

animal activities with children

child care manual and record II

number

# animal activities with children

#### introduction to project

In Child Care Project II, Art, Nature and Animal Activities with Children, you are studying how these activities help young children to grow and develop. Last year you shared some experiences concerning plant life with a little child. This year you will be studying animals.

Try to keep in mind throughout this project these three F's: Facts-Help the child find answers to what he wants to know.

Feelings-Help him to recognize how he feels about what he is experiencing.

Fun-Help him to enjoy learning and living.

Here are some facts about animals you may want to share with the child as you carry out the various activities:

Animals look different.

Different animals live in different places.

Different animals need different things in order to live.

Some animals take care of themselves.

Other animals need us to help take care of them.

Some animals take care of their babies.

Some animals feel good to touch, others don't.

Wild animals should not be petted.

We like to hear the noises some animals make.

We eat some animals.

We don't like the way some animals smell.

We feel closer to animals that need our care.

While we want to teach some concern for animals' needs, young children are not yet old enough to take responsibility for full-time care of animals. They like to help you do it sometimes, however.

#### project completion requirements

#### Selecting a Child

Select a child between the ages of three and six years with whom you want to share some nature experiences. If you took the Child Care Project I, Music and Stories with Children, you may want to continue your work with the same child. Or you may want to consider a younger brother or sister. Is there a favorite preschooler with whom you baby sit? When you have made your selection, tell the child's mother what you plan to do. Then you and your friend may start on your way to some new adventures.

#### What You Will Do With the Child

- 1. Get acquainted with a domestic animal.
- 2. Learn about a wild animal native to your locality.
- 3. Learn about some birds that live around you.
- 4. Learn about some insects in the community.
- 5. Become acquainted with other types of animals.6. Make a chart of information about pets for preschool children.

7. Carry out other related activities, if interested.
Although you are required to carry out each of the activities listed, there are many different ways suggested here from which you can choose. You may think of a better idea to carry out an activity. Tell your project leader what you plan to do.

#### Keeping Records

Keeping records is a good way to remember what you are learning. It also helps your project leader in planning for your continued work. At the end of this year, you will write a story about what you did and what you learned. You will see some questions at the end of each activity. They are listed under "evaluation." The word "evaluation" means "what difference does it make?" The questions are listed to help you think about what you are doing. You do not have to write out the answers or turn them in to your leader. But you will learn much more throughout the project if you try to answer the questions for yourself.

Turn your story in to your leader when completed. You may want to include some of the following things in your story:

Make a statement about the child, his age, and any other things that would help the reader of your story to know the child.

List the things you and the child did to carry out the activities.

Describe anything you did extra that would be of interest to other people.

Tell about some of the things you learned concerning how children grow and develop. Tell about any special things that happened which you think show very well what young children are like.

You may want to mention some of the ways in which you learned more about yourself as a result of your experiences with the child.

What did you enjoy most about this project?

What are some of the things you think the child's mother and father would like to know about your experiences with the child?

What are some of the ways this project has helped you to understand yourself?

What would you like to tell other 4-H Club members who might be interested in taking this project?

# activity 1: help your child to get acquainted with a domestic mammal (cat, dog, horse, sheep, cow, etc.)

Some facts he may want to know are these:

Name.

How to pet it.

How to hold it, if small enough.

What it likes to eat.

How to feed it.

Where it sleeps.

How to make it more comfortable.

Some feelings which he may show are:

Fear (may be afraid to touch the animal).

Concern (may ask where the animal's mother is).

Excitement (of new discoveries).

Joy (watching the animal's actions).

Sorrow (when he has to leave it).

A pleasant response to the warmth of the animal close to him.

Some fun you can share:

Feed the animal.

Watch it at play.

Make or provide a new plaything for the animal (a ball of yarn for the cat, a bone for the dog, etc.).

Fix a better bed for it.

Watch a mother taking care of its baby.

#### evaluation:

What did the child learn?

How did the child act?

Eager or afraid?

Gentle or rough?

Show that he liked the animal?

Show interest in knowing more?

What did you learn that you didn't already know about animals?

What did you learn about yourself?

Are you afraid of certain animals? Did anything special happen to make you afraid of them?

Rabbits eat, too.



Boy's best friend.



# activity 2: help your child learn about a wild mammal that is native to you locality (rabbit, field mice, squirrel, opossum, raccoon)

Some facts:

How it looks.

Where it lives.

What it eats.

How we can help it to live.

Why we don't pet wild animals.

#### Some feelings:

Anticipation-(When will we see one?).

Fear-(Will it bite?).

Happiness-(I saw one!).

Interest-(Let's leave it some food.).

#### Some fun:

Find pictures of the animal.

Visit a museum or someone who has a mounted specimen.

Look for places where it lives (squirrel nest in a tree).

Set up a feeding station.

Look for tracks and learn to recognize those of this animal.

Visit a nature museum and see wild live animals.

#### evaluation:

Was the child interested in facts about wild animals?
How did you help the child feel more appreciative of wildlife?
How can you be careful about wild animals without being afraid?
What are some ways to protect wildlife so the children 10 years from now can see wild animals, too?



If you are lucky, you may see a wild animal.

# activity 3: help your child to learn about some birds that live around him

Facts:

Differences in appearance (color, size, bill, feet, characteristic behavior). Differences in song.

What the different birds eat.

How to feed them. Where the different birds build their nests. What the nests look like. What different nests are made of.

Feelings:

Frustration (birds fly away).
Interest.
Excitement.

Fear (bird flies close and startles). Tension (waiting for bird to sing).

#### Fun:

Prepare and stock a simple bird feeding station:

-board on a window sill

-board braced between limbs of a tree

-box lid hung from tree

-suet in holes in board and hung on tree

Decorate a tree for the birds. (Or you may decorate small evergreen branches stuck in a can or pot and made secure with rocks or dirt.)

-baking cups or egg shells filled with seeds or peanut butter and corn meal

-pieces of suet

-doughnuts

-pieces of bread

-apple cores

-orange slices

Note: It may take several days before the birds find the new feeding spot and feel secure enough to stop there.

Plant a small tree or bush that will provide food and shelter for birds.

Keep a record of the different birds the child sees and recognizes.

Find out about nests.

Notice which birds build nests in your locality.

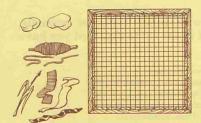
Find out what materials they use in nest building.

Help the child to provide some of these items for the birds.

Try making a screen rack.

- a. Use a cigar box with top and bottom removed or make wooden frame (about 12" square) with boards (1") or lash sticks together to form a square.
- b. Stretch over the frame and tack securely either size 1½" wire mesh or hardware cloth. (If you use wire mesh, be sure to turn the sharp edges so they won't cut your fingers or hurt the child.)
- c. Stick into the mesh some of the materials that you and the child have collected: cotton balls, yarn and string, cloth scraps, small feathers, strips of paper, wood shavings, straw and grass.

Robins and thrushes need soft mud for their nests. Perhaps you and the child could mix some and put it in a small shallow pan near the rack.



You can make a screen rack like this to help birds with their nest building.

#### evaluation:

Was the child alert to notice different birds?
Was he able to remember which ones he had seen before?
Did he show interest in doing something for the birds?
Did he show preference for any particular birds?
Why do you suppose he likes these best?

#### activity 4: help the child learn about some insects he sees in his community

#### Facts:

Some insects are harmful and shouldn't be touched. Others are useful. There are different kinds of insects—"caterpillars, bugs and little things that fly." Too many flies in the house might cause you to get sick.

Most insects eat leaves.

Some insects live in families.

#### Feelings:

A beginning response to beauty in color of insects.

Thinking about how it feels to be bitten by a mosquito or stung by a bee.

Compassion for the butterfly for it has a short life.

The wonder of seeing life come from a cocoon.

#### Fun:

Find an ant hill.

—Safety measures—don't sit on them.

—Look at them under a magnifying glass.

—Drop near ants small crumbs of bread and watch what they do with the food. Look for the caterpillars and watch them crawl. Show child how many legs they have. Collect one or more cocoons, or leaf with insect eggs. Watch them opening. Keep secure in a box or jar with fine wire or cheese cloth over the top. It may turn out to be spiders! Keep a record of the different colors of moths and butterflies you and the child see. Look at and observe hives of bees. Eat some honey made by honey-bees.

#### evaluation:

How observant is the child to see little things? To see differences? Do you think children should be taught to kill all insects they see just because they are "bugs"? Why? Why not?

# activity 5: help the child become acquainted with other types of animals, select one of the following groups and explore it in the same way that you have done the others



Worms (try earthworms)
Shellfish (clams, crabs, oysters, starfish)
Fish (gold fish, tropical fish, pond fish)
Reptiles (turtles)
Amphibians (frogs, salamanders)

Note: Do not take a preschool child to explore any water area that is over the child's head, or where there is any danger that he will slip into the water and drown.



How does a frog jump? What does it eat?

An aquarium gives children an opportunity to see how small fish grow and live.



#### evaluation:

What did you learn about this group of animals through exploration with the child? Sometimes children ask questions we never thought about checking.

Sometimes children ask questions we never thought about checking.

In what ways did the child act differently toward these animals than to others that you have seen together? Can you think of any reason for this response?

activity 6: make a chart of information about pets for preschool children. this information should be useful to parents (and grandparents) who are considering which pets to provide for the children.

Name of Animal	Safety in Handling	How Easy To Care For It	What Pet Requires (Food & Housing)	What Children Would Enjoy About Having One	Problems
(List at least 10) Example:	Children may squeeze kittens too tightly. Older cats scratch	Relatively easy, but need daily care.	Milk, meat, warm place to sleep. Sandbox if kept in house.	Petting the cat, watching antics, and feeding	Sometimes scratch furnishings as well as children
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#### evaluation:

Of what value is it to have a pet in the family with preschool children? What are some reasons why it might be best for a family not to have one?

#### related activities to do if you are interested:

1. Sing songs and read stories about animals. (Remember what you learned in earlier project, Music and Stories with Children.)

Visit a zoo or nature museum.

3. Share with the child some nature activities you are doing as part of other projects. For example:

-wildlife

-agronomy

-beef

-poultry

-dog care -foods

-swine

4. Give a demonstration on how to help young children enjoy birds.

5. Give a demonstration on how to hold different animals.

#### references:

In your school or public library look in an encyclopedia for information about:

mammals

animals

wild animals

birds

insects

worms

fish

shellfish

rentiles amphibians

Write to Extension Wildlife Specialist, N. C. Agricultural Extension Service, N. C. State University at Raleigh for Wildlife Pioneers, Wildlife Junior Conservationist (4-H project manuals)

Write to Wildlife Resources Commission, Box 2919, Raleigh, for Our Wildlife Neigh-

bors.

Look in the elementary school library or the public library for some children's books about animals. See if they have any of these:

All About Dogs, Dogs, Dogs, by Grace Skaar Nothing But Cats, Cats, Cats, by Grace Skaar

What Do They Say? by Grace Skaar

All Ready For Summer, by Leone Adelson

All Ready For Winter, by Leone Adelson Feed The Animals, by H. A. Rey.

Everybody Has A House, by Mary McBurney Green.

Sneakers, by Margaret Wise Brown.

Wake Up, Farm, by Alvin Tresselt.



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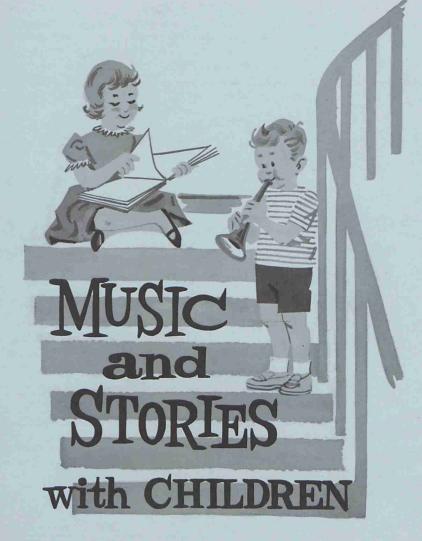
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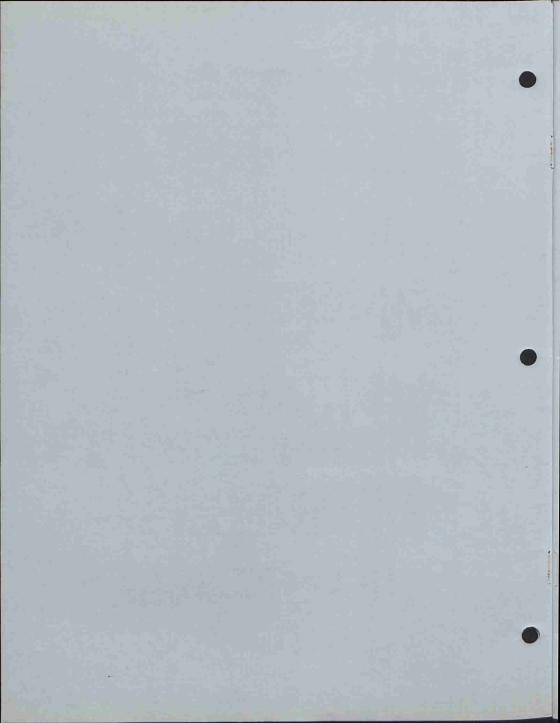


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#### INTRODUCTION TO PROJECT

This project will help you find out about music and stories that children like. You will have fun teaching them what you learn. Boys and girls may take it.

#### KEEPING RECORDS

The 4-H Record helps you remember what you have done and learned. When you complete this project give the Record to your 4-H Family Relations Leader.

#### AWARDS

Awards are given to praise you for good work. When you complete this project you will receive a certificate. There is no competition for this project. You will not compete for a county, district, state, or national award. Your reward is what you learn and the fun you have doing it.

#### PROJECT COMPLETION REQUIREMENTS

You will choose a little child between three and six years old and do the following things with him or her. You will write a story about what you do and what you learn.

First Year: - Teach a poem.

Teach a song.Read a story.

- Tell a picture story.

- Teach a song or tell picture story to 4-H Club members.

Write a story about first year project.

Second Year: - Teach a finger play.

Play rhythm activities.Make a musical instrument.

Make a flannel board and flannel board story.
Tell flannel board story to 4-H Club members.

- Write a story about second year project.

Third Year: - Take a walk or act a story with a child.

Write and illustrate an original story or collect and illustrate a music book.

Have a reading time or music session with a child.

- Do an exhibit and talk on books or music for young children.

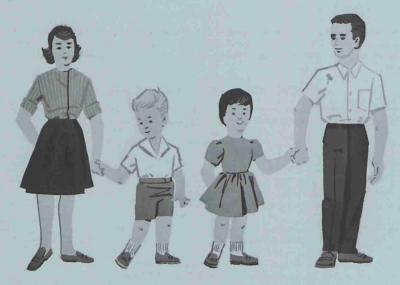
- Write a story about third year project.

# Music and Stories with Children

# First Year

#### CHOOSING A LITTLE CHILD

Do you have a little brother or sister who is three or four or five years old? Do you have a cousin or friend that age who lives near you? When you are choosing the child you want to play with for this project talk with your mother and 4-H leader about it. Then visit the little child's mother and tell her what you are planning to do.



# 1. Teaching A Poem

A poem is sometimes called a rhyme or verse. It may be a song that you say instead of sing. Little children like poems because they like words that match. Do you know which words match in this poem? We say they rhyme.

I like mice. They are nice.

Sometimes the first of the words match. Do you know which words match at the first in this ryhme? We call it alliteration.

Men like mice. They are nice.

Sometimes only every other line matches. Do you know which lines rhyme?

Mice like men Who are fat. Or a hen, Not a cat!

Clap your hands when you read these rhymes over again. Rhymes have a "beat". We call it rhythm. Little children like this rhythm, too, when we say poems with them. Can you remember some poems? Teach at least one poem that you have learned or made up to the little child you choose. Little children learn by hearing things over and over. Tell your poem to the little child every time you play together. Soon he will be able to say it with you.

#### 2. Teaching A Song

A song is a poem with music. Little children like to sing because they like rhymes and they like melody. Sometimes little children sing because they are happy. They like to make up their own songs. And they like to remember songs other people sing to them. Do you know a song your little friend might like to learn? It should not be more than four lines or sentences long. Some songs you probably learned when you were a little child are these:

Mary had a little lamb, It's fleece was white as snow, And everywhere that Mary went, The lamb was sure to go.

Little robin redbreast Sitting on a rail. Niddle-naddle went his head, Wiggle went his tail.

Maybe your mother or your leader can help you remember some other songs. Little children learn by hearing things over and over. Sing your song every time you play with your friend. Soon your friend will be able to sing it back to you.

#### 3. Reading A Story

Little children like to have you read to them because it is fun to learn through books. They also like the attention you give them and feeling close to you when you are reading together.

Where will you find a story to read? You may have a favorite book at home. Your little brother or sister may have one. You could find a story at the library or bookmobile. Or maybe the little child already has several story books from which you can choose to read. Comic books will not count for this project.

What will you read? Little children like to hear about animals, transportation, grownups and their work, science and nature, and about things little children do. They like silly stories and those with a surprise, too. Before you read to the little child, you will want to read the story yourself. Be sure you like the story you choose. Read it out loud. Look at the pictures. Think about the things in the pictures you will want to show to the child. Now you are ready to share your book with your little friend. Pick a place that is quiet where you can sit together. Little children like to see the pictures while you read. Sometimes they like to talk about the story as you read it. Usually it is better to read the story through and then go back to talk about it.



#### 4. Telling A Picture Story

Children like to make up stories just as they like to make up their own songs. Sometimes they enjoy making up a story about a picture in a book or magazine. They like to hear picture stories other people tell, too. Can you make up a picture story?

How will you begin? First, think about the kinds of stories little children enjoy. Decide which kind of story you want to tell. Then collect pictures that will help you to tell your

story.

Children like pictures that are big. Choose or draw pictures you can see well when they are three feet away. Children like bright things, so

you should use colored pictures.

Where will you find the pictures? You could draw them with crayons or paints. The paper you use should be heavy so it will not tear when you handle it. You may want to paste the pictures on cardboard. Or you could cut the pictures out of a magazine. If your story will be about toys you may find the pictures you need in a catalog. Your magazine pictures, too, should be pasted on heavy paper or cardboard.

When you have collected or drawn the pictures you think you will need, tell your story to yourself. You may find that you need more pictures, or not as many. It will help to number the pictures in the order in which you want to use them. After you have practiced your story out loud to yourself several times, you will be ready to share it with your little child.

Remember to choose a quiet place where you

can sit together. When you finish telling your story to the child, he or she may want to make up a story about the pictures to tell to you.

# 5. Sharing With 4-H Club Members

Tell your picture story or teach your song to the 4-H Club members in your group. Maybe your Community 4-H Club Leader will let you do this as part of the program at a meeting. Or you may do it for the 4-H Club members in your family relations subject matter group.

Decide whether you are going to tell your picture story or teach your song. Practice it out loud at home. Be sure to have your pictures in the right order. On the day you are going to perform you will want to look especially neat. When you get up before the group, remember to stand straight. You can smile, but don't giggle!

When you finish your story or song, you may want to tell the group anything interesting that happened while you shared your story or song

with the little child.

#### 6. Writing A Story

When you have completed the project for your first year, write a story about what you did and what you learned. The project record will help you remember. Tell some of the interesting things that happened while you worked on this project with a little child.



# Second Year

#### CHOOSING A LITTLE CHILD

For the second year project you may continue to work with the same child you chose last year. This will help you to see how much more the same child can do as he grows older.

Or you may choose a different child for the second year. This will help you see that one child may differ from another one in interests and abilities.

### 1. Teaching A Finger Play

A finger play is a poem or song with finger motions. You may remember this one:

Here's a bee hive. Where are the bees?

(clasp fist)

Away inside where nobody sees.

Here they come out of the hive.

One, two, three, four, five.

(open fist, one finger at a time)

Buzz, buzz, buzz,

buzz, buzzz.

(wave hand through the air)

Your Family Relations Leader will know more finger plays you can learn.

Little children usually learn only one thing at the time. When you are teaching the little child your finger play, he or she probably will just make the motions while you may say or sing the words. Then after the motions are learned, your friend will be able to combine the words and motions.

Maybe you and the 4-H Club members can teach each other some finger plays.

# 2. Playing Rhythm Activities

Children like rhythm. They like to make motions with the beat; such as clap hands, tap sticks together on the floor, wave arms and legs or their whole body, skip, jump, gallop, or hop. There are many ways to play rhythm activities with little children. First, you can clap or jump, etc., and ask the child to do it with you. Then you can provide the music, with humming, singing, or records, and let the child decide what movements the music makes him feel like doing. Fast music may make him want to gallop while soft music may make him want to tiptoe around the room.

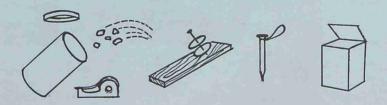
You will find that some children keep time to rhythm better than others. Children can do more activities as they get older. The two-year old can clap, but he cannot skip until he is four or five.

Plan to carry out at least one rhythm session with the child you choose.

# 3. Making A Musical Instrument

Little children like to respond to rhythm with musical instruments. They have fun helping to make their own musical instruments.

Shakers are easy to make. Find a small box or can with a lid. This may be an empty oatmeal box, stationery box, or other one made of cardboard. It may be an empty baking powder can, one that had pipe tobacco in it, or a bandaid can.



Next, find something to put in the box or can that will make a noise. This may be pebbles, dried beans, rice, buttons, or other small objects.

Then fasten the lid securely. (Little children like to put things in their mouths, so you don't want the pebbles, or buttons, etc., to spill out of the box or can.) You may use different kinds of tape; scotch, masking, adhesive, etc. Or you may want to glue the lid shut.

It would be fun to help the little child make several kinds of shakers and then listen to the different sounds.

Ask your Family Relations Leader for suggested ways to make other music instruments.

Make at least one musical instrument and use it to play some rhythm activities with a little child.

#### 4. Making A Flannel Board

In the first year of the project, Music and

Stories with Children, one requirement was to tell a story with pictures. Another way to tell a story is to use a flannel board. A flannel board is a piece of cardboard or wood covered with cloth that has a fuzz called nap. When napped cloth is glued on the back of pictures or small objects, they will stick to the flannel board cloth. Little children like to make up stories with the pictures and objects and place them on the flannel board.

To make a flannel board, you will need:

 one piece of heavy cardboard or plywood approximately 18" x 24"

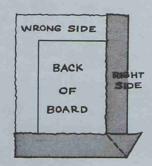
- one piece of solid color napped cloth (cotton flannel, wool, felt, or other cloth that feels like wool); size should be 6 inches wider and longer than board
- glue or paste

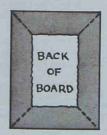
Place the board in the center of the wrong side of the cloth. Fold over the edges of the cloth and attach to the board with the paste or glue.

Lay board on cloth.

Fold cloth over back of board. Cut excess at corners. Glue cloth to board.







# 5. Making A Flannel Board Story

Your flannel board story may be an original one, or one of your favorite stories.

After you have selected your story, decide what pictures you will need to tell the story. For instance, to tell The Three Bears, you need 3 bears, a girl, 3 bowls, 3 chairs, and 3 beds. Then you will need to decide what pictures you will use. You may cut them out of magazines, catalogs, etc. You may draw and color them with crayons or paint, or cut the objects out of colored construction paper. Pictures should be on heavy paper, or pasted on thin cardboard.

Paste a scrap of napped cloth (cotton flannel, wool, felt, etc.) on the back of each picture. Cloth should be about ¼ as large as picture. Then arrange the pictures in the order in which you will use them in telling the story.

If your story is about the out-of-doors, you may want to put some blue napped cloth across the top of the flannel board, and some green or brown across the bottom to represent earth.

When you have made your flannel board, and prepared the pictures for your flannel board story, you are ready to share it with the little child.

Place the flannel board so that you and the little child both can see it. You may put it on a chair, lean it against the wall, lay it on the floor, etc.

As you tell the story, place each picture on the board. Remember to look at the child when you talk to him. The child will be interested in placing the pictures on the board himself. After you have shared your story, he may want to tell the story to you, or make up one using the pictures.

# 6. Demonstrating A Flannel Board Story

After you have told your flannel board story to the little child, you will want to demonstrate to the 4-H Club members in your group.

Place the flannel board so that it will stay erect and everybody can see it. You may put it on an easel, in a chair, or against the wall on a table. Arrange the pictures in the order you will use them to tell your story. Stand by one side of the flannel board, making sure that all can see the board. Announce your title, then proceed, adding the pictures as you tell the story. Remember to look at the group, and not at the board when you are talking.

When you finish the story you may want to show the group how you made your flannel board and flannel pictures.

# 7. Writing A Story

When you have completed the project for your second year, write a story about what you have learned. The project record will help you to remember. Tell some of the interesting things that happened while you carried out this project with a little child.





# Third Year

#### CHOOSING A CHILD

For the third year project, you may continue to work with the same child you chose for your second year project.

Or you may wish to choose a different child. It is good to have experience with children

at different ages.

Selecting project requirements

In the first and second years of the project,

you had to complete every requirement listed. In the third year project you may have some choice of the requirements.

Choose either "a"—or "b"—of each number. For instance, do 1-a or 1-b. You do not have to do both. But you must do one or the other of them.



# 1-a Taking A Walk With A Child

Our everyday world is an exciting place for little children. They like to explore and learn about things around them. When we look around us as a child does, we sometimes discover interesting things we haven't taken time to see before. Taking a walk is a good way to discover the everyday world together.

But before you take a little child on a walk there are certain things you should do for

safety:

 Be sure the child will mind you and will stay with you when you take a walk.

 Be sure the child knows to stop at street corners, and other safety rules you think he should know.

What are some of the things you may see on your walk? What about nature? Look for birds, bugs, and other animals. Look for different flowers, seeds and leaves. What about the bus, train, or dump truck? Colored glass windows of the church? Tell the little child what you know about the things you discover together.

When you return from your walk, help the little child tell about it to his mother or some-body else. Children need to learn to talk about their experiences. This helps them when they go to school and learn to read, write, and study

more about the world around them.

# 1-b Acting A Story

In the first year requirements of Music and Stories with Children, you selected a story and read it to a child. When you select a story to act with a child, you want to remember the kinds of stories he likes. Does he prefer a story about animals, or things little children do? A good story to act is one that is simple but has action. In other words, the characters in the story do something. After you have read or told your story, suggest to the child that you act it out like a play. Talk with the child about the people or animals in it (characters). Decide what things you need to act the play. Plan who will play which characters.

A good way to practice acting out a story to help the little child know what you mean, is to act a nursery rhyme. Try Little Miss Muffet, for instance.

After you have practiced with a nursery rhyme, and acted your story, you and your little playmate may want to try acting other stories both of you know.

Creative dramatics, as this activity is called, helps little children learn what it feels like to be somebody else. Sometimes it helps children to show how they themselves feel inside. This is one way we learn to understand ourselves and other people.



# 2-a Writing An Original Story

Did you like to play "let's pretend" when you were little? One way to play it when you are bigger, is to write on paper what you pretend.

Or can you think of some experience you have had that you would like to share with a little child? Something nice that happened? Something you saw? Something you learned? You can write about it.

Draw or paint some pictures to go with your story, and you will then have a book to read

and show to a little child.

You may use notebook paper or even scrap paper for your book. But if you want it to look especially nice, you will choose unlined heavy paper. Mother may have some stationery that would do, or your club leader may help you find suitable paper.

To draw your pictures, you may use pencil, colored pencils, crayons, or paints. You probably think you can't draw well enough to make pictures for your book. But if you remember that children like simple pictures, then maybe you can try. For the cover you will want to

make a big picture.

After you have written your story and drawn the pictures, you are ready to put your book together. There are several ways you can do it. First be sure the pages are in the right order. You can paste one edge of the papers together, along the top or the left side. Or you can sew the papers together, using strong thread and long stitches. Maybe your club leader has a stapler that you can use.

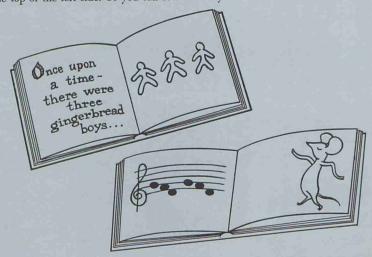
When you have shared your new book with a little child, you may want to help him make one. You can write the story he makes up and tells you. Then you can help him make the pictures for his book.

#### 2-b Making A Music Book

You taught a song to a child. Then you taught a finger play and some activities. Now you may make a collection of more music to enjoy with the child. The best way to compile the music book is to write in a lined book that you buy at a music-store. But you can use lined note book paper instead. Make a staff of five lines. Write the music notes of the tune or melody on the staff. Write the words of the song or finger play under the right notes. If you are writing an action game, like Paw-Paw-Patch, write at the bottom of the page, what the child is supposed to do. Be sure to write the title at the top of each page.

Illustrate your music book. You may paint or draw pictures for the music book like you would do for an original story. Or have you tried making a picture with scraps of cloth glued on paper? Make a book with at least four music activities in it. It is good to have a va-

riety.



# 3-a A Reading Time With A Young Child

How do you choose a good book for a little child? When you were choosing a story to read to the child, you learned that little children like to hear about animals, transportation, grownups and their work, science and nature, and about things little children do. They like silly stories and those with a surprise, too.

When you were choosing a story to act out with a child, you learned that in a good book there is action—the characters do something. There are other things to consider when choosing a good book. For instance, the language should be correct. Little children learn to talk by hearing other people talk and read. We want them to learn the right words. Do not choose a book that uses improper words like "ain't",

"gosh", and "golly". The book should have a vocabulary, or words, that the child understands. But little children like some big words. When you explain the big words, they are learning new things.

Look at the illustrations, or pictures, in the book. Do they follow the story? Can the child understand them? Can the child tell the story just by looking at the picture? If you can answer yes to these questions, then the illustrations are acceptable.

Choose 4 good books you think the child would enjoy. Have a reading time together.

Remember what you learned in the first year project about reading to a child. Be sure to read the stories first yourself. Pick a quiet place where you and the child can sit together and see the pictures.



### 3-b Planning A Music Session

Music is part of a child's everyday world. Mother sings when she rocks the baby to sleep. A little child hears the tick-tock of the clock, the door-bell buzzing, sounds made by the various animals, music on the radio and T.V. Part of growing up is learning to listen to the music around us. We decide what music wo like and what sounds we do not enjoy. You can help a little child learn to listen to the music around him. One way is to have a listening session.

A listening session can be easy. As you sit with the little child, you can ask the child to

listen. Then ask what he hears. You can tell him what you hear like the truck rumbling down the street, or the dog yapping in the yard. When you take a walk together you can have a listening session, too. It is fun to listen to music you make yourself. You can make music for the child by singing. Or you can make music with musical instruments like the one you made.

Children like to listen to music on records. If you have a record player, you may want to play different kinds of music for the child. Play a fast piece, then a slow one. Play one loudly, then softly. Play a march, then a light airy one



for dancing like fairies. The child may want to do more than just listen to the music. Sometimes music makes us want to act out what we hear. You may remember now the child liked to act out the rhythm activities you played together. If the child especially likes listening time, you may want to combine several listening activities in one session. The second time you have a listening session with the child, both of you will be better listeners. Your Family Relations Leader will have other suggestions for listening activities.

#### 4-a An Exhibit and Talk On Good Books For Young Children

Make an exhibit of some good books for young children. Include a variety. Choose different authors, different illustrators, and books about different things. Show your exhibit and talk about it to the 4-H club members. What will you tell the members about your exhibit? You will want to talk with them about how to choose a good book. Tell them about the different kinds of books children like. Show examples of good illustrations and what makes them good. Maybe you have a favorite illustrator or author you will want to share with the group. Ask your Family Relations Leader for a list of well known authors and illustrators.

You may want to tell the group some experi-

ences you had when you read books to a young child.

#### 4-b An Exhibit and Talk on Musical Experiences With Young Children

Share with 4-H club members what you have learned about music experiences with children. You have learned songs, finger plays, rhythm activities, and how to make musical instruments. You have learned some different ways of helping children listen to sounds and music around them. You know some of the kinds of music and musical experiences children enjoy.

How can you make an exhibit to show what you have learned? You can show the musical instruments you have made. It would be good to make more than one kind. You can show the music book you compiled, if you chose that activity for your project. You may borrow music books from the library or your church which include some good songs for young children. A record store may let you borrow records, or just covers, to show different kinds of records children like to hear. Your Family Relations Leader may have other suggestions for making your exhibit and talk a good one.

#### 5- Writing A Story

When you have completed the project for the third year, write a story about what you have learned.

#### 4-H CHILD CARE PROJECT RECORD

#### Preteens

#### First Year Record

Da	ate Project Began ————————————————————————————————————	
Da	ate Project Completed	
Na	ime —	Age
Ac	ldress —————	County —
Na	ame of Parents	
Na	ame of 4-H Club	
	JMMARY OF FIRST YEAR	
	noosing a child:	
	e little child I chose is named	— and lives at —
He	e (or she) is years old.	
1	m1:	
1.	Teaching a poem:	
	The poem I taught was (Write out the words here)	
	How I taught my poem. (Tell what you did) ———	
	How I know the little child liked my poem —	
2.	Teaching a song:	
	The song I taught was (Write out the words here) -	
	How I taught my song. (Tell what you did)	
	How I know the little child liked my song	
3.	Reading a story:  The story I read was (Write the name of the book)	

Cut out along this line

	How I read my story. (Tell what you did)
	How I know the little child liked my story
4.	Telling a story with pictures:  The pictures I chose were (tell where you got your pictures and what they showed) ——
5.	To the 4-H Club members in my group I (tell whether you taught your song or told your story)
	I think I did ———— (very well or not very well) because —————
6.	My First Year Project  (Tell what you learned about music and stories that little children like. Tell what you learned about yourself while you worked on this project.)
(V	When you have completed this project record give this sheet to your 4-H Family Relations eader)
Iŀ	nave checked this record and found it to be satisfactory.
Da	ate Signed4-H Family Relations Leader

# 4-H CHILD CARE PROJECT RECORD

#### Preteens

#### Second Year Record

Date Project Began	
Date Completed —	
Name —	
Address —	County
Name of Parents —	
SUMMARY OF SECOND YEAR	
Choosing a Child	
The little child I chose is named —	and lives
He (or she) is ——— years old.	
Did you choose the same child to work with la	ast year? (yes or no).
1. Teaching a finger play:	
The finger play I taught was (Write out the	ne words here)
How I taught the finger play. (Tell what y	you did)
What did you learn about the child when	you were teaching the finger play?
0 11 1 1 1 1 1 1	
2. Playing rhythm activities:	
List the rhythm activities you played with	the child.
Which activity did the child enjoy most? —	
Why do you think he (or she) liked it? ——	
	you were playing rhythm activities together?
, ou tour about the clinic when	you were playing my ann activities together:

3.	Making a musical instrument:
	What instrument did you make?
	What material did you use?  How did you and the child use the musical instrument?
4.	Making a flannel board:
	What materials did you use?
5.	Making a flannel board story:
-	What materials did you use?
-	Briefly tell your story —
==	How did the child use your flannel board pictures?
6.	Demonstrate a flannel board story:
	To what group did you demonstrate?
	What did this experience teach you about speaking before a group?
7.	Writing a story about the second year project:
	Tell what you learned about music and stories for young children. Tell what you learned about how children grow and develop. Tell what you learned about yourself while you worked on this year's project.
('L	When you have completed this project record, give this sheet to your 4-H Family Relations eader.
Ι	have checked this record and found it to be satisfactory.
D	Date Signed Family Relations Leader

# 4-H CHILD CARE PROJECT RECORD Preteens

### Third Year Record

Date Project Remy

100	to rioject begin
Da	ate Project Completed ———————————————————————————————————
Na	ame ————————————————————————————————————
Na	me of 4-H Club — County — County
SU	MMARY OF THIRD YEAR
1-a	Taking a Walk
	Where did you walk?
	What did you see?
	What impressed the child?
	What did he tell about his walk when he got home?
4	
1-b	Acting a Story
1.0	What story did you read or tell?
	Do you think the child learned how it feels to be somebody else?
	Tell about other creative dramatics you did with the child
	Ton about only creative diamates you did with the clinic
2-a	Writing an Original Story
	In a few sentences, describe your story —
	What kind of pictures did you use? (paint, crayon, cloth, etc.)
	How did the child react to your story book?

2-b	Making a Music Book  List the names of the songs, finger plays, etc., you included in your book ——————————————————————————————————
	How did you and the child use the book?
3-a	A Reading Time  List the names and authors of the books you chose from the reading time
	What did you learn about how children think when you had a reading time with the child you chose?
3-b	A Listening Session  List the things you and the child heard during your listening session.
	What did you learn about how children react to sounds when you had a listening session with the child you chose?
4-a	Exhibit and Talk on Good Books for Young Children  List the titles, authors, and illustrators of the books you exhibited
_	Write a few sentences about your talk. What did you tell your audience?
	To whom did you show your exhibit and give your talk?
4-b	Exhibit and Talk on Musical Experiences for Young Children  List the things you exhibited
	Write a few sentences about your talk. What did you tell your audience?
_	To whom did you show your exhibit and give your talk?

# 4-H Child Care Project Summary

First Year Record	
Date Project Completed	
The child I chose was (name)	Child's age
I taught a poem and song and read a story to	the child. I taught —
to the 4-H Club members. One thing I learn	ed about poems this year is
One thing I learned about story books through	gh this project this year is —
Second Year Record	
Date Project Completed —	
The child I chose was —	
I taught a finger play and played rhythm acti made was —	vities with the child. The musical instrument l
I made a flannel board and told a flannel board and Club members how to make a flannel board at	ard story to the child. I demonstrated to the 4-H and tell a flannel board story.
One thing I learned about music this year is -	
One thing I learned about demonstrating to	a group is —
Third Year Record	
Date Project Completed	
The child I chose was —	Child's age ———
The requirements I chosen were: (check the	ones you completed)
——Took a walk	——Acted a story
——Made a story book	Made a music book
——Had a reading time	——Had a music session
Exhibited and talked about books	Exhibited and talked about music
One thing I learned about young children thi	s year is —
One thing I learned about myself through thi	s project this year is —

#### TOTAL SUMMARY

Write a story that tells what this three year project has meant for you. You	ou may want to talk
about: — what you learned about stories for young children.	

- what you learned about music for young children.
- what you learned about how children grow and develop.
- what you learned about how you have grown and developed.
- what you liked about being with the child.
- why you think the child liked being with you.
- why you think other boys and girls would like to take this project.

	Hitti	

#### THE 4-H CLUB PLEDGE

I Pledge:

My Head to clearer thinking; My Heart to greater loyalty; My Hands to larger service; and My Health to better living for My Club, my Community, and my Country.

#### THE 4-H CLUB MOTTO

"To Make the Best Better."

#### THE 4-H CLUB COLORS

Green and White

Prepared by Frances Jordan Family Relations Specialist

#### Published by

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Club Series No. 146

July 1964

nature activities with children



child care manual and record II



number



# nature activities with children \*\* \*\* \*\*

#### selecting a child

Select a child between the ages of three and six years with whom you want to share some nature experiences. If you took the Child Care Project I, Music and Stories with Children, you may want to continue your work with the same child. Or you may consider a younger brother or sister. Is there a favorite preschooler with whom you baby sit? When you have made your selection, tell the child's mother what you plan to do. Then you and your friend may start on your way to some new adventures.

#### what you will do

- 1. Help the child learn about seeds.
- 2. Help the child enjoy flowers.
- 3. Learn about plants that do special things.
- 4. Make a terrarium and let the child help you plant it.
- 5. Make a nature lotto game.
- 6. Carry out other related activities, if interested.

Although you are required to carry out each of the activities listed, there are many different ways suggested here. You may think of a better idea to carry out an activity. Tell your project leader what you plan to do.

#### keeping records

Keeping records is a good way to remember what you are learning. It also helps your project leader plan for your continued work. At the end of this year, write a story about what you did and what you learned. You will see some questions at the end of each activity under "evaluation." The word "evaluation" means "what difference does it make?" The questions are listed to help you think about what you are doing. You do not have to write out the answers or turn them in to your leader. But you will learn much more throughout the project if you try to answer the questions for yourself.

Turn in your story to your leader. You may want to include some of the following things in your story:

A statement about the child, his age, and any other things that would help the reader of your story to know the child.

List of activities you and the child carried out.

Description of anything you did extra that would be of interest to other people.

Some of the things you learned concerning how children grow and develop.

Special things that happened which you think show very well what young children are like.

Some of the ways in which you learned more about yourself as a result of your experiences with the child.

What you enjoyed most about this project.

Some of the things you think the child's mother and father would like to know about your experiences with the child.

Some of the ways this project has helped you to understand yourself.

What you would like to tell other 4-H Club members who might be interested in taking this project.

# introduction to project

Nature is as great as all outdoors. The subject covers such vast areas as astronomy, botany, zoology, physics, and others. In the child care project, however, we are limiting nature to plants and animals. This year you will share with a child some experiences with plants. Next year is a study of animals. Nature through art experiences will be covered the following year.

You will study how nature activities help young children to grow and develop. As you carry out some experiences with a young child, you may learn some things about yourself.

Three F's to keep in mind throughout this unit are:

Facts-Help the child find answers to what he wants to know.

Feelings-Help him to recognize how he feels about what he is experiencing.

Fun-Help him to enjoy learning and living.

As you share with a child activities concerning plant life, there are some things the child might learn. These are simple because that's how preschool children think. Don't try to give the child a school course in biology! Find out which plants in your community he does not know already. Help your friend to learn about them.

Some facts about plants might be these:

Plants look different.

Different plants live in different places.

Plants need rain and sunshine to grow.

Some plants grow without our help.

Other plants need special care.

Plants have different uses.

We like to eat some plants, other plants we like to smell.

Some plants are harmful.

#### many plants are poisonous . . . do not let the child eat any of these:

Plant	Poison Part	Plant	Poison Part
Elephant ear	Any	Dumb Cane	Anv
Narcissus	Bulb	Spider Lily	Bulb
Four O'Clock	Root, Seed	Iris	Underground Sten
Columbine	Berry	Pinks	Seed
Cyclamen	Tuber	Mock Orange	Fruit
Ivy	Leaves	Spanish Bayonet	Root
Potato	Seeds, sprouts	Bittersweet	Berry
Pimpernel	Any	Caster Bean	Seed
Oleander	Leaves	Foxglove	Leaves
Lily-of-the-Valley	Any	Scotch Broom	Seed
Burning Bush	Leaves	Bluebonnets	Seed
Sweet Pea	Stem	Tulip	Bulb
Jimson Weed	Any	Mountain Laurel	Any
Rhododendron	Any	Monkshood	Root
		Mistletoe	Berries

# activity 1: help the child learn about seeds

Some facts he (or she) may want to know:

Seeds have different sizes and shapes.

Different seeds grow into different plants.

Some seeds are made to travel.

Some seeds are called nuts, some of them we eat.

Other seeds are harmful to eat.

Some feelings the child may show:

Impatience (having to wait for seeds to sprout).

Pride (in having grown something). Some fun things to do and share: (Do as many as you like.)

> Visit a seed store to see how different seeds look. Show pictures of what seeds will become.

> Collect and look at some seeds that travel (dandelion, maple, milkweed).

Plant some rye grass seed in a pot or paper cup. (These should come up within two or three days.)

Roll a damp blotter around the inside of a glass. Put sand inside the blotter. Place dried beans between blotter and glass. Beans should sprout.

#### evaluation:

Did the child learn to recognize certain seeds?

Does the child know now how seeds grow?



A variety of seeds is on display on the seed rack.

#### activity 2: help the child enjoy flowers

#### Some facts:

Flowers are different colors and sizes.

Flowers have names.

Some flowers smell good.

Some people don't want you to pick their flowers. You must ask first.

#### Some feelings:

Child likes and dislikes certain scents. Child prefers certain colors to others.

Child may be surprised and hurt by thorns.



Some flowers smell good.

#### Some fun:

Transplant some sample wild flowers to a garden plot. Help him learn the names of those he likes.

Let child arrange some cut flowers in a vase.

Help child learn their names.

Make a scrapbook of pictures of flowers as he learns them.

#### evaluation:

What were some of the child's preferences that you noticed?

Did the child choose flowers that you like too?

Do certain flowers recall certain events to your mind? Do they make you feel different? Do some flowers remind you of happy times at a wedding? Or sad times at a funeral?



Flower arranging is fun, too.

#### activity 3: learn about plants that do special things

#### Some facts:

Mimosa leaves will close when touched.

Oxalis leaves close at night as though they are asleep.

Snapdragon blossoms can be pinched to open "dragon's mouth."

In laurel blossoms the stamen will move inward when the pistil is touched.

#### Some feelings:

Surprise that plants can react.

Sheer delight at "making things happen."

"Scary" feeling that plants can move.

#### Some fun:

Try to find some of the plants in your locality and watch for the season when the blossoms come out. Perhaps you know about others. Show these plants and flowers to the child. Demonstrate what the plants do.

#### evaluation:

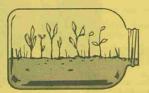
Does the child show any interest in sharing what he learns with others?

Does the child tell people what he has seen? Does he also "show" them with descriptive gestures? Do other people know what he is trying to say?

# activity 4: make a terrarium and let the child help you plant it

A terrarium is a little garden in a glass container. It gets its name from the Latin word terra, which means earth.

There are several types of containers you can use. The simplest one is a gallon jar with a wide mouth. You can leave it upright or turn the jar on its side.



With the child, gather some soil, small plants and mosses to put in a jar (upright or turned on side) or glass terrarium. Help the child water it and take care of it. Add other small plants you two find on later walks. Carrot tops placed in a shallow lid with water make a dainty plant for terrariums. The garden will stay moist if you keep the lid on the jar.

# evaluation:

What did this activity tell you about a child's interest span? Was he still curious about what was growing or how much it was growing a week or a month later?

Did you enjoy this activity because you liked making something attractive? Or did you enjoy it because you like to collect things? (Do you prefer being artistic or scientific?)

