inform Him Of Check

Although he should not know just when you will make the check, he should know beforehand that such a check will be made, until such time as he has thoroughly proved his dependability.

(My bulletin, "Teaching Child Responsibility" may be had by sending a self-addressed, U. S. stamped envelope to me in care of this newspaper.)

Answering Parents' Questions

Q. Our daughter is seven. When her playmates drop in, she may be more disobedient and may say uglier things to me than when her playmates are not there.

A. Make clear to her in private the seriousness of her offense. Then explain that whereas you don't wish to embarrass her before her friends, you will have to rebuke or punish her immediately, if she doesn't mend her ways.

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RELEASE FRIDAY, SEPTEMBER 9, 1960

Mom's Problem Child Is Tagged "A Dreamer"

By GARRY CLEVELAND MYERS, Ph.D.

OFTEN a school child is reported to his parents as a daydreamer.

Sometimes he daydreams because he has some worries about his relationships at home or with his playmates.

"Dreams" At School

A mother writes from Virginia about her son, nine:

"He has been tagged 'a dreamer'. I've been worried about him for some time and haven't been able to help him.

"His grades recently have been slipping and I've talked it over, at great length, with his teacher. She suggested I write to you for help.

Teacher At Loss, Too

"She is a minister's wife, a very fine and understanding person, but she doesn't know what to do about this situation, either.

"Although he usually receives a little above average grades, she feels he could do much better. But, as I said, he's been letting them slip.

"When he's supposed to be working on a very important test, she sometimes finds him gazing out the window, etc. It sometimes takes him over an hour to do one page of homework. We can't seem to make him concentrate.

Seeks Advice

"If there is a solution, would you be kind enough to advise me? I'm afraid that as he gets into the upper grades, it'll be much more difficult to do anything for him.

"He is a very normal, lovable little boy and loves sports, fishing, Cub Scouting, everything little boys usually like. He's always been well-behaved and considerate."

My reply in part:

Usually a child daydreams at school because what is done in class is too hard for him to get or too easy to challenge his effort.

Calm Help Vital

I don't believe you will get anywhere by scolding him at home for his failure to concentrate and do well at school. But, you might help him if you can keep calm as you help him with his lessons. If you can't be calm, you had better employ a quiet teacher to tutor him. As he does better at his school work, he will concentrate more.

No doubt he is a poor reader. He should read better as he reads materials interesting to him with a vocabulary much easier than his regular school books.

Require Home Chores

Then you might help him at home by requiring him to do a few regular jobs that he can never escape and see that he does them promptly. When you make a request or command of him, first have his attention so there is no need to repeat it.

Be generous with approval of his slightest gain at book learning.

(My bulletins, "The Child Who Doesn't Concentrate" and "Home Helps for Poor Readers I & II," may be had by sending a self-addressed, U. S. stamped envelope to me in care of this newspaper.)

Answering Parents' Questions

Q. Our daughter, ten, reads many books.

Could she be reading too much?

A. Hardly, if she gets abundant sleep and ample play outdoors and indoors with other children of her age.

FROM KING FEATURES SYNDICATE, 235 EAST 45TH ST., NEW YORK 17, N.Y.
FOR RELEASE FRIDAY, SEPTEMBER 16, 1960

(9)

TODAY'S CHILDREN

KEEP CONTROL OF THE CONTROLS

By Grace Langdon (Ph.D.) and Irving W. Stout (Ed.D.)

Parents are wise who are watchful to keep control of the controls that have to do with their youngster's behavior, not only the ones they use themselves but those from outside. It is of these latter we want to speak today.

There are many controls beside home ones that influence children in what they do. That is why so often parents "just can't understand why he acts the way he does when he knows he shouldn't and knows he will be punished for it." It is because some other control is at work. Better find out what it is.

Twelve-year-old Denny got to running with a crowd of boys that Mother and Dad did not approve of. They talked with him about it. It did no good. They told him they did not want those boys around the house. So he saw them elsewhere. They forbade his seeing them anywhere. He slipped out at every opportunity and did it anyway. They were bigger boys than Denny, more bold, more adventurous, held back by none of the teaching Denny had had about what it was right and wrong to do. They put him up to doing all sorts of things that he knew well enough he shouldn't. But they had him under control. They told him that he was a big shot when he did what they told him. They threatened him with dire happenings when he didn't. Those are powerful controls.

