

RESPONSE OF HOMEMAKERS TO AN INDIVIDUAL DEPTH STUDY
SERIES THROUGH THE NEWSPAPERS

by

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B. S. , Kansas State University, 1965

A MASTER'S THESIS

submitted in partial fulfillment of the
requirements for the degree

MASTER OF SCIENCE

General Home Economics

KANSAS STATE UNIVERSITY
Manhattan, Kansas

1969

Approved by:

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Major Professor

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ACKNOWLEDGEMENTS

The writer wishes to thank Dr. Shirley White, state leader, Extension Home Economics, Kansas State University, for helping plan my graduate program and for arranging a seven-tenths rather than full-time position as Assistant Extension Editor during the past year.

Dr. Ruth Hoeflin, my committee chairman, was most helpful and understanding. I appreciated all her guidance and thoughtfulness. Dr. Ivalee McCord and Dr. Deryl Leaming were most helpful throughout my graduate program.

This research would have been impossible without the full cooperation I received from the Wichita Eagle-Beacon, especially Dan Granger and Betty Magruder; and Buford Clark, editor of the Valley Center Index. I express my appreciation to Mrs. Deborah Hobble, Extension family life specialist, for sharing her subject matter for the newspaper articles.

Thanks, Robin Thomas, for helping analyze data at the KSU Computing Center.

A special thanks goes to the KSU Department of Extension Home Economics and Department of Extension Information staff members for their understanding as I did my graduate work.

Without the support and understanding of my husband and two-year-old son, I would never have attempted this course of study. Thanks to both of you.

And, thank you, Lovella Mullen, for your assistance in typing.

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CHAPTER I

INTRODUCTION

As the changes of pace increases in our society, stresses on family stability and individual and family values mount. Major factors in this acceleration of change are technological advancement with its accompanying obsolescence of established patterns and frameworks of activity and the transition of our society from a rural to an urban environment (American Home Economics Association, 1958).

According to Hallenbeck (1960) this changing world has brought American culture to the state where it depends upon adult education for successful operation. In the report of the Ford Foundation study of what the United States should spend for education, Professor Harold F. Clark said that already in the United States several times as much is being spent for the education of adults as for all formal education--public and private--from kindergarten through university. Also, more students are in adult education than in all the schools. A large part of this money and a great many of the students are in the educational programs of business and industry, where time and money are not invested in only that which is essential and profitable. Efforts have been made to educate people through mass media. As Johnson (1960) said, few people question the sweeping influence of the mass media on the attitudes and behavior of the American people. Interest centers not so much on whether the mass media affect behavior but on how they do, and to what extent the media can seek to deliberate educational agencies in the spectrum of influence to which people are daily exposed.

While educators not directly connected with the media can and do use the media to present educational programs, what do the media do themselves? In addition to reporting, interpreting, and giving the educational significance of major issues, they cooperate with other educative agencies. Newspapers occasionally publish material designed to supplement educational materials used elsewhere.

There is limited research which evaluates the impact of such educational methods, especially individual depth study through the newspaper. This study was concerned with checking the readership of an individual depth study series which included six articles released individually in the Wichita Eagle February 10 through 15, 1969, and in the Valley Center Index January 30, February 6, 20, and 27, and March 6 and 13, 1969. The articles within "The School Age Child" study series were "Where Is He Now?," "His Physical Growth," "His Intellectual Growth," "Learning About Sexuality," "His Spiritual Growth," and "His Feelings and Behavior."

The purpose of this study was (1) to see if individuals read educational material such as individual depth study in the large daily or small weekly newspapers, (2) to discern each reader's sex, age, education, and socio-economic status, and (3) to evaluate each reader's feelings related to the subject.

This study is important because one of the goals of the Home Economics Extension department of the Kansas Cooperative Extension Service is to offer broader subject matter to a wider audience. Traditionally the audience has been rural people. If the subject matter is to be extended to the urban families, expansion and improvement of mass media functions will be necessary. With this in mind, the department's faculty offer subject matter to the public in various ways

through mass media. One of these methods is in individual in-depth study series via newspapers. The series consists of several lessons in succession that give a person the opportunity to study one subject intensively. Such a series permits a person to study on his own and at his convenience with some suggested guidelines.

Westley and Severin (1964) found from a sampling of Wisconsin adults that the nonreader of newspapers was more frequently of lower socio-economic status and was a rural dweller. From an interview with 203 adult males in California, Samuelson et al. (1963) concluded that among those categorized as highly educated, available media time was more likely to be used on print media than on television.

The hypotheses for this study were as follows:

- 1) Individuals of lower socio-economic status and with limited education as well as individuals in middle and upper socio-economic status with higher education will read individual depth study series in newspapers.
- 2) Newspaper readers who have children and who are interested in the subject matter presented in the series will be more likely to read the series than newspaper readers whose interests lie elsewhere.
- 3) Readers who have more than a high school education will be more apt to accept new ideas presented in articles and perhaps change their attitudes and actions than will those readers who have high school education or less.

CHAPTER II

REVIEW OF LITERATURE

Audience research... the study of how many of what kinds of people attend to a given communications message or medium... is the earliest division of mass media research, and still is the most prolific (Katz and Lazarsfeld, 1955).

Marsh and Knox (1966) stated that to reach wider and more diverse audiences it is necessary to know more about women who do and who do not currently participate in Extension-type programs. This suggests the need to better understand the information-seeking patterns of women of differing levels of education, work patterns, and participation in community affairs.

The literature concerning adult information-seeking behavior can be organized more easily by the type of source to which the adult turns when he needs answers to specific or general questions (Parker and Paisley, 1966). They stated that the most formal source is an educational institution; the next source on such a formality continuum would be the media, the sources of information that imply no direct feedback from the receiver. The least formal source would be another individual.

Marsh and Knox (1966) suggested that if mass media and adult education serve similar functions for different types of people, then some adults might be encouraged to selectively use mass media as part of their own educational programs. If mass media and adult education serve two different functions for most women, then they can be regarded as complementing each other.

Information seeking and mass media are the foundations of adult public knowledge. The adult American lives, works, and votes in a world that changes profoundly from decade to decade to decade. (Rees and Paisley, 1967).

Rees and Paisley found that self study as a method of adult education is not very predictable. Formal education and its companion attribute, perception of positive consequences, join with sex as a predictor triad of only modest strength. It is as though self-study, as a low-cost behavior that anyone can begin, given the impulse, if distributed almost randomly through the population. Perhaps it is insignificant that the strongest predictor of self-study is psychological rather than social. When one gets an impulse to study, he studies.

Buss (1967) found that the correlation between curiosity and willingness to use print media were slightly negative. Also, the role of anxiety in influencing willingness toward media exposure was negligible. Maslow (1963) concluded that increased anxiety functions reduce the desire for knowledge.

From a sample in Wisconsin, Westley and Severin (1964) found that the amount of education and socio-economic status were strongly related to credibility of newspapers and distrust of television as information sources. Professionals in the sample rated newspapers highest while farmers gave newspapers lowest credibility. Urban residents highly rated newspaper credibility.

When Holmes (1965) checked the rural family behavior in regard to use of the media in Louisiana, he found that newspaper and magazine consumption was greater when readers were white, lived in households where the head of the family was middle-aged with at least a high school education, and were farm owners.

In another study Greensberg (1966) found that sixty per cent of the respondents with no college education used television more than newspapers. Among television viewers there were one-fifth more women than men. Among newspaper readers, there were about one-eighth more men than women. This reflects a relationship between sex and news sources.

The less educated respondents believed and used television more than they used newspapers. The majority of newspaper readers had twelve years of schooling or more. The newspaper audience included more older, and better educated men.

Marsh and Knox (1966) reported a study made in Nebraska of similarities and differences among women as participators in adult education and users of mass media as sources of information. Data were received from a random sampling of women, ages twenty-one through sixty-nine.

The sample was divided into subpopulations on the basis of three relevant variables: (1) level of formal education, (2) working status, and (3) extent of community participation. Women having at least a high school diploma were classified as high educational level. Women were also classified as working (part or full time) and non working.

Working women tended to be older, in the middle-age group, and most lived in metropolitan areas; non working women were younger and lived in rural areas. High education groups included women of all ages. Low education groups were mostly non employed, young women. Women who didn't continue beyond high school tended to marry earlier and have families. This removed them from the labor force during young adult years.

Community oriented rather than home oriented women participated in adult education activities. Working women were high community oriented and their level of participation in adult education programs was significantly higher than for home oriented women.

Mass media were used more by women who didn't work and who had low community participation. They spent significantly more hours per day viewing television than did community oriented women.

More than 80 per cent of all the women read newspapers daily. The one exception was the group of women who did not work and had low education and low community participation. In this group the readership was 70 percent. The highest readership was in the group of women who worked and who had high education and high community participation. Adult education participants reported proportionally greater use of print media than broadcast media when compared with non-participants.

In discussing self-study as a method of adult education Parker and Paisley (1966) said:

The value of self-study is occupational and social advancement is an American truism. Even if the blue collar worker feels out of place in the white collar world of adult evening classes, the potential of self-study is completely open to him. Nor are lack of education and low income convincing handicaps, given variety of simply written, inexpensive self-instructional materials.

If all subgroups of the population accepted the principle of continuing education, and if such subgroups as the poorly educated preferred not to attend evening classes, lectures, and group discussions for this purpose, then we might expect such subgroups to participate disproportionately in self-study, the one learning activity that each person can structure to please himself.

Parker and Paisley mentioned that those who already utilize other modes of continuing education also engage in self-study. Those who are under represented in other activities are also under represented in this activity.