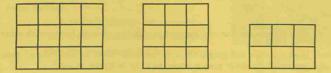
# activity: 5: make nature lotto game

Materials

2 identical garden catalogs (ask at the local hardware store or nursery); 2 or more pieces of cardboard (those that come in shirts from the laundry are good to use); paste; scissors.

#### How to Make It

- 1. Mark a cardboard into 6, 9 or 12 squares depending upon size of cardboard.
- 2. Mark a second cardboard like the first.
- From one catalog cut out 6 (9 or 12) pictures of different flowers and paste one in each block.



 From second catalog make a second card identical to the first. Cut the second card into separate squares.

If you want to make this game for two players, repeat steps 1, 2, 3, and 4. (Or repeat three more times for four players.) You may want to put vegetables on one card, berries on one, nuts, fruits, etc., on others.

How to play the game:

Distribute one card to each player. Mix up the squares in a box or bag. Draw out one at a time and show it to the players. The player must look at his card to see if he has a block like it. If so, he places the square over the identical spot. The first player to cover his card with squares is the winner.

#### evaluation:

How does this game help prepare the child for reading?



related activities: (these are extra things to do if you are interested)

Take a nature walk and keep a record of how many plants and animals the child can name.

Prepare a nature scavenger hunt. Give him pictures or a sample of the items he is to find.

Note: Don't let the child wander off by himself. Go with him as he searches.

Have a tree finding hunt. Give him different leaves and let him find the trees from which the leaves came.

Note: Go with the child. Don't let him wander alone.

Give a demonstration on plants that are dangerous to children.

Prepare an exhibit on a garden which preschoolers would enjoy.

Sing songs and read stories about plants and growing them. (Refer to your earlier project, Music and Stories with Children.)

## references:

Look up the word PLANTS in the encyclopedia in your school or public library.

Look in the public library for these children's books about plants:

Up Above and Down Below, by Irma Webber.

The Carrot Seed, by Ruth Krauss.

A Day Of Summer, by Betty Miles.

The Growing Story, by Ruth Krauss.

The Plant Sitter, by Gene Zion.

Autumn Harvest, by Alvin Tresselt.

Bits That Grow Big, by Irma E. Webber.

The Flower, by Mary Louise Downer.

White Snow, Bright Snow, by Alvin Tresselt.



Prepared by Frances Jordan
Extension Family Relations Specialist



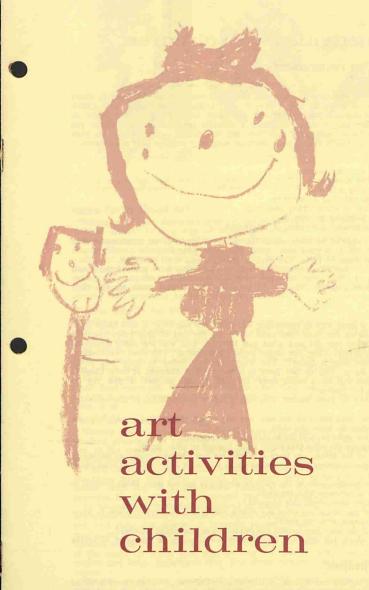
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# art activities with children

# project completion requirements

#### Selecting a Child

Select a child between the ages of three and six years with whom you want to share some art experiences. If you took Child Care Project I, Music and Stories with Children, you may want to continue your work with the same child. Or you may want to consider a younger brother or sister. Is there a favorite preschooler with whom you baby sit? When you have made your selection, tell the child's mother what you plan to do. Then you and your little friend may start on your way to some new adventures.

#### What You Will Do

- 1. Have a crayon drawing session.
- Share a modeling experience.
- 3. Carry out a pasting activity.
- 4. Provide an easel painting experience-
- 5. Try print making or learn string painting.
- 6. Share a finger painting session.
- 7. Carry out other related activities, if interested.

Although you are required to learn about the different kinds of art experiences, you can do much experimenting on your own. After you have practiced the activities, you may want to combine some of them, like crayon drawing and easel painting.

This project does not cost much money. In fact, you probably have around the house most of what you need. This year, however, you will need some tempera or poster paint. It will cost about a dollar. You should be able to save that much by the time you need it.

#### Keeping Records

Keeping records is a good way to remember what you are learning. It also helps your project leader in planning for your continued work. At the end of this year, you will write a story about what you did and what you learned. You will see some questions at the end of each activity. They are listed under "evaluation." The word "evaluation" means "what difference does it make?" The questions are listed to help you think about what you are doing. You do not have to write out the answers or turn them in to your leader. But you will learn much more throughout the project if you try to answer the questions for yourself.

Turn in your story to your leader. You may want to include some of the following things in your story:

Make a statement about the child, his age, and any other things that would help the reader of your story to know the child.

List the things you and the child did to carry out the activities.

Describe anything you did extra that would be of interest to other people.

Tell about some of the things you learned concerning how children grow and develop.

Tell about any special things that happened which you think show very well what young children are like.

You may want to mention some of the ways in which you learned more about yourself as a result of your experiences with the child.

What did you enjoy most about this project?

What are some of the things you think the child's mother and father would like to know about your experiences with the child?

What are some of the ways this project has helped you to understand yourself?

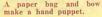
What would you like to tell other 4-H Club members who might be interested in taking this project?

# introduction to project

In this project, Art, Nature and Animal Activities with Children, you have been learning how nature and animal activities help young children grow and develop. Now in this manual, you will have opportunities to help the child react to animals and nature through

Giving a child a way to show how he feels helps him to grow and develop, too. (Try it yourself. The next time you get mad with your parents, see if you can work out your feelings through art instead of arguing. Can you draw a picture of how mad you feel?) In addition to expressing feeling, the child gains self-confidence in his ability to do things by himself. As he grows older, through art experiences, he develops a better sense of beauty, becomes more observant and resourceful. He becomes a freer person.







A two-year old rambles all over the paper when he paints and pays little attention to color.

#### some facts about art

Before you begin, there are some things you need to know about art.

What is art? It is a way of expressing yourself. You use some things to make or create something you like. There is a difference between making something and making a mess. The child needs some rules. He must put the paint on the paper and not on the walls. But you need to let the child decide how he will put the paint on the paper. People see things in nature differently. Children may want to paint what they think is important to them, and not how things actually look.

The fun in doing the art work (the process) is just as important to the child as the picture (the product) he has when he finishes.

#### Children Like To See Things

Children like sensory experiences. This means they like to see things, to smell, to taste, and to feel them. The first time a child is given an opportunity to paint, he may do all of these things with the paint.

As children grow and develop, they learn to pick up big things like blocks before they can pick up tiny bits of paper. They can use the big muscles in their arms and

legs before they can make their fingers work to use scissors.

Most young children go through certain stages in their art work. Until they are about four years old, we don't recognize what they are making. Sometimes they have an idea in mind. Other times they just give the picture a name when adults ask them what it is.

#### Child's Art Changes with Age

Nobody draws or paints exactly like anybody else. But if you were to look at a hundred drawings of two-year-olds, you would see similarities in what they do at that age. In the same way you could recognize the art work of a typical three-year-old and a child five years of age.

When the two's draw or paint (we call this graphic art) they sort of ramble all over the paper with very little control. They don't seem to be very particular about colors, either. With clay or dough (called plastic art) the two-year-old pats, pounds and

squeezes. He doesn't make any object you could recognize.

Three-year-olds have better control of their muscles. First, they make vertical and horizontal lines. Then they learn to make circular patterns. Color becomes more important, and globs are painted in separate places. When almost four-years-old, the child may cover the whole paper with paint. About this same time other children may paint borders around their art work. It shows they are becoming aware of the size and shape of the paper on which they are working. In plastic art, the three's make worms, snakes and balls. Sometimes they line these shapes together and give them other

By the age of four, the child is beginning to make simple versions of things we recognize. He draws circles for faces, including one or more dots for eyes, nose, or mouth. Later he adds ears and hair. The presence or absence of curls shows whether he is drawing a girl or a boy. With some guidance the child of this age makes objects like a bowl, bear or snowman.

The one word which best describes the graphic art of five-year-old is rhythm. Vertical marks and circles are lined across the page. You can see that he is almost ready to put these together into printed letters. Some children do learn to make letters at this stage,

frequently backward. They may even print their whole name in reverse. People drawn by five's now have arms and legs, fingers and toes. The body comes last. It is said that children draw what is most important about other people. When you are working with young children, remember that the expression on your face impresses them most. With clay the five-year-old makes things that both of you can recognize.

#### Motivate Children

Children need stimulus or motivation. They need an idea to get them started. We can't just sit them down with paper and pencil and say, "Now draw or else!" They need to get the feel of something, to remember what they did or how they felt, to put themselves in that place. Some children will do this without any help from others, especially when something exciting happened to them. One child spontaneously drew a picture of herself caught in a ladder. She didn't draw exactly what happened, but how she felt.

Talk about an experience you two have shared, like some other project activities. The child may be encouraged by discussing things he likes to do or things he would like to

have or some place he has been.

If the child names his drawing, he may give you a clue to what he is thinking. Ask more questions about what he has said. If he says it is a picture of a flower, talk about how flowers grow, what they need, and how we can tell the flowers are growing. Without stimulation, the child might just keep on drawing flowers as little circles on sticks. The child might not ever do any more with clay than punch holes in it.

Basic Materials—What you will need every time you carry out an art activity.

A place to work

Consider a kitchen table, or work table elsewhere in the house.

Floor space that is not in the main line of traffic through the room.

Front or back porch, carport Outdoors (in good weather)

Protection for the area

Cover table and floor space with old newspaper, wrapping paper, plastic sheets or oilcloth Covering for the child

An old shirt with sleeves cut off.

Make a smock or apron-of plastic cloth, oil cloth, or terry towling.

(It is best to have waterproofed apron for some art media.)

Provisions for cleaning up:

How close are you to water?

Consider using a bucket or washbasin nearby.

Sponges help make cleaning up easier.

## Basic Procedures-What you will do every time.

Gather materials.
 Set up the area, protecting the furniture and floor.
 Put covering on the child.

4. Set up materials.

Explain what you are going to do.

Help the child think about what he is going to do.

7. Let the child work.

8. Share clean-up.

By four, the child begins to make simple versions of things we recognize.



# activity 1: have a crayon drawing session

Materials: (What you need.)

Papers (at least 9" x 12" and preferably larger), may be writing paper, construction paper, newsprint, wrapping paper, paper dry cleaning bags, paper sacks opened, etc. Crayons (eight basic colors-black, brown, purple, green, orange, yellow, red, and blue and preferably large ones.)

Procedure: (How to do it.)

Keep crayons in crayon box, or pour out into a flat box lid.

Put paper on flat surface on floor or table. If the paper is small or the child is young, put some old newspaper under his paper. (Then if he gets out of bounds in his motions, he won't mark floor or table.)

#### Problems to expect:

The child may color other things than the paper. The younger children need closer attention.

#### evaluation:

Did the child recognize the different colors?

Would you be able to tell the child's age by what he drew on his paper? Why are coloring books not a good art experience for young children?

# activity 2: share a modeling experience

Materials:

Covered table and covered floor.

Apron for child and you.

Sponge or cloth and water for cleaning.

Modeling mixture (choose one of the following):

Natural clay

May be obtained from local art supply store, or there may be a clay pit near your home

where you can get your own.

Natural clay is good to use because it is soft and easy to model. It will dry and harden if you want to keep the product. It can be used again. When finished, make balls of the clay about the size of a baseball. Punch hole to the middle and fill the hole with water. Put water-filled balls in plastic bag and keep air-tight. Colored dough

Recipe

3 cups plain flour

1 cup of water

1/2 to 1 cup of water

Food coloring or tempera or poster paint, enough to tint the water

Mixing bowl

Mix flour and salt. Add food coloring to water. Add water, a little at a time, to the flour and salt. Stir together each time you add water. Stop adding water when the mixture will stay together without crumbling. If it is sticky, you have added too much water and will have to add a little more flour and salt again.

Colored dough is good to use because it is soft and easy to model. It can be used again if you keep the dough in a plastic bag in the refrigerator. It can be painted if you want to keep something the child made.

Salt ceramic

Recipe

1 cup salt

1/2 cup corn starch

34 cup of water, cold

Stir together in top of double boiler. Put water in bottom of double boiler and put top boiler over it. Heat over low heat stirring constantly until all of the mixture gets stiff and hangs to the spoon. Remove from heat and put mixture on wax paper or aluminum foil to cool. This is a little more rubbery than the colored dough mixture. It can be used again if kept in a plastic bag. Products will harden in a few days if left out to dry. It can be painted.

#### Procedure:

Give the child a ball of modeling mixture the size of a grapefruit.

## Problems to expect:

Bits of modeling mixture may fall on the floor. This may be swept or removed when you take up the covering you used for protection. It is a good idea to wipe the soles of the child's shoes, though.

Child's clothes may get soiled with the modeling mixture. Try letting the mixture dry and then brushing it off with a stiff brush.

#### evaluation:

Did the child use the pinch method or the assembly method? (Did he squeeze the shape out from one lump, or did he make separate pieces and stick them together?) Do you think children enjoy modeling because they can make the material do what they want?

# activity 3: carry out a pasting activity

#### Materials:

Paste (library paste, school paste, casein glue, or homemade paste) Homemade paste recipe

1 cup flour

1 cup cold water

21/4 cups boiling water

34 tsp. oil of wintergreen or peppermint if you want to keep it from spoiling.

Mix flour and cold water. Add boiling water and stir. Cook over low heat in double boiler until stiff. Remove from heat and add wintergreen. When cool, pour into jar with a lid. If you don't add wintergreen or peppermint, keep it in the refrigerator.

Paste container (a jar lid, coaster, or other small flat holder for a bit of paste at a time).

Paste spreader (popsicle stick, twig, plastic spoon handle, tongue depressor). Paper (any kind, at least 9" x 12", or may use any kind of cardboard). Collage materials (this means things to paste), scraps of cloth and paper all colors and textures, beads, buttons, braid, rickrack, yarn, string, ribbon, macaroni and noodles of all shapes and sizes, nature materials (leaves, seeds, flowers, pebbles, straw and other things collected on nature walks).

Apron for child and you.

#### Procedures:

Put different collage materials in small lids and boxes or dishes and set the small boxes in one large box lid or large bread pan. (This way it is easier to use the remaining materials again. But if you can't find enough boxes to separate the items, just put them together in a large lid or flat pan.)

Set up a place to paste, covering floor and using floor or top of table to work.

Put a little of your paste in the paste container. (You are doing this for a reason. The child will use all the paste he can get and will use too much if he has a whole jar at once.)

# Problems to expect:

Child will want to use too much paste. Youngest ones, early three and under, may want some time to just feel and spread the paste on the large paper before they are ready or willing to put any of the materials on it. When they do start pasting, they will put layers on top of layers of materials and frequently end with a paste layer. With more experiences and with more maturity, the child will come to paste as you probably had expected originally.

# evaluation:

Did the child prefer any particular kinds of things to paste? Did the pictures tell you anything about his "personality"?



Animals are the product of a modeling experience. Note the old shirt used for protection.



Five-year-olds paste.



A child paints on the floor protected by a plastic sheet.

# activity 4: provide a painting experience

#### Materials:

Apron for child and you.

Covered floor.

Paper, preferably newsprint. Or old newspapers, dry cleaning bags, paper sacks opened, wrapping paper, etc.

Poster paint, available at art or school supply store for about a dollar.

Brushes. (The ½" regular paint brush available at hardware or dime stores for 15¢ each or ½" or 1" art brushes available at art supply or school supply stores are good. Paint brushes in the little water color sets are too small.)

Containers for paint. These may be old frozen juice cans or small glass jars like baby

food jars. Will need as many containers as you have colors.

Holder for paint containers. This is to keep child from spilling paint. Cut holes in lid of shoe box or box of similar size. Set lid on box and set containers in holes. Or set paint containers in a bread pan.

Place to dry paintings. Lay on paper on floor or use clothes pins and hang on a line. If line is indoors, put newspapers under line to catch the drip.

#### Procedures:

Mix paint. If powdered poster paint is used, mix one part paint and  $\frac{1}{2}$  part of water. If liquid concentrated poster paint is used, mix one part paint and 1 part water. Put paint in containers in holder.

Put one brush in each container of paint.

Spread paper to be painted on covered floor. (A low table at which the child can stand could be used, but most homes do not have one.)

## Problems to expect:

Child will forget and put brush back into wrong can. Colors will eventually get mixed and light ones will get darker.

Child may want to "explore" the paint with his senses and will paint himself. This should be permissible as long as he does not soil his clothing.

Child may want to paint other things in the room. This is not permissible.

#### evaluation:

Were you able to see which stage his paintings show? Did the paintings look different when you talked about different things? What different things did you talk about?

# activity 5: try print making

#### Materials:

Paint pad. (Stack 20 thicknesses of old newspaper about 9" x 12" on cardboard or pieces of wood. Wet the stack of paper, then coat top with powdered or liquid poster or tempera paint. This makes an "ink" pad. Don't use a real ink pad, for it will not wash off child's hands.)

Printer. (This can be one or more of a variety of things: a block of wood or stick; cross-section of an onion, apple, green pepper; cross-section of carrot or Irish potato with a raised design cut on it; or design cut on an art gum eraser; bits of thick cloth or pieces of string glued on a block.

Paper. (Any kind can be used. May want to try tissue wrapping paper for this project.) Covered table and floor.

Apron for you and the child.

#### Procedures:

Stamp the printer on the pad to get the printer coated with paint.

Stamp the printer on the paper in a design. Carrying the design horizonally across the page line after line gives a rhythmical effect. Other directions create a different picture.

#### Problems to expect:

The child who is very young may be mostly interested in the paint and may choose to print his hands! That's all right, they are washable.

The child may want to use the knife to cut his own design in the potato. Give him a spoon or fork instead to create a design.

#### evaluation:

Can you think of other things in nature that would make interesting print designs? This activity is an experience in learning about "rhythm" in art. When there are similar designs in a row, your eyes move across the page in "rhythmic" fashion. It is like the "beat" in music. Do you like to look at pictures that have rhythm in them? Which of these pictures has rhythm?

These paintings show the presence and absence of rhythm.



Pictures show formal and informal balance.







# alternate activity: learn string painting

#### Materials:

Poster or tempera paint.

Small can or jar in a holder to prevent tipping.

Pieces of string, each about 12" long. Paper, 9" x 12" or 12" x 18", any kind.

Pusher (something to push the string into the paint).

#### Procedures:

Fold a piece of paper in half, crosswise or lengthwise.

Open paper again and lay on it, in any old way, the pieces of string that have been dipped into the paint. Leave end of each string hanging over edge of paper on any of the

Fold paper over and hold it down with one hand. With the other hand pull each of the strings out from between the paper.

Open paper again and see the design made.

Variations can be made by using more than one color and by using more than one size string.

Problems to expect:

Some children lack the coordination to hold one hand still on the paper and to pull with the other. It is like trying to pat your head and rub your stomach.

May have trouble getting string from jar to paper without dripping paint.

#### evaluation:

Some experts say this activity is not "art". Others say that children enjoy the surprise

of seeing what they made. Do you think this experience is creative? This is a beginning lesson on "formal balance" in art. Both sides are just alike. We say the design is symmetrical. It is called "informal balance" and "asymmetric" if the sides are not identical. Which do you like? Which do you feel is more pleasing?

Which picture on the previous page shows formal balance?

Which shows informal balance?

# activity 7: have a finger painting session

#### Materials:

Covered floor.

Apron for you and child.

Glossy paper (butcher paper, shelf paper, or any with a shiny coating at least 12" x 18"). Finger paint mixture.

#### Finger Paint Recipe

11/2 cups dry laundry starch (not the instant type)

1 cup cold water

1 quart of boiling water

11/2 cups soap flakes (not detergent)

1/4 teaspoon of food color or 1 teaspoon of tempera paint for each color wanted.

Mix starch and cold water until not lumpy. Add boiling water and cook over low heat until mixture is clear and glossy. Cool mixture and fold in soap flakes. It should be as thick as instant pudding. Pour into jars and add desired colors. Store in refrigerator. 2 containers of water and a sponge.

Paper towels.

#### Procedures:

Dip paper completely in water. (Use a dish pan, deep baking pan or wash basin.)

Remove paper from water and lay smoothly on the covered floor.

Put about 1 tablespoon of colored finger paint on the paper.

Let the child spread the paint over the paper and work as he chooses. Add other colors as the child asks for them.

When the child has finished, lay the painting on dry newspapers to dry.

If you want to preserve the painting, after it is thoroughly dry, turn it upside down on the dry newspaper and press it gently with a warm iron. This will smooth out the wrinkles. It may be more permanently preserved by spraying painting with a coat of shellac or plastic or similar mixture available at art supply houses. Clean up area.

Note: Another way to set up this activity is to use of liquid starch and powdered tempera paint. Put one or two tablespoons of liquid starch on dry, glossy paper. Sprinkle desired powdered color on paper. Older children enjoy this method.

Problems to expect:

Child may become so delighted with the feel of the paint that he will ask for more than he needs. Provide enough paint to allow the child's hands to move easily across the paper, but not so much that there are globs of paint piled here and there. When there is too

much paint, the child just makes a mess.

The child may "slap" the paper and both of you will be spattered like a case of measles. Cleaning up is not easy. It is simpler, though, if you have the two containers of water as listed in the materials section above. One container with sponge is to clean up the area around the spot where the child paints each time he starts a new painting. The other container is for the child to wash his hands and arms. The apron front may need wiping too. Have this container and towels beside the area where painting was done. Otherwise you will have a streak of dripping paint, and maybe fingerprints, all the way through the house, on the faucette, on the lavatory, on the bathroom towels, etc.

Child may get paint on his clothes. Sometimes the paint made with soap flakes will brush off when it dries. Otherwise the clothes will have to be washed or cleaned.

#### evaluation:

Some children do not want to get their hands "dirty." How did the child react? Do you mind getting your hands messy?

When several colors are used in finger painting, it is an excellent way for children to discover how some colors are made. For instance, mixing blue and yellow on his paper,

the child makes green. Did your child make any discoveries?

Finger painting is a good example of enjoying doing the activity more than having a picture at the end. Did you notice that the child made many lovely designs while he worked with the finger paints and then wiped them out? Were they prettier pictures than what he left on the paper when he finished?

Some people say that young children should not be given finger paints because they don't really make pictures, they just play. Do you think the fun your child had with finger

paints was worth all the trouble?





#### related activities:

Try varying the musical background when children are working on art activities. See if different tempos affect their work and how.

Prepare an exhibit on stages in children's art work. (You will need to carry out activities with children of different ages.)

Prepare an exhibit showing how your conversations with the child affected what he drew or made. (You will need to keep notes as you work with the child and then save them with the art work.)

Give a demonstration on the preparation of an art medium and its use with a young child (like finger paint or salt ceramic).

#### SEASONAL ACTIVITIES

#### Easter

Combine modeling experience with the collage materials. Model eggs and decorate them. Add paper plates and ribbon to the collage materials. Make decorated "hats".

#### Christmas

Make tree decorations:

Tinsel Balls—Wrap walnuts in aluminum foil or scraps of colored foil discarded by florists. Use thread or ornament hook for hanging.

Foil Icicles—Cut aluminum foil into 6-inch squares, then cut squares diagonally into 4 triangles. Wrap each triangle around a slim pencil or water color brush to form thin cone shape, then remove pencil. Use thread or ornament hook for hanging.

Gundrop Stars—Make sunburst designs with large and small gundrops and toothpicks. Straw Stars—Cut colored cellophane straws in half. Using heavy duty thread, tie 6 half straws in the middle, pulling tight. Thread ends may serve to hang ornament.

Chains—Using heavy duty thread and tapestry needles (blunt ends), string any of the following materials singly or in combinations: raw cranberries, miniature marshmallows; day old popcorn; gumdrops; scraps of colored paper and cloth; short lengths of colored straws; aluminum foil crushed wads; buttons.

Frosted Figures—Bend and twist pipe cleaners into desired shapes. Dip into a mixture of 1 cup of powdered detergent and 4 tablespoons of plastic starch which has been whipped until light and fluffy. For added touch, sprinkle with mica snow or colored glitter.

Bells—Using crayons or poster paint, decorate small drinking cups which do not have waxy coating. A button on the end of a string can serve as clapper.

waxy coating. A button of the end of a string can be to a string can be comed to the print of the control of th

#### **Valentines**

Add red paper, lace paper doilies, and red ribbons to collage materials for making valentines.

#### Halloween

Make orange-colored dough and model pumpkins. And collage materials to make pumpkins into jack-o-lanterns.

A special pasting activity-for Christmas or Valentine's Day-is fun for a child.



# if you are interested

If you are interested in advanced study, read in the library about some special topics

in art which interest you.

Some psychologists measure children's intelligence by the way they draw a man. Look in your library for information about the Florence Goodenough Draw-A-Man Test. Look for this reference:

Goodenough, Florence L., "Studies in Psychology of Children's Drawings," Psychological

Bulletin, 25, 1928.

Some art therapists believe they can tell whether a person is mentally sick by studying his art work. They use art activities to help the mentally sick get well. Look for one of these:

Bettelheim, Bruno, "Schizophrenic Art, A Case Study." (Scientific American, Vol. 186-

187, 1952.

Waehner, T. S., "Interpretation of Spontaneous Drawings and Paintings." Genetic Psy-

chology Monograph, 1946, Vol. 12.

Some art educators say that environment and creativity are very closely related. If the environment is bare (like city slums), the person doesn't learn how to react to things around him. Then he can't do anything about improving himself or where he lives. It becomes a vicious circle. Some educators think that providing slum children with a chance to paint and draw, to see art exhibits and beautiful things, will help them to grow and develop well enough to get out of the slums. Maybe you can help with a project in your community.

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Prepared by Frances Jordan, Family Relations Specialist



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## FAMILIES IN THE NEXT DECADE \*

You don't have to go to the fortune teller to find out what is going to happen to your family in the future. Based on what we know, we can anticipate what lies ahead. Knowing what to expect can help families to take life as it does come to them. This is why we should learn to predict our family's future.

There are two ways we can know what to look for. One is through knowledge of the family life cycle. Families go through stages, just like the child does as he grows up. Another way we have of forcasting what will happen to families is by studying the trends of social change that affect family life. (These trends will be discussed in the next newsletter.)

Each stage of the family life cycle can be described in terms of who is in the family at that time and what each family member needs to be learning. There are problems and also promises at each stage.

Newlyweds can look forward to having children and learning to live together as father, mother, and child. In the next decade young couples will move more often and during these early years of marriage they will be more likely to separate than at any other time in their family life cycle.

The families you know who have small children will use lots of energy caring for them. Husbands and wives will not see as much of each other as they carry their separate loads of parent responsibilities. They will find it hard to communicate with each other. The children will squabble.

If your children are now in the school age years, your family can look forward to having teenagers. Then you will find it hard to communicate with your children, for you represent two different generations. As teenagers struggle for independence and being separate identities, both you and your children will be confused and worried about what you all should be doing.

Families now in the launching face rise in cost of college, marriage, and family living. Soon will come the task of readjusting as a couple again when the children leave home.

With retirement, the aging couple can anticipate a new stage, too. They will have more time than money. It will be a challenge to develop a meaningful philosophy of life and a satisfying relationship with each other.

"Pain and problems are part of the picture, as are also the promises and potentialities of each phase and each situation, and each family. How a given family lives out its span of time depends in large measure upon its resources --intellectual, educational, and spiritual, as well as social and economic."

To some extent, what will happen to families in the next decade depends upon leaders in the local community. Since we know what to predict and what families need at each stage in the family cycle, we can help families to better prepare for their future. What will your community be doing, and how will you as community leaders be helping to prepare young people for marriage and/or a future in the business world? How will young couples in this county learn parent education? Where will family members go for help when they need somebody to talk to? What will the school, the church, and club groups do to help families in the next decade? Will it be problems or promises fulfilled? It's up to us.

<sup>\*</sup> Taken from the chapter by Dr. Evelyn M. Duvall in <u>The Responsible Christian Family in the Home, Church, Community and World</u>, a study booklet for the Fifth National Conference on Family Life of the Methodist Church.

# REVIEW OF "PERSONALITY CHANGES DURING THE ADULT YEARS" PSYCHOLOGICAL BACKGROUNDS OF ADULT EDUCATION

The following article, abstracted by Mr. Edward V. Pope, Human Development and Human Relations, Specialist, U.S.D.A., F.E.S., gives resource material to help you relate information formerly sent concerning personality development to the middle and aging years.

This is a presentation delivered by Professor Bernice L. Neugarten, Committee on Human Development, University of Chicago, and published as a chapter in the proceedings of the Syracuse University Conference on <u>Psychological Backgrounds of Adult Education</u>, Edited by Raymond G. Kuhlen, published by the Center for the Study of Liberal Education for Adults, Chicago, 1963.

The title of Professor Neugarten's article (one of several in this small volume) is "Personality Changes During the Adult Years." She treats her subject from the human development point of view, which is described as an "increasingly well-delineated" field of behavioral science, not identical with psychology or developmental psychology. Human development, in Neugarten's view, inquires primarily into the behavior of normal persons and samples of such people, not deviant groups. It is concerned with how people behave in real-life situations, not in experimental situations. It considers, along with the psychological, also social and biological factors in behavior; and it is most interested in how relationships between these sets of variables change during the life-span.

Moreover, personality is seen as a dynamic group of relatively independent processes which grow and change throughout life. The concept of the "self," involving "choice, self-direction, and the manipulation of outcomes" (p. 43), is central to the understanding of how adults differ from children. In other words, adult personality is "continuous but not identical with the personality of the child and the adolescent" (p. 43.)

From the purely developmental point of view, little is known about the adult personality. By this is meant, once a person reaches adulthood, we have scant knowledge from empirical studies about the personality changes which may occur subsequently. There are problems at the root of this in both theory (the almost lack of it) and method (sampling; systematic blases which grow in proportion as age intervals between groups are enlarged, thus compounding difficulties of longitudinal research; problems of generalizing from behavior in the experimentally controlled to the real life situation).

In other words, while psychologists and educators readily adopt, with respect to children and teens, the thought that <u>inner</u> processes and needs change with time, and that, consequently, personality in children cannot be accounted for solely on the basis of social experiences, they have been slow to carry this perspective forward into adulthood. As Neugarten writes: "... by and large we have almost nothing that could be called a developmental theory of adulthood" (p. 46). The psychoanalytic theories give scant attention to changes in personality after adolescent crises have been mastered—the implication being that the personality is more or less fixed by the time early adulthood is reached.

Neugarten's attention in this article is directed toward two questions of interest to adult educators:

- I. What is known about the issue of stability and continuity of personality?
- What is the nature of personality change in adulthood, especially with regard to certain inner processes of the "self"?
- 1. Continuity of Personality through time.

Research into the question of stability of personality is of major concern to educators and to students of human development. While most studies have been made of subjects in childhood and adolescence, there are now appearing reports of longitudinal data in which subjects have reached their 30's and 40's.

After reviewing the quite inconsistent and thus inconclusive studies of the continuities between youth and young adulthood, young and middle adulthood, and middle and old age, Neugarten concludes this part of her paper by summarizing the major difficulties encountered in generalizing about continuity of personality:

- . There is a wide difference between studies in size and heterogeneity of samples, as well as in the time intervals used.
- Some studies emphasize and focus upon overt, observable aspects of behavior, while others stress covert and intrapsychic levels.
- . Test-retest on single variables may not give the most meaningful insights on continuity. The significance of any trait, such as aggressiveness, may vary within the same person over time and in addition with other circumstances of life. "In this connection...clinical observations have been frequently made that aggressivity may be adaptive in youth, but maladaptive in middle age; just as rigidity may be maladaptive in young adulthood, but adaptive in old age." (p. 54).
- . It may be more worthwhile in longitudinal studies to ask <a href="https://white.com/what-behaviors">what-behaviors</a> or characteristics at time I are predictive of <a href="https://what-behavior.or.characteristics">what-behavior.or.characteristics</a> at time II. If we want to know, for example, what accounts for personal adjustment in middle age, what variables should we consider in young adulthood?
- The relatively low level of correlations (usually .30 to .40) found in studies of personality stability over long time spans indicate that there is at least as much change as there is stability. One has only to consider how each person, as he passes through his adult years, experiences changes in appearance, interests, social life patterns, relationships—all of which are outward and readily visible. Is it not also reasonable to expect change during adulthood in various inner qualities—motivations, emotional expressiveness, preoccupations, for example?
- The element of individual differences adds further complexity. Neugarten says, "For the educator, it may be the best policy to proceed on the assumption that adults can be expected to vary more greatly than children in personality..., and that these differences are likely to be greater, the

older the clients..." (p. 51).

#### 11. The Nature of Personality Change in Adulthood.

In dealing with the nature of personality change in adulthood, Neugarten relies on two sets of concepts:

1. Ego psychology, stressing especially Erikson's and White's modifications of psychoanalytic theory, with their emphasis upon the "executive" processes of adaptation and choice; the growth of competence in dealing with the environment; and upon mental processes such as reasoning and cognition. The ego is seen as having an independent source of energy which has its own development through maturation and continuous learning in interaction with the environment.

Most frequently this school of thought prescribes personality growth as a series of phases based upon psychosexual maturation, each phase in the sequence being characterized by a specific developmental task to be mastered by the ego. Erikson, in his "eight stages of man," is one of the best known exponents of this point of view, and he has discussed three of these stages as applying to adulthood per se, namely: intimacy, generativity, and integrity.

R. W. White has added to the concept of psychosexual maturation a model in which the individual tries to develop competence in dealing with the environment, based upon a set of motives which become satisfied as the individual comes to feel more and more effective. (For a detailed description of White's model, see his "competence and Psychosexual Stages of Development" in M. R. Jones' (ed.) Nebraska Symposium on Motivation: 1960, Lincoln: University of Nebraska Press, 1960, pp. 97-143).

#### 2. The self.

Neugarten also depends very heavily in her article upon the growing body of theoretical descriptions and empirical studies of the self-concept, self-image, and self-actualization. As she states, "If there is a general characteristic which probably differentiates adulthood from childhood, it is that a growing importance is attached to self-awareness and to the impact of the self upon the environment" (p. 59).

The writings of Carl Rogers, Maslow and Smygg and Combs contain concepts that give rise to these plausible hypotheses:

- . that self-awareness increases throughout adulthood, especially in the later part of life;
  - . that increasing differentiation occurs within the self during adulthood;
  - . that personality characteristics which are related to decision-making, choice, and the "manipulation of outcomes" become increasingly important in behavior, especially with respect to the social roles the individual develops to achieve his goals;
  - . that the individual's own interpretation of his abilities, as well as his social and biological conditions, as he becomes older, are primary factors in accounting for attitudes and behavior. (See Reichard, Suzanne, Livson, Florine, and Peterson, P. G. <u>Aging and Personality</u>, New York, Wiley, 1962.)

The balance of Neugarten's article is given over to a review of studies which, in her view, reveal "...that there are sets of personality processes, primarily intrapsychic in nature, which show developmental changes throughout the life span" (p. 60). The role played by the ego is increasingly salient as the individual moves from childhood and adolescence into adulthood. "By ego is meant those processes concerned with relating the self to the environment; with selection, regulation, and integration of behavior; with the growth of competence and mastery; with the control of outcomes; and with the growing awareness of the self as the instrument or achieving one's aims" (p. 61).

Neugarten proceeds to give an interpretation of changes in ego processes, citing appropriate research evidence, for the periods "youth to young adulthood," "young to middle adulthood," and "middle to old age." A summary of her main points follows:

## Youth to Young Adulthood

This is a period of major change in the <u>social</u> personality, during which the developmental tasks associated with vocational achievement, marital adjustment, home-making, and child-rearing are met. But "...findings are less clear with regard to changes in intrapsychic processes" (p. 61).

In the relatively few studies comparing age groups in the 20's and 30's with groups younger or older, results are usually not given in terms of characteristics that may be looked upon as most important in young adulthood.

Gerontological research, comparing young adults with old, is seldom reported in terms of ego processes, as defined above.

Nevertheless, judging from a wide variety of descriptive and experimental studies, it is probably possible to generalize that the period from adolescence to young adulthood is characterized by:

- . "An increase in expressivity, expensiveness, and introversion" (p. 62).
- . A decrease in the high levels of anxiety so often observed in adolescents.
- . Growth in feelings of competence, stability, and autonomy.
- Relatively greater stability of mood and ego identity, as well as more control over impulse. In this connection Neugarten cites, among others, Sanford's studies of Vassar Alumnae, and his conclusion, "...that there is a developmental phase, marked primarily by increasing stabilization of personality, that begins around the junior year in college and extends well into the alumnae years" (p. 62).

#### Young to Middle Adulthood

- Intrapsychic processes during this period, as evidenced by available research, are probably marked by lessening of tension, greater introversion, and a decrease in emotional reactivity.
- . There seems to be a plateau in social role performance during the middle years. Family, work, and recreational patterns appear to change less than at earlier or later periods.

Beginning in the period of the 40's, ego cathexis, or investment, shows the first signs of a major redirection from outer to inner concerns. Evidence for this change comes from studies conducted at Chicago, indirectly confirmed by other research indicating "a movement from an active, combative, outer-world orientation to the beginnings of an adaptive, conforming, and inner-world orientation" (p. 63-64).

#### Middle to Old Age

In this section, Neugarten presents evidence from several sources to buttress her view that changes in personality, already appearing by the mid-40's "... in a group of well-functioning adults seem to be congruent with a developmental, rather than with a reactive, view of personality" (p. 70). Much of the research basis for her view is drawn from the Kansas City Studies of Adult Life, with which she has been intimately involved, and which are, as far as intrapsychic processes go, based upon interview and projective techniques. The Kansas City studies have actually had a broader focus than this. They have investigated, in addition to intrapsychic processes, (1) aspects of social personality, i.e., overt social relationships and social competence; and (2) personal adjustment and life satisfaction.

Neugarten's most interesting points regarding the three lines of investigation are:

- Inconsistent findings in each of the first two areas help to clarify developmental changes in ego processes.
- . Social competence changes neither significantly nor consistently between ages 40-65, but quite markedly thereafter. Thus, for example, the quality of social role performance (worker, parent, spouse, homemaker, citizen, club member, etc.) does not change, on the average, until persons reach the mid-60's.
  - Adjustment and/or life satisfaction show no consistent variations dependent upon age, except perhaps when seen against a backdrop of major illness or economic deprivation. Studies of the individual's "...zest for life; his mood tone; his sense of resolution or fortitude; the congruence between his desired and his achieved life goals; and the degree to which the self is positively regarded" show no significant variations with age. This appears to be true "...not only in the 25-year age span prior to 65, but probably in the decades of the 70's and 80's as well" (p. 65). Again Neugarten cautions against too general application of these findings, since the studies were made of persons not afflicted with major illness or severe economic stress.
    - By contrast, significant and consistent age differences, from 40 onward, were clear from projective techniques used with these subjects with regard to "...perception of the self vis-a-vis the environment, the handling of impulse life, or the nature of ego boundaries" (p. 66).
    - . One study by Neugarten and Gutmann (1958), using TAT methods, suggested that:

- .. 40-year-olds perceive themselves as having sufficient energy to cope with the opportunities present in the environment.
- .. The environment rewards risk-taking and directness.
- .. People receive from the outer world in proportion to their investment in it.
- .. Ego functions, with increasing age, are turned "inward," i.e., thought becomes less relevant to action.
- Older persons perceive the world as complex, dangerous, and conformity-demanding; it is no longer capable of being reformed in accord with their personal, more youthful standards. In other words, with advancing age, persons become relatively passive objects influenced more strongly by environmental forces than at younger ages.
- . Important differences appear between the sexes as they age, suggesting "...that we need two theories of adult personality, one for men and one for women" (p. 67, f.n.). Sex differences are also evident in studies of child and adolescent personality.
- .. The study under consideration indicates that "... men seem to become (with advancing age) more receptive to their own affiliative, nurturant, and sensual promptings; while women become more responsive toward, and less guilty about, their own aggressive, egocentric impulses" (p. 66).
- .. Another study by Rosen and Neugarten (1960), using TAT data, tested the hypothesis that decreased ego energy is available with increased age in dealing with environmental events. Using a sample of 144 men and women, 40-71, equally divided by age, sex, and social class, age was found to be a significant factor in the predicted decrease in ego energy (1) to integrate wide ranges of stimuli; (2) to willingly tackle complex and difficult situations; (3) to ascribe to story characters "vigorous and assertive activity; (4) to perceive feelings as having an important part in life situations.
- .. A further investigation by Gutman (1961), using projective data, ratings, and interview responses, showed that, with progressive age, people are increasingly involved with the processes of the inner life. For both men and women, 40-71, he found consistent relationships between personality and age, with a definite change from active to passive to "magical" mastery approaches to life situations. People move toward more egocentric, self-preoccupied attitudes, and devote more energy to the satisfaction of personal needs than previously.
- .. The studies thus far cited, and others Neugarten describes, show significant intrapsychic differences in "the modes of relating to the environment and of dealing with impulse life" (p. 68).

- .. The observable changes from active to passive modes, and movement from an outer- to an inner-world orientation begin to be measurable during the 40's, "since in these years gross measures of social personality show no age changes" (p. 68).
- .. Other research describing changes with advanced age in terms of increased stereotyping, conservation of energy, avoidance of stimuli, etc., point to a "shrinkage in psychological, as well as in social life space for most, although not for all..." aging individuals (p. 69).

Neugarten recognizes that the above findings could be interpreted, not as developmental, but rather as the results of reaction to sensory and social deprivation with advancing years. Present evidence does not permit determining whether these personality changes have inherent as well as reactive qualities. Neugarten's major reason for her "...belief that certain of these changes are primarily inherent, or developmental, is that they occur well before the 'losses' of aging" (pp. 69-70).

Finally Neugarten takes a brief look at all the state of the state of

#### Perceptions of time and death

The middle years of life--"probably the decade of the 50's for most persons... is an important turning-point in personality organization" (p. 70). That this comes later than Erickson's stages of intimacy and generativity is implied from the pre-occupation of the person, during these stages, with the outer world.

During these middle years there may well come a time, for most people, when one stops measuring one's life from the time of one's birth and begins measuring, instead, from the time or distance from one's death. This is an area ripe for research, on the assumption that the increased introspection of middle age is the forerunner of "a final restructuring of the ego that is the symbolic putting of one's house in order before one dies" (p. 71).

That this change in personality at the very end of life is not pure speculation is indicated by a small number of studies to which Neugarten alludes. She does not suggest this as an area for adult educators to deal with, but rather as further indication of pertinence of a developmental view of the total life span, specially with regard to ego processes.

Neugarten summarizes her paper by reemphasizing these points:

- . Data, albeit inadequate, indicate that intrapsychic as well as more readily observable behavior changes occur throughout life;
- . these changes are orderly and developmental in nature;
- changes normally occur from active to passive modes of relating to life situations;
- . expenditure of energy moves from an outer- to an inner-world orientation;
- . ego processes begin to be realigned and redirected in middle age.

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#### The Family Life Cycle

Life in Grandma's time was never like this! Let us take a look at the changes in the family life cycle, some factors influencing family relationships, and potential problems for the family in the various stages of the life cycle.

# Changes in the Family Life Cycle (See Glick's Chart)

- Marriage at a younger age.

- Shorter period of childbearing, fewer children.

- Earlier launching of children.

- Husband lives longer, giving couple a period together in middle age not experienced in former generations.

- Husband and wife both live longer, increasing total length of family life

cycle.

- Wife outlives husband, having approxi ately 16 years as a widow.

# Some Factors Influencing Family Relationships

- Change from economically independent family unit to a consumer society.

- More goods and services obtained outside the home, creating a shift in the functions of the family.

- Increase in standard of living, which takes more time and money for the home. - Higher level of education reached by family members.

- Better health and medical advances.

- Status seeking pressures from business and industry.

- Hobility, isolation of family from relatives.

- Population explosion, with increasing proportion of college age and those over 65.

- Shift from farm to city and rural non-farm, with proportions in N.C. now approximately 20% - 40% - 40%.

- Homemakers employed outside the home.

- Social Security enabling retirement at 65.

# The Family Cycle Today (See Duvall's Chart)

The cycle of the family today passes through eight stages of varying length. It should be recognized that the family with more than one child is involved in several stages at once, thus creating an overlapping of stages. The responsibilities of the family in all of the eight stages include the following areas:

- Provision of a home and furnishings which are adapted to the particular

needs of each stage.

- Changing of role assumptions and shared responsibilities in the home as needed.

- Maintenance of a sexual relationship which is mutually satisfying to both husband and wife.

- Maintenance of communication lines among all family members.

- Keeping of a close relationship with relatives even though geographically distant.

- Assumption of civic obligations as they relate to the family.

- Financial solvence throughout the cycle.

# Some Potential Problems of the Family at Certain Stages in the Cycle Beginning:

- Integration of husband and wife roles as newly-weds.

- Lack of preparation for marriage and housekeeping. - Campus or military marriage.

- Preparing for the coming of children.

#### Childbearing:

- Weariness of parents.

- Lack of preparation for parental roles.

- Crisis of birth.

-

- Handicapped children.

- Social isolation of mother.

- Differences in childrearing patterns.
- Lack of discipline in the home.
- Frequency of illness and accidents.

School Age:
- Home-school relationships.

- Home-school relationships.
   Prejudices among peer group.
   Lack of home responsibilities.
   Too many outside activities.

#### Teen Age:

- Lack of direction in vocational goals.
- Lack of motivation for school attendance.
- Dependence-independence ambivalence.
- Lack of education for experience of love and sex.

#### Launching:

- Lack of motivation for higher education.

- Insufficient finances for higher education or marriage.
- Military service.
- Use of parents' savings to launch children ar support them after marriage.

- Re-discovering mate as a couple again.
- Changing interests, and sometimes disillusionment. Carry for aging parents.

- Community life either too empty or too full.
- Being grandbarents, sometimes too many responsibilities.
- Making decisions about coming retirement.

#### Aging:

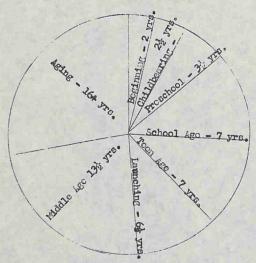
- Insufficient income.
- Loss of physical health.
- Inability to be as independent as aging couple want to be.
- Lack of industry, boredom.
- Loneliness.
- Widowhood.