It takes real insight to realize the potency of the controls other children can wield and it takes courage, firmness, and wisdom to counteract them if they are not to the good. Denny's parents had what it took. They got him off to camp for the summer where the good they had taught him could come uppermost again. It did.

This is not to say that the control that comes from the approval and disapproval of other children is always unuseful. No indeed. It can be very useful. It was for ten-year-old Timmie who for some reason got to acting up in school. The other children took it out of him. It was useful for eight-year-old Tressa who got over her shyness as one child after another chose her for their side in spelling and arithmetic games because she could "do numbers so fast" and "hardly ever missed a spelling word."

(MORE)

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xx word."

This matter of controls outside the home is why so many mothers and dads welcome the influence of Scouting for both boys and girls. It is why so many are glad to have their youngsters in 4-H clubs, Future Farmers or Homemakers of America, and the like. Such groups wield a control that strengthens the home controls.

A mother of three tells how grateful she and Dad are for all these outside things to which the children belong that help to keep behavior in line, for the Sunday School with its spiritual teachings and the interest of the Sunday School teachers; for the friends and teachers that influence the children for good. Dad says, "We grab onto every single thing we can that keeps them headed the right way." That's a good idea. It is keeping control of the controls. It is wise to know which ones are at work and to be sure they are the ones you want.

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GS

FOR RELEASE THURSDAY, SEPTEMBER 1,1960

(10)

TODAY'S CHILDREN

BRINGING UP WITHOUT NAGGING

By Grace Langdon (Ph.D.) and Irving W. Stout (Ed.D.)

If you are a nagging parent now is the best time in the world to stop it. It gets one nowhere fast. If you have any doubts about whether you are a nagger better take inventory for a day or so and find out. You can tell easily enough.

If you "keep at" your youngsters all the time, it is one indication. If you feel annoyed and irritated while you do it that is another. If you wonder "why won't those children ever do what they are supposed to do," it is another. If you find fault and scold more than you praise, it is still another. Add these together and it begins to have the earmarks of nagging. Throw in an impatient high-pitched voice and it makes the matter pretty sure. If there are still any doubts take a look at the youngsters themselves. If they stomp out of the room, or shrug their shoulders in resignation, or walk off and pay no attention, or just stop hearing what you say, or come back with sassy replies, then chances are pretty good that nagging is going on. That's the way children respond to it.

All right then. Once decided that nagging is going on---what to do about it? Children have to be reminded, you say. They certainly do. But they don't have to be pestered.

A mother of four who found herself nagging tells how she got out of it. First of all she took the children in on it. That took real courage and humility but she meant business. What started it all was her hearing the children at play one morning. The oldest, eleven, was berating the others, aged nine, seven, and six. The seven-year-old shouted, "Oh, shut up, you sound just like Mother."

The Mother said, "It was a shock and I was mad, but I knew it was true. When I asked my husband he was honest and said yes, he had noticed it and then I was mad again." But when she got over being mad she got busy.

After dinner one evening she told the children that she thought she had been nagging them too much and she wondered if they would get things done if she were to stop it. She said, "They were so surprised at first that they were speechless, then they all talked at once. They promised they would do things they were supposed to do but the oldest asked if they forgot, if I could remind them without nagging. I said I thought so."

(MORE)

xx so."

It took awhile for her to get out of the habit. That is what nagging soon gets to be. Now and again she said she would break over and a youngster would say, "There you go again," and they would laugh and she would say, "Well don't make it necessary." She said it all brought her and the children closer together than they had been for a long time. It would because the children felt her sincerity in doing what was best for them. She said she held herself to leaving out scolding altogether. She made it a point to praise honestly every day. She reminded if necessary, but when the first one or two reminders failed of results, she just let them take the consequences. She said she got so that she could remind them with a laugh and that helped a lot. It always does because a laugh relieves tensions for everyone.

Life without nagging is much easier than life with it--easier on everyone--children and parents alike.