CHAPTER III

PROCEDURE

The series of six lessons on "The School Age Child" which were written earlier by Mrs. Deborah Hobbie, Extension Family Life Specialist, Kansas State University, Manhattan was edited into journalistic style (Appendix). With cooperation of editors at the Wichita Eagle the six lessons were printed individually in the February 10 through 15, 1969, issues of that paper. The Valley Center Index editor cooperated by printing each of the lessons consecutively in the January 30, February 6, 20, 27, and March 6 and 13, 1969 issues of the Index (Appendix).

A check-list questionnaire was developed to send to 200 homemakers in the Wichita area and 100 homemakers in the Valley Center area. The research department at the Wichita Eagle-Beacon advised the researcher to choose the 200 names at random from the city telephone directory since 97 per cent of those listed subscribe to the Wichita Eagle. The Valley Center Index editor shared his subscription list with the researcher so she could select 100 names at random from that list.

Before the questionnaire was sent to the selected names a pilot study was conducted with twelve homemakers in the Junction City area. The homemakers read the six lessons and completed the questionnaire. From the results and comments, revisions were made for the final questionnaire.

The questionnaire and accompanying letter (Appendix) were mailed to the "Mrs." of each randomly selected name the day after she received the issue of the Eagle or Index which contained the sixth lesson.

The questions were designed to reveal the age, sex, education, number of children, and socio-economic status of those who did read the lessons. Subjects were to check whether they read newspapers one-half hour or less, or one hour or more each day. They also were to check particular sections of the paper they read, and if they saw and read any or all of the six depth study series. Three questions were designed to help the researcher evaluate the reader's response to this type of educational material in the newspaper.

Responses from the Wichita and Valley Center groups were compared, then combined for the overall results and discussion. Responses were coded numerically and transferred to IBM cards. The Computer Center, Department of Mathematics, Kansas State University, computed frequency distribution counts and percentages for each variable for the total group. The Chi Square test was used where appropriate for comparisons to test the hypotheses.

CHAPTER IV
RESULTS AND DISCUSSION

To meet the objectives of this study frequency distribution counts were made on data. Of the 300 questionnaires mailed, eighty-four were completed and returned. A total of fifty-two homemakers who returned the questionnaire saw "The School Age Child" individual depth study series, and forty-four of those homemakers read some or all the articles. The frequency count shows that 52.4 per cent of those responding had read the articles while 41.7 per cent did not read the articles. A count of 5.9 per cent did not respond to the question. The frequency count for the number of respondents who read each of the six articles showed that homemakers may have only seen and read part of the articles or read only the articles which were of personal interest.

TABLE 1
ARTICLES IN SERIES THAT WERE READ BY RESPONDENTS

Name of Article	Respondent Read Articles			
	Yes	Percent	No	Percent
"Where Is He Now?"	34	40.48	50	59.52
"His Physical Growth"	28	33.33	56	66.67
"His Intellectual Growth"	33	39.29	51	60.71
"Learning About Sex"	31	36.90	53	63.10
"His Spiritual Growth"	30	35.71	54	64.29
"His Feelings and Behavior"	39	46.43	45	53.57

Only four of the eighty-four respondents were male. One of the four men had read four of the articles. This particular subject noted on his questionnaire that he had no children, but did enjoy other people's children. The majority of the respondents were married. Two subjects were single, three were widowed, and one was divorced. Insignificant variation also appeared in the question on race. Eighty respondents checked white, one checked Mexican-American, two checked Negro, and one checked Oriental. The age of the respondents varied. The ages of the respondents in the two groups were compared to determine if the Wichita group contained more younger homemakers and the Valley Center group contained more older homemakers.

TABLE 2
AGE OF HOMEMAKERS

Age	Number of Homemakers		
	Wichita	Valley Center	Total
18-35	29	7	36
36-49	16	14	30
50-64	4	7	11
65-99	3	4	7
	52	32	84

All respondents had more than a grade school education. Three checked that they had no formal education past the ninth grade. Fifty-four had a high school education. Of the twenty-seven who marked that they had some college education, twenty had three years or less. Three respondents had attended college four years and four subjects had at least five years of college education.

The husband's occupation and the family's annual income were used to determine the socio-economic status of the subjects. For the question "What is your husband's occupation?", 10.7 per cent did not respond, 25 per cent checked professional or technical, 19 per cent checked manager of business, 16.7 per cent checked white collar, 20.2 per cent checked blue collar (skilled), 2.4 per cent checked semi- or unskilled, and 6 per cent checked farmer-stockman.

The frequency distribution count for respondents' answers to "What is your family's entire (annual) income before taxes?" revealed only 8 per cent had less than \$3,999, 9.5 per cent marked they had an income of \$4,000-\$5,999, 35.7 per cent marked \$6,000-\$9,000, 16.7 per cent checked a level between \$10,000 and \$14,999, and 13.1 per cent checked an income level of \$15,000 or more. No response came from 17 per cent.

Chi Square (X^2) was used as the statistical test for the research. To determine the significance of the Chi Square values obtained from this research by the Kansas State University Computing Center, the Chi Square table (Rider, 1950) was used. Values were accepted as significant if they were at the 5 per cent level of confidence. Since the table only went to 30 degrees of freedom (n), the quantity $(2X^2)^{1/2} - (2n-1)^{1/2}$ was used.

Analysis of the relationship between the respondents' educational level and the number of articles they read had a low significance at the .05 level of confidence. Table 3 presents the relationship between educational level of respondents and the number of articles they read.

TABLE 3

LEVEL OF EDUCATION AND NUMBER OF ARTICLES READ

Educational Level	Number Of Articles Read							Total
	None	1	2	3	4	5	6	
Junior High School	1	0	0	2	0	0	0	3
High School	27	0	3	5	5	1	13	54
College 1-3 years	11	0	1	3	2	1	2	20
College 4 years	0	0	1	1	0	0	1	3
College 5 years	1	0	0	0	0	0	3	4

$$X^2=24.19, df=24, p=.50$$

Within the high school educational level, 50 per cent of the respondents did not read any articles but of 50 per cent who did, 24 per cent read all six articles. Of the twenty respondents who had one to three years of college, 55 per cent did not read any of the articles but 45 per cent read two or more articles. Although seven subjects reported they had four, five, or more years of college, only one did not read any articles and four read all six. The Chi Square value had a low significance. This indicated that there was no relationship between the educational level and the number of articles within the depth study series that they read. The part of the hypothesis that related to educational level was significant.

To determine the relationship between socio-economic status and readership, a comparison was made between the occupation of the homemaker's husband to the number of articles read. The Chi Square value had low significance which indicated there was no relationship between husband's occupation and the number of articles read (Table 4).

TABLE 4

HUSBAND'S OCCUPATION AND NUMBER OF ARTICLES READ

Occupation of Homemaker's Husband	Number Of Articles Read							Total
	None	1	2	3	4	5	6	
Professional Technical	8	0	4	3	2	0	4	21
Manager of Business	7	0	0	2	1	2	4	16
White Collar	7	0	0	0	3	0	4	14
Blue Collar (skilled)	7	0	0	3	1	0	6	17
Semi- or Un-skilled	0	0	0	1	0	0	1	2
Farmer-Stockman	4	0	0	1	0	0	0	5
No Response	7	0	1	1	0	0	0	9
Total	40	0	5	11	7	2	19	84

$$X^2=36.84, df=36, p=n. s.$$

A comparison was also made between the family's (annual) income to the number of articles read (Table 5). The Chi Square value was non-significant. This indicated there was no relationship between the respondent's family income and the number of articles the respondent read. The part of the hypothesis that related to socio-economic status was significant.

TABLE 5

FAMILY'S ANNUAL INCOME AND NUMBER OF ARTICLES READ

Family's Annual Income	Number Of Articles Read							Total
	None	1	2	3	4	5	6	
below \$2,999	1	0	1	1	0	0	0	3
\$3,000-3,999	1	0	0	1	1	0	1	4
\$4,000-5,999	1	0	0	1	2	0	4	8
\$6,000-9,999	15	0	2	1	2	2	8	30
\$10,000-14,999	4	0	0	4	0	0	3	11
no response	9	0	1	1	0	0	0	11
Total	40	0	5	11	7	2	19	84

$$X^2=39.13, df=42, p=n.s.$$

For hypothesis: "Newspaper readers who are interested in the subject matter presented in the series will be more likely to read the series than newspaper readers whose interests lie elsewhere," the number of children the respondents had were compared to the number of articles read. It was assumed that the interest in subject matter would relate to whether or not the reader had children, especially in the six to eleven year-old group since the series concerned the primary school age child. Table 6 shows the number of children the respondents had. The mean number of children per respondent was 2.17.

TABLE 6
NUMBER OF CHILDREN

Number of Children	Respondents	
	Frequency	Percent of Total
0	14	16.67
1	12	14.29
2	28	33.33
3	18	21.43
4	6	7.14
5	3	3.57
6	1	1.19
7	1	1.19
8	0	0.00
9	1	1.19
Total	84	100.00

In a comparison between number of children the respondent had and the number of articles the reader checked, the Chi Square value was non-significant. However, the number of children that the respondent had between 6-11 years-old compared to the number of articles in the series that the respondent read was significant. The Chi Square value of that comparison was 24.30. This indicated that the hypothesis was significant.

TABLE 7

 NUMBER OF CHILDREN 6-11 YEARS OLD
 AND NUMBER OF ARTICLES READ

Number of Children 6-11 Years Old	Number Of Articles Read							
	None	1	2	3	4	5	6	Total
0	32	0	4	5	3	1	8	53
1	5	0	1	3	4	0	4	17
2	1	0	0	2	0	1	5	9
3	2	0	0	1	0	0	2	5

$$X^2=24.30, df=18, p=.05$$

A comparison was made between the respondent's educational level and the answers to two questions, "Were you helped to understand some of your child's behavior?" and "Have you revised what you expect your child to do since you read these articles?"