#### Some Crises Affecting Families

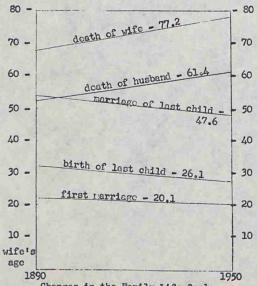
- Illegitimacy.
- Illness or accident resulting in permanent injury.
- Desertion. Divorce.
- Mental breakdown.
- Alcoholism.
- Death.

While it it true that the family today is beset with problems throughout the life cycle, we must recognize that families never had it better! Hore families enjoy a longer and richer life at a higher level of living with the hope of even greater advances promised by science and technology. And for those families who find it difficult to cope with crises and problems there are an increasing number of public and social agencies created to help them.

Prepared by: Frances Jordan, Family Relations Specialist, N.C. Agric. Extension Serv.



Stages of the Family Life Cycle (From Duvall, Evelyn, Family Development, Chicago: Lippincott, 1957)



Changes in the Family Life Cycle
(From Glick, Paul, "The Life Cycle of the Family", Marriage and Family Living,
Vol. 17, Vo. 1, Feb., 1955)

A Link in the Family Life Cycle (Teaching outline on the Family Life Cycle for 4-H Club Leaders)

### Objectives:

To help the 4-H Club member recognize:

- the eight stages of the family.

- some of the problems which may face the family at each stage.

- the one or more stages in which his own family is at the present time. - some of the ways he can help his family to cope with their problems.

\* Note: Do not let discussion get too personal. You, the leader, has an obligation to help the individual young person protect himself and his family's personal problems. Talk about families in general. Say, if you knew a family that had a problem like this, what could they do?

#### Introduction:

You have heard it said that a cat has nine lives. Have you ever thought about the fact that families have eight lives? We call them stages in the family life cycle. Let us see what these lives, or stages, are. They fit together something like a chain, like the ones we make of paper. What is the first life of the family? When does the family begin? What is the first stage?

#### Presentation:

Stages and Problems (Objectives 1 and 2)
The Beginning Family: - From the day of marriage to the coming of the first child
Do you know a family in this stage? A brother or sister who recently married?
What are some things they have to think about? What are some of their problems?
(Help the club members suggest problems at each stage. You may need to point out
some to start discussion. From the following list, select some which you think relate more specifically to families in your county.)
lack of money

interrupted education
vocation - employment
housing and furnishings
getting used to each other, changing the "Me" to "We"
separation when he enters service
setting up goals
in-laws
lack of preparation for homemaking (money management, housekeeping, etc.)
deciding who is going to do what
learning what it means to be a married couple in the community

The Childbearing Family - From the birth of the first child to  $2\frac{1}{2}$  years learning what it is like to have a baby and take care of one money for doctor bills, and new expenses making room in the house for a new family member new chores, like more clothes and diapers to wash, making formula, etc. being tired and not getting enough sleep can't leave the baby to go to social gatherings, etc. finding a baby sitter, being able to afford one

The preschooler Family - Oldest child  $2\frac{1}{2}$  to 6 years learning how to help a child grow and develop, discipline, play needs, etc. child outgrows clothes child gets sick or has accidents baby sitter problems, especially if mother has to work outside the home being tired, getting used to noise coming of second or more children in the family getting to church

The School Age Family - Oldest child 6 to 13 years
helping children with homework
understanding the school teacher
money for school clothes, books, and school supplies
transportation to school activities, club activities, and others
getting boys and girls to help with home responsibilities
making friends, entertaining friends at home
finding enough room for each child's belongings, collections, hobbies, play
interests, etc.
helping children learn honesty, dependability and other character traits
parents' finding time to help each child and help each other as a couple
keeping preschooler and baby from getting into school child's things

The Teenage Family - Oldest child 13 to 20 years money for clothes, grooming, and other needs of teenager money for more food, for teenagers eat more choosing a career helping teenagers assume home responsibilities helping teenager manage time and money so he can participate in school and community activities staying in school to graduate saving for college education feeling left out of group of friends, being too popular teenager learning to be independent, parents learning to help child become independent transportation - the family car, money for gas or other transportation, schedules, etc. understanding younger brothers and sisters finding suitable places to go on dates, entertaining friends at home finding time for parents and teenagers to talk to each other wanting to do things with the gang instead of with the family conflicts with family traditions and rituals caring for aging parents (3 generation household, or other responsibilities)

The Launching Family - Oldest child gone from home to last child's leaving.

money for college education
son going into service
children getting married, money for wedding, money to help young married couple
parents becoming in-laws
parents becoming grandparents
parents' getting used to children leaving home for college, service, marriage,
work, etc.
keeping in touch with children who have left home
aging grandparents

The Middle agc Family - From last child's leaving home to husband's retirement being grandparents and in-laws, worrying about married children's families getting ready for retirement (income, housing, interests, etc) caring for aging grandparents mother's finding things to so now that children have left home

Aging Family - Retirement to death of both of the couple income housing physical health declining finding something to do with time and efforts trying to be independent of children, financially and otherwise wanting to be in on the things children's families do being lonely as a widow or widower

Recognizing the Problems (Objective 3)
Which of these stages is your own family experiencing? Many of you represent
families which are in more than one stage at once. How many of your families are
in 2 stages now? Three? More?
When we talked about the problems that the family might be facing, did you think
of some your own family has had? What can we do about them?

Coping with the Problems (Objective 4)
What can you, the 4-H Club member do to help solve some of the problems your family
has. Let us go back over the list we have made and suggest some of the ways we can
help to make family life a little easier for our family members.

(Members may suggest some of the following, and will add others)
assume more responsibility at home, maybe as part of home management project
help families with young children, can do as part of child care project, or
home management project
assume more responsibility for taking care of own room and belongings
try to be more understanding when parents are tired and worried
try to be wiser about spending money, take better care of clothes, etc.
try to be more understanding of aging grandparent
make an effort to stay in school and graduate

#### Summary

We have talked about the eight lives or stages of the family.

We have listed some of the problems that the family may have in each of these stages.

We have though about which stages our own families are in now.

We have talked about some of the ways as 4-H Club members can help our families with the problems they are having.

We have seen which link we are in the family life cycle. We must remember that the family is only as strong as each link. We want to do what we can to make our link in the family life cycle a stronger one.

Suggestions for Visuals

Make a paper chain of 8 links. You may want to hang an extra link on the sixth link to show how the family at the launching stage begins a new family.

Make a poster with 8 linking circles and label a stage of the family life cycle. Using a flannel board or bulletin board, add a labeled circle as you discuss each stage.

List on the blackboard, or paper , the problems in each stage as the club members

suggest them.

(You may use flip chart, wrapping paper, cleaning bag, or shelf paper, and magic marker, crayons, etc.) Then you will have the problems listed so all can see them when you go back over the list to discuss ways of solving them.

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Just as our astronaut's cycle around the world in a rocket ship is a sign of the times and a reflection of our changing world, we also can point out some changes in the family life cycle which reflect the signs of the times. We marry at a younger age and have a shorter period of childbearing. Our children are launched from home into career or marriage when the parents are still under 50 and the succeeding middle age period for the couple is a phenomenon not enjoyed by families 2 generations ago. With the increase in life span of the husband and wife, there are more families today in which both of the couple enter the last stage of the cycle, the aging years. And since we live longer, the total cycle of the family has lengthened. A look at these two charts will help us to see these differences more clearly. Here is the way our typical family cycle looks today. We have 8 stages (name). Notice on the chart representing 1890 that the childbearing years were longer, shorter middle and aging stages and the total cycle not as long. Now let's take a look at each of these stages and see how the changes are affecting family living. We'll start with the beginning family. Figures show that the median age for marriage today is 20 for the girl and 22 for the boy. This means there are as many young people marrying before they are 20 and 22 as there are couples marrying above this age, What are these young people bringing to marriage? With the mobility and freedom of young people today, we find that many of them marry somebody with different background, experience and education. This contributes to differences in goals, values, and expectations of marriage and parenthood. The couple must work hard to get together on these things, for success in marriage depends to a large extent on their ability to agree. Although a majority of our girls in North Carolina have some home economics in the 7th and 8th grades, and 4-H boys and girls have some experience through project work, too few of them have enough preparation in money management, getting along with others, or understanding of parenthood responsibilities. When we consider the fact that 40% of our youth in North Carolina do not graduate from high school, we realize that many beginning marriages are built on poor economic foundations. The pressures of the business and advertising world affect these beginning marriages, too. Some of our young people seem to think they should start housekeeping with as many household furnishings and appliances as their parents took 20 years to accumulate. Easy credit terms haven't helped this situation either. It is no wonder we have a higher divorce rate among those who marry early, but the fact remains that a majjority of marriages do survive this beginning stage. Let's look at the second stage of the family cycle, the childbearing stage. About the time the couple get used to the job of being husband and wife, they take on new roles of father and mother. For some unfortunate ones the beginning stage isn't even 9 months long. We tend to romanticize this business of parenthood. The advertisements show the couple cuddling that baby who coos and smiles at them. But the recent studies have pointed out that couples are more disatisfied with marriage at this stage than at any other time in the life cycle. Why is this so? It seems that our communications systems break down. Baby takes up so much time there is little chance for the couple to sit down and talk to each other. And with all our modern inventions, there is still no machine to automatically change the baby's diapers, or soothe the baby when he cries. So the parents stay tired. Our grandmothers had plenty of relatives around to help, but today with many couples living hundreds of miles from their families, the coming of a second child can create a minor crisis. Who will take care of the other child while mother is in the hospital? So what happens? Daddy takes his two week's vacation to do it. And this in itself is another sign of the times, when Dad can

do the job and is willing to do it. Can you imagine our grandfathers being

housekeeper and substitute mother for two weeks?

What about the next stage, when the child gets to be a preschooler? You know, when the child misbehaves, we think it's cute, but when the misbehaviour gets to be a habit, daddy says, "You're too easy on that boy of jours." And mommy says, "Remember yesterday when he was aaughty and you laughed at him?" But the trend definitely has been toward leniency. It seems to be a revolt of this generation's adults against the authoritarian upbringing they had. Some experts are predicting that we will see a shift in the next generation. The young people who have had too much freedom will be more conservative with their own children.

We can see a change in social opportunities for preschoolers, too. Nursery schools, play schools and kindergartens and playground programs for young children are on the increase. With our formal way of living and entertaining, the young preschooler is more frequently included in social events at home, too. We used to say, Children are seen not heard. Visit any home with young children today and you'll know we no longer feel that way about it. This is good for children in that it makes for an easier adjustment to the outside world of school and community. But there are some others who maintain that our lenient and informal way of bringing up children has resulted in their having less respect for

authority, which is still necessary to get along in this world.

What are the changes we see for the family in the school age stage? This is the great do-it-yourself age, and the house is full of all kinds of collections and projects. Dad may have become interested, too. The experts say be a pal to your son. But some daddies have trouble learning the difference between being one with the children and one of the children. We still welcome the opportunities for our school aged children to have some play or work time with the man of the house, though, for they need this contact to develop a concept of the male role in our society. This is a man's world, you know, Another significant sign of the times that relates to this school age stage is the fact that these parents were children of the depression. With the succeeding boom we are trying to give our offspring the privileges and opportunities we were not able to enjoy. So we enroll Susie and Johnny in music classes, dancing, art, little league baseball, swimming, and such. While these experiences in themselves are valuable, our school children are so busy with cultural pursuits they don't have time to help out with the family chores at home and when do they have time to play and be children? They are being deprived of a basic ingredient needed in the process of becoming good citizens - feeling responsible for contributing to the work of the family.

This problem, I think, extends into the next stage when they are teenagers in the family. Sometimes we seem to be giving the young people more and more freedom at a younger age, and less and less training in how to use this freedom. This is especially true in relation to moral behavior. We let our sons and daughters start single dating in their early teens when biologically they are capable of bearing children, but psychologically and economically they are far from ready to assume the responsibility of children of their own. Emotionally they are not prepared to cope with the situation, and yet, on the other hand, when we observe our young people assuming leadership in the local religious group, in school organizations and classrooms, in 4-H work and civic projects, we realize that the vast majority of our teenagers are taking advantage of the opportunities to prove that young people can do greater tasks if we give them a chance. It must be that we have some parents who are guiding their children in the right way.

In the launching stage, we see two trends going in opposite directions. In some families the young people leave home too early and marry before finishing

high school. In others let their parents not only pay their way through college, but depend upon parents to support a marriage, too. With rising cost of living we find this an expensive period in the life cycle, because weddings and education cost money. And we must ask ourselves what effect these trends of launching too early and too late will have on the next generation. I think it depends upon the maturity of the children and whether they consider parental financial

support a handout or a loan.

support a handout of a load.

As the old saying goes, life begins at h0, but for many married couples today it begins at h7 when the last child leaves home. With increased life span for men, families can enjoy this middle age stage as couples. In 1890 one of the partners usually had passed away by the time all the children were launched. After recuperating from all the burdens of the child rearing years, most couples are able to accumulate more wealth during this period than at any other stage. And with less responsibility, they have leisure time to pursue hobbies, interests, and rediscover each other. Some experts are predicting a higher divorce rate among this age group, because they will discover that the mate they married has changed and they just hadn't noticed during the busy years. But I believe it will be the other way around. This can be the happiest stage, for we can have the second honeymoon.

In the aging years we see again two trends going in opposite directions. With improvements in health, our aging population is better able to keep active physically and mentally for more years of life. On the other hand, their middle aged children are less willing to let the old folks stay in the drivers seats. We retire men at 65 and talk about lowering the limit while scientists talk about a life span of 80 and 90. And retire to what? A nursing home for the aged? Remember that only 5% of our older population need institutional care. The other 95% are going to insist on maintaining their independence as long as they can. And it's that determination which gives us the richer long life we seek. While the aging couple may see their own family cycle ending, they should see in their children's families and those of grandchildren, the never ending, but ever increasing new cycles of the family. We can show it this way -(black board and repeat 8 stages)

In summarizing, I would say that in its orbit through time, the average

family life cycle has changed. How about yours?

Prepared by: Frances Jordan
Family Relations Specialist
N.C. Agric. Extension Service
N.C. State College

New articles

RELEASE MARCH 5, P. M.

RALEIGH---When Junior misbehaves, Aunt Susie always says, "Oh, that's just a stage he is going through!" And Aunt Susie is right. Children do go through stages of growth and development.

Miss Frances Jordan, family relations specialist for the N. C. Agricultural Extension Service, says families go through stages too. "As a whole, the family life cycle is changing," says Miss Jordan. "We begin marriage at a younger age, complete the childbearing years earlier, launch our children while the husband and wife are both under 50 and then expect to live for another 20 years as a couple again."

Statistics show the average age for marriage today is 20 for the young lady and 22 for the man. This means there are as many young people under 20 and 22 as there are couples marrying above this age.

What are these young people bringing to marriage? Each has different backgrounds of experiences and education which have contributed to molding their goals, if they have any, and their expectations of marriage and parenthood. The success of this new marriage depends to a large extent on how adequately the man and woman agree on these values, goals and expectations.

"Preparation for marriage makes a big difference too," adds Miss Jordan. "If the newly weds have some experience in mutual decision making, managing their own money, and have learned some housekeeping skills involving management of other resources as well as money, then they will have greater hope of success and happiness in marriage."

What are some of the responsibilities the couple face in a beginning marriage? They must establish a home with whatever furnishings they can afford. There must be agreement on who does what in terms of shared responsibilities within the home.

Development of a satisfying sexual relationship must also be considered during these first years of marriage. In addition to gaining a better understanding of

each other, they must also find their place among relatives and friends in the community.

Miss Jordan says we can summarize this by saying that the word ME must be changed to WE during the first or beginning stage of marriage in the family life cycle.

RELEASE MARCH 2, A.M.

RALEIGH---The family life cycle is changing and the couple has to face these changes by cycles. After the couple has adjusted to marriage and each other, they face the second stage of the family cycle---the childbearing years.

Miss Frances Jordan, family relations specialist for the N. C. Agricultural Extension Service, says many couples have a more difficult time during these years than their grandparents did.

"In the olden days, the relatives were always nearby to help out with the extra responsibilities when the new baby came." says Miss Jordan. "But now the situation has changed."

Who will take care of Junior while mother is in the hospital? Who will help mother with the household duties when she gets home with the new baby? Can the family afford the high price of baby sitters?

Dr. LeMasters has said the coming of a child in the family creates a crisis, just as the subtraction of family members by death is a crisis. Provisions must be made for endless items that we think we must have: b aby carriage, crib, bathinette, chest of drawers for clothing, diaper pail, and even storage for baby food.

Miss Jordan says the family should think about not only the extra cost to the family but also the additional time a child will take. This means the husband may not have his supper on time, both will have less sleep than before and the leisurely chats in the evening may have to be discontinued.

The couple is assuming new roles, that of mother and father, in addition to being husband and wife. This involves some shifting of responsibilities and changing attitudes. Sometimes the couple's goals must be re-evaluated with the coming of a child, especially if children were not in the immediate plans.

"There are joys too during the childbearing years," says Miss Jordan. "It has been said that having children is an affirmation of our faith in life. And it is at this time that some couples see for the first time some meaning to life and they find a sense of direction."

RELEASE MARCH 16 . P. M.

RALEIGH---What is it like to have a preschooler around the house all the time? Having a child between the ages of two and six constantly around is probably the most fascinating and frustrating time the family ever has.

Miss Frances Jordan, family relations specialist for the N. C. Agricultural Extension Service, says the preschooler probably has more energy and curiosity than any three adults.

The preschooler is usually the first one up and would like to be the last one to bed. He will eat anything between meals but refuse to eat a bite at mealtime.

But families with preschoolers seem most concerned about two other matters—that of discipline and socialization. How can parents guide the young child in a way that will enable him to grow into self-discipline? It is difficult to have one set of limits for this child in the family and another set of limits for a younger child. Parents come from different backgrounds and sometimes disagree on rearing methods or goals for their children. And grandma's wishes have to be considered too.

"Consistency and firmness are basic to good training in self-discipline," says Miss Jordan. "Parents must present a united front, set a few rules, be firm about them and give children other opportunities to make decisions for themselves."

And now for the matter of socialization. Miss Jordan says preschoolers today have better opportunities for early social development than their counterparts a generation ago. They play with other children in Sunday School, neighborhood play groups or kindergarten. They learn to give and take early in life. And they are more casual in their approach to adults.

"Young children need plenty of well-chosen play materials and space to play," suggests Miss Jordan. "With the wealth of play equipment and toys on the market (both good and bad), it is often difficult for parents to avoid buying too many fancy gadget toys of inferior quality."

Miss Jordan says the preschooler can be a host to emotional problems. He may be a thumb sucker or nail biter. But the most common one is the "security piece" he insists on carrying wherever he goes. It may be a little scrap of cloth once known as a blanket or the headless mass of something that used to be a teddy bear. But this is his way of coping with the tensions of our times.

"However," says Miss Jordan, "Just because he acts like an adult in his mannerisms and uses some newly acquired big words, don't forget that he still needs lots of cuddling too."

RELEASE MARCH 30. P. M.

RALEIGH --- What is the school aged child like and what effect does he have on your family? How many children do you have in elementary school?

This age child usually likes do-it-yourself projects and enjpys learning new activities in a group of his or her own sex. This means that mother will probably find herself a Cub Scout den mother and father may become a subject matter leader for the community 4-H Club.

Miss Frances Jordan, family relations specialist for the N. C. Agricultural Extension Service, says both parents are usually busy chauffeuring the children from one place to another. And of course, there's P.T.A. too.

This is a great age for pets of all descriptions and collections. It may be a dog or a cat, or insects alive or dead. Or it's model airplanes and a collection of old buttons. Space must be provided for these interests and family has a struggle keeping those precious possessions out of the hands of younger children.

"However one of the evils of our times is the status seeking pressure," says Miss Jordan. "Unfortunately the school age children sometimes become paums in this game of getting ahead. One family willpush the son beyond his natural interests or abilities to win awards in the various clubs. Or a mother will push her daughter to begin dating early for popularity sake."

Miss Jordan says parents should not try to give children all the opportunities they missed. With children enrolled in so many classes like music, art, dancing, swimming, and baseball, they can become engulfed in too many activities.

Miss Jordan says maybe you should ask yourself these questions: Is my child loaded down with too many different activities? Are these activities ones which he would choose himself? Does the child have time left for preparation of his school work, home responsibilities and for getting together with his special chum? Can the family afford these activities financially and in relation to the time they require of the parents?

Don't forget the school child enjoys his family and often worships his older brother or sister. Miss Jordan says this is a good time to begin the family council where they can participate in decision making and planning for family responsibilities and fun. RELEASE M RCH 30 A. M.

RALEIGH---That period of the family life cycle when there is a teen-ager in the family is probably the "stormiest" of all. It has been said that teenage is the time when you are too young to do it, but old enough to know better than to ask.

Miss Frances Jordan, family relations specialist for the N. C. Agricultural Extension Service, says the teen-ager reflects other contrasts too. One minute she is in love with three boys at once and the next minute she doesn't want to see one again. Or the son can put together a radio kit with the skill of a jeweler and then stand up and in his clumsy way almost turn over the table.

"Teen-agers can be the severest of critics, too," says Miss Jordan, "They will complain about what you do, what you say, and how you look, but then turn around and defend you when the occasion arises."

What is happening to teen-agers? Why do they have such extremes in adolescence? This space between childhood and adulthood is considered to be one of the weaknesses of our American culture.

Our young people become capable of reproducing children before they are 15; they can drive a car at 16; marry without parental consent at 18; enter military service and fight for our country at 18; but can't vote until they are 21 years of age. Which of these ages and privileges signifies adulthood?

Another reason for ambivalence of behavior is the rapid physical growth at this time. This accounts for some of the clumsiness and tempermental outbursts they have. Another problem centers around money. Does the teen-ager have an allowance? How can be learn to manage money wisely?

Tsen-agers are facing new opportunities, responsibilities and pitfalls. But many parents are giving the youngsters a chance to talk things over with them, to make some decisions for themselves and assume the responsibility for their own behavior. One son described the teen-ager and his family so well with this observation: "Mom, I wish you wouldn't make such a fuss over me, but then I8d be disappointed if you didn't try!"

(Lounching stage copies exhautes)

RELEASE APRIL 13, A.M.

RALEIGH---When is middle age? Experts say it begins at 26 years of age. Others say it is when you get over a desire to remake the world and settle down to enjoying life as it is.

Miss Frances Jordan, family relations specialist for the N. C. Agricultural Extension Service, says the middle age stage in the family life cycle is generally speaking that time between the launching of the last child and the time when the husband reaches 65 years of age.

Middle age is really the time to evaluate the past. We look at the husband sitting there in his easy chair with his "receding" hairline and "expanding" waistline and say, "we've had our ups and downs but we're still glad we chose each other." And we look at the wife who has become pleasingly plump and say, "I sure did a smart thing when I married her."

Miss Jordan says it is also the time for evaluating the child rearing practices. Men evaluate their choice of a career---many of whom have reached the peak in the business world during the middle age. Some, such as retired military personnel, are successful in making a change to enter a second career at this time.

"Middle age is the time to enjoy the present," adds Miss Jordan.

"The couple have a period of about 14 years together after the launching of children which was not possible in former years. The couple have more time to rediscover hobbies, interests and each other. With increased leisure time, many couples are contributing more time to community affairs. They are generally better off financially than at any other period in the family cycle."

Plans for the future are made during middle age. Although making preparations for aging years should begin early in life, the couple in middle age makes more specific arrangements for retirement, finances, housing and other activities.

So in the middle age state of the family life cycle, the husband and wife evaluate the past, enjoy the present and plan the future.

-30-Maidred Morris-4/11/62

RELEASE MAY 7, A.M.

RALEIGH---Alexander Woolcott said from middle age on everything of interest is either illegal, immoral or fattening. But most couples in the aging stage of the family life cycle do not agree with him. They find that older people can enjoy a rich and rewarding life if they have worked toward certain goals.

What are some considerations which must be made to increase satisfactions in the aging stage? Miss Frances Jordan, family relations specialist for the N. C. Agricultural Extension Service, says aging people want to maintain physical health with regular check ups, adequate nutrition, sufficient rest and exercise. Mental alertness is important too. You want to continue to read, to talk with other people and expand on ideas.

"The couple grows into a deeper emotional interdependence while maintaining their sorted roles as mother, father, grandparents, husband, and wife," says Miss Jordan. "The shift from a working role to a retired man requires considerable adjustment for both husband and wife, as for the first time their marriage is on a twenty-four hour basis. The need for companionship and social acceptance continues into the aging years."

Couples need to continue to grow spiritually and to develop a meaningful philosophy of life and death which will help the mate adjust to widowhood.

Miss Jordan says the matter of finances is one of the most crucial considerations which must be made to assure the couple of satisfactions in their aging years. "If they have planned ahead and made preparations through pensions, savings, or Social Security to have a retirement income," she adds, "it will be easier for them to maintain the independence that is so important to them in later years."

While the aging couple may look upon their own family cycle as ending, they should also see in their children's families and those of the grandchildren, that the family life cycle is never ending, but rather ever increasing new beginnings.

Most aging couples would agree with the man who said, "We prefer that we die young, but as late as possible."

-30-Maidred Morris-4/30/62

All of us remember that old song, "The Old Grey Mare, She Aint What She Used To Be". Well, the family isn't what it used to be either. Let us take a look at some changes in the family life cycle.

The most significant differences in the cycle of the family today as compared with 50 years ago relate to birth, marriage, and death. We marry at a younger age and have a shorter period of childbearing. Our children are launched from the home into career or marriage when the parents are under 50 and the succeeding middle aged p-riod when the couple are alone at home is a phenomenon not enjoyed by most families two generations ago. With the increase in life span of the husband and wife, there are more families today in which both of the couple enter the last stage of the cycle, the aging years.

What are some other factors which are creating changes in family relationships? Each family unit is no longer an economically independent producing group, but rather a consiming unit in which children are a financial liability. More goods and services are obtained outside the home, creating a shift in the functions of the family unit. Today, the family does not exist just for the purposes of providing food, clothing, and housing, but assumes the responsibility for the basic personality development of its members. The family creates a setting which provides emotional strength to meet the stress and strain of living in the mad pace of today. It is also recognized that people are happier living in families than being alone. We enjoy a higher standard of living, which is due in part to higher level of education of family members, better health, and technological advances. But with it, we have greater status seeking pressures from business, industry, and even our neighbors. We live in a mobile society, which isolates the young family from relatives and their control over its behavior patterns. The employed homemaker is creating sweeping changes in family living today. It is no longer a question of whether she should or should not

work, but rather how the family can adjust effectively to the situation. Factors which must be considered include the attitudes of the family members, including her own, toward working outside the home; the quality of substitute care for the children; and the ability of all family members to share the home responsibilities. The Social Security benefits for our aging couples has made it possible for many of them to retire and enjoy an easier life in their later years. Social Security also enables them to be more independent of their children financially and otherwise. Another change with far-reaching effects on families is the gradual shift from farm to rural non-farm or urban living.

Although it is true that some families do not seem to have the strength to withstand today's demands, the majority of our families in North Carolina are happier than in any previous generation. Family administration is on a more democratic basis, with all family members having a greater share in decision making, division of labor, recreational activities, and other aspects of living together throughout the family life cycle.

> Prepared by: Frances Jordan Family Relations Specialist

#### The Homemaker's Role in Today's World

What is the homemaker's world? What are its boundaries? Have we done as anthropologist Margaret Mead has accused us? Is each woman in her own cave guarding husband and children and unaware of life outside her door?

Or do your world boundaries extend into the community? Are you interested in church, Home Demonstration Clubs, 14-H Community Clubs, even Community Development organizations? Are you concerned about the high school dropout or need for day care facilities in the local community? Maybe you do feel a responsibility for the welfare of other families in the neighborhood.

Does your world end at the county line? Or does it extend to include North Carolina and the nation? If so, you take advantage of the opportunity to express your wishes and beliefs by voting for the candidate of your choice. Attempt to look at the total farm picture and not just on the basis of the situation at home. You are concerned about statewide problems; such as, school dropout (50% of children starting first grade in N.C. does not stay to graduate from high school), illegitimacy (N.C. is fourth highest in nation in rate, 25%) low income (half the families in N.C. make less than \$2300 per year, and half the rural farm families make less than \$2300 per year). You are interested in improving the conditions for families in other states as well.

Does your world include all the world? Some of our Home Demonstration Club women have certainly had their boundaries stretched by a visit to United Nations. There they have learned about the needs of families in other countries. and some of the problems which those countries face. We must remember that the solution to the problems in Latin America will not come just with removal of a few missile bases. The hungry must be fed and families must feel the comfort of economic security before we can expect peace. This point was so clearly stressed in the meeting of International Union of Family Organizations when the theme of the conference was "Personal Maturity and Family Security". To the U.S. delegates family security meant security in interpersonal relationships. To delegates from the less fortunate nations throughout the world, it meant something quite different - the security of having the basic needs of food, clothing and shelter. Dr. David Mace, through the use of the colored slides he took of Russian family life, has helped us to see that their basic interests are the same, too - the assurance of a better life for their family members through economic security. Margaret Mead reminds us that "the intrisic cherished role of women for children -- not just her own, but all children -- is needed now as never before. For now we cannot even protect our own children unless we find a way of protecting the children of the enemy also. Or there will be no children to cherish." (1)

What is your world? What are its boundaries?

The second question we must study is, which homemaker? Is it the blushing bride? Or is it her husband? Today marriage is a partnership and it takes 2 to make a home. Is the homemaker the parent of a busy preschooler? The mother or father who has reached the P.T.A. stage in the family cycle? Are we talking about parents of the adolescent, and the launching parent as well? The homemaker is also the middle aged parent who has reached what we call the empty nest stage, when children are in college, working, or married. Maybe we mean the aging couple or even the one who is widowed. Which homemaker do we mean? At each

stage in the family cycle there are certain roles the homemaker plays which relate to the family's needs at that particular time. These are in addition to the jobs every homemaker has all the time.

What are some of these roles homemakers have? How many people are you? How many roles do you play? You are a wife (or husband). Within that role are a number of roles you have; such as being a companion, counselor, listener, morale booster, partner, mistress, lover. Reuben Hill says that family members come home to unload their worries and frustrations, and receive strength to get out tomorrow again. Sometimes the role of wife or husband gets submerged in the daily rush of being many other people. We need to stop and ask purselves, "Why did I marry my mate?" Maybe it will help you to think about what it means to be a wife or husband.

You are a mother or father, We hear over and over again about the influence the home has on children. And it is your role as a parent that plays the chief part here. You are a nurse, doctor, diagnostician. Dr. Spock helped to give you that role. You are a mediator and a judge. How many times this week have you been called upon to settle an argument at home? You are a chauffeur. One mother recently said she would be so glad when her son can drive, and can relieve her of some of the transportation responsibilities. (Usually we hear mothers dreading the time when their children have their licenses, don't we?) The parent is a psychologist, psychiatrist, and behaviorial scientist. You have to figure out how your children grow and what makes them tick. You are always striving to understand them in order to do a better job as parents.

Under the title homemaker you perform numerous other roles. For instance, you are an economist, efficiency expert, an engineer. You are a cook, dietition, and garbage man. You are a housekeeper, interior decorator, florist, gardener, buyer, maintenance man. Or a seamstress, laundress, maid, social secretary, host and hostess. A recent study indicated that, if you hired someone from outside the family to perform these various little jobs, their salaries would amount to an average of 1145 a week. So when you get down in the dumps, remember you're worth at least \$145. As a homemaker, the man in the family is a wage earner. And an increasing number of married women are assuming the role outside the home.

Women tend to underrate the role of homemaker. Maybe it is because you feel that you have little to show for your efforts. The dishes you wash get dirty again, the beds you make up get mussed, the room you straighten gets torn up an hour later. As Agnes deMille says, "Every day's work must start afresh in endless repetition." (2) And while you certainly don't pay a maid a very big price when she does these little jobs in your place, remember that no substitute does it all. You, the homemaker, are still the brains behind the organization.

You are a citizen. This includes being a neighbor, tax payer, voter, politician, crusader, volunteer, philanthropist, and a leader. As you well know, the program of the Agricultural Extension Service depends to a great extent upon lay leaders to carry out its educational aims. Recently at the State Highway Building a plaque was unveiled in honor of the pioneer who championed for good roads. N.C. has a reputation for having the best roads on the Eastern seaboard. And all because of one person who thought the road situation was deplorable, and that something could be done. Who was this person? A governor? A senator? Highway commissioner? No, a citizen, Miss Harriet Morehead Berry, the "Mother of good roads."

Do you know why the Dorothea Dix Hospital in Raleigh is so named? It is not named for Dorothy Dix, who wrote advice to the lovelorn. Who was Dorothea Dix? A biographer calls her America's forgotten woman. More than anyone else, and almost singlehandedly, Dorothea Dix worked to revolutionalize the care and treatment of the mentally ill. Born into a poor family, with no particular training beyond the usual schooling, this woman saw a deplorable situation, believed something could be done, and set out to accomplish it herself as a citizen.

Some of you may remember Fannie E. S. Heck, the mother of the North Carolina and Southern Baptist Women's Missionary Unions, and also first president of the Raleigh Women's Club. Of course, there are more women in N.C. who have made an indelible contribution to its people as a part of their work. Names so familiar to you, like Miss Ruth Current, who helped put a song in your heart, pride in your life as a rural woman, and extra money in your pocket through better practices. Or Miss Pauline Gordan to whom you owe thanks for a comfortable home.

 $Y_{0}u$  have made a contribution, too. You are raising, or have raised, a family. You have contributed to their education in many ways. You have continued to render service to your community.

You are a relative. You are a daughter, a son, a brother, a sister, a daughter-in-law, a father-in-law, an aunt, uncle, grandparent. Being a relative sometimes means conflict of allegiance. What does the Middle aged daughter owe her aging parents?

You are a teacher. Whom are you teaching? A recent study completed by the staff at Woman's College and the Agricultural Experiment Station indicates that you are teaching your children. When young mothers were asked from whom they got most of their information about how to bring up children, they reported that they asked the doctor about physical development. Most other information they get from their mothers and mothers—in-law. And, although you sometimes wonder about this, you are teaching your husband, just as he is teaching you. You are a teacher to your friends and members of the community. What are you teaching? Are you teaching values and which ones? What are your goals? What prejudices are you teaching?

You are a student, too. What are you learning? It has been said that most people stop learning at high school graduation, before they start thinking. We learn throughout a lifetime

learn throughout a lifetime.

You learn from those around you, your family and associates. You learn by reading. The Home Demonstration Clubs' reading project is a good example of your continuing education. You learn through mass media; like newspapers, radio and T.V. You learn through experiences, too.

A role you sometimes forget is that you are a person. What do you do when you are you? Do you bake a cake, or take a walk in the woods? Do you visit an old friend, or paint a picture, or go fishing? As a person what are your values and goals? One writer reminds us to create the kind of person you will be happy to live with all your life, and I would add that the mark of maturity is satisfaction with yourself.

Can you be all of these people at once? Can you be wife or husband, mother or father, homemaker, citizen, relative, teacher, student, as well as being a person? Not only can you, but you must. How can we integrate these roles into one self?

First you must EVALUATE. What are your goals? Where are you going? Where do you want to go? Look at the roles you play in relation to these goals. You will have to look at your individual goals in relation to the family's goals, too.

Second, you must ELIMINATE. You can't do it all. As one of your home economics agents has said, you must choose the best of the better. While you don't want to stop being a mother, maybe you can let someone else in the family take over some of the many jobs that a mother finds herself doing.

Third, you must CALCULATE. Management is the key to an integrated self. Remember the three steps in good management - planning, action, and evaluation.

And last, Never Underestimate the Power of a Woman, Especially You!

Note to Home Economics Agents:

The above talk was given to the Vance County Achievement Day, November 7, 1962. Certain statistical figures used to acquaint residents with problems in their own county have been omitted. Although the primary audience was women, there were some gentlemen present. The information herein should be of use to you in preparing programs on the subject to be used with Community Development groups, P.T.A., and other civic groups. It is advisable to include local and county figures to bring their attention to potential problem areas of dropout, illegitimacy, lack of day care facilities for children of working mothers, institutional care for aged, etc.

Prepared by: Frances Jordan Family Relations Specialist N.C. Agric. Extension Service

(1) Mond, Pargaret, American Women: the Changing Image, Boston: Beacon Press, 1962, page xv.

(2) Dotalle, Agnes, American Women: the Changing Image, Boston: Beacon Press, 1962, page 131.

RELEASE MAY 7, P.M.

RALEIGH---It is significant and a sign of the times that we discuss the father in the family because a generation ago there was no question about him.

The father was the head of the house who supported the family.

And when it came to discipline, mother always said, "You just wait

'til your father gets home." You can probably fill in the rest of the
details of the stereotypes traditional father.

What about the family man today? Why is it that we can't fill in the details of the picture of the father of today? What has happened?

Miss Frances Jordan, family relations specialist for the N. C. Agricultural Extension Service, says there are many reasons for this change in the family man.

"Emancipation of women is the greatest single factor," says Miss Jordan. "Women haven't exactly unseated the father of the house--- they have just moved him over. Women are no longer completely economically dependent upon their husbands as they once were forced to be.

"World War II brought far reaching changes in the picture. It became the fashionable and patriotic thing for married women to work. After the war women didn't quit the labor force but the number continued to rise.

"With the woman working, there had to be a division of labor at home. Slowly the fathers made a discovery. They liked being with the children and caring for them, even though changing diapers went with the deal. The fathers have continued helping with the care and guidance of the children---not because he has to but because he enjoys it."

What are the effects of such a change from the old picture of the father? Is it masculine or feminine to buy the groceries? Is it masculine or feminine to wear bermudas? What about paying the bills and washing clothes at the self-service laundrymat?

It is predicted that we will survive this role confusion. The day will come when the son will measure his father not by what he does, but by what he is.

Miss Jordan says the father still holds some of his traditional roles today. While it is true that the wife and mother supplement the income, both she and the father feel it is his responsibility to support the family economically.

"Father has a role as a member of the community too. He has the privilege and an obligation to represent his family in community affairs.

"Father is a son to his parents. When we consider the problems of the aging population we realize that too many family men have forgotten this role of being sons to their parents. And the role of husband must not be overlooked. The happy family must have at its head the happy husband and wife.

"The current concept of the good father is that he is an adult who tried to understand his children, encouraging them, advising and guiding them along the path of growing up. They must accept their important role in relation to their sons. Social scientists say this is one of the weakest spots in our culture today."

How is the father holding up under the strain of so many changed roles? Miss Jordan says some fathers feel burdened with being so many things all at the same time. A few of them are not adequately prepared for parenthood. Others cannot take the tension at work and have trouble unwinding when they get home.

(IT IS SIGNIFICANT...)

What can we do to help these family men? A recovery room is suggested for tired fathers. Provide a quiet spot where he can relax for 20 to 30 minutes after he gets home. After rest and dinner he will be better able to cope with family problems.

Most of our family men are happy and enjoy having more shared experiences in the family. They may complain now and then---but deep down, they like it.

-30-Maidred Morris-4/30/62



# Character





AND HOW IT GROWS













#### Foreword

This bulletin has been written in the hope it may give its readers a better understanding of how character grows. It will serve as the backbone for other Family Life Programs such as jealousy, tolerance, sportsmanship, etc.

The first part of the bulletin deals with the influence of the home climate on character growth. It stresses the importance of the right kind of examples for children to follow and also the experiences in the home which create a friendly climate.

The next part of the bulletin deals with the stages through which children pass. It shows that children outgrow their behavior just as they outgrow their clothes. It gives typical examples of children's behavior all the way from toddlers to the teens. This information is included in the bulletin to help parents understand their children better and not be too concerned about behavior which is just a normal stage of growing up.

Disciplining for character growth is the next phase of the bulletin. This deals with both the old and the new ideas about discipline and the effect of each on the child's character development. It stresses the need to look for the cause of the child's behavior and has specific suggestions which should help parents in trying to find the cause. Illustrations are given which show how parents have dealt successfully with different kinds of behavior problems.

The last part of the bulletin deals with how we can recognize character growth. There are guide posts for parents which are simple reminders to help them guide their children's character development.

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N. C. State College of Agriculture and Engineering of the University of North Carolina and U. S. Department of Agriculture, Co-operating
N. C. AGRICULTURAL EXTENSION SERVICE
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## Character AND HOW IT GROWS

By Virginia Sloan Swain

Corinne Justice Grimsley
Extension Specialists in Family Relations

## Character Is Catching

PARENTS' EXAMPLE imitators. They catch the good things we do and say as well as the bad. They catch our manners and they even catch our fears. In fact, the examples we set for our children are our best ways of teaching them either

good or bad character traits.

COURTESY to adults, but impolite to children. They seem to have the notion that children are less sensitive than grown-ups. Yet scientists who have studied human nature say that children aren't nearly so thick-skinned as most people think they are. In fact, they say that embarrassment often hurts a child more than it does an adult.

"Suppose you have several visitors some afternoon. The bell rings, and in walks another friend or acquaintance. She isn't looking her best. Her hair is droopy and you notice that her gloves are slightly soiled and the bow on her blouse is sloppily tied. What do you say about it? Nothing, of course. You simply introduce her to your other friends and that's that. You would be guilty of extremely bad taste if you said, 'Why Beatrice, don't you look awful! Why don't you go home and wash your gloves?'

"Yet suppose your eight-year-old son returned from school, looking happy to be sure, but with his shirt half out, his face smudged and his hands filthy. He walks into the same company of people and you think nothing of saying, 'Why Jim Brown, you're a dis-

grace. Run right upstairs and wash'."1

When we're rude to children we probably forget that rudeness is catching.

<sup>&</sup>lt;sup>1</sup> From YOUR MANNERS ARE CATCHING, by Vivian Cadden, Parents' Magazine, February, 1949.

APOLOGIES Some grown-ups don't believe in apologizing to children. They're afraid if they admit to their child that they make mistakes, the child will have less confidence in them or lose respect for them. But a child knows when parents have lost their temper, or accused her unfairly, or punished her for something she didn't do. There are times when every grown-up has reason to say to children "I'm sorry," "forgive me, I spoke too quickly," or "I'll try to do better next time."

CHILDREN ARE CLOSE OBSERVERS Children notice more than we think they do. They notice the consideration or lack of consideration which we show for other people's feelings. They notice how we act

when we experience disappointment, sorrow or fear. They notice whether or not we're distrustful or over-critical of people, and



whether we're kind and courteous to people who look or talk differently from us. They're well aware of how much importance we attach to the church and the religious observances in the home.

Of course children don't realize they're following family examples, but whether or not they'll grow up to be considerate, sympathetic, understand-

ing, dependable and tolerant will depend in a large measure upon what they see and hear in the home.

### Home Climate Builds Character

FRIENDLINESS IS

Good character thrives best in a friendly climate, for friendliness is both a food and a tonic. It inoculates children against worries and fears and gives them energy and courage

for new and difficult experiences.

Friendliness grows out of calm, kind voices and happy facial expressions. Children are very sensitive to the way we talk and the way we look. The following story tells how little four-year-old Denny responded to one of his mother's "off days."

"'I'm smiling at you, Mommy,' announced my four-year-old Denny with a pathetically forced grin. I realized only then that I'd been unduly cross and irritable with him all day. It was one of those trying days when the baby is fussy and work has piled up until it seems insurmountable. Like too many mothers I'd made my task even harder by being cranky, touchy and unreasonable with the youngsters. They, of course, reflected my mood. Louder this time, came the pleading words, 'I'm smiling at you.' I stopped my work and bent over to give my son a loving smile and kiss. Even though dishes and other work were yet undone, I took time to give him the love and attention he so obviously needed. I read him a story and played with him a while, then resumed my work which from that moment seemed to whiz by. I suggested to Denny that from that day on whenever I was fussy and cross he should catch my attention and smile at me. It has worked like a charm. When I hear those magic words, 'I'm smiling at you, Mommy,' the whole world seems rosier and my children and I are happy again."<sup>2</sup>

A SENSE OF HUMOR IS IMPORTANT Friendliness grows out of sharing jokes and laughter, of learning to laugh at the ridiculous. Children need parents who listen to their jokes and laugh with them,

but never at them. They need parents who pass on to them the funny things they've seen and heard for laughter in the home is like oil to machinery—it reduces friction.

GOOD TIMES ARE IMPORTANT

All children need to build fun into their memories. There are many times when happy childhood memories give courage and comfort and help to keep us going. One mother

tells us how she and her children worked out their plan for shared fun.

"My children begged me to take them on hikes, picnics and visits to the zoo or museum, as my neighbor did with her children. But I never felt free to spare the time from home duties, until I suggested that the children pitch in and help so I could have time to go along. This they gladly did, naming themselves the 'Rescue Squad.' This has had a double effect—it not only made possible frequent family trips but the children also found it was fun for all of us to work together."<sup>3</sup>

Mrs. Jean S. Grossman, in her book *Life With Family*, quotes a part of a letter she had from her son while he was in Manila. His letter shows that his childhood memories gave him comfort and courage when he was subjected to the trying experiences of war.

From CHILDHOOD PROBLEMS, Parents' Magazine, November 1948.
 From CHILDHOOD PROBLEMS, Parents' Magazine, August 1948.



"This may be a bit on the sentimental side today, but I'm in that mood, so bear with me please. There have been nights when I've lain awake on my cot under the net. listening to the breeze and just thinking. My thoughts are about all of you and myself. They're about our summers in the country. I'm remembering walking down the

road to meet my father and then riding back with him in the old family car; of the brook behind our house and picking grapes for jam; of watering the so-called lawn and planting flowers and watching them grow. I think of our family parties, of presents to each other, of parties with kids tearing down that long hall. I think of lying in bed between cool, friendly sheetsin my own bed, in my own room. I seem to remember so many small, isolated things, and they help me to keep going many times. I guess humans need love as plants need water, air and sunlight, but fortunately we can store this love, use it sparingly and keep it with us."4

FRIENDS ARE IMPORTANT

The friendliness of the home determines not only whether or not family members enjoy the home, but whether their friends enjoy visiting them. Dr. Leland Foster Wood gives us a picture of a friendly home in one of his beatitudes:

> Happy is the family That knows how to give a welcome.