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(fk)

FROM KING FEATURES SYNDICATE, 235 EAST 45th ST., NEW YORK 17, N. Y.
FOR RELEASE WEDNESDAY, AUGUST 31, 1960 (11)

TODAY'S CHILDREN

BE ALERT TO A LITTLE CHILD'S FEARS AND DISPOSE OF THEM

By Grace Langdon (Ph.D.) and Irving W. Stout (Ed.D.)

The more surely one recognizes and understands a little child's fears and the sooner one disposes of them the freer he is to go busily on about his living without being held back by them.

Sometimes one hears it said that children need fears to keep them from dashing across the street, or from accosting every dog they see, or from taking up with strangers, and so on. Obedience to what mother and daddy say can accomplish these and other safety purposes without any necessity for the fear that strikes terror and paralyzes.

Little children pick up all sorts of fears that need to be nipped in the bud before they have a chance to grow and get in the way of confident enjoyment of living. Sometimes one can tell where a fear came from, sometimes not. It does not really matter except as it helps in knowing how to dispose of it. The thing is to try to put confidence in place of the fear. Sometimes one does it by stirring up interest in getting information about the thing feared; sometimes by getting it out in the open and talking it over; sometimes by offering an encouraging hand that helps the youngster to face up to it and do something about it.

Eleven-year-old Tony's mother and dad worked for a long time on his fear of ants. It was a red letter day when he chose "Ants and their interesting actions" for a school composition and then was asked to speak on it to the class because he had written so well. It was when he was three that he had sat down on a big ant hill and was well covered, badly bitten, and thoroughly frightened. From then on he would not go into the garden lest he see an ant and never could enjoy a picnic because of them and going down the street he was always watching the walk lest he might see one.

Mother and Dad finally got him to watch how fast an ant would travel and to see what big loads one could carry. As he grew older they got him interested in pictures of the inside of an ant hill. Knowledge and understanding slowly replaced fear.

(MORE)

xx fear.

It was water that six-year-old Elmer feared. The family lived on the shore of a lake and he really needed to know how to swim. Dad's infinite patience helped him to overcome his fear enough to get into the water, cautiously at first then with more confidence. He did not hurry him. He didn't even urge him very much, just sort of edged him along. By the time he was eight he was a good swimmer.

Five-year-old Edith was afraid of the dark. Mother took that fear by the ears and talked with the child about it but not in any blaming or ridiculing sort of way. She did not want the youngster to be worried about being afraid but she did want to get rid of the fear. Gradually the child began to get into words the things she could "see in the dark." She was a youngster who said her prayers every night and Mother talked with her about God being with her in the dark as well as the light. She gave her a flashlight too so that she could see for herself that there was nothing there.

One thing about it, if a child is afraid it only makes it worse to tell him not to be, or to merely say there is nothing to be afraid of, or to set forth that big boys and girls are not afraid. That only makes him feel that he is doing something that he shouldn't and so adds shame and guilt to the fear. It is confidence that is needed to replace fear. Work on that.

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(MP)

FROM KING FEATURES SYNDICATE, 235 EAST 45th ST., NEW YORK 17, N.Y.

FOR RELEASE MONDAY, SEPTEMBER 5, 1960

(12)

TODAY'S CHILDREN

HELP YOUR CHILD TO LIKE HIS TEACHER

By Grace Langdon (Ph.D.) and Irving W. Stout (Ed.D.)

"The attitudes of parents about their child's teacher can go a long way in making or breaking his whole school year." So said a teacher who has been at it for a good many years. She knows whereof she speaks, and, we heartily agree with her.

The parents of a boy going into sixth grade this fall agree too. The Mother says, "I truly believe all of last year in the fifth grade would have been wasted if we had not spoken up for the teacher." School had barely started when he came home saying that he didn't like his teacher. The Mother said that many of the reasons he gave seemed to make sense and the natural impulse was to support him. Both she and Dad realized though that every story has two sides and they knew it was a poor start for the year to have him at odds with his teacher. So they suggested that he try to see what reasons she might have for what she did. They knew well enough that whatever time he spent thinking how he disliked her was time wasted from school work. Besides they didn't want him going around with resentful, disliking thoughts. They told him that if he would look for her good qualities they thought he would like her better. This went on for some weeks. One day he said, "You know she isn't so bad when you kind of get used to her." With the change of feeling came a change for the better in grades.