TABLE 8

 LEVEL OF EDUCATION AND RESPONSE
 AS TO HELP GAINED FROM READING ARTICLES

Educational Level	Helped to Understand Child's Behavior			Revised Expectations Of Your Child Now		
	Yes	No	No Response	Yes	No	No Response
Junior High	1	2	0	1	2	0
High School	23	5	26	16	11	27
College 1-3 years	6	2	12	3	6	11
College 4 years	3	0	0	1	1	1
College 5 years	3	0	1	2	1	1
Total	36	9	39	23	21	40

$$X^2=17.72, df=8, p=.02$$

$$X^2=7.15, df=8, p=n.s.$$

Although there was no significant relationship between the educational level of the respondent and whether she revised her expectations of her children after reading the articles, there was a highly significant relationship between the educational level of the respondent and whether she was helped to understand her child's behavior after reading the articles.

The Chi Square value of the later comparison test was 17.62 and was significant at the .02 level. The hypothesis, "Readers who have more than a high school education will be more apt to accept the new ideas presented in the articles," was significant.

To meet the third objective of this study, "to evaluate each reader's feelings related to the subject if they do study the depth series offered through the newspaper," frequency counts were made on respondents' answers to three questions listed in Table 9.

TABLE 9
EVALUATION OF READERS' FEELINGS ABOUT
STUDYING DEPTH SERIES IN NEWSPAPERS

Questions:	Answers To Questions		
	Yes	No	No Response
Were you helped to understand some of your child's behavior?	36	9	39
Have you revised what you expect your child to do since you read these articles?	23	21	40
Are you now watching for more articles on children and other areas of family living in newspapers?	49	15	20

Some additional responses to the questions were:

"I am a nursery school assistant teacher. I always watch for helpful ideas and suggestions about understanding children or adults."

"Note children's ages, I'd like articles relating to teenagers."

"I constantly am attracted to articles especially about intellectual and behavior."

"My own children are grown but having eight grandchildren, I am still interested in the problems and progress of youth."

In this study homemakers tended to read the news, education, women's, and advertisement sections of each issue of the newspaper they receive regularly. Forty-five subjects checked that they read the newspaper for one-half hour or less daily while thirty-nine subjects checked that they read the paper one hour or more daily.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

A review of literature indicated that if mass media and adult education serve similar functions for different types of people, then some adults might be encouraged to use mass media as part of their own educational programs. If mass media and adult education serve two different functions for most women, then they can be regarded as complementing each other (Marsh and Knox, 1966). Findings from this study indicated that regardless of a homemaker's age, socio-economic status, or level of education, she will read individual depth study series through the newspapers.

Implications of this study point to the value of education as one accepts or rejects ideas included in the articles. In this research, the homemakers with more than a high school education were more apt to accept the new ideas presented in the articles. Women with a high school education or more indicated the articles helped them to better understand their children's behavior.

Regardless of the individual's socio-economic level or educational level, he will have a higher tendency to read a series of educational articles such as "The School Age Child" if the subject matter is of special interest to him. Therefore, newspaper staffs should consider interests of their readers as they select copy for the issues. Educators must consider people's interest as they prepare educational material for the newspapers.

The study revealed that homemakers read the news, education, women's, and advertisement sections of the newspaper. More than half of the women who

responded spend one-half hour or less reading the paper and slightly less than one-half spend one hour or more reading the paper daily.

This readership survey was limited in scope because of the small number in the sample which was taken from one metropolitan area and one rural area in Kansas. Results indicated a need for additional research in using educational material in newspapers.

Some questions that need to be answered are:

Would a study of young homemakers' use of mass media help in planning ways to reach this group with educational material?

Would a study of use of mass media among families with limited resources indicate whether or not this method is worthwhile in reaching this group with educational material?

What length should educational articles be?

Will people read one long article or a series of short articles?

In the pace of today's society, will people read educational articles in newspapers rather than attend educational meetings?

Since limited research that evaluates the use of educational articles in newspapers has been reported, unanswered questions are abundant as more and more people depend upon adult education through mass media as a way of learning.

APPENDIX



Where Is He Now?

The School Age Child

This is the first in a series of articles which will help you understand children who are in the early years of school. When parents know what abilities and understandings to expect from their growing children, they can better enjoy and guide these young members of the family circle.

Why are you interested in learning more about this stage of child development? These young years are sometimes called the "forgotten years" of childhood. This is the time when a child spends much of his time in school and seems not to be a problem to his parents.

Almost all cultures recognize age six as the beginning of a new phase in the life of a child. Shakespeare as well as Erikson (a living psychologist) viewed six years as a dividing time in a child's life.

The average youngster leaves his preschool cuteness behind him without regret. His parents are the ones who are sorry to see him grow up.

In General

Dr. Erik Erickson outlines the stages in personality development as growth by steps. When a person has developed positive feelings about himself, he is free to grow further. How one feels depends on what has happened to him.

The first stage is the development of feelings of trust. Basically, trust develops in infancy when parents provide loving care, cuddling, smiles, food, and attention to the baby.

When the child becomes mobile, he is ready to develop feelings of independence and autonomy. Parents assist by continuing to cuddle and love him, by encouraging his curiosity about the world around him, by talking to him, and by accepting his "no."

At about age four, a growing child develops feelings of initiative. He is full of energy and ideas, and enjoys taking some leadership when playing with age-mates. Parents help him by setting good examples, by answering his questions, by reading to him and by encouraging him to try out his ideas.

Privacy is a freedom he loves. He needs some place to day dream or meditate. He needs a place to keep his "stuff." Twentieth century life and homes don't always provide privacy for a child. Special effort is sometimes necessary to give him time when he's really alone.

Now he's ready for school. The feeling that he is a good worker is exactly what he needs to accomplish his school tasks. Parents help his feelings of industry when they praise him honestly, when they are pleasant and understanding, when they provide conditions which permit learning and when they let him do things at which he can succeed.

The Big Jobs of Early School Years

- Physical skills. It's important to throw a ball straight, to balance a bicycle, to skip a rope well.
- Wholesome attitudes about self. The child wants to feel that he is growing well and becoming bigger and better.
- Get along with age-mates. While prestige often depends on "what you can do," social development is important now.

- Learn masculine or feminine social role. He isn't yet to the point of the battle of the sexes where boys and girls hate each other. A boy shadows his father, if possible, practicing his role.
- Basic intellectual skills. Reading, writing, and arithmetic must be mastered and these consume a large portion of his time.
- Develop concepts. Having a concept means knowing some principles about a topic. School children's concepts are limited, but expansion will come.
- Develop a conscience. Up until about age five, a youngster will not feel guilty when disobeying parents unless he is caught. These are the years when this changes. Right and wrong are clear cut.
- Achieve personal independence. A child of this age becomes responsible for himself at increasingly greater distances from home. Staying overnight with a friend, handling an allowance, and doing his homework are part of this development.
- Develop attitudes toward social groups and institutions. What is a church, a school, a city? He's interested in how they function and whom they serve.

Factors in His Personality

What makes him like he is? He's a combination of his heredity and what has happened to him (his environment). Both are real factors in a youngster's life.

He was born with inherited traits or tendencies. His greatest possible height, intellectual achievement, and endurance were probably decided at the moment of conception. Whether or not he reaches his potential in any characteristic depends on nutrition, health habits, and other opportunities for growth.

A study by Sheldon and Stevens suggests that heredity affects personality. It influences development of the biologic germ layers beginning in the embryo stage.

The researchers took physical measurements and predicted temperament and personality.

ENDOMORPH -- When the digestive tract dominates, the body is round and the flesh soft. The person enjoys eating. He sleeps well. He is naturally social. He is a good communicator, expressing his feelings well and understanding others.

MESOMORPH -- When the bone-blood muscle layer dominates, the body is athletic and powerful. The person's skin is rather thick, both actually and figuratively. He is not sensitive and his feelings are not readily hurt. He is task oriented, rather than people oriented. Athletic boys have these traits, but also there are many girls who fit this description.

ECTOMORPH -- When the ectodermal layer dominates, the skin and brain are well developed, but muscle and digestive systems are not as evident in the individual.

The ectomorph is thin, flat chested, poorly muscled. He is a poor eater, not often becoming hungry. He is a poor sleeper.

He does not relate well to people since he is restrained and inhibited. He may be extremely creative since his chief outlet is in fantasy and intellect.

Every child is a composite of all three physical types, but in each person one type predominates, even though only slightly.

Six is a Turning Point

The years of 6 to 12 are the "dark ages" of childhood. You believe a child is about to emerge and develop further, but sometimes he doesn't.

When a 6 to 9-year-old feels good about himself, he's happy for the most part. If he makes a mistake, he tries to do something to make up for it. He is prey to jealousy and fights with brother or sister, but always makes up.

He's relaxed and sprawls when he sits. He has ideas and experiments with them. He acts his age, which isn't very old.



His Physical Growth

The School Age Child

This is the second in a series of articles which will help you understand children who are in the early years of school. When parents know what abilities and understandings to expect from their growing children, they can better enjoy and guide these young members of the family circle.

A five-year-old is twice as tall as he was at birth--3 feet, 4 inches on the average. He weighs five times his birth weight.

Six-year-olds range from 39 to 50 pounds and 39 to 49 inches in height. Variations are due to heredity, nutrition, health habits, climate, and exercise. Remember, each child has his own rate, so averages are not standards to which he should be compared for achievement.