They set a light in the window; The latchstring is out, And there are cookies in the pantry.

The world loves such a family, And frequents its gates In joy and gaiety.

Reprinted by permission of Appleton-Century-Crofts, Inc., from Life With Family by Jean Schick Grossman.

One mother bears out Dr. Wood's philosophy of hospitality. She said:

"We found our high-school boy and girl going any place but home to wind up an evening after games or school entertainments, until we hit on the plan of setting out refreshments on the table and giving them the run of the kitchen—with the agreement that clean-up was their responsibility. Now they and most of their friends come to our house and we have the comfort of knowing where they are."<sup>5</sup>

SYMPATHY AND UNDERSTANDING ARE IMPORTANT

Friendliness grows out of sympathy and understanding—kissing the bumps and wiping the tears, and sympathizing with Sue when a cold keeps her home from the party, or with John when his ball team lost. But

the best thing about sympathetic and understanding parents is that their children aren't afraid to go to them with their problems, and parents have a chance to guide them in important character building decisions.

Friendliness, sympathy and understanding, shared with fun and laughter, create the climate for character growth, and it thrives best when all of these things blend together to make a happy home.

## Children's Behavior Passes Through Stages

Character grows slowly but steadily. Perhaps if we know what sort of behavior to expect of children at different ages, we would save ourselves a great deal of worry and anxiety. We wouldn't be upset over the toddler's temper tantrum, or the "No, I won't" stage; or the eight-year-old's delight in blood-and-thunder radio programs; or the 10-year-old's grubby hands and careless manners; or the 13-year-old's slang expressions and cocky manner. These are normal stages of growing, but children will outgrow them just as they outgrow their clothes.

## From Toddlers to the Teens

Some mothers call the one to two-year-olds, the "getting into everything" stage. Let's see what they're like.

<sup>5</sup> From TEEN-AGE PROBLEMS, Parents' Magazine, November 1948.



They're seldom still and seldom quiet.

They're explorers. They poke their little fingers into everything, pull cords, open doors, pull out drawers, etc.

They're climbers getting onto anything they can reach.

They drop things and throw things and have fun playing peek-a-boo.

WHY ARE THEY LIKE THIS? Their poking, pulling and climbing doesn't mean they're bad. It means they're curious about things and it's fun to investigate. Dropping a spoon or throwing toys is a kind of game.

They drop them and someone else picks them up. Playing peek-aboo is also a game. It's a way they've found to get attention and it makes them feel happy inside.

2-3 YEAR OLDS

Some people call this the balky stage. Frequently children between two and three are hard to get along with. This is the "let me do

it myself" stage. Even when they get their shoes on the wrong feet and both legs in one overall leg, they don't want any help.



If we interfere, we are likely to cause temper tantrums or to hear ourselves called ugly names.

This is the age when they stand by and watch other children, but seldom join them in their play. This is the age when toys are snatched but not shared.

WHY ARE THEY LIKE THIS? Their contrariness isn't badness; it's just a sign they want to do more things for themselves. They want to feel big and do things grown-ups have been doing. They want to wash

their hands and bathe themselves and put on some of their clothes, but they're slow and clumsy and grown-ups don't wait for them to finish. Just about the time they almost get a button through the button hole, or a shoe half laced, some grown-up comes along in a hurry and takes over the job. They don't have many opportunities to feel big and they take their feelings out in temper tantrums.

Children of this age are beginning to grow up socially. They want to be around other children but they don't know how to play with them nor how to share their toys.

3-6 YEAR OLDS

This is the age when children show definite signs of outgrowing their babyhood. Four-yearolds say, "I used to be a baby, but I'm a big boy

now." A five-year-old gets a tumble and jumps up and brushes himself off. Little boys say, "When I grow up I'm going to drive a car like my daddy," and little girls say, "When I grow up, I'm going to

cook just like my mommie cooks."

This is the age when children are beginning to play together. Often their play is imitating grownups. Little girls love high-heeled shoes and long dresses, and little boys like their

daddy's coat, hat and pipe.

This is the "why" stage. Children are curious about everything they see and hear. This is the age when imagination seems to run wild. It's also the age when many children develop fears; fears of the dark, or dogs, or police or death.

death.

WHY ARE THEY LIKE THIS? This is the age when the influence of parents is at its peak. Children think their mothers and fathers are pretty wonderful people and they want to be like them.

The "why stage" takes on exaggerated proportions at this age, partly because the child is beginning to listen to the radio and to conversation between adults and often times he can't grasp the full meaning of what's being said. His lack of understanding brings questions and many times fears. For example, a child may over-hear someone talking about the death of a neighbor and he doesn't understand what it means to die, so he may ask, "How do people die?" or "When will I get dead?" At this age children's fears are usually centered around a fear of something which may happen to them. They're becoming increasingly aware of the troubles of the world and also of their own inability to cope with them. Fears are common among children of this age, particularly among sensitive, highstrung children.

The imitative play of this age group shows the desire of the children to feel grown up. Their play shows much development in the sharing of toys and in taking turns at play. Perhaps it was this age group Dorothy Conklin had in mind when she wrote the following "Recipe For A Child At Play":

Take one small child

Mix liberally with boxes, boards, a little rope, and a pail or two

Add a reasonable facsimile of dad's or mother's old hat

And a pair of grandpa's spectacle frames

Throw in a couple of old scrub brushes, a cast-off necktie or two

Or mom's old skirt

Add a good sturdy wagon if one is available

Season each with love and understanding

Stir in lightly a good sense of humor

Sprinkle liberally with dirt and water

Turn out in a safe yard with a companion or two

Like a good cake this mixture takes a light hand, a watchful eye

But not too much prying and poking

And little or no heat.

6-12 YEAR OLDS

It's the six-year-olds who say with pride,
"I'm a big boy now. I'm going to school."
We don't often hear the eight or nine-yearolds say they're big, but they act big, walk big and talk big. They
even talk back.



Somewhere between six and 11 children usually change the way they show affection and the way they want it shown to them. One day, out of the blue, they may announce they don't want to be kissed, particularly in public.

This is the age when children suddenly seem to have forgotten all of their manners which we thought we had taught them earlier. They come to the table with dirty hands, slump

in their chairs and chew with their mouths open.

This is the age when they don't take our word for things as readily as they did when they were younger. They frequently question what we have taught them to be right, and usually attach more importance to what their teachers, 4-H or scout leaders say than to what we say.

This is the age when they attach great importance to what other children say and do. The girls are interested in secret clubs and the boys in gangs. There's antagonism between girls and boys. They don't want to play together. Usually the feeling of antagonism lasts longer for boys than for girls. They're interested in hobbies and collections such as stamps, stones and movie star pictures. They're interested in team games which have rules and require skill, and they're brutally frank and very critical of their own play group when they fail to follow the rules.

Between nine and 11 a child's conscience becomes stricter. He worries about how he feels about people. For example, sometimes he feels like he wants to hurt or pay back people who have irri-

tated him.

WHY ARE THEY LIKE THIS? The sixth birthday marks the beginning of a big event for children getting into school and community life. Starting to school gives them a new feeling of bigness and in an effort to

impress others we find them talking much bigger than before they started to school. They begin to want more freedom, and to be less dependent on their parents. It's a normal beginning of the weaning process from parental control. That's one reason they attach such importance to their teachers and their club leaders and perhaps that's the reason they begin to rebel against manners which parents have stressed.

The fact that children of this age want less show of affection doesn't mean that they love us less or want less love from us, but rather that they want us to find more grown-up ways to show our

love for them.

Their interest in gangs and secret clubs shows their desire for friends. At this age they're much more interested in rating with their gang or club than rating with their family. They want very much to be looked up to and to feel important and they think their chances of being looked up to are better with their own age group than with their family. When talking with their group, they may use slang or profanity, or brag about the rules they have broken without getting caught. They're apt to try many different ways of sounding big.

But the fact that they're getting so much stricter in their play and so critical of anyone who fails to follow the rules shows they're

beginning to be more concerned about right and wrong.

This is the age when they want to be members of purposeful clubs or groups. They want to find a cause to which they can wholeheartedly commit themselves. It's the age when religious in-

terests are high and they take very seriously moral codes, such as

those of the 4-H Club and Boy and Girl Scouts.



This is the age when we hear them say "You treat me like a child," or "I'm old enough to be on my own," or "Do I always have to tell you where I'm going?"

This is the age when social contacts are widening. They're beginning to pick out special friends from groups of which they have been members. Somewhere between 14 and 16 dating becomes all-important. However,

they're still afraid of being different. They still want to wear the same kind of clothes, have the same hair styles and use the same slang expressions that are common to the group.

WHY ARE THEY LIKE THIS? When they reach their teens, they feel that they're practically grown-up. They're beginning to think of their future and what they want to do. Their interest in purposeful or-

ganizations and moral codes shows that they themselves are purposeful. They have high ideals and ambitious hopes. They want very much to be thought of as responsible young men and young women. They want people to trust them and to let them have a part in things that really count.

This is the age when they want friends their own age—both boys and girls—more than they want anything else. Their fear of being different shows their dependence on friends. It also

shows their great need to feel "in" with the crowd.

They're beginning to feel more self-reliant and to have confidence in their own judgment. Somewhere along the way we find them beginning to assume responsibility for their decisions. We hear them change over from "I can't go because mother won't let me" to "Sorry, I appreciate your asking me, but I have a lot of home work so I guess I can't go." All of this means they're gradually weaning themselves more and more from their families and from the restraining influence of parents. This is a normal and important step toward a happy marriage.

## Guiding Children Through the Different Stages

MANY WAYS TO DISCIPLINE

There are many different ways to guide, or discipline-some of them are good and some bad. Most of us have very definite ideas about what kind of discipline we think is best. Per-

haps that's the reason some parents have so many arguments over discipline. It's a sore subject in many families. Often the disagreement starts when one parent feels that the other parent is pampering and spoiling the child. It's usually the husband who makes this complaint and wives are apt to go to the opposite extreme. They often complain that their husbands are too strict or that their method of discipline frightens the child.

THE OLD IDEA ABOUT DISCIPLINE

Our grandparents put great faith in "spare the rod and spoil the child." They believed also that "children should be seen and not heard." Consequently, they made all decisions for the child and expected unquestioned obedience

to all demands given him.

CHILDREN WERE CONTROLLED THROUGH FEAR

Scientists who have studied children in relation to different kinds of discipline say that children react differently to very strict discipline. Some of them grow up to be very timid, fearful people who can't make decisions

for themselves, but do everything anyone tells them to do. Other children resent the discipline so strongly that they openly rebel against it.

FEAR BUILDS RESENTMENT

Scientists tell us that when people grow up with feelings of fear they get resentment and hate bottled up inside them and these feelings make them act in queer ways, because they don't feel

sure of themselves and they aren't sure of how other people feel toward them. We all know some of these people. They're the bullies and the line pushers; some of them are the ones who will not enter into things if they can't have a place of importance. There are others who drop out if they aren't sure of winning, or who blame other people for their own mistakes.

We know that when people are afraid or resentful they can't think straight and don't listen to reason. We know that fear and resentment rob people of self-confidence, courage and self respect, all three of which are very necessary traits for the development of fine character. Our problem is to find a way to discipline which won't develop fear and resentment.

## Disciplining for Character

FIRST: WE LOOK FOR THE CAUSE Disciplining a child who is misbehaving is very much like doctoring a child who is sick. Before a doctor tells us what to do for a sick child he tries to find out what caused the

child's illness.

All the way from the toddlers to the 'teens, we found two outstanding desires—the desire to feel important and the desire to have friends.

We found their desire to feel important expressed all the way from "Wait, I can do it myself," to "When I grow up I'm going to drive the tractor," to "I'm old enough to be on my own."

We found their desire for friends stretching all the way from the family to their playmates—to the gang and the crowd on into dating.

So when their behavior bothers us and we look for the causes, we'll ask ourselves:

- 1. Does she need friends or greater assurance of being loved?
- 2. Does she need more satisfying experiences to give her a feeling of self-worth?
- 3. Is she feeling well?
- 4. Is she under too great a strain?
- 5. Is the home climate and are the family examples conducive to good behavior?

Let's look for some possible causes back of undesirable behavior (for the sake of convenience, we'll consider the home climate and family examples together).

HOW IS THE CLIMATE?

Sometimes when there seems to be an abnormal amount of quarreling, hurt feelings and unhappiness in the family, we might first examine ourselves. We all say and do some things which

irritate family members. Sometimes just the way we speak sets them off. Is the climate of the home conducive to good behavior? Living in a home where adults quarrel, or where they're impatient and quick tempered, keeps the home atmosphere tense, and it keeps the children keyed up so that they "fly off the handle" easily.

Many parents are trying to do so much, they stay rushed and tired and often take out their own tiredness and bad tempers on their children. This only seems to make bad matters worse because usually when parents are cross and ill-tempered children are the same way—dispositions are very contagious.

Often behavior is a warning signal of, fatigue, hunger or illness. Let's consider her physical well-being.

- 1. Has she been under any physical strain?—Playing too hard, trying to keep up with older children, recovering from an illness, etc.? A child overtaxed is tense and teary.
- 2. Is she hungry? Are her meals too far apart? A hungry child is always irritable and touchy.
- 3. Is she getting enough rest? A child tired and sleepy is usually contrary and uncooperative.

Usually children who live under too great a strain are tense and fearful. Let's consider some of the things which cause undue strain to children.

Many children have too many activities in addition to school work; too many parties; too much excitement from movies, radio, comics; or too much association with adults who over-stimulate them. There are other experiences which often cause children great anxiety and worry, such as difficulty with school work, or experiencing failure more often than success. Many times their greatest tension is caused from fears of the people who discipline them.

DOES SHE FEEL
LOVED?

It may be that the child feels under a strain because she isn't sure of being loved and wanted. Does she need more loving? When a child is hungry for affection, she has a disturbed

feeling inside which keeps tugging away at her and it shows up in her behavior. Sometimes a child feels she isn't loved as much as other children in the family. She may feel this way because her hair isn't as pretty, or because she isn't as quick as another child in the family, or because the family draws comparisons between children. Sometimes parents and even grandparents show favoritism. Sometimes families aren't generous enough with hugs and kisses and expressions of affection, and sometimes we forget that we have to find different ways of expressing affection. All children

want to be loved, but they may not want to be loved in the same way.

As important as it is to feel loved at home—this isn't enough. One of the greatest hurts that can come to children is not feeling "in" with the crowd. They must feel they're wanted all along the way. When they aren't sure about their rating, they're miserable and so is everyone else around them.

## DOES SHE FEEL

Often the first signs of rebellion in a child are a warning that she wants to do more things for herself. The cockiness of a teen-ager is a sign that he too wants to do more on his own. Every

age wants to feel important and when everyday living doesn't satisfy this desire, we're sure to have behavior problems. We need to look into the child's experiences and see what opportunities she has to do things on her own. How often do we praise her for things she does well? Do we confide in her and ask her advice? As her judgment develops is she given more freedom to make decisions for herself?

There are many ways we can help a child to feel important and worthwhile, but we have to change our ways as the child grows.

WE ALL MAKE MISTAKES It's difficult, and many times very discouraging when we try to find the cause back of certain behavior problems—and naturally we'll make mistakes. However, if we treat the child with

sympathy, patience and understanding, a few mistakes now and then won't matter.

#### These Mothers Found the Cause

SHE NEEDED FREEDOM AND ENCOURAGEMENT "I often felt my teen-age daughter should help with the housework, but she seemed, I thought, to take little interest in doing anything around the house. However, when I was confined to my bed for several weeks.

I was surprised to learn what a capable little housekeeper and nurse she turned out to be. Lying in bed, I tried to think the matter through. I began to realize that I hadn't been providing the proper incentive to interest her in the work. She needed to be on her own to organize and complete a specific job. Thinking back, I realized I'd been offering too many suggestions as to how a job should bo done, and too often had criticized rather than praised her efforts. Often I'd taken over in the midst of an assigned

task that seemed difficult for her or which wasn't being done quite as well as I could do it myself. When I was once again on my feet, I determined that I would plan to assign certain specific tasks to her and would not interfere, make suggestions or criticize unnecessarily. It was difficult sometimes to watch her perform a task awkwardly and slowly, when I knew my experienced hands could whisk through the job in half the time, but I stuck to my plan. As a result my daughter has gained valuable experience, is more self-reliant and is fast becoming the skilled housekeeper I wanted her to be. She takes pride in a job well done, because she has done it herself, and I've learned that praise will succeed where criticism failed."6

#### **BOBBY NEEDED** TO SUCCEED AT SOMETHING

"Last Spring Bobby was forever coming in crying from his play with the other children. We discovered that it was because his older brother was more skilled in playing games such as baseball and football. So his father

started playing ball with the children and they formed teams. Bobby was usually on Daddy's team and so was able to win part of the time. Then too, Daddy was able to give them pointers on fair play and sportsmanship. They kept it up all summer and Bobby got over his crying spells. As he acquired skill in playing ball, he gained self-confidence and is now a healthy and very active little boy."7

## Discipline Guides Character Growth

#### DAVID NEEDS TO DEVELOP JUDGMENT

"David was supposed to come straight home from school each day. One day he was very late, but his mother accepted his excuse because David had stopped to help a friend whose dog had been run over. David showed good judgment.

Another day, David was late again. This time he had stayed to play ball with the boys. This excuse his mother did not accept, for as David well understood, he was expected to let her know where he was going. She needed to know where he was, just as she needed to know where other members of the family were. His judgment that time had not been good, and the next day he had to play in the yard as a reminder."8

From TEENAGE PROBLEMS, Parents' Magazine, November 1948.
 From OHLLBHOOD PROBLEMS, Parents' Magazine, September 1948.
 From OLABACTER IBEGINS AT HOME, by Gladys Gardner Jenkin, Parents' Magazine, February 1949.

#### THIS BOY NEEDED TO FEEL RESPONSIBLE FOR HIMSELF

"It was often necessary to call my 16year-old son six or seven times in the morning and he often missed the school bus. I was always exasperated by this behavior until one morning I told him he

seemed to need more rest than he was getting. Any morning that he didn't get up within a reasonable time after being called once, he would have to remain at home that evening and go to bed at nine o'clock. The first time I enforced this ruling it was difficult for all of us but he gets up now in time to join the rest of the family at breakfast and catch the school bus."9

#### Don't Get Discouraged

#### CHARACTER GROWS SLOWLY

We must keep looking for small signs of progress and not expect immediate success. Perhaps a look backward would comfort us when we are discouraged for

then we could see how far a child has come from babyhood to the 'teens. She's come all the way from loving only herself to loving her family and her friends. She's come all the way from wanting everyone to wait on her to finding pleasure in doing things for other people.

#### SIGNS OF GROWTH

She shows that she's growing in selfcontrol when she learns not to cry when she gets a tumble, when she stops inter-

rupting or when she takes disappointment without getting angry.

She shows she's developing thoughtfulness for others when she cleans the mud off her feet before she comes in the house; or when she offers to do extra jobs when her mother and father are tired; or when she tells her parents where she's going and when she expects to be back.

She shows she's developing self-reliance when she starts dressing herself, when she hangs up her coat when she comes in from play or when she gets ready for school without help.

Character development is slow and it will take some children longer than others to get where they're going, but don't get discouraged. There'll be times when our patience will be sorely tried and we'll wonder if they're really making progress. Remember that the children's character grows at a snails pace, but it will develop in the course of time if they are guided in the right direction.

<sup>9</sup> From TEEN-AGE PROBLEMS, Parents' Magazine, September 1948.

#### Guide Posts

#### GO STRAIGHT AHEAD

- 1. Always look for the cause back of the child's behavior.
- 2. Be sure that the child has opportunities to succeed.
- 3. Be sure that the child has opportunities to feel important.
- Over-look little irritating happenings. (Don't hear every bad word your child says or notice all of his grammatical mistakes.)
- 5. Agree on methods of discipline. (Any differences should be settled away from the children.)
- 6. Place more emphasis on teaching children how to think rather than what to think.
- 7. Give praise when children earn it.
- 8. Give encouragement when children need it.
- 9. When possible, give reasons for requests.
- 10. Give a child an opportunity to talk with you privately.
- 11. Give a child an opportunity to explain.
- 12. Apologize when you have made a mistake.
- 13. Show self-control when dealing with a child.
- 14. Keep your voice calm.
- 15. Get the child's attention before you give instructions.

#### GO SLOW-DANGER AHEAD

- Don't expect all children to behave the same way or develop character at the same speed.
- 2. Never make promises which you don't expect to keep.
- 3. Never bribe a child to behave.
- 4. Never frighten a child to make him behave.
- Guard against being critical of what children tell you, or acting shocked at what they tell you.
- 6. Don't jump at conclusions.
- Don't use words which antagonize like "hurry" or "I told you so."
- 8. Never criticize a child in public.
- Don't punish a child for something he does today and overlook the same thing tomorrow.

Character and How it Grows Suggested Leader's Outline

Objective: To learn how children grow and develop good character.

Introduction:

What is character: (Let members of the group give their definitions.) One man has said that character is what you are in the dark.

Presentation:

Bringing up children is like building a boat.

Boat

Children

Need .

Craftsmen - boat builder

Skill and know-how (we learn as we go tjrough experience of working)

Materials
The builder tries to get the best he can
afford and the best that is available

Tools
The builder wants the best tools he can afford, and takes good care of his tools.

Circumstances
Place to work
Good light and heat
Place to make noise
Time to work
Feel like working

Design (plans)

Basic Principles in Building Balance Air and Water tight Buoyance Water displacement etc.

Stages in Building
Lays keel
Builds ribs
Puts stem on bow
Adds planking on outside
Puts braces inside
Adds rail, other trimming

Parents

Tools

Skill and know-how (The parents are only as old as their oldest child. We learn through experience and study too.)

Materials
Our materials are our children. We hope to bear children with good health and superior intelligence, but we work with what we have.

We must use our tools wisely, too, if they are to be effective. love consideration friendliness sympathy sense of humor firmmess patience

Circumstances
Housing, pleasant surroundings
Warm atmosphere, cheerfulness
Good neighborhood
Time to work with children
Feel like working with children

consistent guidance discipline

Design (goals)
College education for our children
Religious interest
Business success
Happily married
etc.

Principles in Building
Growth follows a pattern.
Growth and development are continuous.
Individual differences in rate
Predictable characteristics traits at
each stage.
Every child normally passes through
each major stage.

Stages in Growth and development
Infant
a. dependent
b. demands physical needs
c. has tempermental differences
(Builds trust at this stage. This is
beginnings of being trustworthy

person.)

Toddler

a. Independent

b. Curious

c. Busy

(Building self-importance. We must feel our own importance before we can see worth in other people.)

#### Preschooler

a. Imitator b. Sociable

c. Inquisitive d. Verbal

e. Active

(Building interest in others, conscience, and a sense of right and wrong.)

#### School Age

a. Industrious b. Prefers Own Sex

c. Special pal

d. Silly

e. Achievement

(Building self-respect and confidence. We must have this before we can respect others. Self-confidence makes us more tolerant of others.)

Early Teens a. Fast Physical Growth

b. Pushes Limits

c. Confused about Identity

e. Worry Wart

f. Asks Why

(Building individuality and selfunderstanding. Being accepted by the group makes it easier for us to accept ourselves.)

#### Late Teens

a. Loud

b. Cooperative

c. Best Friend of Own Age

d. Likes Opposite Sex

Sociable

e. Sociable
(Building love for others, ability to share ourselves. When we love, we can put the other people first.)

Summary The builder evaluates his work by launch-

ing his boat.

He thinks about the skill, and materials and tools needed to do the work. He thinks about the circumstances that made it possible for him to build it.

We hope he remembered to make the door big enough to get the boat out of the basement.

The builder hopes that his boat will stand the test of wind, storm, and rain.

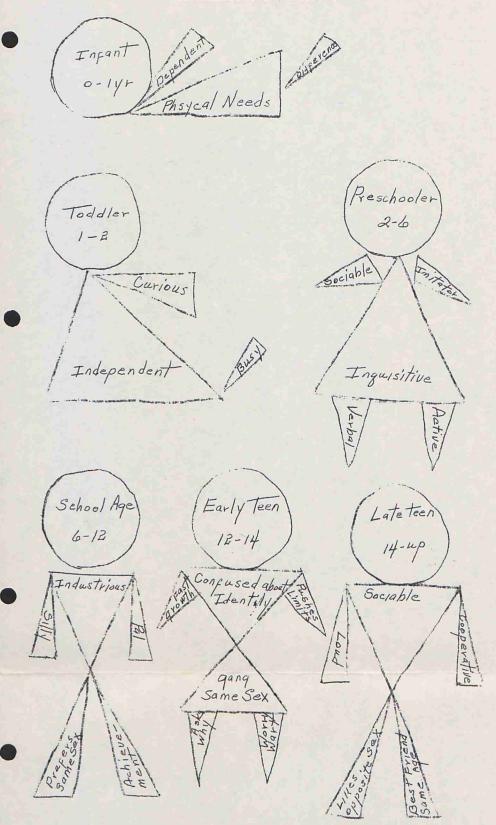
Summary

Parents evaluate their work by the launching of their children. We think about the skill, tools, and circumstances that made it possible for us to rear our children.

We hope we remember to make the doors of our home and heart big enough to let the children go when it is time to be launched.

Parents hope that their children will be able to cope with the future world they face.

May the boat builder and all parents launch with the confidence that, "We did the best we could with what we had."



#### by Dorothy Low Nolte

If a child lives with criticism he learns to condemn. . . If a child lives with hostility he learns to fight. . . If a child lives with fear he learns to be apprehensive. . . If a child lives with pity he learns to feel sorry for himself. . . If a child lives with ridicule he learns to be shy. . . If a child lives with jealousy he learns what envy is. . . If a child lives with shame he learns to feel guilty. . . If a child lives with encouragement he learns to be confident. . . If a child lives with tolerance he learns to be patient. . . If a child lives with praise he learns to be appreciative. . . If a child lives with acceptance he learns to love. . . If a child lives with approval he learns to like himself. . . If a child lives with recognition he learns that it is good to have a goal. If a child lives with sharing he learns about generosity. . . If a child lives with honesty and fairness he learns what truth and justice are. . . If a child lives with security he learns to have faith in himself and in those about him. . . If a child lives with friendliness he learns that the world is a nice place in which to live. . . If you live with serenity your child will live with peace of mind. . .

Your Child
NEEDS



BOTH PARENTS!

# WHAT DOES

# Your Child

## NEED MOST...

## to help him grow and develop into a healthy personality ?

Love



A Mother and Dad who love each other and who love him. He can feel this love as soon as he is born. When there is real affection for each other among members of a family a child develops a happy, healthy personality.

Security



A Mother and Dad he can depend upon. They won't punish him for something today and over-look it tomorrow. They will be consistent. His home life will be calm orderly, dependable.

Prepared by Corinne Justice Grimsley Extension Specialist in Family Relations Sketches by Barbara Jobe

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Guidance



take time to answer his first questions, and keep on answering them as he grows and develops. He can believe them because they always try to answer every question truthfully and sincerely.

A Mother and Dad who

A Sense of Importance



**Good Times** 



make him feel he is important in the family.
They give him a share in
family life; a part in
planning; little tasks when
he is small; more responsibility as he grows older.
They express appreciation
for his efforts as well as
for achievement, and they
never compare one child in
the family with another.

A Mother and Dad who

A Mother and Dad who play with their children. He learns many things through play. He learns to understand his parents better as they play together, and this feeling of comradeship grows through the years.

Friends



A Mother and Dad who welcome his friends in the home. They help him understand other people. They encourage him to become kinder in his attitudes toward other races, religions, nations.

A Chance to Become Independent



A Mother and Dad who will let him grow up realizing they must help him become independent. Little children want to do things for themselves. Parents need to "let go" and let the child learn to be come independent at every stage of his development.

Religion



A Mother and Dad who try to live their religion in the home and in their community. They teach their child, by their example, that prayer, worship, faith in God are as necessary in daily living as the air he breathes. He "catches" his religion from the faith of his parents.

#### How Do You Rate As A Parent?

Do you give your child an opportunity to express his ideas? Do you listen to him when he wants to talk to you?

Do you respect him as an individual, recognizing that he should have the right to make some decisions for himself?

Do you help your children learn how to think instead of telling him what to think?

Do you encourage your child by showing an interest in his plans, his hobbies, his studies?

Do you show your child the same courtesy you demand of him? Do you say "please" and "thank-you" to him?

Do you give your child a chance to explain his side when something goes wrong?

Do you admit your mistakes, and apologize to your child when you are wrong?

Do you express appreciation for your child's efforts to assume responsibility, even though he isn't always successful?

Do you enjoy playing with your childrenhaving good times with your family?

Do you try to live the religion you profess? Does your child know how much you love him?

## These Books Are Interesting To Read

There's No Place Like Home

James Lee Ellenwood
When Children Ask
Living Together in the Family
Our Well-Adjusted Children
These Are Your Children
Jenkins, Schacter, Bauer

## These Bulletins Are Short And Easy To Read

Infant Care Your Child from One to Six Children's Bureau

Federal Security Agency Washington, D. C.

Making the Grade As Dad Walter and Edith Neisser Enjoy Your Child—Ages 1, 2, and 3 James L. Hymes, Jr.

Three to Six

James L. Hymes, Jr.

Published by Public Affairs Committee, Inc.

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# Satisfactions and Concerns

## OF MOTHERS

Report from a National Study of Home Demonstration Members





Extension Service Circular 527

UNITED STATES DEPARTMENT OF AGRICULTURE • Federal Extension Service

#### SATTSFACTIONS AND CONCERNS OF MOTHERS

Jewell G. Fessenden and Edward V. Pope

#### INTRODUCTION

Information in this report is from a national study of home demonstration members. The study was made in 1957. Fifteen States, 110 counties and 11,500 members participated. The sample was drawn to be representative of all white home demonstration members in the United States. This report is from a subsample of 2,250 questionnaires drawn from the original number. Five other reports have been prepared on the study. Extension Service Circular 520 contains general descriptive information on members and their families. Titles of other reports on this study are listed at the end of this publication.

Members were asked two questions in the area of child guidance. One question attempted to gain information regarding some of the positive or satisfying aspects of motherhood. The other was in the area of concerns or problems of mothers regarding children's behavior. Both were free response questions. Only those members with children under 20 years of age living at home at the time of the study were asked to reply to the questions on child guidance.

#### SATTSFACTIONS AS NAMED BY MOTHERS

Seventy-seven percent of the women with children at home named one or more satisfactions of motherhood. These have been grouped under four major classifications. The percentages naming satisfactions in each of the areas follow. All percentages are based on the 1,038 members who named one or more satisfactions of motherhood.

Satisfactions expressed in terms of:	Percent
Naming any	77
Mother's own need for emotional support	
Having children with "good" qualities	33
Functional role of motherhood Children's growth and development	32
as outgrowth of parents' efforts	25

(1) Classified under "mother's need for emotional support" were: expressions of love and affection from children; giving affection to children; sharing experiences; receiving faith, trust, and confidence of

children: gratification from being needed by someone; the feeling that having children was the fulfillment of a major role in life.

- (2) "Having children with 'good' qualities" was gratifying to one-third of the mothers. Classified under this heading were such traits as honesty, pride in work, doing jobs well, participation in community affairs, good school grades, spiritual qualities, trustworthiness, good health, and habits of neatness and cleanliness.
- (3) The "functional role of motherhood" was satisfied through caring for the everyday needs of children. Feeding, clothing, health care, and doing special tasks to please children were sources of pleasure to 32 percent of the mothers.
- (4) Under "children's growth and development . . . " was included seeing children growand develop physically, mentally, socially, and spiritually as a result of parental guidance.

#### Satisfactions of Motherhood as Related to Selected Social and Economic Characteristics of the Mother and Families.

:Rural Farm

Table	-1-0	regraence	autu	Partitacetons.

:Place of residence and percent :nonfarm : Urban Any satisfactions 75 79 76 Mother's own need for 45 38 emotional support Having children with 35 "good" qualities Functional aspects of mother's role 38 Children's growth and development 22 38 as outgrowth of parents' efforts

Where a woman lived seemed to make little difference in the realization of satisfaction from motherhood. However, there were slight differences in the kinds of satisfactions named as can be seen from the above percentages.

A higher percentage of urban and farm women expressed greater satisfactions in terms of their own emotional support.

A higher proportion of farm and rural nonfarm women said they received pleasure from the functional aspects of being mothers than did urban women. Rural nonfarm and urban mothers ranked higher than farm women in expressing satisfaction from seeing children grow and develop as a result of their guidance.

#### Age of Mother and Satisfactions

A higher proportion of mothers under 40 years of age than those 40 and over named some satisfactions of motherhood. There were also differences in the kinds of satisfactions named as related to the mother's own age, as will be noted in table 2.

Table 2. Age of Mother and Satisfactions.

Satisfactions expressed in terms of:	: Age gro :Under :30 years:	:30 - 39	:40 - 49	:50 years
Any satisfactions	: 83	81	77	55
Mother's own need for emotional support	: 45	44	38	55
Functional aspects of mother's role	: 34	31	34	27
Children's growth and develop- ment as outgrowth of parents' efforts	30	26	22	16
Having children with "good" qualities	23	34	37	36

Those 50 years of age and beyond seemed to find that children filled the need for emotional support to a greater extent than those under 50.

Mothers under 50 received pleasure from the functional role and from seeing the results of their guidance in children's growth and development to a greater extent than those 50 and over.

Mothers 30 years of age and over felt gratified with "good" qualities of children to a greater extent than mothers under 30. One might assume that mothers under 30 would have young children and would, therefore, not be as likely to stress the children's full growth and development. However, a later table will show that this assumption is not borne out in this study.

#### Ages of Children at Home and Satisfactions

There were some differences in satisfactions named related to ages of children in the home. Club members were asked to check whether they had children at home under 5 years old; 5 - 9; 10 - 14; and 15 - 19.

Analyses were made on the basis of any children in the specific age groups. There may have been children in more than one age group. However, no analyses were made for combinations of children at different age groups in the home.

The following table shows the percentages reporting satisfactions by age groups of children at home.

Table 3. Ages of Children at Home and Satisfactions.

: Satisfactions expressed :	: Ages of children at home and percent					
in terms of:	Under : 5 years :		: 10 - 14:1 : years :			
Any satisfactions :	80	80	76	74		
Mother's own need for : emotional support :	33	31	40	43		
Having children with :   "good" qualities : Children's growth and develop:	32	35	37	34		
ment as outgrowth of : parents' efforts :	31	24	22	19		
Functional aspect of mother : role :	28	30	30	34		

The above table shows that where there were children 10 years of age and over in the home, a higher percentage of the mothers said they received emotional support than if there were no childrenin this age group. On the other hand, where there were children under 5 years old in the home, a higher percentage of the mothers said they received satisfaction in seeing results of their efforts in growth and development of the children.

Those with children 15 years of age and over received satisfaction from the functional role to a greater extent than if there were no children of this age group in the family.

There were no significant differences by ages of children at home in relation to having children with "good" qualities.

#### Income Level of Family and Satisfactions

As the family income level rose, the percentage of women naming satisfactions from motherhood increased. There were also some differences in the kinds of satisfactions named by different income levels. These differences are shown in table 4.

Table 4. Family Income and Satisfactions.

Satisfactions expressed	: Family income and percent						
in terms of:	:Less :\$1,500		:2,500-				
Any satisfactions	: 68	76	77	80	89	83	
Mother's own need for emotional support	: 49	39	27	45	1,1,	44	
Functional aspects of mother's role	: 43	28	31	32	29	23	
Having children with "good" qualities	: 33	36	33	29	34	30	
Children's growth and development as outgrowth of parents' efforts	: 18	23	24	25	32	32	

Those who reported incomes of less than \$1,500 named satisfactions in terms of both their own emotional support and functional roles to a greater extent than those with higher incomes. With respect to "functional aspects of mother's role," there is a clearly inverse relation between income reported and satisfactions expressed.

On the other hand, those with incomes of \$1,500 and over ranked higher in naming satisfactions related to seeing growth and development in their children than those who reported less than \$1,500. In this category there appears to be a positive relation between income reported and satisfactions expressed.

All income groups recognized satisfactions regarding children with "good" qualities to about the same degree.

#### Educational Level and Satisfactions

Mothers with more than 8 grades of formal education named satisfactions of motherhood to a greater extent than those with less education.

Variations in the percentages naming the different kinds of satisfactions are seen in table 5.

Table 5. Education of Mother and Satisfactions.

Satisfactions expressed	: Highest number of years completed : in school and percent					
in terms of:		:high	:4 yrs. :high :school	: :1-3 yrs. :college		
Any satisfactions	: 60	75	79	83	83	
Functional aspects of mother's role	: 43	32	33	28	22	
Having children with "good" qualities	: 37	25	36	35	18	
Mother's own need for emotional support	: 36	49	42	46	50	
Children's growth and develop- ment as outgrowth of parents' efforts		17	23	34	44	

Those in the lowest educational level ranked highest and those with 4 years or more of college education were lowest in naming satisfactions from the functional aspects of the mother role.

Those with less than 4 years of college education named satisfactions relating to children with "good" qualities to a greater extent than those with 4 years or more of college education.

Satisfactions in terms of mother's needs for emotional support were higher for all groups with formal education beyond eight grades.

The most striking relationship is that between educational attainment and the expression of satisfactions with respect to the growth and development of children.

#### Employment Status of Mother and Satisfactions

Mothers who were not employed away from home and those employed part time named satisfactions to a greater extent than those who were employed full time.

Those who were not employed received satisfaction from the functional aspects of the mother role to a greater extent than did the employed mothers. The employed mothers received satisfaction from children with "good" qualities to a greater degree than did those not employed. There were no other significant differences.

#### Home Economics Training and Satisfactions

Mothers with any training in home economics expressed satisfaction to a greater extent than those with no home economics training. Those with college home economics named satisfactions to a greater degree than those who had studied home economics only in high school or adult education classes.

#### AREAS REGARDING CHILDREN'S BEHAVIOR THAT PUZZLED OR CONCERNED MOTHERS

Fifty-five percent of the members with children at home under 20 years of age named one or more puzzling traits of children. These traits were classified into five major behavior areas shown below with the percentages naming each. Percentages are based on the 742 who named any item of concern.

Areas of concern	Percent
Discipline	42
Social relationships	31
Emotional problems	29
Routine care	11
Individual differences	
between children	4
Miscellaneous	4

The above classifications were further subdivided as follows:

Discipline	Percent
Disobedience	11
Showing off in front of guests, and manners Untidiness Resisting "good" advice Arguing, talking back Shirking home responsibility Wanting too much freedom Lying Money and allowances	10 6 6 5 4 3 2
Social relationships	Percent
Teasing and fighting among siblings	16
Jealousy, selfishness toward siblings and playmates	8
Peer group, choice of friends, pressure to conform Unwilling to confide in parents	6 2

Emotional Problems	Percent
Indifference, lack of interest Moodiness, mood swings Temper, pouting, sulking Thumb sucking, nail biting, nervousness	11 8 8 8
Routine care	Percent
Eating habits Sleeping Toilet training and bed wetting Aversion to personal cleanliness	7 3 1

In order to establish a better basis for developing extension programs to meet the needs of mothers, further analyses were made to determine to what extent various socioeconomic factors may be related to the type of concern mothers felt regarding the behavior of children.

Concerns of Mothers as Related to Social and Economic Characteristics.

Table 6. Concerns Related to Residence.

	MEDIC	rem	ce and pe	LCC	5116
:	Farm	:		:	Urban
:	53		58		55
	41		48		38
:	27		29		38 33 35
	: : : : : : : : : : : : : : : : : : : :	: 53 : 41 : 30 : 27	: 53 : 41 : 30 : 27	: 53 58 : 41 48 : 30 31	Farm : nonfarm :  53 58  41 48 30 31 27 29

There were only minor differences in concerns regarding children's behavior by place of residence. These were (1) rural nonfarm mothers were more concerned with discipline than were farm or urban mothers, (2) urban mothers were more concerned regarding emotional behavior of children than were farm and rural nonfarm mothers.

#### Age of Mothers and Concerns

The percentage of mothers naming any puzzling items (areas of concern) decreased after the mother was 40 years old. The kinds of concerns varied

to some extent with the age of the mother. Some of these concerns are possibly related as well to ages of children in the homes, as will be shown later.

Table 7. Age of Mother and Concerns.

	Age group and percent					
Area of concern	: Under : : 30 years:	30 - 39 : years :				
Naming any	60	63	52	31		
Kind of concern: Routine care Discipline	: 19	11 46	8	8		
Emotional problems Social relationships	: 43 : 22 : 28	31 35	35 32 28	24 26		

Mothers under 30 years old were more concerned with routine care than mothers 30 years of age and over.

In the area of discipline, overall differences were slight, although mothers 40 - 49 expressed less concern than mothers in the other three age groups. In the categories within the area of discipline, there were some differences.

Mothers under 30 expressed more concern with disobedience than mothers 30 and over.

Mothers under 40 expressed more concern with showing off and bad manners than those 40 and over.

Mothers 30 and over seemed more concerned with untidiness than those under 30.

In the area of emotional behavior, mothers 30 - 49 years of age named problems to a greater degree than those under 30 or 50 and over. The following differences in specific categories appeared:

Temper tantrums were more of a problem for mothers under 40 than for older mothers. Mothers 40 and over were more concerned over indifference and lack of interest on the part of children than were younger mothers.

In the area of social relations no significant differences related to mothers' ages appeared.

#### Ages of Children at Home and Concerns

The following percentages of club members had children in the different age groups:

Under	5 - 9	10 - 14	15 - 19
5 years	years	years	years
36	49	47	38

There were, of course, children in more than one age group in many of the homes.

The percentages naming puzzling items regarding children was higher when there were children in the home under 10 years of age. In homes where there were children 15 - 19 years of age, the lowest proportion of mothers named any areas of concern.

Table 8. Ages of Children and Concerns.

Area of concern	: perce	ent caus	children a ing concern : 10 - 14: : years :	s 15 - 19
Naming any	: 60	62	56	48
Kind of concern: Routine care Discipline Emotional problems Social relationships	: 18 : 47 : 27 : 20	11 44 18 18	7 33 28 9	8 39 29 24

After children become 10 years old, their routine care and discipline appear to become less of a problem to mothers. Disobedience, showing off and untidiness were mentioned more often by mothers of children under 10 than other discipline items.

Resisting advice was more of a problem when there were children 15 years of age and over in the home.

Emotional problems were of greater concern if there were children under 5, and 10 years and over, in the home. Where there were children 5 - 9 years, emotional problems were not mentioned as often.

Indifference and lack of interest were mentioned by a higher percentage of mothers if there were children 15 - 19 years old in the home.

Mothers with children 10 - 14 years old were less concerned with social relationships than those with children in the other age groups.

Teasing and fighting were more of a problem for those mothers with children under 15 than those with children 15 years old and over.

Jealousy showed up as an area of concern to a greater extent where there were children under 10 years old.

Concerning peer groups, the mothers were more concerned if there were children 10 years old and over in the home than if there were only children under 10 years of age.

#### Family Income Levels and Concerns

There were only a few variations by family income levels relative to concerns of mothers about children's behavior. Percentages reporting problem areas are shown in table 9.

Table 9. Family Income and Concerns.

	: Family income and percent								
Area of concern	:Less	:	:	:	:	:			
	:than	:1,500-	:2,500-	:3,500-	:5,000	-:7,000			
	:\$1,500	:2,499	:3,499	:4,999	:6,999	:and over			
Naming any	: 46	52	59	60	65	54			
Kind of concern; Routine care Discipline Emotional problems Social relationships	11	10	11	13	13	9			
	44	42	38	44	40	47			
	23	25	36	30	30	32			
	30	27	35	29	37	25			

Mothers in the income groups \$2,500 to \$7,000 reported problems to a greater extent than those with less or more income. There were only slight variations in the kinds of problems reported by family income levels.

Those with incomes of \$2,500 or more reported concerns regarding emotional behavior to a greater degree than those with lower incomes.

When family incomes were \$5,000 to \$7,000, mothers were more concerned about social relationships than those with less or more income. Within the area of emotional behavior there was more concern over teasing and fighting among children if the family income was less than \$7,000. If the family income was \$5,000 up to \$7,000, the mothers were more concerned about jealousy and peer groups than if the income was less than \$5,000 or \$7,000 and over.

#### Educational Level of Mothers and Concerns

The amount of formal education seemed to influence the degree to which problems in children's behavior were expressed. The differences by major areas of behavior are shown in the following table:

Table 10. Education of Mother and Concerns.

	:	: Educational level							
Areas of concern	:Less :than :8 grade	:1-3 yrs :high es:school		: :1-3 yrs. :college					
Naming any	: 37	45	58	66	68				
Kinds of concerns: Routine care Discipline Emotional problems Social relationships	: 6 : 51 : 18 : 28	7 45 31 28	12 42 30 30	15 39 29 38	15 37 39 27				

The proportion expressing one or more concerns regarding children's behavior increased progressively with the level of education.

Discipline of children was more often expressed by those with eight grades or less of education.

On the other hand, emotional problems and routine care seemed more important to those with more than eight grades of education.

Social relationships appeared to be of greater concern to mothers with 1 - 3 years of college training than to those with more or less education.

There were also some differences within the broad areas of behavior.

Eating habits worried mothers who were high school graduates and beyond to a greater extent than those who had not completed high school. Moodiness of children worried mothers more if they had completed college than if they had not. Teasing and fighting were of more concern to mothers who were not college graduates, while jealousy was a problem to a higher percentage among those with 4 years of college education.

Employment Status of Mother and Concerns Regarding Children's Behavior.

There were no significant differences regarding problems in children's behavior except that a higher percentage of mothers who were not employed expressed concerns regarding discipline than did those who were employed.

Home Economics Training and Concerns Regarding Children's Behavior.