Parents do well right at the beginning of school to get things off on the right foot. Be watchful about any comments that might tend to undermine a child's confidence that the teacher knows what she is about. Little youngsters are usually ready to accept her as the last word. Go easy on teasing remarks that, "Oh, she doesn't know everything," or "I'll bet your teacher doesn't know this or that." The Mother of a six-year-old said, "I really believe I am jealous of his teacher because he thinks she is so perfect." Could be. It has happened. It is a matter rather for rejoicing. It makes her influence for good all the more potent. It gives school the rosy look that makes learning seem attractive as it should seem.

(MORE)

As a youngster grows he comes to look at his teacher as at all else with more critical eyes. First day of school comes. Things are different in the new room. The teacher goes about things in different ways. It is an adjustment until routine gets settled. He grumbles. The other youngsters grumble. Along around fourth and fifth grade it gets to be the thing not to "let on" that they like her even when they do and sometimes it gives her rough going.

Right from the beginning Mother and Dad's cue is to assume that she knows what she is doing and to give her all the support possible. This does not mean to brush off unfavorable comments with no attention paid to them. The youngster may have good reason for them. Pay attention to the comments but don't join in the griping. Look into it to see if they are well founded. If they are, he needs your help and so does she. Go and talk it over. But don't spend time hashing and rehashing with the youngster, or before him, all the things that are the matter with her. Turn his thoughts toward liking her and his school work will profit and he will be happier.

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(MJF)

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FOR RELEASE FRIDAY, SEPTEMBER 30,1960

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TODAY'S CHILDREN

A CHILD'S POSITION IN THE FAMILY DOES NOT HAVE TO BE A DISADVANTAGE

By Grace Langdon (Ph.D.) and Irving W. Stout (Ed.D.)

"When we had our third child," said the mother of eight, "I quit worrying because I thought now we've got a youngest, oldest, and middle child; as far as that problem goes we've had it."

Then she told how she had read so much about the trials that come to a child because of his position in the family that it worried her. When the third came that meant that there had been the first one as an only child; the second meant a youngest and oldest. The third took care of there being a middle one. Now she says, "I don't think there need be a lot to it unless you make a lot out of it, and it's doing right by each one no matter when he happens to be born that makes the difference." With this we heartily agree.

There seems no need to hang certain disadvantages around a child's neck and doom him to carrying them all of his growing up years just because of when he happened to come along in the family. It is a matter, rather, as we see it, of setting sights on making whatever position he is in, a good one for him.

We grant that there are some angles to position that need to be kept in mind but the thing is to make them an advantage and not a disadvantage. This is what the Mother and Dad in a family of three whom we know well have been doing with marked success.

The oldest, Susan now ten, was an "only" for five years and she, Mother and Dad were wonderful companions. They lived in a housing development so she had plenty of playmates. Having had no brother or sister she did not miss them. When her sister Lucy came along there was a little while when she would have been willing enough to get along without her. Mother and Dad were watchful not to make too much of her being oldest and she soon eased into it. Then fifteen months later Chris arrived and Lucy got into the middle position before she really knew much about being youngest. She was a child who would have been happy in any position. Now with the youngsters ten, five and four, Mother says, "We never have made any point of age. It's what the children do that we try to have them look at." Then she explained. Chris can outclimb either of the girls.

(MORE)

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xx girls.

Mother says, "It has nothing to do with age. He just does it and they are proud of him. Lucy can dance better than the others and Susan is learning all sorts of housekeeping with me and they just seem to take it for granted."

This as we see it is one good way of keeping position in the family from being a bigger bugaboo than need be. Another thing these parents did, and this is important: They see to it that each one has plenty of time alone with Mother or Dad. That is important. It means there is no need to compete for Mother and Dad's attention. Another important thing is not to expect too much of the oldest, too little of the youngest, nor excuse whatever happens with the middle child just because he or she is middle.