Growth is seasonal. The greatest weight gain comes in the spring with least in the fall. Height is just reversed, with greater gains in the fall.

At about age 8, boys are a little taller than girls the same age. Until about age 11, boys are heavier, but in bone development (wrist bones, etc.) a six-year-old girl is comparable to a seven-year-old boy.

A child's physical development is more than growth in size. Development includes better coordination, increased abilities, and changes in proportion.

He's Growing in Many Ways

A child should become more robust as he goes through the elementary school years, but some may change little because they are slow maturers. Others may seem to stand still because of faulty nutrition, or because of illnesses.

When he enters school at six, he should be proficient in climbing a jungle gym, hopping on one foot, skipping, jumping, throwing, and catching a baseball reasonably well.

Physical education is most suitable when it is made up of the non competitive activities of games, stunts, hiking, nature studies, and team sports where all participate.

Girls usually surpass in skills which require precision, and boys excel in activities calling for speed and strength.

Since not one in ten of youngsters this age pays any attention to the connection between health and good habits of rest, exercise, and eating, it is up to parents to set the rules.

On an average, a six-year-old has one to two permanent teeth. By eight years he has ten to eleven of the thirty-two he will produce. The child's teeth may look crooked, but orthodontal work is usually delayed until about age 12, giving the jaw bone time to grow.

These are healthy years. Colds are common as they are close to age-mates in classroom and play. The years of 5 and 6 are second only to ages 2 and 3 in numbers of accidents.

What he learns in the way of physical skills depends a lot on his opportunities to learn and the encouragement he receives.

At this age, he insists on rules.

Safety is Important

The following list of parental responsibilities for safety is adapted from Children's Bureau publication "Your Child from 6 to 12."

Provide safe play areas where he can ride, skate, or run without getting into the street; teach him to obey the safety rules--remember you teach by example more than by telling; be sure he learns to swim and swims only in supervised areas; teach proper use of guns--refusing to let a boy own a B-B gun is no solution to his eagerness and lack of knowledge--he needs to know how to handle a gun safely; and teach him to be alert to dangers and to exercise judgment.

Bed-Wetting

Bed-wetting sometimes continues to be a problem during early school years. The first approach to the problem is a medical check-up to be sure there are no physical reasons for it.

Elimination is tied with emotions. Bed-wetting is most often connected with anxiety. If a child has been dry and suddenly regresses, look for new stress in his life and try to relieve it.

If bed-wetting is a problem of long standing, it may be partially habit. Some parents find it helpful to waken a child at their bedtime and take him to the bathroom. He should be fully awakened. This plan is a laundry saver, but not a solution.

Withholding liquids after 5:00 p.m. may keep him dry, but may also make him thirsty all evening and draw too much attention to the situation.

Parents who are sympathetic and patient help the youngster "grow up" and overcome an embarrassing state of affairs.

The Needs of School Age Children

- Giving and receiving affection. He must know that his family loves him and values him. He likes to do things for family members.

- Skills. He must do something well enough to be praised or he must have encouragement when he fails.

- Information. He gets knowledge from watching adults work, from vacation trips, from answers to his questions, from reading, from first hand experiences.

- To argue. He tries out ideas like pre-schoolers try out words. Some things are not topics for arguments, so parents must make firm choices.

- To go through stages of neatness (and not neatness). Parents must set some limits. This need includes sloppy speech.

- To feel useful and needed. He hates being bossed.



His Intellectual Growth

The School Age Child

This is the third in a series of articles which will help you understand children who are in the early years of school. When parents know what abilities and understandings to expect from their growing children, they can better enjoy and guide these young members of the family circle.

Your school age child grows most in use of language and memory during these years. He masters the three R's and a lot more during these early years in school.

His three big thrusts are:

1. Going from home to the outside world where social skills are needed.
2. Going from home to the outside world where status depends on his skills in speech and body coordination.
3. Going out into a world where he must use the mental skills of logic and concepts.

When he becomes a pupil at school, learning becomes a goal. He can put known facts together and come up with logical conclusions.

He likes the real world around him better than make-believe, and yet his imagination is fertile and active.

One way of looking at mental development is to compare what one can expect of a six-year-old with what we expect nine-year-olds to know. Actual learning depends a lot on what his experiences have been.

A six-year-old carries on long conversation; may have imaginary playmates; knows common coins; knows numbers up to 30; likes action on TV; likes books and stories; is losing some of interest in toys; and is interested in school subjects.

A nine-year-old has good powers of appraisal; is clearly getting a conscience; is interested in many different adult roles; has good basic learning skills and reads some for pleasure; collects things indiscriminately but knows what he has; can relate events well; enjoys dramatic play; is learning to make change; and has good attention span.

He Lives in the Present

When a group of first graders were asked what they wanted to be when they grew up, their answers included:

"I don't know. I just want to make a lot of money."

"I want to be a lawyer. That's what my daddy is."

"I'd like to be a teacher. If I was a teacher, I could do any old thing I wanted to. She is the lucky duck in the room."

These answers seem to reflect a certain amount of the feeling that it would be good not to be bossed so much. They also show some limited concepts of life as it is lived by adults.

Your child learns all of the time, not just during school hours.

You enhance his total knowledge by providing out of school opportunities for him, such as:

- Exploring the community where he lives.
- Owning a pet and observing pets and animals.
- Watching things work--machinery, equipment.
- Asking you questions and getting answers. (Even if you look it

up together).

- Buying food, clothing, etc. for self and home.
- Taking family vacation trips.
- Collecting something as a hobby.
- Joining clubs for children--Scouts, 4-H Clubs, church groups.

School is a New Experience

Sure, a five-year-old has "been around" for five years. But he's been around home. School is a new and sometimes threatening experience. He may need some extra understanding and support as he begins his school experiences.

Parent-Teacher Team

Your child's teacher is interested in enhancing his development as much as you are. She is trained in child development and teaching methods. If the two of you pool your knowledge you can both do more to help your child grow.

While homework is the child's responsibility, he may need some positive help at home. A good place to study, a little reminding that he brought it home, an offer to check it or to listen to him read, and a total attitude that school is important are positive helps from Mother.

Books and Reading

During these years a child's interest often runs ahead of his reading ability. For this reason, he needs to be read to. He enjoys the cadence and words of books far beyond his limited reading vocabulary. Even a nine-year-old who reads well will admit that he "gets more out of" your reading aloud than his own reading for pleasure.

Educators believe that excellence in school work--and in adult ideas--is based on knowing how to use words. Reading provides this knowledge.

Every child should own a few books to read and re-read. School and public libraries are wonderful supplements to a limited book shelf at home.

Comic books cannot be ignored. They are easily read and usually full of action. Your school age child should be guided in his choices of comics.

What About TV?

Television and movies are sometimes criticized as robbing families of reading time. Surveys show that more reading than ever is being done in addition to the hours spent looking at the screen.

The TV viewer must merely sit and watch (and perhaps snack). A child aged 6 to 9 needs exercise and a chance to try out ideas. He needs to be with other kids.

Parents may want to set up some ground rules on the amount and kind of television watched.

Sometimes it is well to discuss what the family has just viewed. What was right or good? What was wrong? What was the main idea? Was it fact or fantasy?



The School Age Child

Learning About Sexuality

This is the fourth in a series of articles which will help you understand children who are in the early years of school. When parents know what abilities and understandings to expect from their growing children, they can better enjoy and guide these young members of the family circle.

The big tasks in the early school years in the area of being a male or female person are:

- Learning the facts of animal and human reproduction.
- Accepting oneself as a growing boy or girl, and behaving appropriately.
- Understanding and relating to those of the same sex and increasingly

those of the opposite sex.

- Accepting the differences between sexes and sex roles.

The school years are usually regarded as sexually latent years. It is true that there is no obvious sexual development, but many attitudes and feelings about sex are developing now.

Children become very modest at this age and insist on privacy for baths, dressing, and toileting. Modesty is a value we hold.

He Wants Facts

He is as interested in factual information on reproduction as on many other topics. If you have been answering your child's questions truthfully and in terms he can understand, all you have to do now is continue to do the same.

The logical place for sex education is at home within the family setting. Some feel uncomfortable, so very little gets done within the family circle. A good book beats little friends all hollow as a source of accurate information. Read a good book with him, so both of you can learn. Sex and love are so closely related that the family he lives in and loves can be pertinent examples to him.

The traditional "birds and bees" approach is not necessarily the best and most relevant method. However, seeing kittens or puppies born and eggs hatch will give many basic facts on reproduction.

A classroom at school or church can be effective for learning about sex and sex roles. The atmosphere is one of exploring facts and the teacher has had training in how to teach. Excellent materials are available for classroom use.

He Absorbs Attitudes

Remember you are teaching sex attitudes every day, whether you know it or not. Your child sizes you up pretty accurately. He knows whether you enjoy your sex role or not, how modest you are, whether you like or envy the opposite sex, and whether you accept sex as a real part of life or merely tolerate it.

He is sensitive to your feelings about his questions. A topic which is taboo becomes a lot more fascinating than one which is discussed openly. The truth does not hurt anyone and it is regrettable that many parents feel that knowledge about the human body should be restricted.

Most often we err in waiting too late to teach a child and he has already gathered half-truths and misinformation.

Let Him Grow At His Rate

Each youngster's awareness of sex in life develops at his individual rate. He has come quite a long way by age six. Remember when he began to tell girls from boys by the clothes they wore? A while after that he became aware that men married women.

At this point, a cross-sex attraction comes to the fore and forever after sons seem able to wheedle mothers better than can daughters. And when a girl really wants a favor, she turns to Dad. This is a part of the child's psycho-sexual development and is a good sign.