The percentage naming concerns was directly related to home economics training. Those with any home economics training were higher in expressing concerns than those with no home economics training. Those with college home

economics expressed concerns more often than those who had home economics in high school or adult educational classes only.

#### SUMMARY

Mothers were asked, by means of two free response questions, to express their satisfactions and concerns in relation to the role of motherhood and the behavior of children. For purposes of analysis, the responses were classified into categories representing (1) kinds of maternal role satisfactions expressed; and, (2) areas regarding children's behavior that puzzled or concerned the mothers. Seventy-seven percent of the women with children at home named one or more satisfactions; 55 percent named one or more areas of concern in children's behavior. Percentages were calculated for each category within the two groups, and these were analyzed in relation to various socioeconomic variables, including residence, age of mother, age of children at home, income level, mother's educational achievement, and mother's employment status. Findings are presented in table form, with short summaries accompanying the tables.

It is believed that the findings of this study can be useful in connection with extension programs, especially those dealing with child development and family relationships. Knowledge about how mothers express satisfactions in the role of motherhood provides insight into motivation. The relationships between satisfactions expressed and the variables used in analysis give leads in understanding and working with different socioeconomic groups.

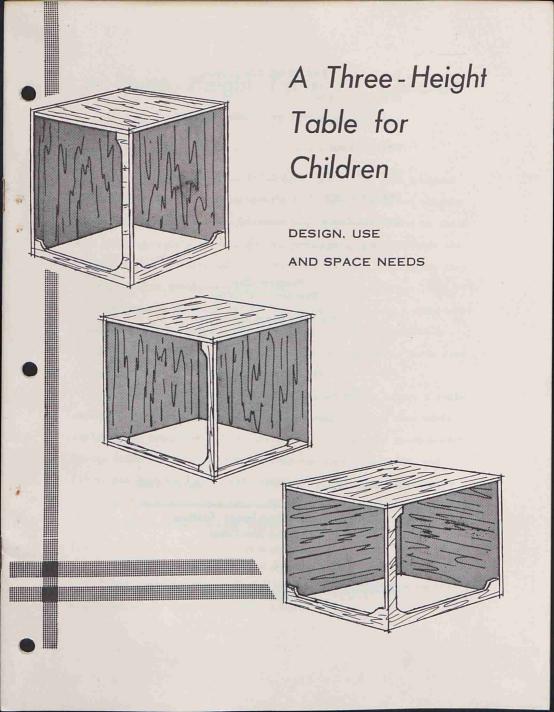
The areas in which mothers expressed concern in children's behavior are indicators of "where mothers are," and the variations in expression give hints as to what can reasonably be expected in different groups.

The study does not attempt to relate the mother's expressions of satisfaction and concern to their "real" or "basic" needs. The findings do indicate, however, the manner in which mothers express their satisfactions and concerns in their roles as mothers. It is felt that this information is especially pertinent to extension programs dealing with child development and parent education.

#### OTHER REPORTS ON THIS STUDY

Women in the United States Who Are Members of Home Demonstration Organizations, ESC 528. Home Demonstration Members Report Problems in Feeding the Family, ESC 526. Housing ... Changes Planned and Information Wanted, ESC 525. Clothing the Family - Sewing Practices and Clothing Problems, ESC 524.

Cooperative Extension Work: United States Department of Agriculture and State Land-Grant Colleges and Universities Cooperating,



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The Woman's College and The Agricultural Experiment Station of the University of North Carolina

Bulletin 417

March, 1961

#### **Agricultural Experiment Station**

North Carolina State College Raleigh, N. C.

R. L. Louvern, Director of Research

Bulletins of this station will be sent free to all citizens who request them.

### A Three - Height Table for Children

DESIGN, USE AND SPACE NEEDS 1

Two conflicting schools of thought have slowed down progress of design in the field of children's furniture. These two schools consist of (1) a group that believes that furniture should be childsize for the child's convenience and (2) a group that believes the furniture used by children should be of adult dimensions since they quickly outgrow small-scaled pieces.

The premise on which the present study is based is a compromise between these two groups. That is, children's furniture should allow for the children's growth, yet be in proportion to their size and adaptable to their growing needs.

The purposes of the present study were: (1) to design a table adjustable in height which would serve a child's needs from early childhood to adulthood; (2) to determine the amount of space needed in the child's play area to accommodate the table and chair; and (3) to use-test the table, with chair of appropriate height, with children 18 months to 18 years. This study may be described as being in three phases: design phase, space needs phase, and use-testing phase.

<sup>&</sup>lt;sup>1</sup>This study is a contribution from the North Carolina Agricultural Experiment Station to the Regional Research project, S-8, "Functional Requirements and Plans for Southern Rural Homes."

#### TABLE DESIGN<sup>2</sup>

A three-height table was designed in two sizes: 18 x 20 x 22 inches (small), and 24 x 26 x 28 inches (large). The table resembled a box with three dimensions, usable in three positions. It had three solid sides and three open sides, each with a common corner. The solid surfaces were supported by a right angle framework encasing the three open sides. The table was so designed that when placed on the floor in any one of three positions, a different table height resulted. The illustration on the cover shows the three heights, and working drawings of the table are shown on page 12.

#### PROCEDURE

When the design was completed, two tables - one of the smaller size and one of the larger size - were built of three-quarter inch plywood. The tables were tested in the Woman's College Nursery School in the summer and fall of 1958. The nursery school children referred to the tables as boxes and used them primarily as play equipment as shown by the following activities listed in order of frequency of occurrence:

Imitative play as garage, service station, car, house, gym, bed, boat, and dog house (Figure 1).

Active play as climbing, swinging in and out, crawling into, rolling table, and hide and seek (Figure 2).

 $<sup>^2\</sup>mathrm{The}$  table was designed by Dr. Josephine Kremer, Professor of Home Economics at The Woman's College, deceased.

Table play as clay modeling, finger painting, stringing macaroni, tea parties, coloring, playing musical instruments, and doll and water play.

Twelve of the three-height tables - six small and six largewere built for use-testing in homes. In the late winter and early spring of 1959, the tables were tested in the homes of 12 one-child families in Guilford County, North Carolina under actual use conditions. The tables were left with each family for a period of six weeks. During the late fall and winter of 1959-60, the entire experiment was replicated using 12 other one-child families.



Figure 1. The Woman's College Nursery School children found unlimited play possibilities for the three-height table. These two children used the table as a car in their imitative play.

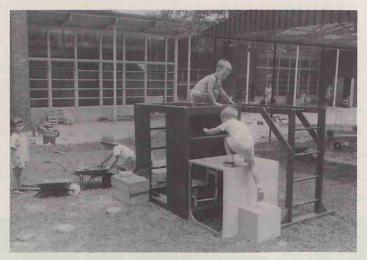


Figure 2. These children used the large table to supplement the climbing equipment in the nursery school play yard.

The children who tested the tables ranged in age from 18 months to 18 years, with four children in each of six age groups - 1-1/2-3, 4-6, 7-9, 10-12, 13-15, and 16-18 years. Of the 24 children, 9 were boys; 15 were girls.

During the 6 week period the mother, or child if old enough, kept a daily-use record. To supplement the daily use records, personal interviews were conducted at the end of each two week period to determine the family's evaluation of the table and the child's span of interest in the table.

Only three of the children in the study owned a child-size table. As a play or study surface, the other children used the kitchen or dining table, occasional table or the floor. It was apparent that there was a need for a child's table in the homes visited. Indications were that the three-height table met a basic need of these children.

#### SPACE NEEDS

The amount of floor space needed in the child's play area to accommodate and use the small and large table and a chair was determined. For the small table the space required varied from a

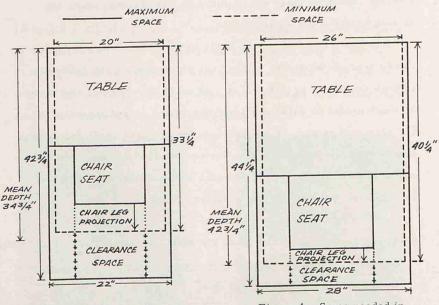


Figure 3. Space needed in the child's play area for the small three-height table and a chair.

Figure 4. Space needed in the child's play area for the large three-height table and a chair.

minimum of 20 x 33-3/4 inches to a maximum of  $22 \times 42-3/4$  inches, with a mean depth of 34-3/4 inches (Figure 3). For the large table the space required varied from a minimum of  $26 \times 40-1/4$  inches to a maximum of  $28 \times 44-1/4$  inches, with a mean depth of 42-3/4 inches (Figure 4).

Nine children with small tables and six with large tables used the minimum amount of space. For the small table the greatest amount of space was required by the children using the 22 inch height - the highest height. For the large table the greatest amount of space was required by the children using the 24 inch height - the lowest height.

The space required for an adult to turn the small and large tables from one height to another was determined in the laboratory through the use of movable walls. As would be expected, the amount of space needed to raise and lower the tables varied according to the sizes and heights of the tables. For both the small and large tables, the greatest width of space was required to turn them from medium to high position; the greatest depth of space was required to turn them from high to low position (Table I).

TABLE I

SPACE REQUIRED TO RAISE AND LOWER THE SMALL AND LARGE THREE-HEIGHT TABLES

Size		Space required							
of	Table height	Min	imum	Max	imum	Mean			
table		Width	Depth	Width	Depth	Width	Depth		
-				(In	ches)				
Small	Low to medium	29	38	30	41	29.4	39.4		
	Medium to high	30.5	35	32	37	31.4	36.1		
	High to low	30	39	32	41	31.1	40.2		
Large	Low to medium	38	45	40	50	38.8	47.6		
	Medium to high	41	38	43.5	43	41.7	40.8		
	High to low	39.5	47.5	42.5	50	40.8	48.6		

Indications are that if the table is to be turned in the child's play area from one height to another, a space of 31-1/2 x 41 inches should be provided for the small table. For the large table a space of 42 x 48-1/2 inches should be sufficient.

#### USE TESTING

The three-height tables were used for many and varied activities. In addition to being used as play and study tables, they were used for eating, storage, imaginary and active play.

The small tables were used by children of less than 55 inches in height. All except one of these children were between the ages of 18 months and 9 years. The large tables were used by children 55 to 68 inches in height who were between the ages of 10 and 18 years. For pictures showing children of different ages using the tables for various activities see Figures 5-8.



Figure 5. To see out the window of her bedroom this 2-1/2 year old can safely stand on the table top.



Figure 6. This 7 year old seems to be comfortable as he sits to read, draw, cut, and paste.



Figure 7. This 4 year old can turn the table herself and the finish is not easily marred. In her play the table may be a house, boat, tent, or a secret place to hide.



Figure 8. This 18-year-old high school senior finds the lowest height of the large table an ideal height for typing. She used the highest height for most of her other activities.

An analysis of the number of individual activities for which the tables were used showed that practically all the variability could be attributed to differences among age groups, among weeks in use, and between size of tables (Table II). Very little could be attributed to replicates or sex of the children. The tables were used for more activities during the early weeks of the test period. The younger children used the tables for more activities than the older children. Consequently, the small tables were used for more activities than the large tables.

TABLE II

NUMBER OF ACTIVITIES AND NUMBER OF DAYS THE TABLES WERE USED WEEKLY BY AGE GROUPS, SEX OF CHILDREN, WEEKS IN USE, SIZE OF TABLES, AND REPLICATES

Factors	Mean number of activities	Factors	Mean number of days
Age groups**		Age groups	
18 months-3 years	3.92	18 months-3 years	4.92
4-6 years	3.25	4-6 years	4.58
7-9 years	3.58	7-9 years	4.96
10-12 years	3.17	10-12 years	5.67
13-15 years	2.04	13-15 years	5.13
16-18 years	2.42	16-18 years	4.63
Sex of children		Sex of children	
Boy	3.24	Boy	4.98
Girl	2.94	Girl	4.98
Weeks*		Weeks	
First	4.13	First	5.62
Second	3.25	Second	5.08
Third	2.88	Third	5.21
Fourth	3.04	Fourth	5.12
Fifth	2.54	Fifth	4.42
Sixth	2.50	Sixth	4.42
Size of tables**		Size of tables*	
Small	3.56	Small	4.64
Large	2.56	Large	5.34
Replicates		Replicates*	
One	2.13	One	4.57
Two	2.99	Two	5.43

<sup>\*</sup>P < .05

An analysis of the number of days for which the tables were used showed that most of the variability could be attributed to replicates and size of tables (Table II). Little could be attributed to age groups and weeks and none to sex of the children. The tables were used

<sup>\*\*</sup>P <.01

on more days during the late fall and winter (replicate 2) than during the late winter and early spring (replicate 1). The small tables were used on fewer days than the large tables.

The length of time the tables were used by the children who recorded time was an average of 50 minutes a day. This varied according to weeks from 42 minutes a day the second week to 61 minutes a day the sixth week. Number of activities and number of days for which the tables were used as the testing period progressed showed substantial likenesses in pattern, with a decrease in both number of activities and number of days in use. However, in the length of time the tables were used, this trend was reversed with an increase in the average length of time the tables were used each day during the last weeks of the testing period.

All of the families mentioned one or more desirable features of the table, such as: usable over a period of time, easy to move around, finish not easily marred, requires little space, smooth surface, natural finish, and top surface the right size. Undesirable features mentioned by one-sixth to one-fourth of the families were: lack of storage space, crosspieces in way of cleaning and sliding chair under table, heavy to move, and table not long enough.

The emphases in suggestions for improvements were placed upon the addition of a storage drawer or shelf, finishing in a variety of ways, and elimination of the crosspieces. However the addition of a storage drawer or shelf to the table would change the design, limit the usefulness, and minimize some of the desirable features.

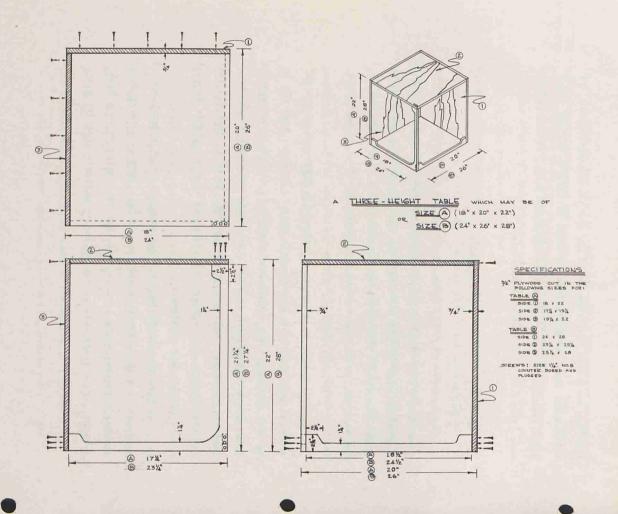
At the end of the six weeks use-testing period most of the

families indicated that they would buy the three-height table, if it were for sale, in preference to other children's tables. The major reasons given were that they liked the table, it was sturdy, safe, functional, and of unusual design.

#### CONCLUSIONS

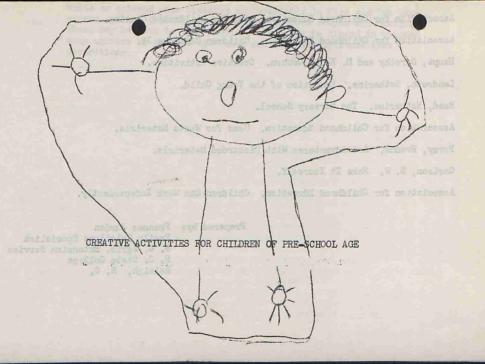
As a result of this study, the following conclusions are drawn:

- (1) Either the small or large three-height table may be used by a child for a period of 7 to 8 years. The two sizes one adjustable to 18, 20, and 22 inches and another adjustable to 24, 26, and 28 inches high will last a child from early childhood to adulthood or to a height of 5 feet, 8 inches.
- (2) The tables have not been technically perfected in design so as to meet children's requirements fully. However, when the various indexes of use types and numbers of activities, number of days, and length of time in which the tables were used and the families evaluation are considered together, there is evidence that the three-height tables were functional and very acceptable to most of the parents and children.
- (3) Even though the tables would probably be of primary appeal to families with children, child care centers such as nursery schools and kindergartens would perhaps find that the tables serve a dual purpose: to be functional as tables and to motivate creative play.



For readers who desire more detailed information, including methodology, a limited number of copies of The Woman's College and the Agricultural Experiment Station of the University of North Carolina Housing Research Report No. 1, December, 1960, are available.





#### CREATIVE ACTIVITIES FOR CHILDREN OF PRE-SCHOOL AGE

"Mommy, what can I do?" How often we hear that question at home. We ask ourselves, "Well, what can he do?" Then we remember some of the creative activities we used to enjoy. "Would my son like to do some of those same things? Are creative activities good for children?"

Yes, well chosen creative activities help your children in many ways. They help children:

(1) To develop muscular coordination.

(2) To learn to make choices.

(3) To develop ability to think and reason.

(4) To work independently.

(5) To find satisfaction in accomplishment.

(6) To develop self-confidence.

(7) To find emotional release in self expression.

(8) To develop various manipulative techniques and skills

through practice.

(9) To learn more about the world around them through sensory perception.

What are some of the questions we should consider when choosing creative activities for our children:

(1) Is it really creative?

(2) Is he old enough to do it?

(3) Is it safe?

(4) Do I have the necessary materials?

(5) Can he do it with a minimum of supervision

6) Do I have time to set up and supervise this activity?

WHAT ARE SOME SUGGESTED CREATIVE ACTIVITIES FOR YOUNG CHILDREN?

Crayoning

Materials: Crayons (eight basic colors, large size)
Paper (at least 9" x 12" and preferably larger)
Various types suitable include writing paper, manila,

construction paper, newsprint, wrapping paper, etc.

Procedure: Keep crayons in box or can. Provide space for working on a table or on the floor. Set no patterns, allowing the child to draw what he chooses.

Using Clay

Materials: Natural clay (will harden and can be fired and painted)

Plastic clay (will not harden)
Wallpaper cleaner (putty type)
Colored dough (will harden)

Recipe: 2/3 C. plain flour Food coloring 1 C. salt 2 Tbs. Alum

1/2 to  $1\frac{1}{2}$  C. water Mix flour and salt and alum. Add food coloring to water and add to flour mixture until doughy consistency. Store in plastic bag in refrigerator. Cookie cutters, pans, tongue depressors, rolling pins, or collage materials may be added sometimes to vary activity.

Procedure: Provide flat working surface. Remind child to keep materials on the table or working area. Let the child manipulate it and create as he chooses.

Pasting Materials: Paste (library paste, school paste, Elmer's Glue-all) Recipe: 1 c. flour 1 tsp. powdered alum 2 c. boiling water 3/4 tsp. oil of wintergreen Mix flour and cold water. Add boiling water and stir. Cook over low heat in double boiler until smooth. Add alum. Remove from fire and add wintergreen. Store in covered jars in a cool

place. Collage materials: Paper (tissue, wrapping, construction, card board and sandpaper.) Cloth (all fabrics) Nature materials (pine needles, leaves, seeds, pods, flowers) Macaroni and noodles (all sizes and shapes) Foam rubber chips

Plastic screen wire Bell wire Braid, rickrack, bias tape, seam binding, yarn, string and ribbon Colored tooth picks

Dried beans and peas Spangles, gummed stars, beads, buttons Other similar materials found around the house

Paste speader (tongue depressor, popsicle stick, small brush) Container for paste (jar lid, saucer, aluminum foil pan) Paper (manila, construction, wrapping, cardboard, etc.)

Procedure: Place collage materials in small boxes in one large box or tray. Older children enjoy having scissors to cut their cwn materials. Allow child to make designs on paper any way he chooses. This college tray makes an interesting creative combination with colored deagh. Children like to make dough shapes and decorate them. The same thing could be done with the collage tray and pieces of styrofoam.

# Painting

Paint (poster, tempera, either powder or liquid) Materials: Brushes (4" to 1" wide for young child) Containers for paint (small glass jars or small tin cans) Paint holder (Set containers in loaf pan. Or set in holes which have been cut in the top of a box.) Paper (Newsprint, wrapping paper, newspaper, shelf paper)

Procedure: Use ready made or Homemade easel, or set up painting on table or on floor. Protect area with old newspapers. Allow child to paint on the paper as he chooses.

String Painting

Materials: Paint (poster or tempera

String (cut in lengths about 18")

Stick or spoon

Paper (construction, manila, newsprint)

Procedure:

Push all but end of string in paint. Remove string and lay on paper. Fold paper in half, hold paper together while you pull out the string. Several colors of string may be applied at once and pulled out in succession.

Potato Printing and Stick Printing

Materials: Irish potatoes

Knife

Shallow bowl with paper toweling or sponge in bottom.

Paper (construction, shelf, manila, newsprint, etc.) Spools, small pieces of wood, small sponges, corks, art

Procedure:

Slice potatoes in half. Cut raised design on cut side. Dip potato and other materials on sponge and then stamp on paper. Older children can cut their own designs. Younger children may be creative in e design arrangements on their papers.

Spatter Painting Materials:

Screen wire stretched over wood fram At least 15" deep. Toothbrush

Paint (older children may use ink)

Paper

Stencil design (leaves, paper shapes, etc. Older

children can cut their own).

Procedure: Place stencil design on paper. Lay screen frame over design. Dip toothbrush into paint and rub over screen to

produce a spatter effect. Remove stencil design.

Finger Painting

Materials: Finger paint

Recipe:  $1\frac{1}{2}$  c. laundry starch  $1\frac{1}{2}$  c. soap flakes 1 qt. boiling water 2 c talcum (optional) Mix starch with enouth cold water to make a paste, adding boiling water, stirring until clear and glossy. Add talcum. Cool mixture and add soap flakes, stirring until evenly distributed. Mixture should be thick. Pour into jars and

add food color or paint. Keep in cool place. Paper

(glossy paper, such as butcher paper or shelf paper.)

Procedure: Immerse paper in water and lay on table or floor. (surface may be protected by plastic or oil cloth.) Apply paint and allow child to spread paint all over paper with his hands. When finished, lay painting on newspaper to dry. Painting may then be ironed on wrong side to remove wrinkles.

Soap painting

Materials: Soap

Paper (glossy)

Procedure: Add small amount of water to soap flakes or granulated

soap and whip. Apply to dry paper. Make design with

fingers as done in finger painting.

Stringing

Materials: Needle (needlepoint needle has blunt end)

String, thread, or yarn

Soda straws (cut lengths shorter than needle) Colored macaroni (cut lengths shorter than needle)

Bits of paper and cloth (all kinds)

Procedure: Alternate soda straws or macaroni with paper or cloth. These strings may be used for Christmas tree decorations.

> Coloring macaroni: Break straight macaroni into 1" to 1" lengths. Add to boiling colored (with food coloring) water and cook 3 to 4 minutes. Cook only enough to allow color to soak into macaroni. Do not cook macaroni. Drain and place on wax paper to dry. Separate pieces so they all not stick together when dry.

Using Pipe Cleaners

White or colored pipe cleaners are available in Five and Ten Cent stores. Allow child to bend cleaners to form shapes and design These may be sed to make mobiles. They may be dipped in whipped soap mixture or sprayed with mica and used as Christmas tree decorations.

#### POINTERS FOR PARENTS

- 1. Recognize the values of creative activities for children.
- 2. Provide good materials and satisfactory working space.
- 3. Know what children can be expected to do at a given age.
- 4. Don't set patterns. Let your child do his own creating.
- 5. Show an interest in your children's work.
- 6. Be creative yourself. Your own ingenuity will enable you to combine basic art media to provide new activities.
- Start a collection box for waste materials to be used in creative activities.
- 8. Remember there is no short cut to creative art.

#### SUGGESTED READINGS

Bannon, Laura. Mind Your Child's Art

D'Amico, Victor and others. Art for the Family.

Lowenfeld, Viktor. Creative and Mental Growth

Lowenfeld, Viktor. Your Child and His Art.

Association for Childhood Education. Portfolio on Materials for Work and Play.

Power Margaret. Book of Little Crafts.

Arts Cooperative Service. More Than Fun.

Association for Childhood Education. Art For Children's Growing.

Association for Childhood Education. Children Can Make It.

Haupt, Dorothy and D. Keith Osborn. Creative Activities.

Landreth, Catherine. Education of the Young Child.

Read, Katherine. The Nursery School.

Association for Childhood Education. Uses for Waste Materials.

Perry, Evadna. Art Adventures With Discarded Materials.

Carlson, B. W. Make It Yourself.

Association for Childhood Education. Children Can Work Independently.

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# Be a Smart Santa Claus (Talk given at Homemaker's Week, 1962

Introduction:

Have you ever wished that you could play Santa Claus to all the boys and girls in the world?

Well, today we're going to help you be a smart Santa Claus to those particular boys and girls in your family or the others on your Christmas list.

Have you ever thought about why toys are important? We know they are important because it gives grownups pleasure to give toys to little children.

Toys are an important business in our economy.

But most important of all, toys and play equipment help children to grow up. How does it work? Toys are a necessary part of play; we need something to play with.

Children play because it is fun, just for sheer pleasure. Playing with toys helps children to grow physically. When they push heavy blocks and pull loaded wagons, they are strengthening those big muscles in their arms and legs and back. Playing with manipulative toys, like puzzles, peg boards, and things like that help children to develop the finer smaller muscles. We say they improve in dexterity. They are also learning how to reason, use judgment, and be creative.

Toys help to stretch the imagination. They can act out things they

dream up, or ways they feel.

Sometimes they need to act out things that scare them, like going to the doctor's office. Or they may need to act out things they don't understand. It may be something that made them mad, you see children spanking their baby dolls. Or living again a pleasant experience, like eating in a restaurant. They'll have a tea party complete with a waitress.

When two people play with a toy together, they are learning something about social relationships. It may be learning to share, or that I can play with the car when you finish. And's so much more fun to play house when you have a mommy and a daddy and a little boy besides. You remember from experience that children have the urge to explore, an

insatable curiosity. Toys are a good way to help them in their pursuits.

Many hobbies and interests that we have in later life began in our childhood with toys.

In their play children learn the taste of success and achievement. Can you remember how proud you were when you finally put the puzzle together? Or when you had laid out a complete floor plan with sticks and branches, and you even made a brick seat for your guests? If we encourage it, toys can be used as a means of teaching our children

to respect property, to take care of their things. To clean up, etc.

So we can see that toys and play help children to grow in many ways.

We also know that as a child grows, his need for toys changes. What he needed at one isn't what he needs at six. But we also know that sometimes our children can use the same basic equipment and play with it in a different way. I811 show you some examples of that in a few minutes.

Now let's take each age froup and think a little bit about the kinds of toys that children enjoy and need.

#### The Infant.

- Sensory experiences (learning the immediate world around him)

- mobiles (show one)

- music boxes
- buddly animals, or soft doll, plastic items

- things to chew on,

- things to grasp (block dowel)?

- ball

# Toddler

- pull toy (train with string( (learning to walk) - put in and take out (plastic bottle and clothespins)

- soft things to hold

# Two and Three

- blocks, motor toys, big muscle play, outdoor climbing, etc. - beginning dramatic play, acting out, (Hats, housekeeping items, badge.)

- books and records

- creative arts (don't make anything you can recognize, just a sensory experience of sight, taste, smell, etc.)

- water play (tell how, indoors, outdoors)

# Four and Five

- dramatic play at height (all areas of play), - enjoy more manip, smaller items (doll house)

- more creative with all areas, make recognizable items with blocks, paints, pegs, etc.)

- language den - telephone, books, see-guls.

# Six to Twelve

- skill activities, Put things together (models) puzzle

- science (electric board, mechanics board, geometric designs, - nature (collections)

- Dramatic play-more organized, sophisticated for girls

- Creative activities- make things of wood, etc. Functional, can (learned to make a house with blocks, now use scrap be used. boards.)

- Group table games

How do we go about selecting the proper play equipment or toys. We've just talked about how their needs and interests change with age. Are there other thaings we should consider when we're choosing what goes in Santa Claus's bag?

- safety (what is safe changes with age)

- development level - what happens with toy when it is too easy? woo hard?

- simple and durable (design, parts, how put together, mendable)
- something the child can do something with (not a mechanical toy that he can only watch. Not an expensive doll that she can only look at on the shelf)

- In other words, can he be creative with it?

- Can he use for more than one thing, Some toys can't, but he should have some with a variety of uses. (one unit block) show store, building, road, grocery store item, gun, pillow, bed,

- se over a long period of time, through more than one age stage.

- Space for playing with toy - Space for storage

- Cost - relative - in terms of years of use, number of children in family, etc.

What are some other things you want to think about in relation to your child's or grandchild's toys and playing with them at home.

- You may have to remember that what is safe for the oldest boy, may be unsafe to have around with a toddler in the house. - Consider balance in toy selection. Need variety.

- Children may hang on to some old toy long after they have outgrown the need for it. Sometimes you can have a ceremony to pass down toys from one child in the family to another, thus help child to more advanced ones.

Let's look at the general areas of play and some suggestions for toys in each area

# Exhibit

- Why chose particular items

- variety of play areas

- versatile and long lasting items - some new versions of old ideas

- some new ideas

- durable

- creative, etc.

Let's start with Homemaking Play area (show items)

- Block Play

- Manipulative Play

- Outdoor Play

Now do you really have to buy these particular items to assure that your child will grow properly? No.

- You can make toys that will do just the same thing. review exhibit to show how homemade items can be substituted (Show bulletin board with pamphlets.

# Summary

1. Value of toys

2. Interests by age group.

3. Selection - criteria, area, examples.

Prepared by: Frances Jordan, Family Relations Specialist

#### FINGER PLAYS

- 1. Where is thumbkin, Where is thumbkin (hands behind back) Here I am, Here I am (extend fists with thumb up) How are you this morning (bend one thumb) Very well I thank you (bend other thumb) Go away - go away - (hands behind back) (Repeat using "Pointer", "Middleman", "Ringman" and "Pinkie" for each finger.)
- Here's a ball for baby-so big and soft and round (use pointer finger and thumb of each hand - form ball) Here's baby's hammer oh how he can pound (double fist) Here's a baby playing peek-a-boo (hand to face) Here's baby's umbrella (pointer of left hand to palm of right) Here's baby's soldiers marching in a row (fingers march) Here's baby's horn - oh how he can blow! (hands doubled to mouth as horn) This is baby's bowl of milk, Sweet and good and white. (Two hands cupped together) This is baby's little cup, To drink from every night. (one hand rounded) This is baby's cookie, round; (make circle with thumb and first finger) See him take a bite. (separate thumb and first finger) Now another drink of milk, Sweet and good and white. (drink from right hand)
- 4. The little mice are playing, playing, playing (tap fingers of right hand on table)
  The little mice are playing, out behind the barn.

The old gray cat comes creeping, creeping, creeping - (rest left hand on table with thumb under first finger)
The old gray cat comes creeping, Out behind the barn.
(thumb slowly moves to finger)

The little mice all scamper, scamper, scamper - (tap fingers of right hand running along)
The little mice all scamper, out behind the barn.

- 5. Down the chimney dear Santa Claus crept (cup left hand and put first finger of right hand into it) Into the room where the children slept (place 3 fingers of right hand on palm of left hand) He saw their stockings hung in a line, (3 fingers suspended on left hand) And he filled them with candies and goodies. (motion as the filling stockings) Although he counted them - one! two! three! (indicate by counting fingers) The baby's stocking, he could not see. "Ho! Ho!" said Santa Claus, "that won't do" So he popped her present right into her shoe (cup left hand and put first finger of right hand into it)
- One little, two little, three little Indians,
   Four little, five little, six little Indians,
   Seven little, eight little, nine little Indians,
   Ten little Indian boys. (Raise additional finger from closed fist
   as number is called)
- 7. Five little chick-a-dees, Sitting in the door, One flew away, and then there were four.

Four little chic-a-dees, Sitting in a tree One flew away, and then there were three.

Three little chick-a-dees Looking at you One flew away, and then there were two.

Two little chick-a-dees, Sitting in the sun One flew away, and then there was one.

One little chick-a-dee-, Sitting all alone, We flew away, and then there were none.

- 8. Thumbs in the thumb place, fingers all together This is the song we sing, in mitten weather. When it's cold it doesn't matter whether Mittens are wool or made of finest leather. This is the song we sing in mitten weather Thumbs in the thumb place, fingers all together.

Roll, roll, roll your hands as slowly as you can, (roll forearms)
Roll, roll, roll your hands as fast as you can.
Shake, shake, shake your hands, etc. Clap, clap clap your hands, etc.

- 10. Ten little soldiers standing in a row, (all fingers stand)
  They all bow down to the captain so (bend at knuckles)
  They march to the left, they march to the right, (move to left, then
  They all stand straight quite ready to fight.
  Along comes a man with a great big gun,
  "Bang," (clap) you ought to see these soldiers run. (fingers run)
- 11. My hands upon my head I place, Upon my shoulders, on my face At my waist and by my side, And then behind me they will hide. Then I raise them way up high, And let my fingers swiftly fly Then clap, one-two-three, And see how quiet they can be.
- 12. Two little dicky birds sitting on a wall(fingers parallel, thumbs standing up)

  One named Peter, the other named Paul (wiggle thumbs as named).

  Fly away, Peter, fly away Paul. (flutter hands behind back).

  Come back, Peter, come back, Paul (bring hands back as before).
- 13. This is the burny with ears so funny (right fist with two fingers raised). This is his hole in the ground (cup left hand). When a noise he hears, he pricks up his ears And then he jumps into the ground (fist dives into cupped hand).
- 14. This little boy is just going to bed (lay forefinger in palm of hand)
  Down on the pillow he lays his head (thumb acts as pillow)
  Wraps himself in his blanket tight (wrap fingers around "boy")
  And this is the way he sleeps all night (close eyes).
  Morning comes and he opens his eyes,
  Back with a toss the cover flies (open fingers).
  Soon he is up and dressed and away (forefinger stands straight)
  Ready for school and for play.
- 15. Here's a ball--(make circle with thumb and forefinger)
  And here's a ball--(make circle with two thumbs and forefinger)
  And a great big ball I see--(make circle with arms)
  Now let's count the balls we've made, One, two, three, (repeat as above).
- 16. Five little pumpkins sitting on a gate, First one said: My it's getting late! Second one said: There are witches in the air, Third one said: I don't care, Fourth one said: Isn't Halloween fun? Fifth one said: Let's run, Let's run. OO--o-oh went the wind. Out went the light! And those five little pumpkins ran out of sight!

- 17. Open shut them, open shut them, give a little clap,
  Open shut them open shut them, lay them in your lap.
  Creep them, creep them, creep them, right up to your chin,
  Open wide your little mouth but do not let them in.
  Open shut them open shut them, to your shoulders fly.
  Let them like the little birdies to flutter to the sky,
  Falling, falling, falling, almost to the ground -Quickly raising all your fingers twirl them round and round.
  Now faster, faster, faster
  Now slower, slower, down.
- 18. Five little bunnies sitting in a door,
  One hopped away and then there were four,
  Four little bunnies sitting under a tree,
  One hopped away and then there were three,
  Three little bunnies looking at you,
  One hopped away and then there were two,
  Two little bunnies sitting in the sun,
  One hopped away and then there was one,
  One little bunning sitting all alone,
  He hopped away and then there were none.

Compiled by:
Frances Jordan, Family Relations Specialist
N. C. Agric. Extension Service

#### HOMEMADE MUSICAL INSTRUMENTS

Instrument: Materials: Methods: Tambourines Paper, tin or aluminum- Punch holes 2 inches apart around foil plates rim of plate. Attach bells or caps Wire or string with string or wire threaded through Flattened bottle caps or holes of plate. bells Rhythm Sticks Broom sticks Cut broom sticks in foot long lengths. Saw Swish Blocks Wooden blocks (approx. Glue sandpaper to one side of blocks. "2 x 3" x 1") Rub sand papered sides of two blocks together for sound effect. Two ten-penny nails or Attach string to one nail or horse Triangles a horse shoe shoe for holding. Use other nail for String striking sound. Cymbals Two pan lids with knobs or handles Gongs Lid of metal drum or Attach cord to lid. Strike with bucket stick. Heavy cord Padded drum stick Bells Small sleigh bells Sew bells to elastic to make wrist Elastic band of bells. Needle and thread Flattened bottle caps Make hole in center of each cap. Nails Attach two or more cans to one end Scrap lumber (approx. of wood block with nail not driven 1" x 1" x 5" all the way into the wood. Cardboard container (oat- Place small objects in container. Rattles meal box, milk carton, Paste or tape container shut. oyster container, etc.) Small objects (pebbles. rice, dried beans, sand, buttons, etc.) Maracas Dried gourds Obtain two gourds of approximately same size and with neck large enough for holding.

Continued

Light bulb or toy balloon Cover bulb or inflated balloon with Newspaper strips of paper which has been Flour paste soaked in paste (papier mache).

When dry, strike bulb against table to break bulb. Pieces inside make sound. Deflate balloon and insert small objects to make sound. Tape end.

Drums:

Kinds:
Hollow bodies without skins (tree-drums)
Resonant skins without hollow bodies (Indian rawhide)
Cylinder with one skin (bamboo joint, log, keg)
Bowl-shaped body with one skin and open end
Box covered with one skin (American Indian)
Hoop or frame with one skin (Indian hand-drum, tambourine)
Cylinder with two skins (tabor, long drum)
Barrel-shaped body with two skins (Chinese, Japanese)
Square frame body with two skins (American Indian)
Hour-glass-shaped body with two skins (Africa and India)
Water-drum of bamboo, pottery, or wood (African and American Indian)

Materials: (Bodies of Drums) Chopping-bowl Butter-tub Cheese-box Soap-box Mixing-bowl Stone jar Bucket Cider-keg Nail-keg Pickle-keg Oatmeal box Spice-box Hollow stump Coffee can Cracker-box Cocoanut shell Round cardboard hat box Tin pail Flower pot Birch bark Ice cream container Hollow log

Kettles

Materials: (Heads)
Aviator's linen, covered with a coat of shellac Cardboard
Canvas Duck Khaki cloth Sheep-skin
Calf-skin Goat-skin Chamois-skin Strong paper

Rubber sheeting Piece of rubber inner tube Discarded drum heads (Most desirable)

# Hints for Making Drums:

Drum-stick - A piece of half-inch or three-eights inch dowelling, twelve or fourteen inches long and rounded at the ends with sand-paper, makes a good drum stick. For some drums, wrap cloth around one end, or cover ball of cotton with paper for a padded stick.

Skins - First soak the skin in water until it is soft. Then stretch it, and fasten it into place. Put in warm place to dry. Use thumbtacks, cord, or fish net lacing of cord to fasten the skin to the drum. Hoops of wood or metal may hold the skin down.

If the skin passes over a thin, sharp edge, the drum will sound much better. If you use a chopping-bowl, bore a hole in the bottom so that you can put your thumb through it when you hold the drum.

Note: Instruments may be decorated with crayons, poster paint, colored paper, or cloth.

Resource: How to Make Rhythm Instruments, Annabelle Elder and Gladys Klinefelter. Compiled by: Frances Jordan, Family Relations Specialist, Agric. Extension Service

# Take A Look At Yourself (Suggested Outline for Leaders)

Objectives:

1. To look at the kind of person I am and how I came to be this way.

2. To look at ways in which I may improve my personality.

Presentation:

Place a floor length mirror, or the largest one you can get, at the front of the room.

Place chairs in semi circles around the mirror.

Introduction:

Take a look at yourself in the mirror. What do you see? Somebody tall, short, skinny, fat, blond, brunette, neat, unkempt, happy, sad? If we were to look at ourselves through X-ray, we would see bones, various organs of the body, etc. Today we want to look at ourselves in another way. We want to look at our personality.

I. How Does Our Personality Grow?

A. Just as it is true that everybody has 206 bones and 2 lungs and 1 heart, there are some basic ingredients in personality, too. We are all born with the capacity to love, get angry, be afraid, etc. We all have the needs to be accepted, approved, etc. Just as in physical development we sit before we stand, and stand before we walk, individuals go through some steps in personality development. What are these steps?

 Sense of Basic Trust - (Infancy) - Baby learns to trust that he will be fed when hungry, changed when wet, held when he cries. He develops

a feeling that everything is all right.

 Sense of Autonomy - (2 yrs. of age) - Child recognizes himself as an individual, is assertive and independent. He develops a feeling of

self importance.

3. Sense of Initiative - (3 to 5 yrs.) - Child wants to try what it's like to be mommy, daddy, fireman, policemen, truck driver, etc. Learns masculine end feminine roles. Like to try out new things and ideas; such as fingerpainting with cold cream, taking apart the clock, teaching the cat to swim; but also hammering like daddy and cooking like mommy. He develops a feeling that he has good ideas and it's fun to carry them out in play.

h. Scnse of Accomplishment - (6 to 12 yrs.) - Child learns how to do new things, just for the sake of learning. Likes the success and praise when he does it well, especially if this praise comes from adults. Child develops a feeling of self-respect and self-confidence.

5. Sense of 'dentity - (12 - 15 yrs.) - He learns about himself and his place by his relationships with parents, family, friends, his age, adults outside the family. Develops a feeling of individual identity.

6. Sense of Intimecy - (13 to 18 yrs.) - Young person want to relate with others of his own age, including those of opposite sex. Wants to share friendship, ideas, problems, etc. He develops a feeling of being one with others.

7. Parental Sense - (18 to 25 yrs.) - The individual wants to create and to take care of what is created. This is particularly in relation to children, but those without children show this desire in other ways. Person develops a feeling of wanting to care for other people and things.

8. Sense of Integrity - (25 and up) - The individual learns to relate to those outside the family in the community, country, and world. She develops a feeling of interest and concern for other people.

(Remember that each succeeding step builds on the others. In other words, we must have trust before we can fully develop a sense of autonomy. We must have a strong sense of identity before we can relate to others in the later stages of personality development)

B. What Are Some Influences Which Affect Personality and Create Individual Differences?

1. Pre-natal - hereditary traits, disease, nutritional deficiencies

2. Congenital - activity, sensitivity, health, intelligence

3. Physical - handicaps of loss of hearing, eyesight, crippling, dwarfness 4. Parent-child relationships - size of family, place in family, expectations of parents

5. Income and socio-economic status - rich or poor, living within income

level

6. Religion and race - minority group, acceptance by community

7. Mobility - frequency, distance from relatives, difference in social and cultural climate

- 8. Experiences and opportunities travel, excursions, education, cultural pursuits
- II. How Can We Improve our Personality? A. "The burden of knowing" ourselves is to accept ourselves as we are. In other words, we can not undo the past and be born into a different and wealthier family, or become the youngest in the family instead of the oldest.

B. We can work with what we have.

1. List your strong points: (Think about the 8 stages of personality development.)

a. Trusting, optimistic, accepting

b. Assertive, independent, self-confidenat

c. Creative, imaginative

d. Persistence in learning skills, can accept praise, self-respect.

e. Feminine, sense of direction, f. Friendly, enjoy people,

g. Likes children, maternal

- h. Sympathy for people less fortunate, desire to help other people.
- 2. List your weak points: (Think about the 8 stages of personality development. In which of these stages were the opportunities lacking?)

a. Distrusting, suspicious, afraid,

Shy, let others run over and control, can't make decisions
 Waits for others to say what to do, no original ideas,

d. Lack of self-confidence, no talents, afraid to try.

e. Worries about what others think, worries about future, feels unimportant.

f. Anti-social, afraid of commitments involved in becoming friends or joining

g. Intolerant of children, resent attention husband gives children.

h. Unconcerned about others' problems, selfish.

3. We can take advantage of opportunities for experiences which will help us to grow in areas where we are weak.

a. Try to be the kind of person others can trust. Keep secrets. Promise your children only what you can give.

b. Start making some small decisions for yourself, and graduate to bigger ones. Select the dress yourself instead of insisting that

a neighbor help you.

c. Be creative. Each week in some small way vary a dish you cook. Add cheese to the biscuits, put a different kind of icing or decoration on the cake, put someting different on the mantel. Read something different, get a book from the library or bookmobile.

d. Develop a new skill. Learn to smock, crochet a new pattern, make yeast bread. Try a new handicraft. Work at it until you do it well.

e. List all the reasons you are glad you are a woman. Remember that other people are worried about what you think, too. Try to put other people at ease and you will be more comfortable yourself.

f. The best way to be a friend is to do someting for them. The best way to keep a friend is to let them do something for you.

- g. Spend 5 minutes a day enjoying some activity with one child.
- h. Each week do something for somebody outside your family. Send a birthday card, visit a shut-in, tell the clerk in the store how much you appreciate special service, participate in the community service project of the circle or other church group.

III. Summary

All of us have some physical characteristics that are alike; such as lungs, heart, etc. additional individual differences in height, hair coloring, etc. All of us have some personality characteristics that are alike: such as stages in personality development through which we all go. But we have many individual differences in the way we have grown through those stages. Each of us has some strong points and some weak points.

We can take advantages of opportunities to grow and develop where we are weak. We must accept the past, work with the present, and have faith in the future.

#### IV. Visual Aids

1. Use a full length mirror as the focal point of the meeting.

You may add the stages in personality development as they are discussed.
 Tape construction paper steps labeled with each stage on the mirror. Or you may draw the steps and label them with colored chalk directly on the mirror.

V. References

A Healthy Personality for Your Child, J. L. Hymes, Jr., U. S. Dept. of Health, Education, and Welfare, Children's Bureau, Publication No. 337, 1952. (Order from Supt. of Documents, U. S. Gov't Printing Office, Washington 25, D. C., 20¢)

Personality in the Making, Midcentury White House Conference on Children and Youth, edited by H. L. Witmer and R. Kotinsky, New York: Harper and Bros., 1952.

(News article to put in your local paper during the month you are stressing Personality development. Insert your own name as the "expert" to personalize the article.)

Take a look at yourself in the mirror. What do you see? Somebody tall, short, skinny, fat, blond, brunette, happy, sad? Maybe it is time to look at yourself in another way. How does your personality rate?

How does your personality grow? Just as everyone has 206 bones, there are some basic ingredients in personality too. We are all born with the capacity to love, get angry and be afraid. Individuals go through steps in personality development. Do you know what they are?