Take each one as an individual and as the mother first quoted said "do right" by him regardless of only, youngest, oldest, middle, or somewhere else in the age line.

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FOR RELEASE MONDAY, SEPTEMBER 26, 1960

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TODAY'S CHILDREN

BEING PART OF A CHILD'S SCHOOL

By Grace Langdon (Ph.D.) and Irving W. Stout (Ed.D.)

"Well," said the mother of three, "Dad and I are quite busy this year because we have just started to kindergarten again and you know we were promoted to third and sixth."

This is one way of saying that they go right into their children's school living with them, so this year they are in three grades. No wonder they are busy, considering the fact that they have other things to attend to besides school. The Mother went on to tell how they feel about it. She said, "We think that anything our children do is important and we want to be in on it; and, we want them to feel that school is important enough for us to pay attention to it." Very wise!

A child gets vastly more out of school when Mother and Dad give time to it no matter what grade the youngsters are in. Here are a few suggestions which experience shows it is wise to think about in doing it.

Try to get acquainted with each child's teacher early in the year. Now is none too soon to be about it. Take any opportunity there is to meet her, at the super-market, church, open house at school, anywhere. Don't hesitate to introduce yourself to her. She has a lot of parents to meet and making yourself known to her is a friendly thing to do.

Let your youngsters know that you are interested in what goes on at school but don't bombard them with questions. Very often it takes quite some time before they can get experiences into words especially the little ones. As for the older ones they often more and more keep school things to themselves. It's a kind of growing in independence. Be ready to listen when they do want to talk, but go easy on pushing them when they don't.

Keep close guard on your tongue and don't say any word that plants doubt about the teacher or her teaching. Nothing is to be gained by undermining the youngster's confidence that all is as it should be.

(MORE)

If he comes with complaints, about what is or isn't done, look into it before telling him that what troubles him doesn't amount to anything. It might. But don't take complaints as being well founded without investigating. It is only fair to both child and teacher to find out the facts.

Think twice before talking about how much better schools used to be than they are now. These are the schools your child must go to. Times change and schools change with them. Maybe the ones you went to weren't really as wonderful as you remember them. And maybe your child's are better than you think they are. If you have specific objections which you feel are well founded by all means take them to the school authorities and talk them over. You have every right to do so as a taxpayer and a school parent. But don't worry the youngsters about it.

See to it that your child is regular in attendance and on time. That helps to let him know how important you think school is. Catch the high moments of his learning with him and enter into the enjoyment of them when he gets his first reader; when he catches on to subtraction; when he has made a good grade in something hard for him; when some honor has come to him. Think of things that he can take to school to help along school enterprises. Do willingly the things that the teacher asks mothers to do.

A mother of five says, "I sew costumes; make sandwiches for picnics; help with homework; go hunting for rocks; smooth down ruffled feelings; thrill over good grades; give a poke about poor grades; help the teacher take the class on a trip; go to PTA meetings; and when the last one is graduated from High School I'll miss it." Yes, it is very rewarding to be a part of making a child's school living rich and full of meaning for him.

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FROM KING FEATURES SYNDICATE, 235 EAST 45th STREET, NEW YORK CITY
FOR RELEASE WEDNESDAY, SEPTEMBER 28, 1960 (15)

TODAY'S CHILDREN

HELP CHILD TO KNOW HOW TO MEET DIFFICULTIES

By Grace Landgon (Ph.D.) and Irving W. Stout (Ed.D.)

A child needs to learn to face up to difficulties and do something about them. It is not enough to merely tell him to do it. He needs to be helped to know how to do it. Sometimes a question will give him an idea of what he can do. Sometimes a bit of encouragement will be what is needed to keep him pegging away. Sometimes a straight out suggestion to try this or that will clarify the whole thing for him.

It was encouragement and some firm insistence that he stick with the difficulty, plus giving him some know-how, that brought ten-year-old Larry out on top. He lives in ranch country. His daddy bought him a colt. When he was learning to ride the time came, as often happens, to show who was "boss"---the boy or the horse. The mother said that when the horse bucked him off "it sure was a chore to get him back on." She said she would have given up but the boy's Dad said, "No, he will have difficulties to meet all his life and he may as well meet this one and master it." He did. Now he and his horse are devoted friends. But Dad gave him some practical instructions about what to do when he did get on.