During the school years a youngster comes to terms with reality and becomes interested in identifying with the same-sex parent. You, the adult, may not be perfect in his eyes, but you are a real pattern for him.

A five or six-year-old is not particularly concerned about whether he plays with boys or girls, but by the time he's eight or nine, there is a definite preference for same-sex friends and a rivalry between the sexes comes out.

Adults should not foster too much competition between the sexes. At the same time they should avoid pushing children into boy-girl relationships. Let them live the gang stage to the hilt.

A child today is likely to reach puberty at an earlier age than his parent did. Girls mature earlier than boys, and individual differences are great.

Both boys and girls should know about menstruation as a fact of life. Not many, but some, will be "ready" for this information by age 9.

Your attitude as an adult will be most valuable if you can be glad for your child's growing up. A parent who welcomes signs of maturation by a child fosters feelings of well-being.

Some Resources

You need an accurate vocabulary to teach your child about sex. The one syllable words aren't accurate or sufficient. There are many resources to which you may turn. Your family doctor can help you and can recommend literature for you to use. A county health nurse can be of help.

Your local library should have some good references which you can borrow.



The School Age Child

His Spiritual Growth

This is the fifth in a series of articles which will help you understand children who are in the early years of school. When parents know what abilities and understandings to expect from their growing children, they can better enjoy and guide these young members of the family circle.

The main "developmental tasks" of the school age child in the spiritual side of his life are:

- Feeling that he's a part of his natural universe and beginning to think scientifically about it.
- Cooperating with natural laws such as health and safety as he learns about them.
- Seeking to learn more about his universe and its wonders: of beauty, truth, and good.
- Directing himself and feeling good about his behavior in familiar situations.
- Building concepts of what makes something "right" and enlarging his understanding of "rightness" through his experiences and by talking with trusted adults.

Moral Development

A child's moral development is made up of moral behavior and moral concepts. It takes a youngster time to learn to act in ways acceptable to society.

Discipline is teaching a child how to behave. When discrepancies occur between what adults say and what they do, the child is confused.

A child must reach about age 5 before he feels guilty about doing something that is forbidden unless he gets caught.

Then about as soon as he has internalized his parents' standards, he is faced with the somewhat different code of his age-mates. During early school years he conforms rigidly to what the group expects. If this is too different from home teaching, the latter loses out.

Moral concepts are made up of his understanding what is right and why. How does he decide whether to be truthful in answering a question when the truth can hurt a friend? The conflict felt by U. S. Air Academy cadets about cheating is an example of this dilemma. Many of those boys had been taught at home that you do not snitch. Which is more moral, then--to tattle or to keep still in spite of an oath?

How We Teach

The difference between moral judgment and moral behavior depends on motivation. The most common cause for punishment at this age is disobedience. Remember, successful punishment teaches, it doesn't simply humiliate.

The parent who has punished unfairly does not lose face by apologizing. Actually, he truthfully reveals adulthood as a human time when mistakes can be made.

Rewards are used to build up pleasant associations with desired behavior. Rewards can run the gamut from a smile to money or special privileges. Praise and encouragement give good results. Even though at first a youngster may act conceited over praise, you can expect positive responses and good results later.

Spiritual Nurture

These years are when the groundwork of spiritual growth is laid. During pre-school years he learned to say prayers and many of the special words that go with religion. But he hasn't really understood much. Now he begins to notice the religious faith he sees in action around him.

Religious teaching is up to the individual family. A child's interpretation of God reflects his feelings about family experiences. Most churches explain God as a father, so the tangible father-child relationship is the basis for understanding the intangible God-man communion.

Religious attitudes are more "caught" than taught. What beliefs and feelings do your child see in action in you?

We find many varieties of religious beliefs or philosophies for living. Here is one classification with examples of each often being found in a given church body:

1. Crystallized beliefs in an absolute or final form which are expected to be "grafted" onto each new generation.
2. Traditional symbols of religion which are used when it is convenient or on specific occasions.
3. Traditional symbols can't be accepted, so the person lives without the emotional support of a vital religion.
4. Stable and flexible respect for the faith of forebears coupled with hope for constantly unfolding understandings and miracles.

A part of one's spiritual life is his set of values and goals. School age children accept their parents' values for the most part.

The major life goals of any person can be divided into three groups: Love goals, work or study goals, and social goals. The working toward and achieving of these goals give life its meaning for the individual.

Responsibility

Parents hope for children who will become responsible citizens. How do you teach a child to take responsibility? This is a quality which you help to develop, but you don't specifically teach.

A child becomes responsible by practicing making choices and then seeing the results of these choices.

Understanding of Death

Your school age child still has some fear of being abandoned. For this reason, he should not have to come home from school to an empty house.

Some adult to be there, to listen to him when he bursts in, becomes a good reason to come home straight from school. An alternative is an after school play group to keep him occupied until you'll be there.

In case of the death of a parent or brother or sister, tell him the truth. The family member died. The child was in no way responsible. A child can have immense feelings of guilt about hateful thoughts if these occurred shortly before a death.

Death is a part of life, as is birth. When adults accept the end as well as the beginning, children can begin to understand and accept, too.



His Feelings and Behavior

The School Age Child

This is the sixth in a series of articles which will help you understand children who are in the early years of school. When parents know what abilities and understandings to expect from their growing children, they can better enjoy and guide these young members of the family circle.

The major growth tasks of the school age child in the emotional aspects of his life are: Recognizing his own tension and strain; accepting, from adults, restraints on his impulsive emotional behavior; gaining some competence in self control and self discipline; accepting himself as a lovable and loving person, therefore, needing only moderate attention and approval; and adjusting to longer separations from the family and appreciating his own family while comparing it to those of his friends.

A child should be permitted to feel whatever he seems to feel. Sometimes he needs help in identifying the feeling.

Just as when he was younger, a school child's emotional responses will be more intense whenever he is. . . . tired or hungry; ill; of high intellectual level and more perceptive of the comic, tragic, dangerous; over stimulated by too many exciting experiences such as too many adults handling him; neglected by parents; and aspiring to too much that he can't do.

What's Going On Inside

School-agers are angered by the same things that preschoolers are: interruptions of activities in progress, constant fault finding, teasing, "lecturing," and unfavorable comparisons.

They are learning from parents and age-mates to express anger in ways that are socially acceptable. Verbal attacks have replaced body attacks to a great extent.

Some children are more aggressive and so have more anger feelings which they express in sulking, feeling abused, threatening to run away, crying, or rebellious behavior.

Jealousy is fear of loss of love or affection. During these years your child is still very prone to jealousy. He feels less jealous of brothers and sisters since he is out of the family home more.

Demonstrations of affection are sometimes regarded as "childish." Instead of openly showing feelings for relatives or friends, a child now shows affection by wanting to be with them, by exchanging confidences, and by helping them with projects.

Fears now tend to be more fears of imaginary, supernatural dangers; of the dark, being hurt, storms, characters out of TV or movies, or stories.

Worries are found even in the best adjusted 5 to 9-year-olds. Anxiety, which is generalized uneasiness of mind, is seen more often than specific fears.

Moodiness seems to begin somewhere around age 4, and increases gradually to a peak in adolescence. Some children seem more moody than others all along the way.

Fantasy

By the time he's in school, a youngster usually knows the difference between what is real or true, and what is imagination or fantasy.

Encourage him to use his imagination. Our world today needs problem solvers with imagination and creativity, so don't suppress his wild tales. It is really about now--at 6 or 7--that he begins to enjoy fairy tales. He knows they are tales, and this is part of the fun.

Personality Types

A study done at the Merrill-Palmer Institute in Detroit indicates that children establish their personality behavior patterns before age 3 and these are pretty well set until after age 10.

- Timid and Withdrawing. Slow to make friends. Placid, hesitant to defend his own rights.
- Socially Easy and Secure. Assumes leadership or cooperates willingly. Has a best friend but isn't possessive.
- Natural Leader. Secure, thoughtful, and decisive. Dominates friends through their love and admiration.
- Warm and Friendly. Dependently sociable. Unhappy when isolated.
- Officious and Bossy. Domineering. Often abrupt or surly. Compulsive. Impatient at waiting for turns and will fight for a place as leader.
- Disagreeable and Socially Ineffective. Selfish and quarrelsome. Likes to dominate but lacks ability to do it well.
- Lone Wolf. Absorbed in own ideas. Likes own company. Neither likes or dislikes others. May resent interest shown in him.

Emotional Needs

Children (like adults) seek, want, and wish. Their needs change constantly, but seem to come in layers. The top layer is made up of hungers and desires they know most about and can talk about best. They can control these, with effort.

The deep-down layer of needs is made up of these of which one isn't always aware and which one can't control. Examples are needs for sleep, for water, for attention.

What should you do about this? Dr. James Hymes, Jr. says to feed these deep hungers or needs. Give the child what he's after and he'll be satisfied, not spoiled, no matter whether he was seeking food, sleep, or attention.

Surface needs are a different thing. The desires a child has about which he can verbalize are superficial. He can control these, so you, the adult, should set some limits.

These are the years when parents should empathize with a child's interests and needs for more independence.

Let Him Share Worries

When the family faces a real crisis such as a serious mental or physical illness, death of a member, or divorce of parents, the school age child deserves the truth as he can understand it. The truth will serve as protection against misinformation from friends or neighbors.

Your Own Emotions

Are you concerned that you yell at your children too often? Milton Sapstein says that a screaming mother is emotionally honest. Her children know exactly where they stand. Moreover, she who screams also cuddles.

Real communication is sharing feelings as well as ideas.