- 1. Sense of basic trust (infancy). Baby learns to trust that he will be fed when hungry, held when he cries.
- 2. Sense of autonomy (2 years of age). Child recognizes himself as an individual, is assertive an independent.
  - 3. Sense of initiative (3 to 5 years). Likes to try out new things and ideas.
- 4. Sense of accomplishment (6 to 12). Child learns to do things. Likes success and praise when he does it well. Develops a feeling of self-respect and self confidence.
- 5. Sense of identity (12 to 15). He learns about himself and his family. Develops a feeling of individual identity.
- 6. Sense of itimacy (13 to 18). Wants to share friendship, ideas and problemswith others his own age, including those of the opposite sex.
- 7. Parental sense (18 to 25). The individual wants to create and develops a feeling of wanting to care for other people and things.
- 8. Sense of integrity (25 and up). Individual learns to feel a responsibility for outside the family in the community, country and world.

Remember that each succeeding step builds on the others.

How can we improve our personalities? List your strong points such as trusting, independent, creative, friendly, like children, and have sympathy for people less fortunate.

Then list your weak points such as distrusting, afraid, shy, have no ideas, lack of self-confidence, afraid to try, worries about what others think, antisocial, intolerant of children, no talents, and unconcerned about others problems.

Take advantage of opportunities for experiences which will help you grow in areas where you are weak such as:

- 1. Try to be the kind of person others can trust. Keep secrets.
- 2. Start making decisions forr yourself and graduate to bigger ones.
- 3. Be creative. Each week vary a dish you cook such as adding cheese to biscuits, putting different icings on your cakes and reading something different.
- 4. Develop a new skill. Learn to smock, crochet a new pattern, make yeast bread.
- 5. List all the reasons you are glad you are who you are. Try to put others at ease and you will be more comfortable too.
  - 6. Spend five minutes a day enjoying an activity with a child.
- 7. The best way to be a friend is to do something for someone. The best way to keep a friend is to let him do something for you.
- 8. Each week do something for somebody outside your family. Send a birthday card, visit a shut-in, participate in the community service project.

We can take advantage of opportunities to grow and develop where we are weak. We must accept the past, work with the present and have faith in the future.

# Getting Along With Each Other

- Introduction I.
  - A. Why we want to know how to get along with each other. Books and magazines frequently have articles on the subject, reflecting our interests.
  - Importance of knowing how to get along with each other. We need each other. We must work with each other. We enjoy social activities with each other.
- II, Getting Along With Each Other
  - A. Getting Along Involves Getting to Know.
    - 1. Know Thyself (Personality Development)
      - a. Basic Trust
      - b. Autonomy
      - c. Initiative
      - d. Duty and Accomplishment
      - e. Identity
        - f. Intimacy
        - g. Parental Sense
        - h. Integrity
    - 2. Influences Which Create Individual Differences
      - a. Health
      - b. Handicaps
        - c. Intelligence
        - d. Parent-child relationship
      - e. Socio-economic level of family
      - f. Experiences and opportunities
    - 3. Know Others (Love Development) (Steps in Social Relationships)
      - a. Self love (lst yr.)
      - b. Love for parents (1st yr.)
      - c. Brothers and sisters (2nd yr.)
      - d. Relatives (2nd yr.)
      - e. Same age, either sex (3rd yr.)
      - f. Same age, same sex (6-12 yrs.)
      - g. Older age, same sex (early teens)
      - h. Older age, other sex (early teens)
      - i. Same age, other sex (late teens)
      - j. Children of own (early so's) k. Mankind (maturity)
  - B. Getting Along Involves Getting to Know and Getting to Know Involves the "Burden of Knowing"
    - 1. The burden of knowing ourselves is accepting ourselves as we are. You must accept and love yourself before you can accept and love anybody else.
    - 2. The burden of knowing others is accepting them as they are. You must accept and love others before you can get along with them.

III. Summary

Edwin Markham said: "There is a destiny that makes us brothers,
None goes his way alone;
All that we send into the lives of others,
Comes back into our own."

References: "Take a Look at Yourself", leaders guide, N.C. Agric. Extension
Service

A Healthy Personality for Your Child, U.S. Dept. Health
Education and Welfare
Facts of Life and Love for Teenagers, by Evelyn Duvall

Prepared by: Frances Jordan
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# • MAKING and KEEPING FRIENDS





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# Published By

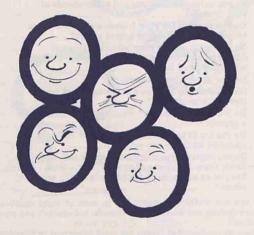
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# MAKING and KEEPING FRIENDS



# The Art of Getting Along with People

We may not realize it, but our friends play an important part in our lives. Most of us are apt to take our friends for granted as people who belong in our lives like our parents, grandparents, and cousins. Everyone has some friends, although they vary in number and in kind.

Wanting to be liked is right and natural! It not only makes you easier to get along with but it makes life nicer for all of those with whom you come in contact. The way to be liked—to have friends—is to learn thoughtfulness of others. Only a person living alone can be indifferent to the needs of others—and who wants to exist all by himself? We are very social animals, and we need good friends. We want our friendships to be successful—to be satisfying.

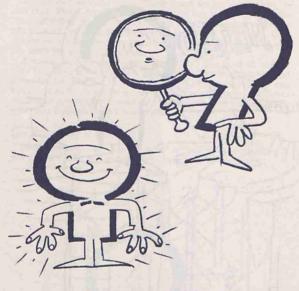
Stop for a moment and take an inventory of your friendships-.... How many close friends do you have? How many new friends have you made in the past year? .... Are you always ready to make a new friend? What does friendship mean to you? Here is a friendship check list that may help you in your thinking. No 1. Is your main feeling toward your friends one of affection rather than superiority or envy? 2. Do you enjoy the successes and achievements of your friends? ..... 3. Do you stick up for your friends and defend them from the unkind words or acts of others? . . . . 4. Do you go all out for your friends in times of difficulty, and offer sympathy and understanding when they need it? ... 5. Do you always keep confidences? ...... 6. Do you stand by your own convictions and respect those of your friends? ..... 7. Do you "follow through" when you have made a promise? ... 8. Do you try to control your temper and sincerely apologize when you are wrong? ... 9. Do you express appreciation to your friends and thank them for kindness to you? .... 10. Are you as courteous to your friends as you are to others? ...

If you can truthfully answer *yes* to most of these questions, you are making and keeping your friends, but couldn't you really do better?

When we realize what things are most important in friendship we can "major" on those!

# What is Personality?

There is a sort of magic and mystery in the word personality. Some people think of personality as glamour, others as manners. Your personality makes you different from anyone else. Wherever you go, whatever you do, you will have to take yourself with you! It takes time to develop an attractive personality, but qualities that make a person easy to get along with are the same qualities which make life worth living for him. The kind of personality you develop depends most of all on yourself, wherever you are! It is the way you act; the way you look; the way you sound; the thoughts you have; your attitudes. Your personality is you.



# HOW DO YOU LOOK?

Are you proud of being YOU? Do you walk, sit, and stand like a thoroughbred? Do you dress appropriately for different occasions? Do you wear your most becoming styles and colors? Are your clothes clean and carefully pressed? Are your hair and fingernails well cared for? Are your shoes clean and the heels built up? Of course it isn't fair to judge a person's personality or ability entirely by appearance, but a slovenly appearance is a social handicap.

What about your facial expression? Some have tried to find what personality traits are most closely associated with popularity. They have come to the conclusion that facial expression is more important to popularity than the voice or the clothes people wear. Take a look in the mirror! Is your expression a happy one? The person with a happy face and a quick smile usually makes

friends easily.



# HOW DO YOU SOUND?

Does your voice give you away? Your voice tells how you feel about things. It reflects your moods, your self-control, your enthusiams. Have you ever tried to find out how your voice sounds to others? Listen to the people around you. Some of them may have a tired voice, others a complaining and critical voice, others may have a gruff voice, and there may be some who have mousy voices.

Most of us like a voice which sounds friendly, happy, and vibrant. You can make your voice sound any way to want it to sound.

### **HOW DO YOU ACT?**

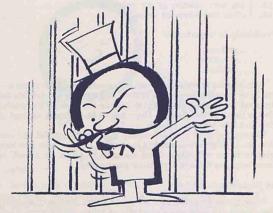
The old saying that "your actions speak louder than words" is still true. There may be times when you are not sure about the "correct thing" to say and do. If you always "do unto others as you would have them do unto you," you can't go far wrong. Consideration for the feelings and the rights of other people is still the basis for good friendships.

Are you satisfied with *your* personality? The kind of personality you have influences to a great extent the way you will get along in life. The art of living is a skill you must practice and learn just as you work on other skills. It is important to discover what *your* personality is really like, and if you aren't pleased with

what you find, why don't you change it?

# Your Personality is Showing!

Check yourself—and answer "yes" or "no" to each question. If you are in doubt, ask someone you believe in to check you!



		Yes	No
1.	I often feel left out of events or crowds	_	
2.	It is hard for me to take part in social events	_	
3.	It is hard for me to praise others and be glad when they succeed.		
4.	It is hard for me to express my appreciation to		

	5.	I get mad when anyone criticizes me, especially
		when Dad or Mom get after me
	6.	I lose my temper quickly and "blow up" easily
		It is hard for me to act naturally around people
		I don't know well
	8.	I often try to impress people.
	9.	I complain when I am asked to do extra jobs—
		either at home or school
	10.	
	11.	
	12.	
	12.	The state of the s
	10	what to do
	13.	
	14.	I am apt to leave my clothes lying around and my
		room untidy.
	15.	I often "follow the crowd" when I don't really
		approve of what they are doing
	16.	
	17.	
	18.	I am very positive in my opinions
	19.	I often feel sorry for myself
Į	Frie	ndship Is Important—
		at home
		at school
		on dates
		have good friends, you must be a good friend! Let's face it—
		have friends who are not perfect and you are not perfect but

To have good friends, you must be a good friend! Let's face it—you have friends who are not perfect and *you* are not perfect but the good points may easily outweigh the bad points. Friendship always involves two people—there has to be a certain amount of give and take between friends.

The real secret of good friendship is being thoughtful and considerate of others. You want to succeed in life, to make and keep friends, to be well liked. Good manners at home, at school, on dates help you to have a pleasing personality.

#### At Home....

Some people feel that good manners aren't necessary at home. But, if you are kind and thoughtful at home, you're more likely to be considerate when you're away from home. Your good manners will become a habit!

Do you treat your family with the same courtesy you show your friends?

Do you say "please" and "thank you"?

Do you come to meals on time?

Do you ask permission when you borrow?

Do you apologize when you're wrong?

Do you start the day off with a smile and a cheery good morning?

Do you try to help in the jobs around the house or do you get out of everything you can?

No one is on his best behavior all the time, but home is a good place to practice your manners.

#### At School

Good manners are important at school. Being friendly to your classmates, helping pupils who are new in your school to feel at home, speaking to everyone rather than just staying in your little clique, being considerate of others—makes you better liked and a nicer prson.

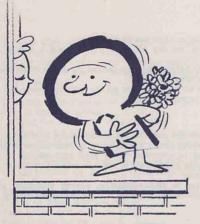
Good manners in class—listening, paying attention, giving others a chance—makes you rate with your classmates and your teacher.



#### On Dates....

Do you have any dating problems? If you have started dating, you've found out that there are good manners for dating as well as for everything else. You aren't the only person who has problems! Talking things over with your parents, with other boys and girls, and in your clubs, will help.

The more friends you have, and the more circles you move in—within reasonable limits—the more varied your experiences will be, and the more satisfaction you will get from your friendships. You are the way you are because of your experiences in growing up, and these experiences equip you with techniques for getting



along—or *not* getting along—with others. You should not be too discouraged if you feel that you have personality difficulties that make it hard for you to have successful friendships. You *can* change! If you really *want* to change, you can do so, and learn to make and keep friends in life.

Everybody needs friends! There is a kind of understanding you get from a friend that's different from the understanding you get from parents, teachers, and others. And friends are such fun!

Good sportsmanship is necessary if you are to keep friends. Check yourself and see if you need to change!

		res	NO	
1.	When I don't win, I congratulate my oppenents			
2.				
3.	I can take criticism without getting angry			
	When my friends win honors, or get invitations			
4.	which I would like to have gotten, I like them			
	just the same.			
=		-		
о.	I am careful not to brag about my grades, honors			
	or anything.	-	_	
6.	I am always glad to take part in things even			
	though it is not an important part		_	
7.	I stick by my side until we finish what we started			
	out to do, even if we aren't winning		-	
8.	I enter into what the group wants to do, even			
	though I don't enjoy the game very much		1	
9.	When I am disappointed or when things don't go my	,		
	way, I don't sulk and pout			
10	I am careful not to take more than my share of			
10.	credit for things done.			
	credit for things done	_	_	

Have you ever stopped to think of the reasons why you choose certain people for friends?

Was it because of-

 Companionship. You find it more satisfying and more fun to share ideas and experiences and activities with other people a great deal of the time.

 A common mission. A mutual interest provides a bond between people. Also, friends often work together toward a common goal—establishing a teen-age center or putting out a student newspaper or getting a candidate elected to the student council.

student council.

 An opportunity to serve. You see a shy person and want to draw him into group activities. Or you call regularly on a friend who is sick in the hospital. This is the "giving" part of friendship that is so important.

4. The opportunity to gain support or guidance. These are the

benefits you usually gain from a counselor friend.

5. Personal Progress. You may want to make friends with someone because he can teach you more about photography or give you tips on improving your tennis game. Such motives are justified if you are also willing to contribute something to the friendship.

Don't forget that a friendship has to be *mutually* satisfying. You must have something you can give back, as well as

receive, to make the friendship satisfying.

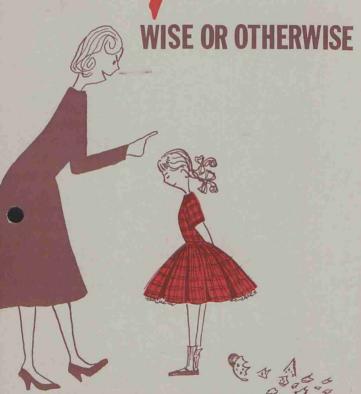
It's all very well to think of the ways of making friends, but it's equally important to know how to keep friends! The fact that you've made a friend doesn't mean that you can relax, forget your good intentions, and take the friendship for granted.

Friendships need constant care. You'll be glad you made the

effort; good friends are worth it!







## What does discipline mean to you?

How much freedom can parents allow children?

Where do you draw the line?

Do you think of obedience as the alternative to punishment? Do you say, 'Mind me. . .or else!"? "Discipline" means to learn.

The purpose of *wise* discipline is to help people grow

Self discipline

Self control

Self respect

Self confidence

Most of us are puzzled and uncertain about bow and uben and bow mucb we control our children. Sometimes it is this very uncertainty which causes children to be disobedient.

Every family has: Frictions Tensions Problems



The climate of the home cannot always be serene and sunny. There are occasional storms, but these do not need to be destructive. They can help to clear the atmosphere.

Do you ever lose your temper? Of course you do! Losing your temper isn't good, but you don't need to feel guilty about it. You need to let off steam sometimes.

But the more we practice mutual respect and love for each other in our families, the stronger we will be individually. . the happier we will be collectively.

More than any material thing you can give them, your family needs you. Are you too busy? Too busy for what? Your family needs you. . .a little of your time. (But unless you give it cheerfully, it won't do any good! If you act like a martyr, you won't help the atmosphere.)

## When is a child good... naughty?

There are no problem children, but there are children with problems. Is it normal for a child to:

Lie?

Steal?

Be afraid?

Suck his thumb?

Wet his bed?

Be too shy? Be too aggressive?

Some habits which trouble grown-ups are natural to early childhood. . . others are symptoms of difficulties and need attention.

Too often the parents' attitude is more harmful to the child than the habit. The greatest damage occurs, not when a child does something bad; but, when by our response to it, we make a child feel he is bad.

## How can you guide by wise discipline?



Do you believe that "children should be seen and not heard?"

Do you put great faith in "spare the rod and spoil the child?"

Do you try to force your child into your pattern of what he should be?

Why do you want absolute obedience?

Is it your own desire to dominate?

Is it because of what friends and neighbors may say?

Is it because it's easier to be a dictator than to take time and patience to help a child grow and develop through discipline?

Wise discipline interprets every act in the light of:
The individual's age — His mental development
His home training — The age in which he is living

Wise discipline uses:

Understanding of the child. . . uby he acts as he does

Understanding of yourself. . . uby you feel as you do about the way your child acts!

Wise discipline is consistent. A child becomes confused about right and wrong when something he does is punished today and ignored tomorrow.

Wise discipline uses examples: what parents are, what parents do, teaches more than what they say!

Not rules, but understanding, attitudes, and atmosphere in the home result in happy family relationships.

## Are you worried because:

Your child doesn't tell the truth?

He may need help in knowing what truth is.

He may need help in understanding what he sees

He may need help in distinguishing between fact and fancy. (His imagination may be too lively!) He may need to uant to tell the truth.

Your child is afraid of the dark?

"I've tried everything, but Susie is still afraid of the dark!" Have you tried everything? Have you just shamed her, tried to make her want to be brave by saying, "You want Mommy to be proud of her brave girl."?

proud of her brave girl."?

Maybe she needs your help to overcome her fear. Give her your patience and understanding.

Maybe it isn't the dark she really fears, Maybe she isn't sure of your love. Maybe she has heard her parents quarreling and the atmosphere of the home isn't a pleasant one.

Maybe she needs to feel that you want her and approve of her even if she is afraid at times.

Your child doesn't eat well? — Your child blinks his eyes? Your child bites his nails? — Your child finds school hard?

Your child doesn't pay attention to you? - Your child daydreams too much?

Your child talks too much? - Your child doesn't talk enough?



## Spanking wise ... and otherwise

For generations parents have threatened, "I'm going to spank you if you do that!" For generations children have listened with more or less worry. The tone of parent's voice tells the child whether Mommy or Daddy means it this time!

There isn't any magic in spanking. It isn't always the answer. If a child needs spanking or other punishment too often, it certainly isn't accomplishing anything.

There are happy homes and well-behaved children where spanking is used. There are families who have a happy home life where spanking just isn't done. Actually, success with children doesn't depend on whether you spank or not, or

even on always using the "right" punishment, but on reducing the occasions for punishment to a minimum.

That means you:

Understand children's needs

Respect their impulses Know how to enjoy them

Of course children need control! Children who are allowed to run wild, who disobey constantly will be unhappy.

But physical punishment is unwise except for young children who can't understand reason. Then USE IT WITHOUT REVENGE, without HUMILIATING THE CHILD.

Sometimes IGNORING THE CHILD, ISOLATING HIM, DEPRIVING HIM may be far more effective than spanking.

Whatever punishment is used, it shouldn't be just to "get even." PRAISE AND APPRECIATION encourage good behavior. Constant correction and fault finding discourage efforts to be better.



## Parents can be wrong!

"Mother knows best!" Is this always true? Don't you need to develop self control before you can help others? Can you always control your tongue, your temper, your temptations?

"I'm your father -- remember that!" Because of your strength, your age, your experience, you have a position of authority over your children. But that position of authority carries with it an obligation to teach and, if necessary, to restrict and limit children. And most of all, it carries with it an obligation to try to be the kind of person you want your child to become!

Try to be reasonable in disciplining your children, and don't feel guilty when you make mistakes. It is not so much wbat you do to the child that counts as how you feel while you're doing it.

See children, not as problems, but as interesting little individuals with definite and different needs who are trying to grow into normal, wholesome adults.

Being a parent is a thrilling and gratifying experience if:

You try to be the same each day.

You try to set the right example instead of telling others what to do.

You really enjoy your children.

You do not worry too much about your children or about your own mistakes. You can't be a perfect parent, -- You can't do everything right.

BUT DO THE BEST YOU CAN!

## **YOUR CHECK SHEET**

Is your discipline wise or otherwise?

YES NO

- I AM CONSISTENT I DON'T PUNISH TODAY AND LAUGH AT THE SAME THING TOMORROW.
- I FOLLOW THROUGH ON WHAT I HAVE PRO-MISED OR THREATENED!
- I GET MAD AND PUNISH TO RELIEVE MY OWN TENSIONS.
- I DISCUSS MY CHILD'S SHORTCOMINGS IN HIS PRESENCE.
- 5. MY WIFE/HUSBAND AND I AGREE ON METHODS OF DISCIPLINE.
- I REALIZE THERE COULD BE A PHYSICAL CAUSE THAT MAKE MY CHILD DISOBEDIENT.
- 7. I BRIBE MY CHILD TO BE GOOD.
- I APOLOGIZE TO MY CHILD WHEN I AM WRONG.
- I TRY TO SET A GOOD EXAMPLE FOR MY CHILDREN.
- I AM SURE MY CHILD KNOWS I LOVE HIM AND WANT HIM.

## Answers to questions on check sheet

- Yes, Children become confused when parents do not react the same way each time to a disobedient act.
- 2. Yes. Children need to depend on the integrity of their parents.
- No. Punishment should never be because of the parent's anger, but to help the child learn.
- No. Sometimes a child disobeys in order to attract attention. At other times he may be humiliated and embarrassed by hearing you discuss his faults.
- Yes. When parents disagree on discipline, the child doesn't know what he sbould do.
- Yes. When some undesirable habit or behavior persists, a wise parent makes sure there is no physical disability back of it.
- 7. No. If you pay a child to be good he begins to feel that all good behavior should be rewarded. You want him to uamt to do right!
- 8. Yes. You make your child apologize, but do you have the courage to admit your mistakes, especially to your child?
- Yes, I realize that my child will follow in my footsteps. I know that what I am and do is teaching him even more than what I say.
- Yes. I tell my child I love him, not only in words, but in my tone of voice, my facial expression, my actions.



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## UND ERSTANDING YOUNG PEOPLE

NORTH CAROLINA DECEMBER, 1961

#### UNDERSTANDING Y UNG PLOPLE

'Ubjectives:

a. To understand characteristic behavior of 4-H boys and girls in three age groups.

B. To determine ways of working with these young people.

C. To look at our projects and programs in relation to the interest of each age group.

11. Background:

A. How Children Grow and Develop

1. Growth means increase. Development means change.

2. Follow a pattern.

3. It is continuous.

4. Individual differences in rate of growth and development.

5. Growth and development are predictable in that each phase has characteristic traits.

- 6. Every child normally passes through each major stage of growth and development, but 1/3 of our children deviate from the norm.
- B. The Stages of Growth and Development

1. Infancy "I am what I am given"

2. Toddler "I am what I will"

3. Preschooler "I am what I can imagine I will be"

4. Pre-Teens "I want to learn to do it well"

5. Early Teens "I Want to be somebody, but who?"
6. Senior Teens "I must accept myself before I can accept anybody else"

7. Young Adult "I want to nourish what I have produced"

8. Adult "I accept myself and my lot in life as my own responsibility"

#### III. Characteristic Behavior of 4-H Boys and Girls

A. Pre-Teens. Nine to Twelve "I Want to Learn to Do it Well

1. Industrious: Interested in learning skills. Wants to learn new things, generally for the sake of learning them.

2. Prefers Own Sex: Gang felling begins, but makeup of group changes frequently.

Special Pal: A chum, inseparable.

- 4. Silly: Reacts in this way to events or situations in which he is not sure of himself.
- 5. Achievement: Strong desire and need for success and accomplishment. Too much competition is damaging.

5. Early Teens Twelve to Fourteen

"I Want To Be Somebody, But Who?"

1. Fast Physical Growth: May grow as much as 25 lbs. and 5 in. in one year. Sex organs mature. Clumsy and tempermental.

2. Pushes Limits: Wats to know where limits are. Needs the security in knowing that there are limits.

3. Confused about Identity: Am I a man yet? What is feminine? What will I be in this world? What do other people think of me? Will I be a success?

4. Gang of Own Sex: Exclusive, ruthless, conforming. They are trying to say, "I'm in. I'm somebody."

5. Worry Wart: Worries about self, position in family, the future, position in gang group.

- Asks Why: He is trying to define his own ideas as well as his identity.
- C. Senior Teens Fourteen and Up

"I Must Accept Myself Before I Can Accept Anybody Else"

- 1. Loud: Tries to attract attention to fact that he is somebody now. Boes this in conversation, clothes, activities.
- 2. Cooperative: Sees importance of getting along with other people.
- 3. Best Friend or Confidante of Own Age: Needs to experience the beginnings of integration of two personalities.
- 4. Likes Opposite Sex: Proud of fact that he dates, needs to get to know many of opposite sex.
- Sociable: Likes to be in the crowd. Likes to have selfconfidence which comes with knowing the right thing to do.

#### 1V. Ways of Working With These Young People

A. Pre-Teens, Nine to Twelve

- Encouragement without competition: Need to be challenged to learn as many and as difficult as they can be expected to accomplish.
- Work and recreation set up in groups of same sex: Interests of boys and girls are different at this age.
- Work in pairs: They work better if they are allowed to choose a partner they like.
- 4. Need direction and kept busy: This age group are not ready to be given project and then turned loose. Must have adult to keep checking to keep them at the task and going in the right direction.
- 5. Praise good work: They must taste the fruit of success in order to grow adequately in this stage.
- B. Early Teens, Twelve to Fourteen
  - 1. Help to joke about changes: Don't laugh at them, but help them to laugh at themselves and thus accept the changes which sometimes are embarrassing. (Voice pitch).
  - Set few rules, but be firm: Will cooperate when he knows you are standing firm.
  - 3. Needs contact with strong adults of same sex: This is the "hero worship" stage. It is through their relationship with adults that they learn what it means to be a masculine or feminine.
  - 4. Directed group work: Gang need to be guided in pursuing acceptble activities. Otherwise, behavior will deteriorate into intolerant acts against those not in gang.
  - Need reassuring talks: Need informal heart to heart chats that inspire them to feel more self confidence.
  - 6. Give good reasons for your requests or limits: They are learning to think for themselves and attempting to understand why is good mental excercise and a lesson in decision making.
- C. Senior Teens, Fourteen and Up
  - 1. Allow opportunities for oral presentations of all kinds: They need time for bull sessions to give them a chance to try out and expand their own ideas within their own age group.
  - Self-directed group responsibilities: They are ready to assume leadership and to prove they are capable of working in an adult mammer. The strong desire to be a part of the group keeps behavior in line. They are beginning to feel responsibility for contributing to group and community efforts.

- 3. Don't expect them to tell you all: They feel that their own peer group understand them and their problems. Although young people need and thrive on some contact with adults, there is a small and secret world that adults cannot enter.
- 4. Stress Social Graces: Teach them correct behavior and provide opportunities for them to use what they have learned. Have guests to be introduced, parties and other social events to plan and execute, trips requiring tipping, etc.

5. Provide programs for mixed groups: Capitalize on their desire to learn more about the opposite sex. Set up work and recreation activities which will give them an opportunity to observe and study behavior of the opposite sex in a variety of situations. (Formal, informal, happy, sad, peppy, tired, elated, dejected, etc.

#### V. Suggested Projects and Activities By Age Groups A. Pre-Teens Nine to Twelve

1. Foods 2. Animals

7. Entomology 8. Horticulture 9. Forestry

3. Clothing 4. Crops

5. Crafts

B. Early Teens, Twelve to Fourteen

1. Personality 7. Child Care
2. Citizenship 8. Recreation

6. Food Conservation

7. Child Care

2. Citizenship 8. Recreation
3. Career 9. Food Conservation
4. Tractor 10. Home Beautification
5. Wildlife 11. Giving Demonstrations
6. Electric 12. Community Projects

#### C. Senior Teens, Fourteen and Up

1. Social Graces 2. Boy-Girl Relationship

7. 4-H Communications 8. Recreation 9. Community Projects

3. Good Grooming 4. Junior Leadership 10. Helping others with programs,

5. Automotive Care & Safety projects and demonstrations 6. Grain Marketing 11. Home Improvement

VI. Visuals which Extension Agents Could Prepare For Use in Conducting Leader Training Sessions on Understanding Young People

A. Flannel Presentation 1. Materials

a. lightweight poster paper

b. show card paint or magic marker

c. felt, sand paper, flocked paper, wool, or flannel d. 3 flannel boards, 2' x 3'

2, Make figures with inscriptions as indicated on drawings. (See next page). Figures should be 3' high when assembled.

3. Using a different color for each age group and using a distinguishing mark for indicating front and back of each section will facilitate use of the flannel presentation.

4. Print suggested projects and activities by age groups.

B. Flip Chart

1. Materials

.a. one large sketch pad, at least 18" x 24"

b. show card paint or magic marker

 Make a title page. Then use a separate page for each figure. Reproduce the front and back sides of the three figures, making a total of six drawn figures.

List by age groups the suggested projects and activities.

C. Blackboard

 Reproduce on blackboard the presentation as described in A or B above.

 To encourage audience participation, you might make the figure outlines and let members of the group fill in their ideas of characteristic behavior and ways of coping with these traits.

VII. Suggested Resources for Additional Reading

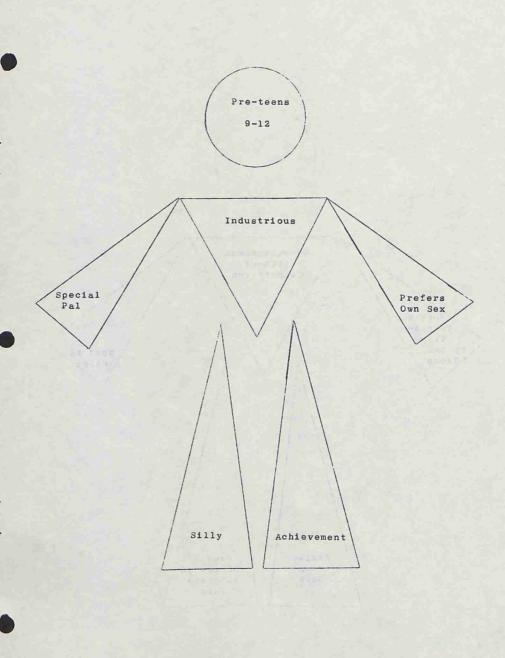
A. Personality in the Making, Midcentury White House Conference on Children and Touth, edited by H. L. Witmer and R. Kotinsky, New York: Harper and Bros., 1952

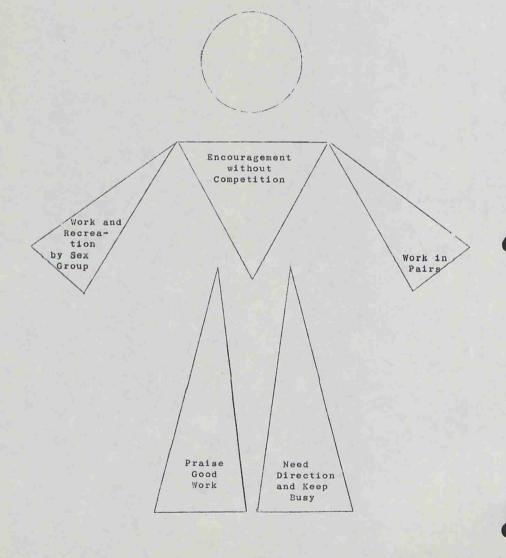
B. A Healthy Personality for Your Child, J. L. Hymes, Jr., U. S. Dept. of Health, Education, and Welfare, Children's Bureau, Publication

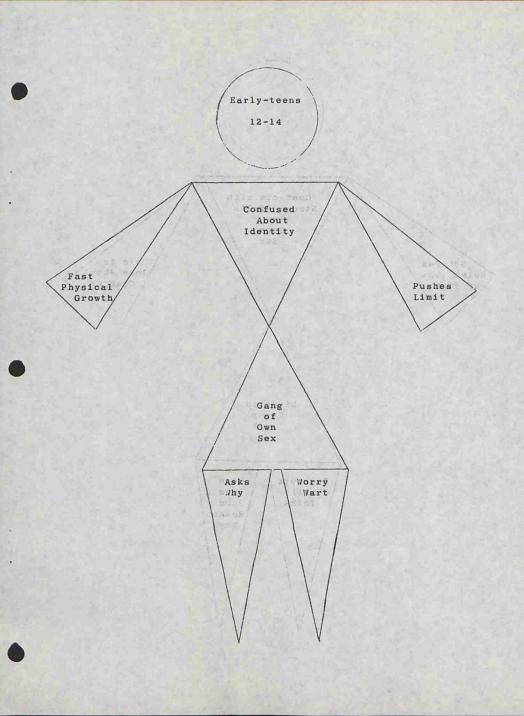
No. 337, 1952.

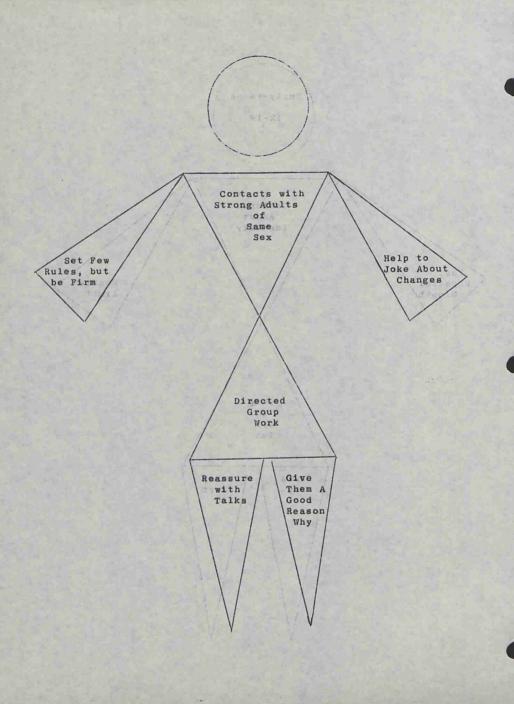
C. Ages 'N Stages of Personality Growth and Development, Elta Majors, Extension Service, Alabama Polytechnic Institute, Circular 498, June, 1956.

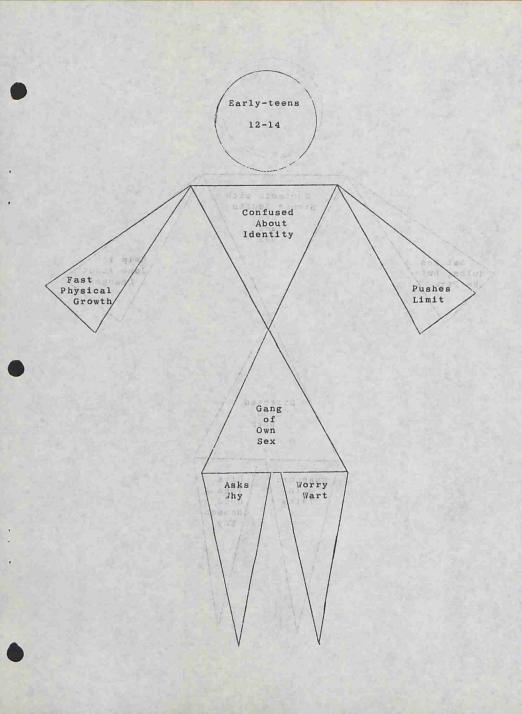
D. The World is Young, Wayne Miller, New York: Ridge Press, 1958 E. The In-Between Years, Elta Majors, Extension Service, Alabama Polytechnic Institute, Circular 454, November, 1955.

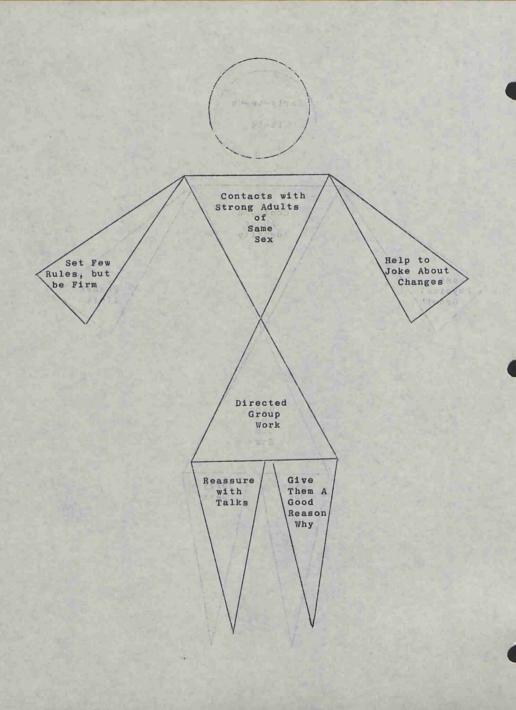


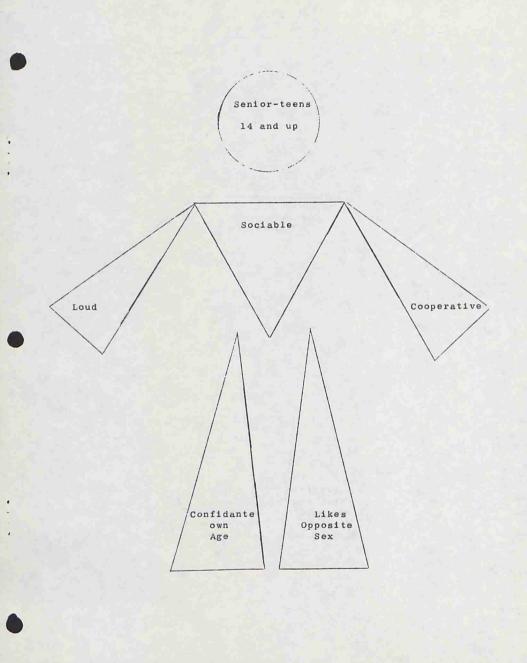


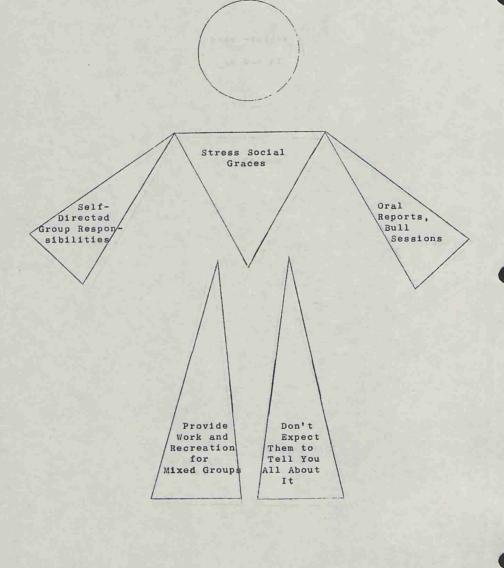












Suggested Ways Parents May Work With Young People

#### A. Pre-Teens, Nine to Twelve

1. Encouragement without competition: Need to be challenged to learn as many and as difficult skills as they can be expected to accomplish.

Give them a chance to assume responsibility for chores and tasks in the home. Let them help decide which tasks they can learn to do well.

 Work and Play with Friends of Same Sex: Interests of boys and girls are different at this age. They will enjoy Sunday School better if there is a separate class for boys and girls. Birthday parties are more success-

ful if only the same sex is invited.

3. Work and Play in Pairs: Let the son and his pal clean up your yard this week and let the son help his pal clean up the other yard next week.

4. Need direction and kept busy: When given a task to do, they still need you to check up on them and to see if they are going in the right direction. They are less likely to get into trouble in the neighborhood when they have something to do.

5. Praise good work: They need to be successful at least some of the time and need the praise of adults when they do well. They must know that they can do some things well and that their efforts are appreciated if

they are to develop any self-respect.

#### B. Early Teens, Twelve to Fourteen

1. Helps to joke about changes: Don't laugh at them, but help them to laugh at themselves and thus accept the changes which sometimes are embarrassing. (like voice changes, menstruation, clumsiness, etc.)

 Set few rules, but be firm: The young people need to know that you do care, and that you set limits for their own good. Even though they complain, they need the security of rules at home. Generally they will

cooperate once you stand firm, IF the rule is fair.

3. Need contact with mature, wholesome adults: This is the hero worship stage. It is through their relationship with the adults they know that they learn what it means to be masculine and feminine. For instance, if the husband and father in the home is a weak character, it may help the son in this stage to develop a friendship with the uncle, or male teacher, in order to develop a better idea of the male role in the family.

4. Supervision of social group: The gang needs to be guided in pursuing acceptable activities. Otherwise behavior will deteriorate into intolerant acts against those not in the gang. (This problem sometimes arises when young people gather at the country store, and without some

adult interest, they go off in a gang to do harmful things).

5. Give good reasons for limits: They are learning to think for themselves, and attempting to understand why is good mental exercise and a lesson in decision making. Parents sometimes have trouble deciding whether the child is trying to understand or just talking back and acting disrespectful. The difference would be based on the general quality of child and parent relationship.

C. Senior Teens, Fourteen and Up

1. Allow opportunities for self-expression: The old saying that children should be seen but not heard is not true for young people today. They need chances to talk with the parents about their ideas. They need time and chances to "chew the fat" with their own friends. Sometimes parents wish they wouldn't always do it on the telephone, though, and families should limit young people there. Young people can find other ways to talk with their friends without annoying or inconveniencing other people by tying up the telephone.

2. Self-directed responsibilities: This age group are ready to assume some responsibilities without having to ce checked on. If you give your daughter home task, you should expect that she will do it without

having to be reminded 3 times.

3. Don't expect them to tell you all: While it is true that parents and their children should be able to communicate, and especially during the teen years, parents must realize that their children like to confide in their own friends, too. Sometimes parents talk too much and do not deserve the confidence that their children show in them. Young girls don't like to have their mothers tell all her adult friends about love affairs, for instance.

4. Stress social graces: At no other time will your children want more to know and to do the right thing. And if they haven't learned any manners by the time they are 18, they probably never will. Of course, this means the parents might have to brush up on their manners, too.

Experience is a good teacher when it comes to manners, and young people need to have the opportunity to go to some social functions and practice

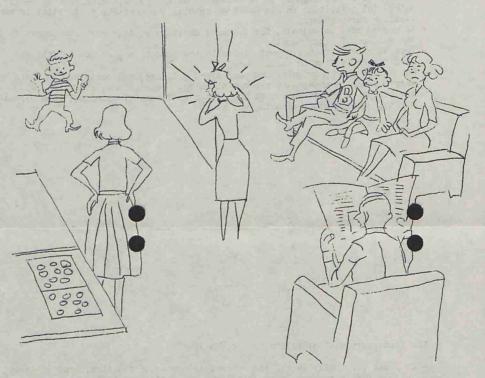
manners outside the home as well as in the home.

5. Needs opportunities to meet opposite sex in socially approved situations: Dating is a necessary step in growing up and getting married. Young people need guidance in these experiences. First, chaperoned social gatherings where couples are not paired off. Later, double dating to approved places. Then, single dating. Young people need activities which give them opportunities to observe and study behavior of the opposite sex in a variety of situations. (Formal, informal, happy and elated, dejected, peppy, tired, etc.)

Minen leenagers ntertain

When teenagers entertain, they usually think of food and fun, but the family is in the picture, too.

Is Your Family In This Picture?



- Does Father have to sit in that particular chair to read the evening paper?
- Is Junior misbehaving because he feels left out of the social activities?
- Her parents think Little Sister is cute, but the guests think she is in the way.
- Miss Teenager is yelling, "Mother, do something!"
- Mother is tired of "doing something" for this party. She cleaned house, baked the cookies, and did all the preparations.

#### Entertaining Is Important In the Teenager's Development

- Belonging to the gang group. This is a necessary and important step in growing up. Developing a social relationship with others outside the family is a step in developing personal relationships.

- Entertaining at home provides opportunities to get acquainted with the opposite

sex in informal situations with some adult supervision.

- The teenagers learn more about themselves through contact with others in in-

formal activities.

- Practice makes perfect. Through experience the teenager learns social graces. This helps in development of self-confidence and poise. Being able to carry out social activities in his own home enables the teenager to practice in more familiar surroundings.

- As a good host or hostess, the teenager develops an awareness and interest in

the welfare of other people.

- Providing recreational opportunities in the home is a good way to fill the need for activities in rural areas.

- When given the opportunity and sufficient guidance, the teenager can learn many lessons in management through planning, preparations, execution, and evaluation of entertainment at home; such as financial planning, menu planning, buying, housekeeping, cleaning up, etc.







#### The Teenager's Responsibility to the Family:

- Consider the family when making plans. (Finances, date, time, type of party, etc.)

- Include family members in preparations, but don't expect them to do the work. (Teenager should be responsible for seeing that the room is straight, food is ready, and props for entertainment are set up.)

- Plan for the family's comfort during party. (If Dad always sits in his easy chair in the living room to read the paper at night, move the chair into the

bedroom or elsewhere for the evening.)

- Anticipate Jealousies of some younger children in the family. Sometimes the problem is not so much jealousy as feeling left out of things. A way to help the situation is to give the child some interesting and responsible part in

preparations, then praise for his efforts.

- Curb criticism. It is typical and natural for the teenager to be very critical of his house, furnishings, family members' appearance. He is concerned about his status with the gang. He wants to be sure that the gang approves of all they see. While the family appreciates the teenager's interest in improving conditions, the teenager must be realistic in the changes he can expect.
- Curb noise. Be considerate of other family members elsewhere in the house. - Recognize the desirability and necessity for chaperones in the house.

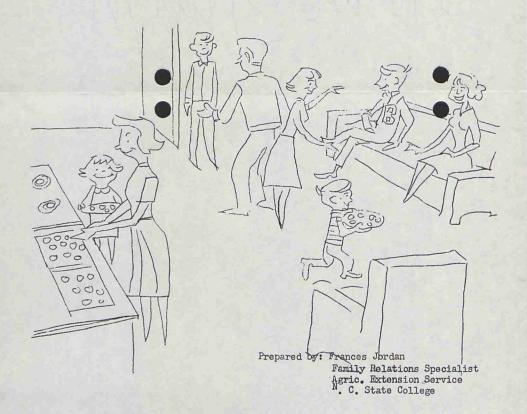
- Evaluate and strive for improvement.