A child does have difficulties to meet all his life, all kinds of difficulties. Living is easier for him when he can take them on with feelings of assurance instead of being frightened, overwhelmed, or frustrated by them.

There are all the difficulties that come up in the use of things that sometimes will, sometimes will not work---the pegs that the two-year-old has to work and work with before they will go into the holes; the pieces of puzzle that the three-year-old turns over and over before he can see where they might fit, and then maybe they don't and he has to try again. Here is the time for the word of encouragement or bit of help that keeps him trying until he gets the right piece in the right place and finds out that difficulties can be overcome and it makes you feel good to do it. That is a good learning to get salted down early. It is a learning that has stood sixteen-year-old Diane in good stead may a time. (MORE)

 xx time. She takes any difficulty as a challenge. She is always coming up with, "Well, let's try another way. Something will work if we keep at it." And it does, partly because Mother and Dad have always made a point of suggesting, "You might try that," or "Let's see if this will work," or "Let's look in this book for ideas," or "Why not talk with so and so, he knows about these things."

Many of the difficulties youngsters have to meet are with people, playmates, schoolmates, brothers and sisters, grown ups. They need know-how to meet these too. "Let's talk about it," says Mother to six-year-old Barbara who has just had a best-friend fuss, "then we'll get her and talk about it with her." "Think about his side of it," says eight-year-old Tommy's Dad, "there's always two sides" when Tommy reiterates, "It was all his fault." Such advice is giving a child know-how. "Well, she has all the children to listen to and maybe someone else needed a turn," says Mother to ten-year-old Paula's complaint that the teacher "wouldn't listen and I had some good ideas." Every little comment like this is just so much help to a child in knowing what to do in getting on with others.

Helping a youngster to know how to stand up to his difficulties is putting into his hands tools that he can use always so that as one Mother puts it, "he won't have to run to Mom or Pop for help all his life."

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FOR RELEASE THURSDAY, SEPTEMBER 15,1960

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TODAY'S CHILDREN

GOOD BRINGING UP SHOWS

By Grace Langdon (Ph.D.) and Irving W. Stout (Ed.D.)

"You surely have been a nice guest today," said ten-year-old Marvin's hostess as she told him, "Goodby and come again soon." It was the end of a summer day's visit. "Thank you," the lad replied, "I'll tell Mother you said so but I don't always act this good but I know how."

One could guess how that Mother will rejoice when she hears that he "acted this good" once anyway. It brought to mind something that Grandmother said to one of the authors of this column many years ago. The child was about to set forth on a visit and grandmother said, "Now use your handkerchief, mind your manners, and act as if you have had some bringing up." That was what Marvin was doing. He was acting as if he had had some bringing up.

Bringing up shows. It showed with Marvin. It showed with his eight-year-old sister who was with him. It showed with two cousins, four years old and sixteen months old who were there too. The mother and Dad of the little children were with them and Grandmother and Granddaddy, and they all added a few bits of bringing up as the day went on. But something had gone on before or it would never have shown up as it did that day. It was little things that gave the evidence.

A box with a conglomerate accumulation of playthings was waiting. "Where can we play with them?" asked the eight-year-old preparatory to turning the box upside down. Then, "Let's get over here and nobody will step on them and we'll have room." Pretty soon, "Would you please have time to get us a few rubber bands if you've got some, but if you haven't got them then string will do." Rubber bands were produced.

Minutes later the sixteen-month-old sat down in the middle of some block building. "Don't scold her" from the four-year-old "She don't know much yet." She was extricated by the older ones with various comments that "you can't blame babies." Patience finally came to an end with the third down-sitting and four-year-old's call to Mother, "Won't you put Debbie to sleep so we can play?"

(MORE)

xx play?"

Lunch time came with hand washing reminders and a dash for bathrooms. Then, from the eight-year-old, "Please can we take our shoes off and feel the soft rug with our feet?" She had just discovered the fluffy floor covering but no barging ahead without permission. There was good bringing up back of that.