Printed in Wichita Eagle, Monday, February 10, 1969

Valley Center Index, Thursday, January 30, 1969

Remember the Forgotten Years.

This is the first in a series of six articles. "The School Age Child," edited by Patricia Koops, assistant extension editor, Kansas State University, Manhattan. She received the subject matter from Deborah Hobbie, extension family life specialist at KSL. This series is planned to help parents understand children who are in the early years of school.

MANHATTAN, Kan. — Why are you interested in learning more about this stage of child development? These young years are sometimes called the "forgotten years" of childhood. This is the time when a child spends much of his time in school and seems not to be a problem to his parents.

Almost all cultures recognize age six as the beginning of a new phase in the life of a child. Shakespeare as well as Erikson (a living psychologist) viewed six years as a dividing time in a child's life.

The average youngster leaves his preschool cuteness behind him without regret. His parents are the ones who are sorry to see him grow up.

DR. ERIK Erickson outlines the stages in personality development as growth by steps. When a person has developed positive feelings about himself, he is free to grow further. How one feels depends on what has happened to him.

The first stage is the development of feelings of

trust. Basically, trust develops in infancy when parents provide loving care, cuddling, smiles, food, and attention to the baby.

When the child becomes mobile, he is ready to develop feelings of independence and autonomy. Parents assist by continuing to cuddle and love him, by encouraging his curiosity about the world around him, by talking to him, and by accepting his "no."

At about age four, a growing child develops feelings of initiative. He is full of energy and ideas, and enjoys taking some leadership when playing with age-mates. Parents help him by setting good examples, by answering his questions, by reading to him and by encouraging him to try out his ideas.

Privacy is a freedom he loves. He needs some place to day dream or meditate. He needs a place to keep his "stuff." Twentieth century life and homes don't always provide privacy for a child. Special effort is sometimes necessary to give him time when he's really alone.

Now he's ready for school. The feeling that he is a good worker is exactly what he needs to accomplish his school tasks. Parents help his feelings of industry when they praise him honestly, when they are pleasant and understanding, when they provide conditions which permit learning and when they let him do things at which he can succeed.



The School Age Child

THE BIG JOBS:

● Physical skills. It's important to throw a ball straight, to balance a bicycle, to skip a rope well.

● Wholesome attitudes about self. The child wants to feel that he is growing well and becoming bigger and better.

● Get along with age-mates. While prestige often depends on "what you can do," social development is important now.

● Learn masculine or feminine social role. He isn't yet to the point of the battle of the sexes where boys and girls hate each other. A boy shadows his father, if possible, practicing his role.

● Basic intellectual skills. Reading, writing, and arithmetic must be mastered and these consume a large portion of his time.

● Develop concepts. Having a concept means knowing some principles about a topic. School children's concepts are limited, but expansion will come.

● Develop a conscience. Up until about age five, a youngster will not feel guilty when disobeying parents unless he is caught. These are the years when this changes. Right and wrong are clear cut.

● Achieve personal independence. A child of this age becomes responsible for himself at increasingly greater distances from home. Staying overnight with a friend, handling an allowance, and doing his homework are part of this development.

● Develop attitudes toward social groups and institutions. What is a church, a school, a city? He's interested in how they function and whom they serve.

What makes him like he is? He's a combination of his heredity and what has happened to him (his environment). Both are real factors in a youngster's life.

He was born with inherited traits or tendencies. His greatest possible height, intellectual achievement, and endurance were probably decided at the moment of conception. Whether or not he reaches his potential in any characteristic depends on nutrition, health habits, and other opportunities for growth.

A study by Sheldon and Stevens suggests that heredity affects personality. It influences development of the biologic germ layers beginning in the embryo stage.

The researchers took physical measurements and predicted temperament and personality.

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Printed in Wichita Eagle, Tuesday, February 11, 1969

Valley Center Index, Thursday, February 6, 1969

Child's Growth is Seasonal

This is the second in a series of six articles, "The School Age Child," edited by Patricia Koons, assistant extension editor, Kansas State University, Manhattan. She received the subject matter from Deborah Hobbie, extension family life specialist at KSU. This series is planned to help parents understand children who are in the early years of school.

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Girls usually surpass in skills which require precision, and boys excel in activities calling for speed and strength.

Since not one in ten of youngsters this age pays any attention to the connection between health and good habits of rest, exercise, and eating, it is up to parents to set the rules.

On an average, a six-year-old has one to two permanent teeth. By eight years he has ten to eleven of the thirty-two he will produce. The child's teeth may look crooked, but orthodontal work is usually delayed until about age 12, giving the jaw bone time to grow.

THESE ARE healthy years. Colds are common as they are

close to agemates in classroom and play. The years of 5 and 6 are second only to ages 2 and 3 in numbers of accidents.

What he learns in the way of physical skills depends a lot on his opportunities to learn and the encouragement he receives.

At this age, he insists on rules.

The following list of parental responsibilities for safety is adapted from Children's Bureau publication "Your Child from 6 to 12."

Provide safe play areas where he can ride, skate, or run without getting into the street; teach him to obey the safety rules — remember you teach by example more than by telling; be sure he learns to swim and swims only in supervised areas; teach proper use of guns — refusing to let a boy own a B-B gun is no solution to his eagerness and lack of knowledge — he needs to know how to handle a gun safely; and teach him to be alert to dangers and to exercise judgment.

Bed-wetting sometimes continues to be a problem during early school years. The first approach to the problem is a medical check-up to be sure there are no physical reasons for it.

Elimination is tied with emotions. Bed-wetting is most often connected with anxiety. If a child has been dry and suddenly regresses, look for new stress in his life and try to relieve it.

If bed-wetting is a problem

of long standing, it may be partially habit. Some parents find it helpful to waken a child at their bedtime and take him to the bathroom. He should be fully awakened. This plan is a laundry saver, but not a solution.

Withholding liquids after 5 p.m. may keep him dry, but also may make him thirsty all evening and draw too much attention to the situation.

Parents who are sympathetic and patient help the youngster "grow up" and overcome an embarrassing state of affairs.

NEEDS OF SCHOOL-AGE CHILDREN:

- Giving and receiving affection. He must know that his family loves him and values him. He likes to do things for family members.

- Skills. He must do something well enough to be praised or he must have encouragement when he fails.

- Information. He gets knowledge from watching adults work, from vacation trips, from answers to his questions, from reading, from first hand experience.

- To argue. He tries out ideas like pre-schoolers try out words. Some things are not topics for arguments, so parents must make firm choices.

- To go through stages of neatness (and not neatness). Parents must set some limits. This need includes sloppy speech.

- To feel useful and needed. He hates being bossed.

Printed in Wichita Eagle, Wednesday, February 12, 1969

Valley Center Index, Thursday, February 20, 1969

Child Needs Understanding as

This is the third in a series of six articles, "The School Age Child," edited by Patricia Koons, assistant extension editor, Kansas State University, Manhattan. She received the subject matter from Deborah Hobbie, extension family life specialist at KSU. This series is planned to help parents understand children who are in the early years of school.

MANHATTAN, Kan. — Your school age child grows most in use of language and memory during these years. He masters the three R's and a lot more during these early years in school.

His three big thrusts are:

- Going from home to the outside world where social skills are needed.
- Going from home to the outside world where status depends on his skills in speech and body coordination.
- Going out into a world where he must use the mental skills of logic and concepts.

When he becomes a pupil at school, learning becomes a goal. He can put known facts together and come up with logical conclusions.

He likes the real world around him better than make-believe, and yet his imagination is fertile and active.

ONE WAY of looking at mental development is to compare what one can expect of a six-year-old with what we expect nine-year-olds to know. Actual learning depends a lot on what his experiences have been.

A six-year-old carries on long conversations; may have imaginary playmates, knows common coins; knows numbers up to 30, likes action on TV; likes books and stories; is losing some of interest in toys; and is interested in school subjects.

A nine-year-old has good powers of appraisal; is clearly getting a conscience; is interested in many different adult roles; has good basic learning skills and reads some for pleasure; collects things indiscriminately but knows what he has; can relate events

well; enjoys dramatic play; is learning to make change; and has good attention span.

When a group of first graders were asked what they wanted to be when they grew up, their answers included:

"I don't know. I just want to make a lot of money."

"I want to be a lawyer. That's what my daddy is."

"I'd like to be a teacher. If I was a teacher, I could do any old thing I wanted to. She is the lucky duck in the room."

THESE ANSWERS seem to reflect a certain amount of the feeling that it would be good not to be bossed so much. They also show some limited concepts of life as it is lived by adults.

Your child learns all of the time, not just during school hours.

You enhance his total knowledge by providing out of school opportunities for him, such as:

- Exploring the community where he lives.
- Owning a pet and observing pets and animals.
- Watching things work — machinery, equipment.
- Asking you questions and getting answers. (Even if you look it up together).
- Buying food, clothing, etc., for self and home.
- Taking family vacation trips.
- Collecting something as a hobby.
- Joining clubs for children — Scouts, 4-H Clubs, church groups.

Sure, a five-year-old has "been around" for five years. But he's been around home. School is a new and sometimes threatening experience. He may need some extra understanding and support as he begins his school experiences.

Your child's teacher is interested in enhancing his development as much as you are. She is trained in child development and teaching methods. If the two of you pool your knowledge you can both do more to help your child grow.

While homework is the child's responsibility, he may

need some positive help at home. A good place to study, a little reminding that he brought it home, an offer to check it or to listen to him read, and a total attitude that school is important are positive helps from Mother.

DURING THESE years a child's interest often runs

ahead of his reading ability. For this reason, he needs to be read to. He enjoys the cadence and words of books far beyond his limited reading vocabulary. Even a nine-year-old who reads well will admit that he "gets more out of" your reading aloud than his own reading for pleasure.