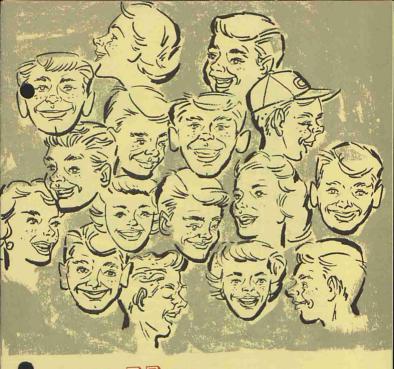
#### The Family's Role in Teenager's Entertaining

- Recognize its importance to the teenager.

- Encourage the teenager to attempt entertaining.
   Lend assistance in planning and preparation. (It should be a family event in which the teenager is star performer)
- Parents and other family members should be on hand and properly dressed to meet the guests when they arrive.
- Parents and other family members should then excuse themselves to some other part of the house for the evening. (There should be an adult in the house at all times).
- Help teenager evaluate the entertaining after it si over.

Put Your Family In This Picture!





# OUR TEEN-AGERS

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#### It Isn't Easy to be a Good Parent

Growing up is a test for adults as well as for children! "Letting-go" and "letting-grow" are rules that many adults find hard to follow. It is easier to be a good parent to a very young child, because to that child his Mother and Dad are perfect. Their authority is not questioned and he believes in them. This doesn't last many years, yet Mother gets in the habit of saying, "Mother knows best," and Dad expects unquestioned obedience when he says, "I'm your father—remember that!"

Then the young person begins to question his Mother's and Dad's authority and opinion. Sometimes he criticizes their appearance and in other ways seeks to achieve his independence as an individual. Why can't adults "take" this as part of the "growing-up" process without feeling hurt or threatened? These are difficult days, of course, and there are many problems to be understood and dealt with—but these are never dull times.

In homes where adults and children enjoy things together, are glad they have each other and respect one another as individuals, each period of growth leads successfully to the next one. Adults have the rare privilege of helping guide the growth of those they love, and at the same time have the challenge of growing themselves! They will make mistakes—they were humans before they were parents—but they will never make the mistake of doing nothing. If their children know their parents

love and are glad to have them, these parents can make mistakes and still help their children in the complicated, but never uneventful growing-up years.

What kind of parents do teen-agers want? They need understanding and trust. The kind of people adults are is more important than anything they can say or do!

It is hard to let children grow up and to give them increasing responsibility and freedom as they become adolescent.

When sixteen-year old Joe starts out to see his best girl, Mother may call out, "Be sure you wear your rubbers today, Joe. It looks like rain." Joe may or may not do what she says! When he was four years old, Mother could say the same thing to him and he had to obey. In fact, he didn't question her "Mother knows best." It's only natural for Mother to be concerned about Joe's health. It's a habit she formed when he first got here. But Joe may feel she is trying to "baby" him, so they both have to grow in understanding.

#### It Isn't Easy to be a Teen-Ager

Are teen-agers just irresponsible, gay, indifferent, pleasureloving? Are the most important things in life dates, juke boxes, telephones, double-malteds?

These are years of growth. They are years of storm and stress and decision-making and adults should hesitate to call teenagers an "irresponsible lot" and speak of them with despair and criticism. Although their problems are many and varied, they reveal thinking, concern, confusion. As adults, we should try to understand and guide our children, rather than using force and trying to solve their problems for them.

What are some of the problems and decisions that face young people as they grow into and through adolescence?

They are trying to grow up! They must get away from the close bonds of parental authority, and yet they want and need boundaries. How much freedom of choice can parents give their children? Community codes have proved a successful plan to help adults and youth understand and learn to live with one another. Panels of youth and parents; panels of youth, with parent—reactor panels, can discuss questions very objectively and frankly and are helpful in many group meetings. Role playing in which adults take the part of teen-agers, and teenagers try to take the part of adults, often helps in a discussion of some privilege or penalty.

Someone has said that the three quests of adolescence are: (1) growing up and moving out into life, (2) becoming competent in a vocation in order to earn a living, (3) selecting a life's companion.

Many teen-agers have listed their most troublesome problems in surveys, questionnaries, etc. These problems differ sometimes in importance but are generally the same with each group. Here are some of them:

. . . . growing up physically

. . . . getting along with people (parents, teachers, others)

. . . . understanding themselves

. . . . planning their future

It isn't easy to be a teen-ager but there are countless people who are standing ready to help guide young people through these growing-up years.

Parents are the first, most constant (and often most confused) counselors. Of course, there are many conflict points that call for greater understanding and guidance.

Physical and sexual development cause problems for many boys and girls, especially for those who have not been told in advance what changes are likely to take place and what they mean. When young people understand that the changes taking place in their bodies are a natural and normal part of growing up, they can accept them without fear or shame.

During this period of rapid growth many of them find their bodies are becoming awkward and hard to manage. They have to get accustomed to their new sizes and shapes. They need to feel they are attractive although their size, complexion, and clumsy movements may make them less appealing!

Young people approaching this stage of life frequently are cross and irritable. They are moody and happy one hour and miserable the next, peppy one day and lazy the next. They are restless and want to be on the go. They are easily offended, short tempered and quick to talk back.

They dawdle; they are slow getting to bed and slow to get up. They expect everyone else to hurry while they take their

"own sweet time."

Teen-agers are critical. They frequently tell us how other

people do things and that it is always the best way.

They are venturesome and daring. They brag about the rules they have broken and the times they have smoked without getting caught.



Are teen-agers just irresponsible and fun-loving? Remember, these are years of growth. As adults we should try to understand and guide our young people.

Young people are copy-cats. They want to be like each other—wear the same style clothes, the same hair styles, and use the same slang that the other girls and boys use. The one thing they are afraid of is being different! They are afraid to be different because they're afraid it will influence their popularity. They want friends of their own age more than they have ever wanted them before. Girls and boys at teen-age are beginning to be interested in each other. But girls are usually interested in boys at an earlier age than boys are interested in girls.

Adolescents go to extremes to prove their point or to appear important. When they are uncertain about their own importance, they may try to hide their uncertainty by talking "big." swag-

gering, or by a defiant, overbearing manner.

There are some physical changes which can be seen. Most noticeable is a rapid growth in height and weight. The increase in height is due mainly to the lengthening of the long bones of the legs. These bones usually grow more rapidly than the muscles which are attached to them. This causes a lack of balance between bones and muscles, so that we have awkward, clumsy boys and girls. When they bump into someone, knock over a chair or drop a dish, it probably isn't due to rudeness or carelessness, but to a body which is temporarily rather loosely put together.

Teen-age girls are usually taller and heavier than boys the same age. Girls gain most of their height between the ages of

10 and 15, boys between their 12th and 17th years.

One reason teen-agers get tired easily is that they grow so rapidly. But there is another reason for their apparent laziness, A boy of 14 may look as big and strong as his father, but his heart is only about one-half the size of his father's heart. This means that a child's heart has to pump blood through a body which has grown to adult size. Teen-agers aren't physically able to continue strenuous exercise or heavy muscular work for a great length of time.

With the coming of adolescence, hair begins to grow in the armpits and on the lower abdomen, and the boy's beard starts to grow. The girl's breast begins to form and her hips become broader. Girls of this age are usually self-conscious and sensitive about their rapid growth and their clumsiness. They are easily embarrassed. Teasing them about these things is a sure way to bring about tears, hurt feelings, and friction in the family. Boys frequently adjust themselves to this awkward stage more easily than girls. In fact, they seem to derive some amusement from their clumsiness and also from their changeable voices, which may be a deep bass one minute and a high falsetto the next.

All of these changes in growth and behavior are caused by certain glands inside the body. In addition to the two sex glands, two others are closely attached to the brain, two are at the front of the neck and two are attached to the kidneys. All eight of these glands become highly active at adolescence. Until they strike a balance in their secretions, we can't predict how our children will behave, and neither can they.

Thus, undeveloped muscles make adolescents physically clumsy, and at the same time, unbalanced glands make them emotionally

clumsy.

Going steady!—What does it mean to parents—to young people? Is it really just "an old-fashioned custom"? Is it "for keeps"? Have courtship customs changed?

Are there two sides to this question?

However we look at it these days, it is a controversial subject! Early marriage—Why are many of our teen-agers rushing into marriage? There is a trend toward youthful marriage and adults must try to help teen-agers with this problem instead of condemning them. Can parents be philosophic about this matter and not take a hostile position? Instead of being fatalistic they can try to steer youth into a wiser course.

Driving the Car-Who has "priority" on the use of the family

car?

Are all teen-ager drivers reckless?

What can parents do about this problem?

How much freedom can parents allow their teen-agers? Is their discipline wise or otherwise? Young people want parents to say "no" sometimes, but they don't want only negative help, they need positive guidance too!

Young people will talk with adults about:

... summer work

.... entertaining friends

.... political and civic matters

... the car

... the radio

But sex and petting, engagement and marriage are hard to talk about.

Being a teen-ager isn't easy! You can't share all your thoughts and emotions with adults. Parents must try to understand that the whole process of growing up is one of growing apart from the family. There comes a time when a parent must let his child go, and that parent is more loved and respected if he has tried to guide his child through the years, being willing to grow himself in understanding as his child grows.

### Adults Can Try to Understand Teen-Agers

Adolescent behavior is often quite hard to understand. Adults

don't understand it-young people don't understand it!

A 12-year old wrote an article on, "The Parent from Thirty to Forty-Five," in which she explained that "parents can be very irritating but getting mad at them does no good!" She concludes that "life can be made much happier for everybody if we understand that most adults' behavior, however odd it may seem, is 'normal' for their age!"

Adults can be much happier and nicer to live with if they try to understand that "odd as it may seem," most adolescent behavior is "normal" for that age! When adults get too upset with teen-agers, and complain that they act as if they "know it all" and "tell the old folks off," they can stop and remember that it's

the harmones speaking-not the young person!

It's natural for teen-agers to argue and try to assert themselves. They can disagree without becoming disagreeable if adults (who have lived longer and should have learned something) can stay away from the fixed position "you can never change my mind on that" or the "never" or the "this or else" ultimatum.

If adults can suggest a choice of decisions, both of which are acceptable, and then let the teen-ager choose which one suits him,

the adult has guided the teen-ager.

Of course there are some things that are not debatable. Wrong is wrong and right is right, but too often adults see only black and white in *every* problem.

What if the adult reaches a deadlock in his discussion with the teen-ager. Getting mad won't solve the problem. Sometimes a little "cooling-off" period may be the best plan. "Let's think about it' or "maybe you are right" are helpful expressions in such a situation.

One of the safest ways to approach any controversial subject is to realize that adults and teen-agers are seeing the problem differently—one from the viewpoint of the adult, the other from the viewpoint of the teen-ager. It isn't a battle, although some adults, and some teen-agers too, seem to take this attitude.

Trying to put oneself in the other person's place before passing judgment is the best rule for living in every group and at every stage of growth. The faces of youth are set toward the future. If parents (and grandparents) could face in that direction instead of always talking about and holding up "the good old days," they would have a better chance of marching along and not being left behind. Understanding and togetherness are magic words to help young people and their parents.

## How Can Adults More Wisely Guide Teen-Agers?

Adults realize that the process of growing up doesn't proceed gradually, easily or smoothly. Some stages of growth seem rougher and stormier than others, but wise guidance in each stage is the best preparation for the next stage. The growing-up stage we call adolescence is a time of conflict and storm in every life as the teen-ager tries to become free of "the family", and "the family" tries to hold on. Often there are fights, rebellions, hostilities, misunderstandings, and hurt feelings on both sides. Naturally this is hard on everybody, but it doesn't have to be tragic!

Often their own problems stand in the way of adults who are trying to help teen-agers. Of course, this doesn't mean that only those adults who have no problems can wisely guide youth. But it does mean that adults can look at their own problems frankly and courageously, and try to practice the art of living at their age! We talk often today about emotional maturity. Are you, as an adult, an emotionally mature person? No one stays well-adjusted constantly, but you can try to become a more emotionally-mature, well-adjusted adult as you try to guide a teen-ager.

Emotional-maturity isn't always easy to define, but there are



It isn't easy to be a teen-ager, but there are countless people who stand ready to help guide our young people through these trying growing-up years.

some characteristics of the emotionally healthy individual.

- 1. He can love someone besides himself.
- 2. He can accept disappointment.
- 3. He can cooperate with others.
- 4. He can judge a situation as it is, not as he wants it to be.
- 5. He is self-reliant.
- 6. He makes effective use of his abilities.

What are some of the rules for living that adults might practice if they sincerely want to guide teen-agers?

#### Provide More Home Life

Calling all parents! There is an old saying that "until a boy is about fourteen years old, he does what his father says. After that he does what his father does!"

Too often we hear "there are no delinquent children, only delinquent parents." Parents need not assume all the blame for teen-age troubles, but there is a lot they can do to help avoid troubles!

As soon as John is born, the atmosphere of his home begins to influence him. If his is a happy home, one where there is love and respect and living religion, he is fortunate. All through the years, at each stage of his growth, he is helped or hurt by his home life.

Now he is in the teens. If Mom and Dad make as few rules as possible but insist that he carry them out if he understands and accepts them; avoid issues; cut down on their own demands, accepting the fact that he is not as responsive now; try to remember that he is trying to "cut loose", and wanting to "hold on" at the same time they will be able to enjoy him more and not feel discouraged, frustrated and afraid most of the time.

How can they do it? They will have to practice more praise and appreciation, and try to eliminate as much criticism and correction as possible. They will have to try to keep a sense of humor, and practice the art of laughing with him, but never

at him!

#### **Provide More Recreation Facilities**

Adults can help teen-agers be better citizens, not only in the community, but in the world, if they will provide incentives that will challenge and satisfy young people, help them build values and attitudes.

This can be done most effectively by providing recreation facilities in the community. This will take time, money, effort and a great deal of understanding.

#### Look at Yourself

A third rule for living that adults must practice if they want to help the teen-ager is to take a look at themselves instead of always looking at the young person; make frequent use of "help" instead of trying to dominate; ask for advice or information—talk with him and not at him; pick the right time to talk; play fair at all times.

Teen-agers want adults in whom they can have confidence. They want adults to *trust them*, and give them the privilege of making some of their own decisions. If they decide unwisely, they are ready and willing to take the responsibility, if the adults will let them!

Teen-agers want a reasonable degree of *consistency* in the behavior of the adults who are guiding them. No one can be the same *all* the time but lack of consistency in attitudes and behavior on the part of adults is very confusing to the teen-agers.

Teen-agers need encouragement. They want adults to expect the best of them but that "best" needs to be encouraged.

Teen-agers need privacy. Not that they have to hide things but they want adults to respect them.

Teen-agers need understanding—adults who know this isn't the horse and buggy age and that they must be willing to accept "change" although they may not always like that change.

Time, love and companionship will contribute to the happiness of the teen-ager, and to the adult who is trying to help him.

#### I PLEDGE:

My Head to clearer thinking;
My Heart to greater loyalty;
My Hands to larger service; and
My Health to better living for
My Club, my Community, and my Country.

# Putting The 4-H Pledge To Work

By
Virginia Sloan Swain
and
Corinne Justice Grimsle

Extension Specialists In Family Relations

Ever since the day you were born you have been developing ways of doing things and ways of saying things, so that by now your family and your friends know pretty well what to expect of you. They know whether or not they can count on you to do something you promised to do, or whether you will thank them for their help, or whether you will be careful with things loaned you. We call these ways of acting, habits.

The growth of your habits might be compared to the growth of trees. When a tree is still quite young and its roots haven't gone very deep into the earth, you can pull it up easily. But let it continue growing for several years until its roots grow stronger and go way down into the ground—then you can pull and pull but the tree stays on. So it is with habits. While people are still young their habits aren't very firmly set, so with a little effort they can be pulled up. But when people wait until they are older their habits have grown so much a part of them that they have a hard job when they try to get rid of them. You are still young enough to uproot the habits which you need to get rid of, and without too much trouble.

We all have some ways of doing or saying things which rub other people the wrong way. And we all have some days when nothing seems to go right. Do you know the habits which most often cause ill feeling between you and your family? Oftentimes a little stock-taking helps us to find the cause of our troubles.

This program on the 4-H Piedge is to help you take stock. Have you ever thought about what you really mean when you say, "I pledge my Head to clearer thinking, my Heart to greater loyalty, my Hands to larger service, and my Health to better living?" When you pledge somehing you are making a promise, but what are you promising? What does your pledge mean to you? Let's analyze it and see what it means. Let's see how you can put the pledge to work at home in everyday living. You will find questions which will help you to take stock of yourself.

After reading each question put a check mark in the column where you think it belongs. The checks in the "Never" column will indicate the habits which probably get you into trouble with your family. They are the ones that need to be pulled up so that new ones can be put in their place. The checks in the "Sometimes" column will show the early growth of good habits which need to be nurtured and protected until they get strong enough and send their roots down deep enough to hold the habit under all kinds of conditions. When roots go this deep you are ready to move your check mark over into the "Usually" column. It may take you a long time to get your check it takes habits a long time to grow. It may take them weeks, or months, or even years before they are firmly rooted. And don't be discouraged if you have more checks in the "Never" column than you have in the others. Your habits are still young enough to pull up and put new ones in their place. However, it would be best to pull up only one habit at a time and work hard on this one before you start to work on another one.

If you really want to see yourself as others see you, it will be well to ask your parents or your 4-H leaders to go over the questions with you. There will probably be places where you will disagree about where the check mark should be placed. But remember, if you are going to use your head for clearer thinking you will not lose your temper when you don't agree. And remember too, you are trying to see yourself as others see you and not as you think you are.

Rate yourself on the following questions either N (never), S (sometimes), or U (usually).

Acknowledgment is made to Miss Rita Dubois and Miss Virginia S. Wilson, Nutrition Specialists, for the preparation of the section ARE YOU USING YOUR HEALTH FOR BETTER LIVING?.

# ARE YOU USING YOUR HEAD FOR CLEARER THINKING

	N	S	U
Do you discuss with your parents:			
The project which you want to carry?			
The time which you need to spend on your project?			
The equipment which you will need to borrow?			
The help which you would like to have from them?			
A place where you can keep your project record books and other project supplies?			4
The money which you will need for your project and the division of profits.			
How you plan to use your profits?			
Are you dependable? Do you—			
Keep your project up-to-date?	-	_	
Finish what you start out to do?			
Get your jobs done without having to be reminded?			
Put supplies and equipment back where they belong?			
Come home when you said you would?			
Come to meals on time?			
Get ready for school without last minute rushing?			
Are you fair?			
Do you—			
Discuss differences of opinion with family members without "blowing up"?			
Hold your tongue when you want to say unkind things?			
Accept the blame for your mistakes?			
Willingly take turns with other members of the family with telephone, radio, etc?			
Ask permission before using another person's property?			
Wait to say something, instead of inter- rupting someone else?			

# ARE YOU USING YOUR HEART FOR GREATER LOYALTY

	N	S	U
o you—			
Thank members of your family for things they do to help you?			
Praise members of your family more than you criticize them?			
Sympathize with members of the family who have been hurt or disappointed?			
Say "Please" when making a request?			
Treat the friends of other members of the family as you want them to treat your friends?			
Stand and offer your chair to your parents or any older person?			

# ARE YOU USING YOUR HANDS FOR LARGER SERVICE?

Do you-		
Offer to do someone else's work when you know they don't feel well, or when they are invited out?		
Clean up any mess that you have made, instead of leaving it for someone else?		
Use some of your free time doing things for other people's pleasure?		
Offer to help younger members of the family when they need help or encouragement?		
Keep your room in order, like hanging up your clothes and putting up your hobbies?		
Pitch in and help without having to be asked when unexpected jobs come up?		

# ARE YOU USING YOUR HEALTH FOR BETTER LIVING?

	N	8	i i
o you— Look neat and clean?	i.		
Practice good posture—sitting, walking, working, playing?			
Eat three meals every day that include milk, fruits, vegetables, eggs, meat, bread, butter?			
Eat meals cheerfully without grumbling about food?			
Go to bed at the hour agreed upon by you and your parents?			
Wear proper clothing for cold or rainy weather?			
Brush your teeth at least twice a day?			-1
Safeguard your own and other people's health by:			
Using handkerchief? Washing hands often?			
Being immunized for typhoid and smallpox?			
Help your parents improve sanitary conditions at home by:			
Practicing fly, mosquito and rat control?			
Having safe water supply?			
Having proper sewage and garbage disposal?			

November, 1950

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#### When Teenagers Entertain at Home (Teaching Outline)

## Objectives:

To understand the importance of entertaining in the teenager's development. To understand the part the family plays in teenage entertaining.

#### Introduction:

When teenagers entertain, they usually think of food and fun, but the family should be considered, too. The family in turn should recognize some of the values that entertaining at home has for the teenager.

## A Look at the Teenager:

#### Twelve to Fourteen

- fast physical growth
- pushes limits
- confused about self
- worries about self
- wants reasons for rules
- prefers gang of own sex

## Fourteen and Up

- loud
- sociable
- likes opposite sex
- confides in friend own age
- can cooperate for group goal
  - can assume responsibility

## Importance of Entertaining:

- -Belonging to the gang group. This is a necessary and important step in growing up. Developing a social relationship with others outside the family is a step in developing personal relationships.
- -Entertaining at home provides opportunities to get acquainted with the opposite sex in informal situations with some adult supervision.
- -The teenagers learn more about themselves through contact with others in informal activities.
- -Practice makes perfect. Through experience the teenager learns social graces. This helps in development of self-confidence and poise. Being able to carry out social activities in his own home enables the teenager to practice in more familiar surroundings.
- -As a good host or hostess, the teenager develops an awareness and interest in the welfare of other people.
- -Providing recreational opportunities in the home is a good way to fill the need for activities in rural areas.
- -When given the opportunity and sufficient guidance, the teenager can learn many lessons in management through planning, preparations, execution, and evaluation of entertainment at home; such as financial planning, menu planning, buying, housekeeping, cleaning up, etc.

# The Family's Role in Teenager's Entertaining

- Recognize its importance to the teenager.
- -Encourage the teenager to attempt entertaining.

   Lend assistance in planning and preparation. (It should be a family event in which the teenager is the star performer)
- Parents should be on hand and properly dressed to meet the guests when they arrive.
- Parents and other family members should then excuse themselves to some other part of the house for the evening. (There should be an adult in the house at all times).
- Help teenager evaluate the entertaining after it is over.

## The Teenager's Responsibility to the Family:

- Consider the family when making plans. (Finances, date, time, type of party, etc.)
- Include family members in preparations, but don't expect them to do the work.

Include family members in preparations, but don't expect them to do the work.

(Teenager should be responsible for seeing that the room is straight, food is ready, and props for entertainment are set up.)

- Plan for the family's comfort during party. (If Dad always sits in his easy chair in the living room to read the paper at night, move the chair into the bed-

room or elsewhere for the evening.)

 Anticipate jealousies of some younger children in the family. Sometimes the problem is not so much jealousy as feeling left out of things. A way to help the situation is to give the child some interesting and responsible part in

preparations, then praise for his efforts.

- Curb criticism. It is typical and natural for the teenager to be very critical of his house, furnishings, family members' appearance. He is concerned about his status with the gang. He wants to be sure that the gang approves of all they see. While the family appreciates the teenager's interest in improving conditions, the teenager must be realistic in the changes he can expect.

- Curb noise. Be considerate of other family members elsewhere in the house.

- Recognize the desirability and necessity for chaperones in the house.

- Evaluate and strive for improvement.

## Some Suggestions for Home Entertainment:

- Platter party (This is a bit noisy, but maybe the family can stand it once in awhile.)

- Candy pull

- Buffet supper (after the game)

- Ice cream social (Use hand crank freezers)
- Progressive supper (One course at each house)

- Outdoor meals etc.

#### Related Topics:

- Understanding Teenagers

- Family Cooperation

- How to be a Good Chaperone

- Nutritions Inexpensive Refreshments (Teenagers typically have poorest diet of any family member)

- Management in Entertaining

## Related Agricultural Extension Publications:

Let's Make Housekeeping Easier. Misc. Pamp. 143, N. C. Agric. Extension Ser.
Look, Cook, Freeze Ahead, Misc. Pamphlet 198, N. C. Agricultural Exten. Ser.
Outdoor Meals, Club Series 111, N.C. Agric. Extension Serv.

Q's to U., Misc. Pamp. 87, Agric. Extension Serv.
"Tips om What to Wear Where", N.C. Agric. Extension Ser. Clothing Dept.
"Serving Party Refreshments," N. C. Agric. Extension Serv. Foods and Nutrition Dept.
"How to Give a Party and Enjoy It Yourself", Foods and Nutrition Dept. N. C.
Agric. Extension Serv.

Prepared by: Frances Jordan
Family Relations Specialist
N.C. Agric. Extension Service

## A More Realistic Approach to Marriage

Minister: Darly beloved, we are gathered together here in the sight of God. and in the face of this company which includes their mothers and fathers who wanted them to grow up and get married, but now think nobody is good enough for their children; and their brothers and sisters who probably will be glad to get rid of them. We are gathered here to join together this Man and this Woman with a cord that is supposed to hold a lifetime. For some it will, for others it will stretch like an elastic band, for a few it will break sooner or later. There are any number of reasons why they should not be joined together, but most marriages last in spite of statistical evidence against their probable success. Wilt thou have this woman to thy wedded wife, to live together in a house you may never own, with furnishings you hope to pay for before they wear out? Wilt thou love her, even when she buys a hat for \$25 that she doesn't even need? Wilt thou comfort her in those days of pregnancy when she wants the most outlandish things in the middle of the night? And keep her in sickness and in health and nurse her through a cold, complete with runny red nose, sneezes, and watery eyes? Wilt thou forsake all others, and keep thee only unto her, even if she gets dowdy and that good looking neighbor doesn't? So long as you both shall live, and not just until the honeymoon and glamour is over?

John: I, John, take thee, Mary to my wedded wife, to have and to hold from this day forward even when you get too fat for my arms to reach around you, and though on some days an eternity with you seems impossible to take. For better for worse, such as staying home to clean out the garage when I would rather go fishing, and even when I have to wear that outrageous necktie you bought for me. For richer for poorer, like having to buy a new washing machine at the very time that shotgun I want is on sale, and when we have to go in debt for a bigger house because we can't squeeze four children into that second bedroom. To love and to cherish, in spite of the fact that you put a dent in the fender of our new car and give me hot dogs three days in a row while you shop for bargains down town, and use my fishing lure box to store your earrings. Till death do us part, and thereto I plight the my troth.

Mary: I, Mary, take thee, John, to my wedded husband, to have and to hold from this day forward even when you develop a bay window and your hands are usually too dirty to hold. For better for worse, such as when you tell the boss where to go and he lets you go instead, and when you give me only three hours' notice to get ready for a two week trip. For richer for poorer, even when you lose the grocery money in a game with the boys, and the tractor is more important than a new refrigerator. In sickness and in health, especially when you make a pig of yourself at the annual picnic and keep me up all night nursing the biggest baby in the house. To love and to cherish, in spite of the fact that you like your mother's cooking better, and you leave your dirty clothes on the floor instead of moving three feet to put them in the laundry box. Till death do us part, if the children don't run me ragged first. And thereto I give thee my troth.

Minister: With these rings I thee wed, knowing full well that there will be times when you wish you weren't wearing them and later you will be so glad you were. Those whom God and I and much courting have joined together, let no man put asunder. I now pronounce you Husband and Wife. Eternal God, send Thy blessing upon this Man and this Woman, for they will need all the help they can get.

Prepared by: Frances Jordan
Family Relations Specialist
Agric. Extension Service

#### COLLEGE MARRIAGE CEREMONY

Clergy: Wilt thou, John, Take this woman as thy wedded wife, to live together insofar as University Housing will allow? Wilt thou take her to the Saturday night free movies on campus and wilt thou promise to kiss her before going to class every morning?

John: I will

Clergy: Wilt thou, Mary, take this student as thy wedded husband, bearing in mind eight o'clock classes, library assignments, term papers, hourlies, final examinations, and other acedemic problems? Wilt thou cherish, honor, love, and wait on him? Wilt thou learn to proof-read his themes, keep the children quiet on the night before every test, and be willing to live on what money you can scrape together?

Mary: I will

John: I, John, take thee, Mary, as my lawful wedded wife from 5:30 P.M. to 8:00 A.M. and after noon on Saturday so far as permitted by my instructors and major professors, hours free from studies being subject to change without notice, for better or worse, for earlier or later, and I promise not to study on Saturday afternoon and night, and at least once a week to baby sit while I am reading my assignments.

Mary:

I, Mary, take thee, John, as my wedded husband, subject to the University schedule, changing my plans for visits home to fit the University calendar, to have and to hold as long as he makes a two-point over-all in his major, and thus I give my troth.

Clergy: Then let no man put asunder this man and this woman whom God and the University's Board of Trustees have allowed to live together. By virture of the authority vested in me in accordance with Dean of Students regulations, Administrative policies, the latest comment from the President's Office, and the bulletins from the Department Chairman, I now pronounce you man and wife.

Paraphrased by: Frances Jordan Family Relations Specialist N. C. Agric. Extension Service

#### NAVY MARRIAGE CEREMONY

Chaplain: Wilt thou, John, take this woman as thy wedded wife, to live together in so far as the Bureau of Naval Personnel will allow? Wilt thou love her, take her to the movies, and come home promptly on all forty-eights?

Sailor: I will

Chaplain: Wilt thou, Mary, take this sailor as thy wedded husband, bearing in mind liberty hours, ship schedules, restrictions, watches, sudden orders, uncertain mail conditions and various other problems of Navy life? Wilt thou cherish, honor, love, and wait for him? Learn to wash fold and press his uniforms?

Girl: I will

Sailor: I, John, take thee Mary, as my wedded wife for 1600 to 0730 so far as permitted by my commanding officer, liberty hours subject to change without notice, for better or worse, for earlier or later, and I promise to write at least twice a week.

Girl: I Mary, take thee John, as my wedded husband, subject to the orders of the officer of the desk, changing residence whenever the ship, moves, to have and to hold as long as the allotment comes through regularly, and thus I give my troth.

Chaplain: Then let no man put asunder this man and this woman, whom God and the Bureau of Naval Personnel has brought together. By virtue of the authority vested in me in accordance with Navy Regulations and the Bureau of Naval Personnel Manual and the latest bulletins from the Navy Department concerning marriage, by direction of the Commanding Office, I now pronounce you man and wife.

(Taken from The Worchester Rooster, Vol. 7, No. 7, Sept. 2, 1951,--the paper published for the crew of this navy vessel.)

Distributed Paraphrased by: Frances Jordan Family Relations Specialist N. C. Agric. Extension Service



MAKING A GO OF MARRIAGE

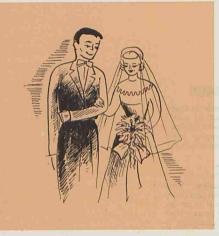
Author: CORRINE J. GRIMSLEY
Extension Specialist
in Family Relations

## MAKING A GO OF MARRIAGE

We like to think that "marriages are made in heaven," but we realize they must be lived out on earth. America is the most married nation in the world. Millions of young couples—and older ones too—marry every year. Each couple is sure **their** marriage will be a success. They don't agree with the little jingle:

"Needles and pins, needles and pins, When a man marries, his trouble begins."

Why do so many marriages go "on the rocks?" Why do we have so many divorces in America? John and Mary have the wedding license, and they believe it is an insurance policy for lasting happiness. But the license isn't enough. They must work to make their marriage a success.



I, John, take thee, Mary . . .

#### I, John take thee, Mary . . .

With the minister's blessing, and the congratulations and good withso of friends, John and Mary are ready for the most important venture a man and woman can make in life.

Fiction and movies end the story, "And they lived happily ever

But this is just the beginning, and although they have signed a solemn contract, John and Mary must build their marriage step by step if it is to be a success. It is a job that takes years. If they have worked on a blueprint for a successful marriage, they can build more wisely and securely. But the blueprint must always be subject to change.

If they chose each other wisely, they have started on a secure foundation. If they came from similar backgrounds; if they were happy in childhood; if they developed into emotionally mature people with the same goals and ideals in life—they have a greater chance to succeed as they build together.

If all, or any, of these requirements have not been met, the couple can still build wisely and well, but it will take more thought, care, tolerance, and perseverance.

#### ... for better or for worse

There is an old idea about marriage that is still popular in fiction. "There is one man for each woman; they meet; they fall in love;

love is all that matters—so they get married regardless of everything and everybody. If they are really in love—and they can be sure of that fact—then they will live happily ever after."

But it isn't that easy. Mary and John have a lot of adjustments to make. Studies have revealed that the first five years of marriage are a time of adjustment no matter how much in love a couple may be.

The honeymoon is over, and as Mary and John settle down in their new home (whether it is a house, two room apartment, or a room with her folks or his folks) they have come to the testing time. They have solemnly pledged themselves to one another "for better or for worse." There are happy times ahead, made more joyous because they are shared with a loved one. But there are also some unhappy times ahead. Although Mary and John are in love, they still have different opinions. These opinions are apt to conflict at times. How are they going to meet this first threat to their success in marriage?

If they can face each problem sincerely and frankly, half the battle is won. There are many different points of conflict, but there is always a sure way to resolve the conflict. Mutual understanding, courtesy, thoughtfulness, and absolute honesty between a man and a woman will do much to reduce the friction that naturally occurs at these points of conflict.

Success or failure in marriage depends a lot on how these differences are dealt with in the early months and years of marriage. . . . then there will be days like this.





Romantic love is just the beginning.

#### What Is LOVE?

Do you believe that "love is blind in one eye and can't see out of the other?"

What do you mean by "love?" Some folks use the word "love" to express any liking they have. They love flowers, books, foods, people, and clothes. Others think of it as the tenth word in a telegram.

What is love? How do you know you are in love?

Romantic love is a vital factor in marriage, but it isn't everything. Love lends glamour to life. It makes a dull person appear witty; a plain person look beautiful; an uninteresting situation become irresistible. But this romantic love needs to develop and grow if it is going to last. Real love doesn't ask what it will get from marriage, but what it can give to marriage.

Such love will grow and mature with the years, and will be a sure and dependable basis on which to build happiness and security. The romantic illusion of courtship and the honeymoon usually lasts a year—but ready to take their place is married love that is built on companionship and mutual respect.

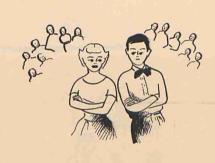
How do you know yours is **real** love? Do you feel a real sense of comradeship and are you conscious of a wholesome sexual attraction? No one can answer this finally for you, but if you are more interested in the happiness of another than in your own happiness; if you have stopped thinking primarily of yourself and your desires, you can be sure your love is of the quality that will grow and develop.

#### I Didn't Marry His or Her Family

John married Mary because she was "different," she was the one girl for him—and then he tried to make her over. He wanted her to be like his mother, or like his sister. Mary decided John was her "dream man," but as soon as she married him she started trying to reform him.

If husband and wife come from homes where there is love and affection, their marriage is more apt to succeed. The customs, the ideals and the habits of his or her family may be a constant source of irritation in the new marriage. Mary and John may have realized that their families had different ideals or values, but they didn't recognize that each side would have its battle line ready to protect its peculiar views as soon as there was a conflict. John may quote his mother once too often; Mary may threaten to go home to Daddy one time too many.

When a young couple marry they cannot suddenly shed a family pattern that has been fashioned for each of them through the years. But they must gradually refit and readjust customs, values, and ideals. They must form their own pattern of life. They often feel that "his folks" and "her folks" are interfering in their marriage. If they aren't careful they'll think of their in-laws as "outlaws!" If Mary and John can learn to discuss their in-laws without losing their temper or getting hurt, they have begun to build a marriage that will be secure and stable through the years ahead. This is a test of emotional maturity, and so many young people fail here because they have not been "wearsed" from Mom and Dad.



Form your own pattern and the battlelines disappear.

There are others besides "we two."



#### His Friends-Her Friends-Their Friends

John wants to go fishing with the boys. Mary is hurt and thinks he is getting tired of her. She can't understand why he would rather have fun with the boys instead of being with her.

Mary used to enjoy parties with the girls. Shall she spend an occasional evening with her friends, or will John be mad if he has to stay at home without her?

Before they married Mary and John wanted to do everything as a couple. They were jealous of anyone and anything that threatened their close relationship. It will take time and real understanding for them to make this adjustment to the fact that they can each have a good time with other people, even if they aren't together. Mary will have to learn to accept some of John's friends whom she doesn't like. He will have to be courteous and nice to some of her friends whom he doesn't enjoy.

If John likes fishing, and Mary doesn't she will have to accept the fact that he can still enjoy this sport even if he doesn't have her along. John can show his real dislike for bridge now, which he tried to conceal during their courtship. If Mary wants a game with the girls, John will have to be a good sport and not resent it. After several years of marriage a couple usually makes this adjustment. He may have conceded some points, and she has given in on others, so they have reached a mutual gareement. The final adjustment may

mean that each tolerates the friends of the other, and together they form some new friendships.

#### Income-Outgo-TROUBLE

Does anyone really believe that "two can live as cheaply as one?"

Money plays an important role in marriage. This is where the blueprint calls for some carefully thought out specifications.

Mary and John may be so eager to save for a rainy day that they never have any money for pleasure or small luxuries. They just keep an expense account,

Or they may go ahead and buy everything they want, paying "a dollar down and a dollar a week" for the years to come.

Unless the income and the outgo balance, there is trouble ahead. Budgets are very unpopular. But if Mary and John plan their spending wisely they know where the money has gone—and they will avoid one of the points of conflict which causes so much unhappiness in marriage.

The size of the income isn't the main source of trouble, although it is important that there be enough money to meet the necessary expenses so a couple can live alone. The way the money is spent is the topic of many quarrels. If a couple can sit down together and plan their spending, with mutual responsibility for carrying out the plan, it creates harmony and a happier relationship.

#### Where does it go?





It takes thought to make a go of marriage.

#### Fifty-Fifty Partnership

Who's the boss in your home? Or is your partnership on a fifty-fifty basis?

You may feel that John should be the "senior partner." Studies show that in marriages where the husband dominates, 61 percent of the couples are happy. If the wife assumes leadership, 47 percent of them are happy. But in marriages where there is fifty-fifty partnership, 87 percent of the couples are happy and consider their marriage a success.

What do we mean by real partnership in marriage? Men and women are not good husbands and wives by instinct. They have to learn to be considerate, to be unselfish, to be as courteous at home as they are to outsiders, and to be tolerant and kindly. They learn that mutual happiness in marriage is more important than personal satisfaction or gratification. They learn to share in planning and carrying out plans, whether it be in family finances, work, pleasure, or responsibilities. They try to help each other develop abilities and skills rather than seek their own self-expressions.

Of course this involves self-denial; self-control; self-discipline, but it results in a real working partnership, and a happier relationship and companionship.

#### **Everyone Gets Mad Sometime**

When John and Mary reach their twenty-fifth anniversary, they won't be able to say, "We've never had an argument or a difference

of opinion in all these years together." If they should make such a statement, no one would believe them.

It's natural to disagree at times. The way they handle the differences is the important thing. Professor Terman of Stanford University found that there are about sixty subjects on which husbands and wives disagree. Sometimes it isn't the subject that causes trouble as much as the way a person feels at the time. If John has had a hard day in his business; if Mary is tired or feeling bad, they find themselves making "a mountain out of a molehill." So often men and women quarrel over little irritating things rather than big issues. How shall they make something constructive out of this quarrel that is threatening their happiness?

IF Mary and John can keep from losing their temper at the same time,

IF they can try to figure out "What is right" instead of "Who is right,"

IF they can agree to never let the sun go down with either one mad at the other,

IF they can wait long enough "to count ten" before saying the first unkind words.

IF each can try to find out why the other is so irritated over this particular problem,

They will make something constructive out of their quarrels, rather than letting them become destructive.



Control that monster . . . your temper!

#### Let him know that you appreciate him.



#### The Magic of Appreciation

The little irritating mannerisms John has do not seem too important to Mary during days of courtship. Mary's exasperating habit of always being late isn't too hard for John to accept when he is wooing her.

Why do these same mannerisms and habits sometimes become unbearable in married life, causing trouble and even divorce? Isn't it because day by day Mary and John emphasize them, magnify them, harp on them? They become subjects for nagging and scolding, and a complaining, nagging husband or wife has lost all glamour.

Why not try the magic of praise? Why not cultivate the fine art of appreciation? Friction melts away before appreciation and praise.

If Mary and John could emphasize and magnify the good habits and traits each has, the irritating mannerisms would gradually assume a place of minor importance. If Mary would tell John how fine he is, instead of bragging about him to her friends; and John would show Mary how much he appreciates her instead of taking her for granted, each one would unconsciously strive to live up to that praise and appreciation.

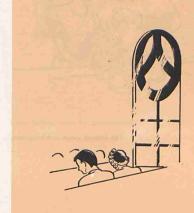
## RELIGION—Putting First Things First

Heading the list of specifications on the blueprint for happiness is the ability to order one's life in such a way that first things come first. If Mary and John hope to build on a sure foundation, there must be a living religion in their life together; that is, they must do more than profess to a creed—they must live that belief.

Since the church is the visible symbol of a faith in an invisible Kingdom, Mary and John need a church home. When this question is settled before marriage it does much to insure stability and happiness. If Mary and John have different religious backgrounds and beliefs, the adjustment may take more thought and time. If the only question is one of denominations, the adjustment is easier. As Mary and John plan their life together they discuss church membership. Whether she joins his church, he joins her church, or together they agree on a new church home, they will find it is important to be together in their church activities.

It is an established fact that couples having church connections have more permanent and secure marriages than those who do not have church affiliations. A man, a woman, and their children, trusting God and serving Him, are putting first things first in their lives.

Build a sure foundation.





The blessed event and happiness.

#### The "Blessed Event"

If John has been brought up to feel that children are important, and Mary feels that children are a privilege as well as a responsibility, they can look forward with eager anticipation to "the blessed event."

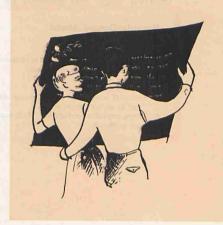
It is important that both Mary and John want a child, if their child is to have the happiness and security that he is entitled. Of course, Mary and John married primarily because they loved each other, rather than with the planned purpose of raising a family. But the blueprint they are working on together, from which they hope to build a lasting marriage, will include children.

If John hopes to build a home first, complete his education, or finish the payments on the car before Junior's arrival—and he discovers Mary sewing on tiny garments, it may cause a bit of adjustment and change of plans. The manner in which John and Mary assume the responsibility of preparing and planning for their child will influence the happiness of their marriage. If they are resentful, or even accept this upset in their plans with resignation, they are endangering the future happiness of their life together. If they accept this new situation as an added means of building a closer, more congenial partnership, they will reap from it untold happiness. Eager anticipation, sharing in the preparation with a mutual sense of responsibility will make the months before "the blessed event" highlights in their building program, rather than boring, difficult days.

#### A BLUEPRINT For Happiness

Here are some of the specifications for building a happy marriage:

- Learn to overlook little irritating experiences. Cultivate a sense
  of humor, and the ability to laugh.
- 2. Develop common interests-have fun together.
- Learn to apologize when you are wrong and sometimes when you think you are right.
- 4. Don't criticize each other's family or friends.
- 5. Don't lose your temper at the same time.
- Never quarrel or criticize each other before outsiders. (This includes in-laws.)
- Clear up all hurt feelings and misunderstanding before you go to sleep.
- Be as courteous to each other as you are to outsiders. (Know when not to ask questions.)
- Give unexpected little surprises, and be lavish with praise and very sparing with criticism.
- Each should respect the independence of the other. (Don't try to reform or make over the person you marry.)



Every builder goes by specifications.

## Hazards-Danger Ahead

- 1. Marrying when in debt.
- 2. Living with in-laws.
- 3. Too great a difference in age (8 to 10 years).
- 4. Unwholesome attitude toward sex.
- 5. Religious differences.
- 6. Poor health-mental or physical.
- Emotional immaturity—man or woman still "tied to mother's apron strings!"
- Wrong attitude toward children, (Both must want children.)

#### Important Adjustments in Marriage

Marital adjustments take time. If marriage is to be mutually satisfying to both, adjustments may take from months to years.

Sex adjustments is often the hardest one to make, but studies reveal that when both a man and woman have wholesome attitudes toward sex, mutually satisfying adjustments are made sooner.

Spending the family income is another difficult adjustment, and several years may be required to work out a satisfactory plan for spending.

Social activities are more of a problem to some couples than to others. If a man and woman are from different backgrounds, or different parts of the country, it may take longer to make a mutually satisfying adjustment in their social life together.

In-laws may be a source of disturbance in some marriages, while the adjustment is made easily in others.

Religious differences, if adjusted before marriage, are easier to cope with.

# Being the right Partner in marriage is as important as finding the right partner . . .

WHAT ARE YOUR GOOD POINTS AS A HUSBAND OR WIFE?

WHAT ARE YOUR WEAK POINTS?

# Books That Will Help You

- LIFE BEGINS WITH MARRIAGE, by Theodore G. Mitchell—Dearborn Publishing Company, Chicago 1944
- LOOKING FORWARD TO MARRIAGE, by Johnson, Randolph, Pixley, Allyn, and Bacon, New York 1944
- SHE'S OFF TO MARRIAGE, by Alsop and McBride—The Vanguard Press, New York 1942
- MARRIAGE—BEFORE AND AFTER, by Paul Popenal—Wilfred Funk Inc., New York 1943
- WHEN YOU MARRY, by Duvall and Hill—D. C. Heath and Company, Boston 1945
- MARRIAGE FOR MODERNS, by Henry A. Bowman—McGraw-Hill Book Co., Inc., New York 1942

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Club Series No. 69

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## Objectives

1. To understand what we mean by a happy outlook.

2. To learn how to create and keep a happy outlook.

3. To learn how to help our families have a happy outlook.

#### Introduction

Do you remember playing the "Unhappy game" when you were a child? It went something like this. The person who was "It" pretended to cry. The group would ask, "Why do you cry?" "I'm unhappy." "Well, what would it take to make you happy?" Then "It" would describe something for one of the group to do; such as sing a song, etc.

Have you ever thought what it would take to make <u>you</u> happy? What would it take? (Ask club members to volunteer answers.)