"No, thank you," said the four-year-old when offered something at lunch that he did not want. Then, "Mommie I said it, did you hear me?" Mommie heard and approved. Over went the sixteen-month-old's glass of milk. Quick as a flash from four-year-old, "She can't help it, she does pretty good."

Lunch over, eight and ten were ready to leave toys behind and soon an argument started. Voices got louder. A chase started. The hostess produced some books. The two settled down and then a whisper from eight-year-old, "She meant for us to quit making so much noise." That was it all right, but it took bringing up for the youngsters to see the point and pay attention to it.

If bringing up is to show on occasion it has to be there in the first place or it cannot show. Reminders cannot be effective unless there is bringing-up to which to tie them. But what a reward to have a hostess able to say heartily to four lively youngsters, "Come again soon." Bringing up shows and it pays.

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FOR RELEASE THURSDAY, SEPTEMBER 22, 1960

17

TODAY'S CHILDREN

GETTING HOME CHORES DONE WILLINGLY

BY GRACE LANGDON (Ph.D.) AND IRVING W. STOUT (Ed.D.)

We have taken the position many times and we still hold to it that home chores are a useful part of a child's bringing up. However, we are just as firmly of the belief that it is a good idea to go about having him do them in a way that does not make him hate them, or do them, with inside anger and resentment. As we see it, the thing to be greatly desired is to have the youngster take the responsibility, yes, but to have him do it willingly and to have the thing that he does make some sense to him. There are ways and ways of helping this to happen. Here are some of them as told by the ones who had the chores to do.

Take a family of four girls. The oldest says, "Mother always seemed to know when we were getting bored with our jobs or feeling put upon. Then she would get out the old grab bag and write the jobs on slips and we would draw and usually that would ease us off." This is an impersonal sort of way of getting jobs assigned and there is that bit of uncertainty in it that is fun. It holds out the possibility too of a change and even if one draws the same old job there is no one to blame. Notice there was no question, though, in this family that everyone had jobs to do. That was understood.

Fourteen-year-old Shirley tells how jobs in their family have always been graded with the most difficult going to the oldest. There are six children and as one gets to the point of being able to empty waste baskets and bring in the milk the one who has been doing that graduates to a more grownup line of duties. She says that they all look forward to being big enough to take on the next jobs. Right now she has been promoted to ironing and is "getting a charge" out of it.

She says, "My kid brother can hardly wait until he can hand the garbage pail over to the next one and get to running the lawn mower, the little hand mower, not the power one. When he gets to that--that will be THE day." This is a system that holds responsibility up as something one grows to. There is a sense of distinction in having reached the place to be ready to take it. Besides there is the thought that if the job seems irksome, "it won't last forever."

(MORE)

(17)

BY GRACE LANGDON (Ph.D.) & IRVING W. STOUT (Ed.D.) xx forever."

Eleven-year-old Jeanne and her brother nine, "just talk it over and make a bargain what we will do and Mother lets us mostly." Sometimes he makes both beds, sometimes she does, but "sometimes Mother does all the beds and even Daddy does sometimes but we laugh when he does it because it is a joke." The point is that Mother and Dad let the youngsters do a lot of choosing beyond the chores usually thought of as belonging to children, then they take on some of the children's things themselves. It makes for good feeling.

Children always appreciate the opportunity to make a choice and that holds for home chores as for anything else. It is a certain mark of respect, a tacit recognition of the ability to use judgment in doing it.

We feel that there is much to be said for helping a youngster get an overall picture of the things that have to be done in the home, and to see where he fits into it. It tends to give chores a different look when they are seen as helping to make living comfortable for everyone and not merely something that someone assigns. And why not rotate them? Anything gets irksome when it stretches out ahead as something that "always" is there to be done. It is good when they can be done with a willing thought.

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RELEASE SATURDAY, SEPTEMBER 10, 1960

Skill In Reading Helps Child Master Numbers

By GARRY CLEVELAND MYERS, Ph.D.

MANY AN elementary school child who does fairly well or excellently with what teachers call abstract problems—adding, subtracting, multiplying or dividing numbers—may have great trouble solving verbal (reading) problems.