Educators believe that ex-

Continued

He Begins School Experiences

cellence in school work — and in adult ideas — is based on knowing how to use words. Reading provides this knowledge.

Every child should own a few books to read and re-read. School and public libraries are wonderful supplements to a limited book shelf at home.

Comic books cannot be ignored. They are easily read and usually full of action. Your school age child should be guided in his choices of comics.

TELEVISION and movies are sometimes criticized as robbing families of reading

time. Surveys show that more reading than ever is being done in addition to the hours spent looking at the screen.

The TV viewer must merely sit and watch (and perhaps snack). A child aged 6 to 9 needs exercise and a chance to try out ideas. He needs to be with other kids.

Parents may want to set up some ground rules on the amount and kind of television watched.

Sometimes it is well to discuss what the family has just viewed. What was right or good. What was wrong? What was the main idea? Was it fact or fantasy?

Printed in Wichita Eagle, Thursday, February 13, 1969

Valley Center Index, Thursday, February 27, 1969

A Good Book on Sex for Children

This is the fourth in a series of six articles, "The School Age Child," edited by Patricia Koons, assistant extension editor, Kansas State University, Manhattan. She received the subject matter from Deborah Hobbie, extension family life specialist at KSU. This series is planned to help parents understand children who are in the early years of school.

MANHATTAN, Kan. — The big tasks in the early school years in the area of being a male or female person are:

- Learning the facts of a animal and human reproduction.

- Accepting oneself as a growing boy or girl, and behaving appropriately.

- Understanding and relating to those of the same sex and increasingly those of the opposite sex.

- Accepting the differences between sexes and sex roles.

The school years are usually regarded as sexually latent

years. It is true that there is no obvious sexual development, but many attitudes and feelings about sex are developing now.

Children become very modest at this age and insist on privacy for baths, dressing, and toileting. Modesty is a value we hold.

He is as interested in factual information on reproduction as on many other topics. If you have been answering your child's questions truthfully and in terms he can understand, all you have to do now is continue to do the same.

THE LOGICAL place for sex education is at home within the family setting. Some feel uncomfortable, so very little gets done within the family circle. A good book beats little friends all hollow as a source of accurate information. Read a good book with him, so both of you can learn. Sex and love are so closely related that the family he lives in and loves can be pertinent examples to him.

The traditional "birds and bees" approach is not



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necessarily the best and most relevant method. However, seeing kittens or puppies born and eggs hatch will give many basic facts on reproduction.

A classroom at school or church can be effective for learning about sex and sex roles. The atmosphere is one of exploring facts and the teacher has had training in how to teach. Excellent materials are available for classroom use.

Remember you are teaching sex attitudes every day, whether you know it or not. Your child sizes you up pretty accurately. He knows whether you enjoy your sex role or not.

how modest you are, whether you like or envy the opposite sex, and whether you accept sex as a real part of life or merely tolerate it.

HE IS sensitive to your feelings about his questions. A topic which is taboo becomes a lot more fascinating than one which is discussed openly. The truth does not hurt anyone and it is regrettable that many parents feel that knowledge about the human body should be restricted.

Most often we err in waiting too late to teach a child and he has already gathered a half-truths and misinformation.

Each youngster's awareness of sex in life develops at his individual rate. He has come quite a long way by age six. Remember when he began to tell girls from boys by the clothes they wore? A while after that he became aware that men married women.

At this point, a cross-sex attraction comes to the fore and forever after some seem able to wheedle mothers better than can daughters. And when a girl really wants a favor, she turns to Dad. This is a part of the child's psycho-sexual development and is a good sign.

Men Beats Friends, Misinformation

DURING THE school years a youngster comes to terms with reality and becomes interested in identifying with the same-sex parent. You, the adult, may not be perfect in his eyes, but you are a real pattern for him.

A five or six-year-old is not particularly concerned about whether he plays with boys or girls, but by the time he's eight or nine, there is a

definite preference for same-sex friends and a rivalry between the sexes comes out.

Adults should not foster too much competition between the sexes. At the same time they should avoid pushing children into boy-girl relationships. Let them live the gang stage to the hilt.

A child today is likely to reach puberty at an earlier age than his parent did. Girls mature earlier than boys, and

individual differences are great.

Both boys and girls should know about menstruation as a fact of life. Not many, but some, will be "ready" for this information by age 8.

YOUR ATTITUDE as an adult will be most valuable if you can be glad for your child's growing up. A parent who welcomes signs of maturation by a child fosters feelings of well-being.

You need an accurate vocabulary to teach your child about sex. The one syllable words aren't accurate or sufficient. There are many resources to which you may turn. Your family doctor can help you and can recommend literature for you to use. A county health office can be of help.

Your local library should have some good references which you can borrow.

Printed in Wichita Eagle, Friday, February 14, 1969

Valley Center Index, Thursday, March 6, 1969

Spiritual Life Important to Child

This is the fifth in a series of six articles, "The School Age Child," edited by Patricia Koons, assistant extension editor, Kansas State University, Manhattan. She received the subject matter from Deborah Hobbie, extension family life specialist at KSU. This series is planned to help parents understand children who are in the early years of school.

MANHATTAN, Kan.—The main "developmental tasks" of the school age child in the spiritual side of his life are:

- Feeling that he's a part of his natural universe and beginning to think scientifically about it.
- Cooperating with natural laws such as health and safety as he learns about them.
- Seeking to learn more about his universe and its wonders: of beauty, truth, and good.
- Directing himself and feeling good about his behavior in familiar situations.
- Building concepts of what makes something "right" and enlarging his understanding of "rightness" through his experiences and by talking with trusted adults.

A CHILD'S moral development is made up of moral behavior and moral concepts. It takes a youngster time to learn to act in ways acceptable to society.

Discipline is teaching a child how to behave. When discrepancies occur between what adults say and what they do, the child is confused.

A child must reach about age 5 before he feels guilty about doing something that is forbidden unless he gets caught.

Then about as soon as he has internalized his parents' standards, he is faced with the



The School Age Child

somewhat different code of his age-mates. During early school years he conforms rigidly to what the group expects. If this is too different from home teaching, the latter loses out.

Moral concepts are made up of his understanding what is right and why. How does he decide whether to be truthful in answering a question when the truth can hurt a friend? The conflict felt by U. S. Air Academy cadets about cheating is an example of this dilemma. Many of those boys had been taught at home that you do not snitch. Which is more moral, then—to tattle or to keep still in spite of an oath?

THE DIFFERENCE between moral judgment and moral behavior depends on motivation. The most common cause for punishment at this age is disobedience. Remember, successful punishment teaches, it doesn't simply humiliate.

The parent who has punished unfairly does not lose face by apologizing. Actually, he truthfully reveals adulthood as a human time when mistakes can be made.

Rewards are used to build up pleasant associations with desired behavior. Rewards can run the gamut from a smile to money or special privileges. Praise and encouragement give good results. Even though at first a youngster may act conceited over praise, you can expect positive responses and good results later.

These years are when the groundwork of spiritual growth is laid. During pre-school years he learned to say prayers and many of the special words that go with religion. But he hasn't really understood much. Now he begins to notice the religious faith he sees in action around him.

RELIGIOUS teaching is up to the individual family. A child's interpretation of God reflects his feelings about family experiences. Most churches explain God as a father, so the tangible father-child relationship is the basis for understanding the three groups: love goals, religion.

Religious attitudes are more "caught" than taught. What beliefs and feelings does your child see in action in you?

We find many varieties of religious beliefs or philosophies for living. Here is one classification with examples of each often being found in a given church body:

- Crystallized beliefs in an absolute or final form which are expected to be "grafted" onto each new generation.
 - Traditional symbols of religion which are used when it is convenient or on specific occasions.
 - Traditional symbols can't be accepted, so the person lives without the emotional support of a vital religion.
 - Stable and flexible respect for the faith of forebears coupled with hope for constantly unfolding understandings and miracles.
- A part of one's spiritual life is his set of values and goals. School age children accept their parents' values for the most part.

The major life goals of any person can be divided into intangible God-man communion or study goals, and social goals. The working toward and achieving of these goals give life its meaning for the individual.

PARENTS HOPE for

children who will become responsible citizens. How do you teach a child to take responsibility? This is a quality which you help to develop, but you don't specifically teach.

A child becomes responsible by practicing making choices and then seeing the results of these choices.

Your school age child still has some fear of being abandoned. For this reason, he should not have to come home from school to an empty house.

Some adult to be there, to listen to him when he bursts in, becomes a good reason to come home straight from school. An alternative is an after school play group to keep him occupied until you'll be there.

In case of the death of a parent or brother or sister, tell him the truth. The family member died. The child was in no way responsible. A child can have immense feelings of guilt about hateful thoughts if these occurred shortly before death.

Death is a part of life, is birth. When adults accept the end as well as the beginning, children can begin to understand and accept, too.

Printed in Wichita Eagle, Saturday, February 15, 1969

Valley Center Index, Thursday, March 13, 1969

Child's Identity Stressed

This is the sixth in a series of six articles, "The School Age Child," edited by Patricia Koons, assistant extension editor, Kansas State University, Manhattan. She received the subject matter from Deborah Hobbie, extension family life specialist at KSU. This series is planned to help parents understand children who are in the early years of school.

MANHATTAN, Kan. — The major growth tasks of the school age child in the emotional aspects of his life are: Recognizing his own tension and strain; accepting, from adults, restraints on his impulsive emotional behavior; gaining some competence in self control and self discipline; accepting himself as a lovable and loving person, therefore, needing only moderate attention and approval; and adjusting to longer separations from the family and appreciating his own family while comparing it to those of his friends.

A child should be permitted to feel whatever he seems to feel. Sometimes he needs help in identifying the feeling.

JUST AS when he was younger, a school child's emotional responses will be more intense whenever he is . . . tired or hungry; ill; of high intellectual level and more perceptive of the comic, tragic, dangerous; over stimulated by too many exciting experiences such as too many adults handling him; neglected by parents, and aspiring to too much that he can't do.

School-agers are angered by the same things that preschoolers are: Interruptions of activities in progress, constant fault finding, teasing, "lecturing," and unfavorable comparisons.

They are learning from parents and age-mates to express anger in ways that are socially acceptable. Verbal attacks have replaced body attacks to a great extent.



The School Age Child

Some children are more aggressive and so have more anger feelings which they express in sulking, feeling abused, threatening to run away, crying, or rebellious behavior.

Jealousy is fear of loss of love or affection. During these years your child is still very prone to jealousy. He feels less jealous of brothers and sisters since he is out of the family home more.

DEMONSTRATIONS of affection are sometimes regarded as "childish." Instead of openly showing feelings for relatives or

friends, a child now shows affection by wanting to be with them, by exchanging confidences, and by helping them with projects.

Fears now tend to be more fears of imaginary, supernatural dangers; of the dark, being hurt, storms, characters out of TV or movies, or stories.

Worries are found even in the best adjusted 5 to 9-year-olds. Anxiety, which is generalized uneasiness of mind, is seen more often than specific fears.

Moodiness seems to begin somewhere around age 4, and increases gradually to a peak in adolescence. Some children seem more moody than others all along the way.

By the time he's in school, a youngster usually knows the difference between what is real or true, and what is imagination or fantasy.

Encourage him to use his imagination. Our world today needs problem solvers with imagination and creativity, so don't suppress his wild tales. It is really about now — at 6 or 7 — that he begins to enjoy fairy tales. He knows they are tales, and this is part of the fun.

A study done at the Merrill-Palmer Institute in Detroit indicates that children establish their personality behavior patterns before age 3 and these are pretty well set until after age 10.

• **Timid and Withdrawing.** Slow to make friends. Placid, hesitant to defend his own rights.

• **Socially Easy and Secure.** Assumes leadership or cooperates willingly. Has a best friend but isn't possessive.

• **Natural Leader.** Secure, thoughtful, and decisive. Dominates friends through their love and admiration.

• **Warm and Friendly.** Dependably sociable. Unhappy when isolated.

• **Officious and Bossy.** Domineering. Often abrupt or surly. Compulsive. Impatient

at waiting for turns and will fight for a place as leader.

• **Disagreeable and Socially Ineffective.** Selfish and quarrelsome. Likes to dominate but lacks ability to do it well.

• **Lone Wolf.** Absorbed in own ideas. Likes own company. Neither likes or dislikes others. Many resent interest shown in him.

Children (like adults) seek, want, and wish. Their needs change constantly, but seem to come in layers. The top layer is made up of hungers and desires they know most about and can talk about best. They can control these, with effort.

THE DEEP-DOWN layer of needs is made up of those of which one isn't always aware and which one can't control. Examples are needs for sleep, for water, for attention.

What should you do about this? Dr. James Hymes, Jr. says to feed these deep hungers of needs. Give the child what he's after and he'll be satisfied, not spoiled, no matter whether he was seeking food, sleep, or attention.

Surface needs are a different thing. The desires a child has about which he can verbalize are superficial. He can control these, so you, the adult, should set some limits.

Rural Route 4
Junction City, Kansas 66441

Dear Homemaker:

As a parent I'm especially interested in learning more about children. I'd like to know if adults such as yourself would like to read more articles in newspapers on children.

Did you see the six articles on "The School Age Child" February 10-15 in the Wichita Eagle?

Enclosed are questions I'd like for you to answer and return to me in the self-addressed stamped envelope. This will help me to know if newspapers should print other articles about children and family living.

I hope you can send your answers back to me this week.

Thanks for your help,

Mrs. Pat Koons
Mrs. Pat Koons

Rural Route 4
Junction City, Kansas 66441

Dear Homemaker:

As a parent I'm especially interested in learning more about children. I'd like to know if adults such as yourself would like to read more articles in newspapers on children.

Did you see the six articles on "The School Age Child" recently in the Valley Center Index or Wichita Eagle?

Enclosed are questions I'd like for you to answer and return to me in the self-addressed stamped envelope. This will help me to know if newspapers should print other articles about children and family living.

I hope you can send your answers back to me this week.

Thanks for your help,

Mrs. Pat Koons
Mrs. Pat Koons

SCHOOL AGE CHILD QUESTIONNAIRE

Make an "X" in each blank by the ones which most closely answer the question for you.

How much time do you spend reading newspapers each day?

- _____ 1/2 hour or less
 _____ 1 hour or more
 _____ no response

What specific information do you read in newspapers?

- _____ news-weather
 _____ finance
 _____ advertisements
 _____ sports
 _____ educational items
 _____ women's news
 _____ editorials
 (other) _____
-

Did you see the six articles "The School Age Child" which were printed recently in the Wichita Eagle? Or Valley Center Index? (Circle One or Both)

- _____ yes
 _____ no

Did you read any of the six articles?

- _____ yes
 _____ no

If yes, which ones did you read?

- _____ Where Is He Now
 _____ His Physical Growth
 _____ His Intellectual Growth
 _____ Learning About Sexuality
 _____ His Spiritual Growth
 _____ His Feelings & Behavior

Were you helped to understand some of your child's behavior?

- _____ yes
 _____ no

(comment if you wish) _____

Have you revised what you expect your child to do since you read these articles?

- _____ yes
 _____ no

(comment if you wish) _____

Are you now watching for more articles on children and other areas of family living in the newspapers?

- _____ yes
 _____ no

Are you?

_____ female
 _____ male

What is your age?

_____ 18-35
 _____ 36-49
 _____ 50-64
 _____ 65-99

What is your marital status?

_____ single
 _____ married
 _____ widowed
 _____ separated
 _____ divorced

What is your race?

_____ White
 _____ Mexican-American
 _____ Negro
 _____ Oriental
 _____ no response

What is your education? (Circle last year attended)

_____ Grade school (1,2,3,4,5,6)
 _____ Junior High (7,8,9)
 _____ High School (10,11,12)
 _____ College (1,2,3,4,5)

What is your husband's occupation?

_____ professional or technical
 _____ manager of business
 _____ white collar
 _____ blue collar, skilled
 _____ semi- or unskilled
 _____ farmer-stockman

(other) _____

What is your family's entire income before taxes?

_____ below \$2,999
 _____ \$3,000-3,999
 _____ \$4,000-5,999
 _____ \$6,000-9,999
 _____ \$10,000-14,999
 _____ \$15,000-or more
 _____ no response

How many children are in your family?

_____ Boys Ages _____
 _____ Girls _____

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RESPONSE OF HOMEMAKERS TO AN INDIVIDUAL DEPTH STUDY
SERIES THROUGH THE NEWSPAPERS

by

PATRICIA GEORGE KOONS

B.S. , Kansas State University, 1965

AN ABSTRACT OF A MASTER'S THESIS

submitted in partial fulfillment of the
requirements for the degree

MASTER OF SCIENCE

General Home Economics

KANSAS STATE UNIVERSITY
Manhattan, Kansas

1969

The American society depends upon adult education for successful operation. Efforts have been made to educate people through mass media. Educators not directly connected with the media can and do use the media to present educational programs. Journalists and broadcasters report, interpret, and give educational significance of major issues. There is little research which evaluates the impact of such educational materials, especially individual depth study series through the newspapers.

The purpose of this study was to see who reads educational material such as individual depth study series in newspapers and evaluate readers thinking about such a series.

It was hypothesized that individuals of lower socio-economic status and with limited education as well as individuals in middle and upper socio-economic status with higher education will read individual depth study series in newspapers. Newspaper readers who are interested in the subject matter presented in the series will be more likely to read the series than newspaper readers whose interests lie elsewhere. Readers who have more than a high school education will be more apt to accept the new ideas presented in articles.

This study was designed to check readership of an individual depth study series which included six articles on "The School Age Child" released individually in the Wichita Eagle and the Valley Center Index. After the sixth article was released, a check list questionnaire was sent to 200 Wichita homemakers selected at random from the Wichita telephone directory and 100 Valley Center homemakers selected randomly from the Valley Center Index subscription list.

Data from the returned questionnaires were coded and transferred to IBM cards. To meet the objectives of this study frequency distribution counts were made. Chi Square was the major statistical test used to test the hypothesis.

Educational institutions such as the Home Economics Extension department of the Kansas Cooperative Extension Service should find the results useful as they plan program offerings. Results indicated that the newspaper subscribers regardless of age race, educational level, and socio-economic status, will read educational articles such as individual depth study series if subject matter is of personal interest to them. Readers who have more than a high school education will be more apt to accept the new ideas presented in articles, however. Homemakers tend to read the news, education and advertisement sections, and the society page of the newspaper. More than one-half of the respondents spend one-half hour or less reading the paper and slightly less than one-half spend one hour or more reading the paper daily.

Results indicated a need for additional research in the use of educational material in newspaper. Some of the questions that need to be answered are:

Would a study of young homemakers' use of mass media help in planning ways to reach this group with the educational material?

In the pace of today's society, will people read educational articles in newspapers rather than attend educational meetings?

Since limited research has been reported that evaluates the use of educational articles in newspapers, unanswered questions are abundant as more people depend upon adult education through mass media as a way of learning.