This child may be a poor reader or may be in so great haste to do the problem that he does not take time to find out what it means.

Guesses At Problem

He may, for instance, quickly look from one number to another in the problem and guess it is an addition, subtraction, multiplication or division problem and quickly proceed accordingly.

When I was a boy in the little red schoolhouse, Meta Bosey, smarter and a bit older than I was (and I thought her very pretty), stood at the blackboard between Charley Atkinson and me.

We watched Meta as a problem was dictated and, if she added, we added; if she subtracted, we did, too, and so on.

Same Basic Factor

While solving a dictated verbal problem is more difficult, as a rule, than a problem seen in print, the basic factor is about the same—to think and reflect.

If the basic skills with simple numbers are not mastered, the trouble multiplies, of course.

Charley Atkinson and I had not at that time learned by heart the basic addition and subtraction facts. We counted them out by tapping on the blackboard with chalk, sounding like chickens pecking buckwheat from the barn floor.

If your child in the third or fourth grade still counts out numbers when he adds or subtracts, write me in case of this paper for my "Home Helps in Arithmetic".

(And don't forget to stamp the self-addressed envelope.)

Encourage Careful Reading

If he's as poor on verbal problems as Charley Atkinson and I were, encourage him to read the problem slowly and carefully before trying to solve it, even reading it to him.

From there on you will try to help him become a better reader and to read for meaning instead of just pronouncing words.

Be Calm And Quiet

Most of all, work on yourself to be more calm and quiet while he is doing arithmetic, betraying no wish for him to hurry.

It takes time to think and acquire accurate skills in any subject. The race track is not a good learning place nor is a home or school with a stopwatch.

(My bulletin "Home Helps for Poor Readers" may be had by sending a self-addressed, U. S. stamped envelope to me in care of this newspaper.)

Answering Parents' Questions

Q. Wouldn't it be a good plan to require the school-age child who wets or "soils" his clothes to take a daily bath?

A. Yes; not to punish him but to impress him with the need of cleanliness.

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From UNITED Feature Syndicate, Inc.
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FOR RELEASE SATURDAY-SUNDAY, SEPTEMBER 24-25, 1960, AND THEREAFTER

THE FAMILY SCRAPBOOK

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BY DR. ERNEST G. OSBORNE

THE FAMILY WORKSHOP

Sick-Room Loan Closet.

Sometime ago, I ran across a brief article in one of the women's magazines which was both novel and practical. In Silver Spring, Md., an enterprising women's club had started what they called a Sick-Room Loan Closet.

This Closet operates somewhat like a circulating library except that its wares, instead of books, are crutches, air cushions, bed pans, ice bags and even a hospital bed. Recognizing that few families would have any continuing need for such articles but that when they were needed they were quite expensive, the women who conceived the idea asked people whom they knew had any of them on hand whether they would be willing to contribute them to the project.

Now, whenever a family in the community has temporary need for crutches, air cushion and the like, all they need do is to give a ring to the custodian of the Closet and arrange to pick up the needed article. It is to be returned, of course, after it is no longer needed.

A simple idea, this, but a very practical one indeed and of real help to families with needs for such special equipment. It would seem to be quite feasible, too, for such a plan to be worked out in many neighborhoods, housing developments and even larger communities. Mark

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CAPTION FOR ILLUSTRATION: Temporary help.

THE FAMILY WORKSHOP

Family Files.

Ever since they were small children, the Arthur youngsters were fascinated by their mother's recipe files. As soon as they began helping her in the kitchen, they were on the lookout for new recipes that the family might like and proudly referred to "our file."

This interest carried over to other things. Ten-year-old Junior, who was handy around the house, began a file of his own, organizing suggestions for fixing things that he found in magazines and newspapers so that he could refer to them when he wished.

The Arthurs also enjoyed having parties, both for just the family and for friends and relatives. So it was natural that a third file should be started, one which included ideas for party games, special-events activities and hints for decoration.

People differ in the way they feel about organizing things. To some, the file idea will have little appeal. But your family may be one that is intrigued by such things. They certainly can be a lot of fun.

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CAPTION FOR ILLUSTRATION: Variety is the spice.