We find that it would take different things to make different people happy. Or we could say it would take different things to give us a happy outlook.

## What We Mean By A Happy Outlook

The experts have different ideas about what we mean by a happy outlook. But they seem to agree that it includes one or more of the following things:

- Feeling good about yourself, having the things you need. - Working to change what you don't like about yourself.

- Being able to stand on your own feet and not doing things just because everybody else is doing it.

- Being realistic about your relationships with people and situations.

- Being able to get along in your environment. This includes your family, close friends, other groups of people like Home Demonstration Club members, situations or institutions like school, church, or a job.

So, to say it in a few words, a happy outlook seems to mean:

- Know yourself.

- Know your world. - Enjoy what you like.

- Change what you don't like.

- Accept what you can't change.

# How To Create and Keep a Happy Outlook

1. Know yourself.

We need to sit still sometimes and ask ourselves a few questions. What do I like about myself? What do I dislike about myself? Why do I feel that way about myself? Why do I like the things I do?

Sometimes we need to talk to other people to help us answer these questions about ourselves.

2. Know your world.

What do I like about other members of my family? Other people? What do I dislike about my family members and other people? Why do I feel that way? What are some things, besides people, that I like? What are some situations that I dislike? Why?

Remember, it helps to talk about those things we dislike.

- 3. Enjoy What You Like.

  Each day we should do at least one thing we like to do. It has been said that the two things which can give us the greatest happiness are having the necessities of life (food, warmth, etc.) and our family relationships. Most of us make whatever effort it takes to get the necessities of life. Do we make the same effort to enjoy our families?
- 4. Change What You Don't Like.

  Start with trying to change what you don't like about yourself. How can we change the things we dislike about ourselves? How can we change the way we feel about other people? Work on only one thing at a time.
- 5. Accept What You Can't Change.

  This is part of what we mean by being realistic. We can't be 25 again when we are 50. We can't change most of our husband's habits. Or, if he is a Republican and you are a Democrat, you will just have to remember not to talk about politics and partisan affairs.

## A Happy Outlook For Our Families

As mothers we are the center or the hub of the family, and it is to us that our husbands and children turn to help keep them happy. That makes it harder for us to keep our happy outlook, doesn't it?

But these same 5 steps work for other family members, too.

- 1,2. We can help each of them to know themselves and their world. Take time to let your children and children talk it out with you. Be a good listener. Hold your tongue.
- 3. Help them to enjoy what they like. What would make a baby happy? A preschooler? A school child? A teen-ager? A husband?
- 4. Help them to change what they don't like. It is difficult to help other people to change themselves. We must remember that they have to want to change before we can help them.
- 5. Help them to accept what they can't change. This is where discipline is important. We are helping our children to accept what they can't change when we help them abide by the rules. As they grow older, they learn to discipline themselves to accept things as they are.

## Summary

We have talked about what we mean by a happy outlook, how to create and keep a happy outlook, and how to help our families be happier.

## Visuals

Use a poster (or draw on wrapping paper) some large glasses. Cut out paper lenses to fit. On each lens print the point you want to make. Attach to glasses on the poster picture with freezer or masking tape. Add another lens with another point as the discussion progresses.

Prepared by: Frances Jordan Family Relations Specialist N. C. Agric. Extension Service

## Excerpts on Mental Health

#### Observations

1. Many people are anxious and insecure.

2. Most people ask comfort rather than luxury.

3. Source of anxiety is in immediate environment.

4. Men, feeling competition between hame and job, feel insecure of themselves in their family relationships while pressed to keep or gain status in life work.

5. Wives see selves in secondary role, strive to achieve satisfaction not

restricted to marriage and child-rearing.

Older people have learned to accept selves, live with personal relationships, work, and fate. But at cost of resignation, apathy, lower happi-

ness and gratification.

7. Young people, especially well educated approach lives, relationships, careers with higher optimism and greater expectations. Greater potentials for satisfactions and also frustration. Greater happiness and satisfaction, but more problems and self-doubt.

#### How Americans face their problems:

1. More success when one can see problem subjectively, internal-psychologi

cally, and react actively.

- "healthful worry" depends upon more education because of more selfawareness, more knowledge of sources for help, more money they have to get help.
- 3. Most people have to help themselves, or get only minor temporary help from others.
- 4. Lower status group need more professional help more readily available. But they don't use what help they have.
- 5. One in 4 thought they needed help, one in seven tried to get help.

#### Steps to Mental Health:

Dr. George S. Stevenson of the National Association of Mental Health urges the following II steps in maintaining individual mental health: "Talk It Out"...confide your worry to a trustworthy, level-headed person - "Escape For Awhile" ... change helps to recover sense of balance, return to the problem when in better condition to cope with it - "Work Off Your Anger" ... take a walk or do something; a problem requires a cool head - "Give in Occasionally" ... it's easier on the system, even when right; having given in, sometimes others will too - "Do Something For Others"... something constructive and helpful is a good way to stop worrying about self - "Take One Thing At A Time"... start with the most urgent - "Go Easy On Yourself"... no one is perfect; be tolerant of your own shortcomings - "Go Easy With Criticism" ... instead of criticizing, search out others' good points and help to develop them - "Give The Other Fellow A Break" ... there is no need to edge him out; if he feels you are no longer a threat, he will cease being a threat to you - "Make Yourself Available" ... don't sulk if you feel "left out"; make some of the overtures - "Arrange For Recreation" ... take time to relax; include recreation in the daily schedule and stick to it!

"We are so formed that almost every man is superior, or thinks himself superior, to any other man in something; and fixing his view upon that, he is in good temper with himself". p. xxvl, Action For Mental Health, Joint Commission on Mental Illness and Health, 1961.

"Capacity to over come obstacles and withstand frustration." p. xxvll; ,AMH, ibid.

"Potential for mental health depends upon biological, psychological, and sociological forces affecting our behavior." p. 94, AMH

"Mental health springs from a capacity to accept normal amounts of stress, with some ability to rebound or to handle trouble." p. 94. AMH

Unhappy people - pessimistic about the future and possibilities of change; apathetic and have a deficit of psychological resources.

- older people resignation, apathy, passice acceptance
- less educated (frustration in society valuing education for advancement.
- women in marriage and parenthood
- male clerical workers
- wives of unskilled workers
- widows and widowers
- home disrupted by death or divorce in childhood

Worriers - more optimistic about future; believes thangs can change for better and acts accordingly; active and positive in approach to life.

- younger people
- better educated
- managers, farmers, salesmen about jobs
- wives of professional men and salesmen about husband's job interference.

Concerns: material and economic considerations. (Money for living and security, rather than luxury) (mostly income group 3,000 to \$6,000 children (We do not worry about community, national, or work intern. affairs)

health

- older women shows most anxiety

- women more sensitive about personal relationships with other people
- male more likely to blame self for marital problems
  - church goer, less distress.

Other comparisons:

- Better educated more self-critical, especially personality characteristics.
- less educated more physical symptoms than psychological

- residence - no significance

Sources of happiness: enough money for necessities

- children - marriage - family
Most likely to seek help - young, better educated woman, concerned about marriage
goes to minister, if thinks partner is cause; to psychiartrist if thinks she is
cause; higher income. urban.

How handle daily problems themselves: -nothing, forgot about it, ppassive

- turn to spouse for help, family members, friends (high income, educ. young men)

- pray (women, less educ, low income, older)

#### CORONARY CLUB CODE

- 1. Your job comes first; personal considerations are secondary.
- 2. Go to the office evenings, Saturdays, Sundays and holidays.
- Take the brief case home on the evenings when you do not go to the office. This provides an opportunity to review completely all the troubles and worries of the day.
- 4. Never say no to a request always say yes.
- 5. Accept all invitations to meetings, banquets, committees, etc.
- 6. Do not eat a restful relaxing meal always plan a conference for the meal hour.
- 7. Fishing and hunting are a waste of time and money you never bring back enough fish or game to justify the expense, Golf, bowling, pool, billiards, cards, gardening, etc., are pastimes for lazy people.
- It is a poor policy to take all the vacation time that is provided for you.
- Never delegate responsibility to others carry the entire load at all times.
- 10. If your work calls for traveling, work all day and drive all night to make your appointment for the next morning.

FOLLOW THESE PRECEPTS RELIGIOUSLY, AND YOU WILL BE SURE TO BE A SUCCESS FOR THE REST OF YOUR SHORT LIFE.

Distributed by: Frances Jordan Family Relations Specialist N.C. Agricultural Extension Service

# Suggestions for Relieving Tension (from National Association for Mental Health)

Talk it out. Don't bottle it up. Confide your worry to some levelheaded person you can trust. Talking things out helps to relieve your strain, helps to see your worry in a clearer light, and often helps you to see what you can do about it.

Escape for awhile. Sometimes it helps to lose yourself in a movie or a book or a game or a brief trip. Making yourself "stand there and suffer" is a form of self punishment, not a way to solve a problem. It is perfectly realistic and healthy to escape punishment long enough to recover breath and balance. But be prepared to come back when you are composed.

Work off your anger. While anger may give you a temporary sense of right-eousness, or even of power, it will generally leave you feeling foolish and sorry in the end. Do something constructive with the pent-up energy. Pitch into some physical activity. Cooling off for a day or two will leave you much better prepared to handle your problem.

Give in occasionally. Stand your ground on what you know is right, but do it calmly and make allowance for the fact that you could turn out to be wrong. And even if you're dead right, it's easier on your system to give in once in a while. If you yield, you'll find that others will, too.

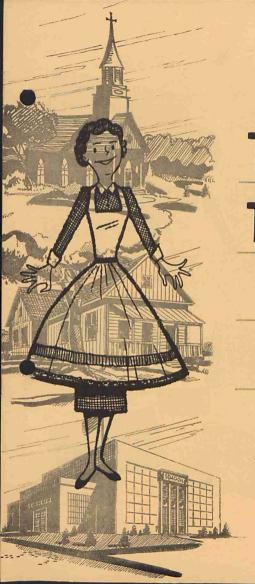
Do something for others. You'll find this will take the steam out of your own worries and-even better- give you a fine feeling of having done well.

Take one thing at a time. For people under tension, an ordinary work load can sometimes seem unbearable. When that happens, remember that it's temporary condition and that you can work your way out of it. The way to do this is to take a few of the most urgent tasks and do them, one at a time.

Once you dispose of these, you'll be in the swing of things, and the rest of the tasks will go more easily. If you feel you can't tackle things this sensible way, reflect: Are you sure you aren't overestimating the importance of the things you do-that is, your own importance?

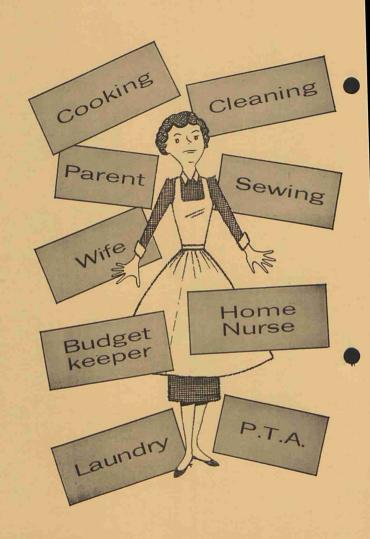
Shun the "superman" urge. Some people can get into a constant state of worry and anxiety because they think they are not achieving as much as they should. They try for perfection in everything. This ideal is an open invitation to failure.

Go easy with your criticism. Some people expect too much of others, and then feel frustrated when the other person does not measure up. Instead of being critical about the other person's behavior, search out his good points and help him to develop them. This will give you both satisfaction.



# Take Time to Live





## Take Time To Live

### How Much Time Do You Have?

There are three things which do much to shape our lives—time, energy, and money. Time is the most constant and unchanging. While there's life, there's always a supply! Not so with money. Today you have \$100; tomorrow you have spent it and no longer have it. Today you feel strong; tomorrow you are sick in bed and have no energy.

But time—today you had 1440 minutes; you used it up, but tomorrow you will have exactly the same amount. Each human being has a choice of doing what he decides during his 1440 minutes (525,600 a year!). What each individual puts into his time will determine what kind of person he is, what kind of life he lives, what contribution he makes to the people around him,

and to the whole wide world.

Can you truthfully say "I don't have time". You have a constant amount of time, but what you mean is, "I don't have time for that", which means that you'd prefer doing something else during those minutes!

It has been said that this planet has three billion human beings, and the only thing all have in common is 60 minutes every hour. What we **do** with those 60 minutes makes for a great deal of difference between us.

### How Do You Use Your Time?

If you should make a list of all the things you do in an average day, would you be spending your time wisely or unwisely? Someone has said, "Well-arranged time is the surest mark of a well-arranged mind".

Are you an average homemaker, rushed and hurried from morning to night? Do you need a few more minutes in each hour? Do you make time work for you? How much time do you have?

Here are some tips that can give you 70 minutes every hour!

1. The best way to get more time is to get up earlier in the morning! A doctor said, "The average person doesn't start the day right. If you start in a rush and under pressure, you are never quite the same person you would be if you got up a half hour earlier and began the day calmly and with a good breakfast. All day long you'll get more done if you start right in the morning."

2. Don't waste time and energy with persons you dislike. Besides being time-consuming and energy-wasting, it's also irritating. This doesn't mean to be discourteous, but it could mean you need to ask yourself why you dislike a person-and you might find the trouble is with you!

3. You never learn anything while you are doing all the talking! Children don't think and feel about things the way grown-ups do. It pays to stop and listen, find out what they really mean when misunderstandings arise. Take time to find out! Learning to listen is important in understanding adults as well as children!

4. Unless you have an unusual memory you can add minutes to your hours by jotting down ideas when they are fresh in your

mind. You can write little notes to vourself!

If you estimate the time you waste each day, how many hours would it amount to? Several housewives estimated from two to three hours a day! If you want to get out of a rut, learn to use your time-not waste it.



How To Make The Most Of Your Time

Someone has said, "There are two kinds of women I do not enjoy. One is the carefree spirit who seem to believe that every hour is made up of 180 minutes. She promises to do any and everything-and you know she could never do it all! The other kind is always on time, does everything by schedule, and is very impatient with anyone who isn't prompt and ready!"

How can we do all the things we ought to do and all the things we want to do without having to whiz through life like a rocket? Part of our work is being done for us by machines—in the house, on the farm, in the factories. Cloth is woven, soap is made, bread is baked, beans are canned, labor saving devices have multiplied rapidly. Yet there are still man-sized meals to prepare, sewing and mending to be done, clothes to be laundered and cared for, and many other "musts" in the homemaker's job.

Here are some "time stretchers" suggested in an article:

### Time-Stretcher 1

Never hurry! For every minute saved by speed, two minutes are lost "resting up". Remember the story of the tortoise and the hare?

### Time-Stretcher 2

Always know what you are going to do next! Try to live by some sort of a plan. This doesn't mean a rigid schedule, but it does mean having some idea of what you want to accomplish.

### Time-Stretcher 3

Know how much time a particular task will take. Don't be a watch watcher but you can't plan your time any more than you can budget your money, if you don't have a pretty clear idea of its value.

### Time-Stretcher 4

Skip some of the non-essential time-consumers on your list. How important or necessary is this particular task? Is it something you have "always" done—or is it something you could leave off?

### Time-Stretcher 5

Take a generous "hunk" of time to do absolutely nothing. Relax!

### Time-Stretcher 6

Check up on yourself. How do you feel about your job in life? If you enjoy what you are doing—if you want to do your job well, you will find the time necessary.

This wanting to do things is what keeps most people moving! They don't feel pushed because they know at the end of the day, or the end of the week, they'll feel it has all been worthwhile.



# Does Time Spend You?

In a recent article in Guideposts, Margaret Blair Johnston

suggests ways to slow down and get more done!

She gives a definition she heard of "Americonitis"—"somebody running up an escolator". This disease of Americonitis afflicts many of us who feel we have too many things to do—meetings to attend, schedules to meet, goals set for ourselves that are hard to reach.

Here are some simple rules for living at your best each day.

1. No one is totally indispensable, so—take it easy! Be sure to always get a good night's rest. This will give your heart its needed rest, your muscles will be relaxed, and your breathing deeper, and your pulse slowed. Whether you are actually asleep or not isn't as important as the fact that you are getting some rest—you are taking the weight off your feet! Many busy homemakers could use frequent rests.

2. Wherever you are going or whatever you are doing, start in

We try to teach our children to tell time, but we don't teach them timing! How many of us have learned timing? We can't teach others what we haven't learned ourselves! A very wise person once said, "If you have a job to do, no matter how difficult it is, do it at once. The longer you put it off, the harder it will become!"

3. Learn to say "no", and when to say "yes".

This isn't easy—and we often say "yes" and wonder why we didn't say "no"! Sometimes we say "no"—how well we parents know this—and then realize we might have said "yes".

Because our "time income" seems so limited, we have to try to learn the art of living in such a way that we can put first things first.

. The fourth rule is "Take time out".

Sometimes we can't find time so we just have to take time out every day to do something we really like to do! This will restore the zest and lilt to our living, and make life happier for us and those whose lives touch ours.

Why let time spend you, instead of your deciding how to live successfully within your daily allotment?

### What Do You Want Out of Life?

A psychologist asked 3,000 people what they wanted most in life—what would bring them the greatest happiness. Ninety-four per cent of them answered they were "enduring" the present, waiting for the future. They would be happy "when"—and they listed many things that would bring them happiness. We know that we must find happiness where we are, today, or we are likely to miss it altogether.

A well-known psychiatrist listed the fourteen most common every-day obstacles to happiness. They are anger, illness, anxiety, sorrow, criticism, rejection, tiredness, temptation, nervousness, resentment, discouragement, disappointment, despair, frustration. One or more of these obstacles will complicate our pathway through life—we won't go very far on life's journey without meeting these stumbling blocks.

What are we going to do with them? What are we going to do with ourselves?

The art of living at your best has to be practiced every day. Some days you are easier to live with than at other times. We all make mistakes, but we can keep on trying.

There is a real challenge in being a woman! Homemakers have the most important job in the world, and it isn't an easy one. It requires skill, patience, physical endurance, and a keen sense of humor. The atmosphere of a home is greatly influenced by the way you feel, talk and act. Happiness at any age depends on one's attitudes, and attitudes affect one's relationships in life.

### Three rules for living at one's best are:

Accept cheerfully new situations and new limitations which the years inevitably put upon you:-

Get busy with tasks that force you to think of other people and their needs:-

Turn to God for new insight into life's problems. You can't do it alone.

### PRAYER

- Slow me down,Lord. Ease the pounding of my heart by the quieting of my mind.
- Steady my hurried pace with a vision of the eternal reach of time.
- Give me, amidst the confusion of my day, the calmness of the overlasting hills.
- Break the tension of my nerves and muscles with the soothing music of the singing streams that live in my memory.
- Teach me the art of taking minute vacations, of slowing down to look at a flower, to chat with a friend, to read a few lines from a good book.
- Remind me each day of the fable of the hare and the tortoise, that I may know the race is not always to the swift;—
  that there is more to life than increasing speed.
- Let me look upward into the branches of the towering oak, and know that it grew tall because it grew slowly and well.
- SLOW ME DOWN, LORD, and inspire me to send my roots into the soil of life's values, that I may grow toward the stars of the greater Destiny.

(Anonymous)

### Prepared by

Corinne Grimsley English, Extension Family Relations Specialist

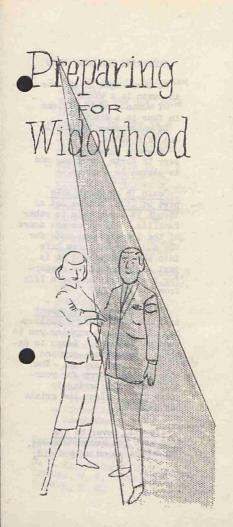
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October, 1961

Misc. Pamph. No. 179



### PREPARING FOR WIDOWHOOD

Of women aged 40-45, one in seven is a widow.

Of women aged 55-64, one in four is a widow.
Of women over 70, one in

two is a widow.

Of women aged 14 and over in North Carolina, one in eleven is a widow.

Death is an inevitable pert of life, but we act as though it comes only to other families. All of us are aware of the preparations made for the addition of a new life into the family, and it is just as important to prepare for the subtraction of a life from the family.

Preparing for bereavement includes developing a philosophy of life that enables you to cope with crises. Learn to express your sorrow-cry and it out of your system. Then stop feeling sorry for yourself and start trying to solve the problems the crisis has brought.

Life will never be the same when you become widowed. You cannot go on as you did.

you will be a different person. Once you were two and now a part of you no longer will be there.

"Let there be separateness in your togetherness." (The Prophet, by Gibran). Be an individual even in marriage. Do not expect your children to replace your mate. There is real danger in becoming too possessive of your children. You must avoid it for the sake of your children and their families as well as for yourself. Do you have a social interest that does not involve your husband or your children?

Learn to change loneliness into aloneness. Develop an interest in helping other people. Learn some hobbies that you can enjoy by yourself.

There is no escape for the loneliness a widow must sometimes feel. But as a widow you will fin that each time you go through depression, you should be able to accept it a little better, until you find a peace that gives you the strength you need.

Know your family's economics.
You should know:

- your husband's income.

- insurance policies and agents

- other securities and agents.

- other legal papers; such as property deeds, tax receipts, etc.

business partners and arrangements

- location of will and any personal instructions.

 cash available not in joint account or jpint safety deposit box.

- family lawyer and financial consultant.

Make plans. The more plans you can make ahead of time the wiser your decisions will be. You should plan:

- burial plot location.

- expressed wishes concerning funeral.

- living arrangements.

- an occupation in case you need to earn your own living.

Know where to go for personal help. Become the kind of person who can accept help from others.

For more information, read:
A Bridge For Passing, Pearl
Buck. (condensation, Reader's Digest, May, 1962.) - To Live Again, Catherine

- Eift From the Sea, Anne Lindbergh.

- Learning To Live As a Widow, Marion Langer.

- How To Be a Successful Widow, Louis Zalk.

- Teach Your Wife To Be a Widow, Donald Rogers.

- Remarriage, Jessie Bernard. - "How I Faced Being Left

Alone, Ruth Buxton Sayre, Farm Journal, November, 1961.

- "A Widow and Her Money," Changing Times, August, 1961, Vol.15:8,

- "How To Help Your Widow,"
Changing Times, November,
1961, Vol. 15:11.

- Helping Your Child To Understand Death, Anna Wolf.

- Write to Home Management Specialist, Agricultural Extension Service, Raleigh, N. C. for the following:

- "Business Every Woman Should Know."

- "Preparation Of a Will."

- "Inheritance Law For North Carolina."

Prepared by Frances Jordan, Family Relations Specialist, N. C. Agricultural Extension Service, N. C. State College, Raleith, N. C.

YOUNG AT ANY AGE Suggested teaching outline to supplement. Young At Any Age, Misc. Pamphlet No. 117

Objectives:

To look at ourselves in the middle years of life in relation to:

- some national trends affecting this age.

- some personal changes which occur.

- some ways of meeting the challenge of aging.

Introduction:

Point out the potential learning for each age group represented at the meeting. The young homemaker may better understand her own middle aged mother. The middle aged woman takes a look at herself and takes stock of her life. The aging one can see, by looking back to her own experiences, how she can help others in the middle age stage.

National Trends:

1. With earlier marriage and earlier launching of children, parents today are becoming in-laws and grandparents at a younger age.

2. With earlier childbearing and smaller families, parents are at a younger age when the last child is launched (wife 47, husband 50).

3. A majority of married couples can expect to have at least 14 years to-

gether after children are launched.

4. An increasing number of middle aged women are employed outside the home. (There are as many working women over the age of 39 as there are under that age).

5. The life span has increased to an average of 64 years for men and 77 years for women.

Personal Changes:

1. The physical body begins aging at 25 years of age.

2. Menopause, or the end of the reproductive period occurs.

3. Responsibilities of family members change as children are launched, especially those of the mother.

4. As some goals are reached (educating the children, buying the farm), new goals are set (retirement income, the trip to California, care of aging parents, etc.)

5. More leisure time makes it possible to live at a slower pace. 6. More opportunities for service to others through community work.

7. More opportunities for personal enrichment through reading and other hobbies, personal grooming, etc.

Ways of Meeting the Challenge:

1. Maintain physical health through good nutrition, proper exercise, and regular checkups by the physician and dentist.

2. Work for an emotional acceptance of menopause and a mutually satisfying sexual relationship of husband and wife.

3. Start early to prepare yourself for the new roles of in-law and grandparent and diminished role of mother.

4. Evaluate the past and establish new goals for your future years.

5. Slow down and enjoy the leisurely life you have earned.

6. Be proud of your talents and be willing to share them with others through employment, voluntary service, or setting a good example. (and serve as a leader for community 4-H Clubs).

7. Look your best (hair, clothes, facial expression, posture, etc.), learn new hobbies and become more skillful in old ones, keep up a social life with own age group as well as other ages. Stay out of the rut and ride the ridge!

### You'll stay fresh as a daisy!

Suggestions for Presentation: (Choose the one or two which best suit your situation)

1. Create on flannel board or bulletin board a picture outline of the presentation as the lesson proceeds. (See the attached figure)

- 2. You may want to have a panel of your youngest and oldest homemaker present and one representing the middle age years. They could either initiate the discussion by giving their impressions of the middle years, or could serve as a reaction panel to summarize the meeting at the end of the lesson.
- Have buzz groups answer the following questions and then use the results as the beginning point for discussion of the topic for the meeting.

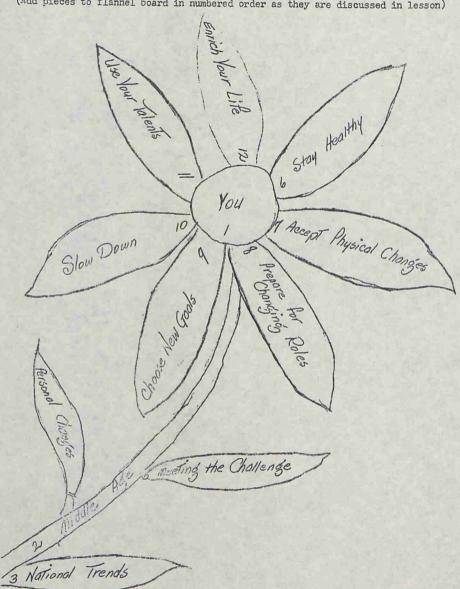
a. When is middle age?b. What are some problems of middle age?

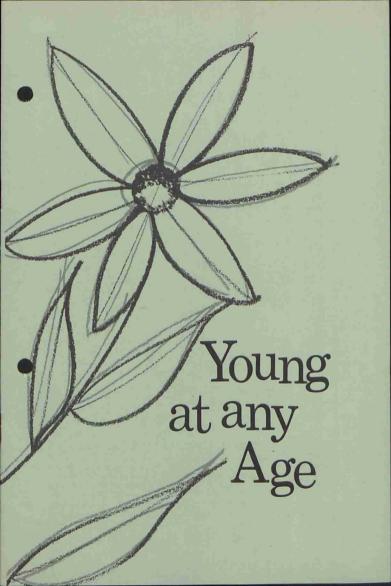
c. What are some rewards of middle age?

4. Try brainstorming ways of meeting the challenge of aging. Using a blackboard or blank paper, list as many ways that the group can suggest. In brainstorming, the point is to get as many ideas as possible presented without stopping to evaluate. You would then go back and summarize the suggestions. (They may fall into areas of keeping fit physically, mentally, emotionally, and socially).

Visual for Lesson on YOUNG AT ANY AGE

(Add pieces to flannel board in numbered order as they are discussed in lesson)







"To be seventy years young is sometimes far more cheerful and hopeful than to be forty years old."

Oliver Wendell Holmes.



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### THE NORTH CAROLINA AGRICULTURAL EXTENSION SERVICE

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August 1960

(Revised) Ext. Misc. Pamphlet No. 117



Extension Specialist in Family Relations

### HOW OLD ARE YOU?

To most people, women especially, this question seems important! When you are 16, you think a person of 35 is middleaged. When you reach 35, you think a person of 55 is "old". When you celebrate your 55th birthday, you think of 75 as being old. If you keep pushing the idea of being "old" 20 years from your present age, you will never admit that you are old!

Age is not a matter of birthdays only. Each person has a chronological age, and this will be decided by the number of birthdays he has celebrated. More important in determining one's

age is the attitude of mind one has toward the years.

What does "old" mean to you? If you think of "young" as joy in living; as zest for one's work; as an air of expectancy; you will know that you can be young at any age. These qualities are not dependent on the number of birthdays you have celebrated.

### How old are you?

Here is a check sheet to help you find out. Give yourself 5 points for each "yes". If your score is 50, or more, watch your step! It is later than you think! If you want to be young at any age, start now. It's never too late to learn.

		Yes	
1.	Are you complaining more than you used to?		
2.	Do you sigh frequently?		75
3.	Do you find it hard to change any of your habits, even little mannerisms?		
4.	Is your waist-line a little larger each year?		
5.	Do you criticize young people much?		
6.	Are you shorter-tempered than you used to be?		
7.	Have you fewer friends than you had five years ago		
8.	Do you resent criticism?		
9.	Do you withdraw from activities and responsi-		
	bilities on the plea, "I am too old. Let some young person do that."	ŀ	

10.	Do you fall into a chair—and get up with a struggle?
11.	Are you thinking more of yourself than you do of
	other people? — —
12.	Do you find yourself making unkind comments
	about others? — —
13.	Have you grown careless about your clothing and
	appearance? — —
	Do you think the best years of your life are gone?
15.	
	than you used to? — —
16.	
	most comfortable way-or are you willing to try
	something new? — —
17.	Do you feel self-satisfied and complacent about
	everything? — —
18.	
	ahead to? — —
19.	Are you sorry for yourself, feeling that life has
	given you a raw deal?
20.	Are you finding it harder to smile often and easily?

### DO YOU REALIZE YOU ARE CHANGING?

Growing older is a complicated process. You change as the years go by, but there is no one day on which you suddenly become old. People differ greatly in their rate of change. The entire body doesn't begin to age at once—it's a single organ or



tissue that starts. Your eves begin to age during your teens: your hearing becomes less acute during the twenties; your muscular strength and coordination have passed their peak at the age of 30. You complain, "I can't do as much work as I used to. Of course, I still turn out a day's work, but it takes me two days to do it!"

It's hard to admit but you come to a time in the forties and the fifties when you can't do as much heavy work. This is when judgment and wise planning can prevent overtaxing your strength, for it's harder to recover from overwork in the middle

vears than it was in youth.

Doctors are helping us live longer. In 1900 the average person in the United States lived to celebrate 45 birthdays. Today the

average person lives to be 69 years old.

If medical science keeps prolonging life, and if families continue to have fewer children, by 1980 we will have more old people than young people. The prediction is that before many years the average American will live to be 80 years old, and to live to be 100 will be nothing unusual.

As the years accumulate, you can expect to lose some of your strength and energy, but one part of the body may increase in its efficiency as you grow older. This is your mind, Staying young doesn't depend on pep pills, hormones or cosmetics. If you want to stay alive as long as you live, concentrate on the part of the body that stays young and keeps growing—the brain. Keep the mind young, and you stay young.

Are you saving, "It's too late"? It's never too late to change, It's never too late to add another skill to those you now possess.

### WANT TO GROW OLDER HAPPILY?

Of course you do! We all want to live long, but none of us wants to grow "old". Since we have had extra years added to our lives, we want to enjoy living. If we enjoy life, we will make those around us glad we are alive!

There is an art to growing old happily, but it is an art we need to practice all through life. The sooner we begin, the easier it is,

but it is never too late to start.

The youngest old people are not those whose major efforts are directed toward keeping their bodies from aging. Rather they are those who are absorbed in something outside themselves-some interest, some cause, some affection. These people expect their minds to go on changing, to go on growing, to go on reaching toward the better and better.

The simple fact is that eves that are used for seeing keep their light; fingers that are used for touching keep their flexibility; ears that are trained to enjoy the fine gradations of sound bring constantly to the mind and spirit new materials with which they can renew their vitality.

From: A Living Awareness

By: Bonaro W. Overstreet
National Parent-Teacher
October, 1944

There is an art of living happily at every age. What characteristics do you want as you grow older—a smile, tolerance, good sense, the ability to make young people think that age is interesting? These traits require practice all through life, and the time to start is NOW.

### WHY NOT CHECK UP ON YOURSELF?

How long since you have had a physical check-up? Are you afraid the doctor might find something wrong? Are you watching your weight? Doctors tell us that overweight is one of the greatest hazards to longer, happier lives. You need vitamins as you grow older, but you need to count your calories!

What about your emotional health? Feeling sorry for yourself? Do you feel that no one needs you any more? Are the children grown and trying to live their own lives? Is it hard for you to "let go"?



No one can live entirely and constantly through others and stay happy and healthy emotionally. An exclusive diet of self-sacrifice leads to emotional malnutrition just as surely as would a steady diet of having other people make sacrifices for you. Taking part with people outside your family in some undertaking that seems worthy of effort and attention is not a luxury or a frill, It is almost a necessity if life is to be lived with any zest or relish.

From: How to be a Good Mother-in-Law and Grandmother

By: Edith G. Neisser,
Public Affairs Pamphlet No. 174

You are an important person. No matter what you do, where you live—you are influencing someone. The kind of person you are is more important than anything you may say or do. Are you easy to live with? Do you make life happier, or harder, for those with whom you come in contact?

Here are a few rules that will help you grow older successfully, creatively, happily, and cause you to feel young at any age.

### 1. Don't crowd your living

Take time to live. You can only live one day at a time. Make this day count.

Maybe you need to slow down—to remember that you don't have to feel tired. Tired, rushed people are not as pleasant to live with. Maybe you have been so busy keeping house that you haven't made a home. Maybe you've emphasized making a living, rather than making a life.

These words of wisdom come to us from The Sanskrit.

Yesterday is but a dream
And tomorrow but a vision—
But today, well lived, makes every yesterday
A dream of happiness
And every tomorrow a vision of hope.
Look well, therefore, to this day.

### 2. But-Keep active

Maybe you can't move around as fast as you used to—maybe you have arthritis or rheumatism—but you can still have new interests, new ideas. Don't sit and rock and sigh for the "good old days." The past is not a time in which you can do anything. It is over. Memories can either build walls between you and the present, or they can serve to unite you with the present. If you live in your memories more than in your purposes, you stop exercising your mind, and it's your mind that keeps you young at any age.

During all of our working days we look forward to the time when we can take life easy and do the things we have always wanted to do. As someone very aptly said, "I look forward to the time when I can loaf and invite my soul." This is what hobbies are for—for relaxation and for a feeling of inner satisfaction. If we have hobbies, we never get to the place that we have nothing to do. "Having nothing to do" is the greatest threat to happiness in old age, or any age for that matter.

There are many different kinds of hobbies. You may want to be a collector; perhaps you want to collect poems, or pictures, or antiques, or recipes, or . . . .

Your special interest may be roses, or rock gardens, or flower arrangements, or perhaps . . . .

Your hobby may be making samplers, or needle-point, or knitting, or crocheting, or quilting, or doing forms of handiwork.

Many people choose painting, or making pottery, or book binding for their hobbies; and there are others whose hobby is music, or books, or people.

It doesn't matter what your hobby is. What it does for you is the important thing about it. If it adds zest to your living, if it

keeps your mind active and interested, it will help you feel and act young at any age.

A little boy was saying his prayers one night, and this is what he prayed: "God bless Mommy and Daddy, and let them live all their lives!"

You can't ever stop growing, and "he who lends himself to life remains alive."

### 3. And-Watch your conversation

A generous mind stays younger than an ungenerous mind. If you can listen to what the other person is saying, avoid gossip and petty fault finding, and try praise instead of criticism, you will be nicer to live with.

George Matthew Adams said, "He who praises another enriches himself far more than he does the one praised. To praise is an investment in happiness."

Praise and appreciation of others keep you from feeling sorry for yourself. You can't look for the good things that happen to you and at the same time complain about the things you don't have—they just won't go together.

As you grow older you are tempted to talk more of yourself and your ideas. Watch yourself! Don't use "I, me, and mine" too often. And guard against reminiscing about "the good old days," or "when I was your age."

### 4. Take a good look at your mirror

What do you see? It's easy to grow careless about your appearance when you stay closely at home, or when you don't feel well. If you don't like your reflection in the mirror, change it! Fix your hair a new way; try to wear becoming styles and flattering colors. Your mental attitude is affected by your appearance. If you care how you look, you'll do something about it.

How about your face? Do the corners of your mouth turn down? Have you forgotten how to smile? In the Book of Proverbs we read, "A merry heart doeth good like medicine." Don't lose your sense of humor. It can help you feel and look young at any age, Turn the corners of your mouth up. Nothing brightens the day for you, and for all those whom you meet, as much as a smile.

Your attitudes are important. The way you feel about a person or a thing—or about yourself—influences the way you act. If you want to feel young at any age, it's entirely up to you.

Grow old along with me!
The best is yet to be,
The last of life for which the
first was made;
Our times are in His hand.
Who saith, "A whole I planned,
Youth shows but half; trust God;
see all, nor be afraid!"

-Robert Browning

Excerpts from "What a Parent Owes a Child", by Lillian Gilbreth, Woman's Day, March 1957

Every parent wants above all else a warm and satisfying relationship with his child. To earn and keep it, he must give generously of himself as well as of material things.....

We owe the right and satisfaction of knowing he was wanted and welcome. It is a bitter thing not to be wanted at any age or in any situation.

We owe the child recognition as an individual. Life with the child, whatever his age, should be more satisfying with than without him to every member of the family.

We owe an opportunity to develop his spiritual, mental, emotional and physical health. We must try to create an atmosphere of love and warmth that is neither over-nor under-protective; faith and serenity of spirit; a belief that it is natural to be healthy and happy.

We owe a child control and discipline. We must show him that his freedom should always consider the freedom of others.

We owe the child the opportunity to participate in the family in an enjoyable and satisfying way. He should be helped to be likable and the home is the place to learn.

The parent owes the child a home where there is happintss because everyone learns and teaches gladly.

Excerpts from "What a Child Owes a Parent", by Frank B. Gilbreth, Jr., Woman's Day March, 1957.

A parent should be loved and treated with respect. (The Commandment, Honor thy father and thy mother).

A child can help mold a parent's character, disposition, and station, just as a parent help mold a child's.

Every child has to decide in his own mind what he owes to his parents. It's the intangible things that really count; an understanding note, as telephone call at the right time, an arm around the shoulders, plus the sort of mental attitude which makes the performance of the trivialities come naturally and spontaneously.

Parents want to know they are loved, honored, respected and wanted by their children.

A son or daughter should think back to the days when he was quite young, and make a list of all the traits his parents hoped to instill in him. Honesty? Kindness? Consideration? Sympathy? Generosity? Intelligence? Whatever the traits, if the child displays them and applies them in dealing with his parents, he'll be paying his debt.

Most parents want, more than anything else, to see their children become good, decent citizens. So it is really easy to compute your debt. Just give them what they want more than anything else.

Excerpts on Aging: Prepared by: Frances Jordan, Family Relations Specialist

Senator Thomas C. Desmond, Chairman, N.Y. Joint Legislative Committee on Problems of the Aging-Security in later life is based on five areas: financial, spiritual, social, intellectual, and auto-security.

William E. Henry, University of Chicago researcher for National Institute of Mental Health--It has traditionally been assumed that the aged person is isolated through desertion by others in his social world. From an intensive study, there is a new theory which suggests that the older person becomes isolated through his own creation. Many old persons do not desire an extension of continued usefulness, or the development of new interests and new contacts. They find equal satisfactions in their more confined world. They show less desire for approval and love and are more interested in short-run gratifications such as are found in recreational activities.

President Leo W. Jenkins, East Carolina College--As I see it, the major tasks involve an analysis of our new, emerging society, and suggestions as to how older people can fit into it and make significant contributions towards its betterment. In our emerging new society, we must take a calculated guess on the future and then plan for it. Whether we like it or not, it appears obvious that all of us will be spending the rest of our days in the heart of the second industrial revolution.

Now, what are some of the predicted characteristics of this new age?

No. 1. Greater democracy in terms of the comforts of life; less democracy politically. This may well confuse our older citizens who have known life under a different system, yet their experience could be most helpful for all of us. They might well assume the role of elder statesmen or tenacious critics of those features that remove bit by bit our personal involvement in government. Society must move with caution here, however, because years do not necessarily make sages. They often make only old men.

No. 2. The second obvious characteristic that will affect the aging considerably is the promise of longer life. Since 1900, man's average life expectancy has increased about a quarter of a century. It is predicted that in the not too

distant future, an expectancy of between 90 and 100 may be attained.

This concerns all society, because we are dealing with almost one-fourth of our

population in North Carolina.

No. 3. The next feature will be that of automation. Man will not only live longer, but work much less. Human senses may well be replaced by electronic devices; electronic car; electronic eye; computers and calculators. Man will see changes in geography. The world will become smaller.

Alexander Pope tells us that when we are young, we are slavishly employed in pursuing something whereby we can live comfortably when we grow old, we perceive it too late to live as we proposed. Our task is to bring this perception into closer and more meaningful focus.

How shall our senior citizens prepare for such a life? It is the responsibility of our elder citizens, assisted by the best thinking possible in all of our disciplines to ascertain and discover some of the qualifications and attributes that made for happiness and adjustments in the past, and experiment to see if they are applicable to the present; but, the experimenting must be done by the people most affected—namely, the aged. They may well discover that one of the enduring qualifications for existence on this globe is the desire to help their fellow man, for this may well contribute to their personal satisfaction.

I sincerely believe that this is something our senior citizens must learn for themselves, and when they do, their own personalities will emerge, their own new way of life will evolve. People are much more willing and able to implement programs when they are involved in decision making. Not only are the results more knowledgeable, but there is greater incentive. It is for that reason that I think our senior citizens are not going to embrace patterns of life and programs of activity conceived by people who have not experienced the inner conflicts, the unmentioned fears, known only to those who are living with them.

Interests do not necessarily follow age group classifications.

They are confronted with many peddlers seeking their time, their interests, and their money.

For the first time, they have a chance to reflect that life is like a fair or a carnival. There are barkers from many tents and numerous gates calling to them. One is shouting that happiness is found through health -- another through creativity -- another through recognition; and they are asked to become joiners, and if they don't watch out, they may well be running themselves into their graves through sheer monotony of attendance at dull meetings. Another barker shows glowing pictures of happiness by way of insurance retirement plans. This in itself is often ludicrous and amazing not only to the aged, but to all of us, for I have not been able to find that part of Florida where \$125 a month brings happiness. Another pitchman is urging the political street for our senior citizens, reminding them of their political strength and telling them that regardless of their heritage or training, they must vote as a block because of their age. Although this is silly, it has met with some success in some of our states. Some are shouting that happiness is found through prestige. The intellectuals and pseudo-intellectuals are selling knowledge; but, the individual remains an individual, and sits on the balcony of life listening to it all, just as he is probably following this conference by way of the newspapers. All are offering bribes while the prospective joiner is looking for a challenge-challenge of usefulness -- a challenge of service -- a challenge for serenity.

I sincerely believe, as an outsider looking in, as one untrained in this field, that the answer may well be spiritual. We must not lose sight of the fact that these people are entering into the childhood of immortality.

The typical person beyond 65 has lived long enough to know that people are sensitive. He knows that he is expected to embrace any program that is devised for his benefit.

If he doesn't become involved in all of our planning, we call him uncooperative. This offends him, for he has spent his life cooperating.

I believe it would be of value to some of our future senior citizens to consider the possibility of a second career. The second career entered into in a non-competitive and voluntary way should bring great personal satisfaction as well as helping society. Much of our community effort could and should be done by people with the time to do it. Here is a vital and useful role for this large group of our population. These new careers may be both vocational and avocational, depending upon the circumstances and the desires of the individual.

May I conclude by saying that we must recognize that each older person must look at his own peculiar situation. Never should it be assumed that all older people are alike. The writers for the American Medical Association tell us that differences are greater in this age group than at any other time in life. Successful living demands that the oldsters recognize this.

# Attitudes Are Important (Teaching Outline for Misc. Pamph. No. 137)

- I. What Are Attitudes?

  Attitudes are how we feel about things or situations or people.

  Attitudes are how we look at them, things or situations or people.
- II. What Are Some Of Your Attitudes?

  (take opinionaire, first side)

  food
  colors
  etiquette
  marriage
  people, their color, religion
  behavior, with all its ramifications
- III. Why Do You Have These Attitudes? (Take opinionaire, other side)
  experience (have tried the colors or food more than once)
  told by parents, or other superiors (etiquette, other behavior)
  told by peer group
  reading
  observation
  imagination
  - IV. How Do We Get Our Attitudes (see above)
  - V. Are Attitudes Right or Wrong?

    It depends upon how you arrived at that attitude, and the effects of your attitude.
- VI. What Are Some Wrong Attitudes? (Refer to opinionaire)
  Based on:
   ignorance
   fear (fear of what others will think)
   hate
   intolerance
   generalizations (judge whole group by experience with one individual)
   first impressions (show example)
   incorrect information
- VII. What Are Some Right Attitudes?

  Based on:

  More than one experience
  Information or knowledge gained from a reliable source
  Tolerance
- VIII. Right Attitudes Are Contagious

  1. Individuals become what you tell them they are.

  good boy, bad boy, dirty nigger, stingy, happy, kind.
  - 2. We can't always change circumstances, but we can change our attitudes!

Prepared by: Frances Jordan
Family Relations Specialist
N.C. Agric. Extension Service

### Opinionaire (For lesson on Attitudes)

Circle the answer which best says how you feel about the question.

- I think blue and green go together:a. Not at all.b. Very well.

  - c. Only in some shades.
- 2. The meat I dislike most is:

  - a. Lamb.
    b. Chitterlings.
  - c. Snails
  - d. Rattlesnake. The said and said bearing at the said and a said at a said and a said at a said
  - e. Another one not listed.
- 3. The proper way to put the knife on the dinner plate after I have used it is:
  - a. Lean the tip of the knife on the edge of the plate.
  - b. Place the knife flat on one side of the plate.
  - c. Place the knife in the center of the plate.
- 4. The best age to get married is:
  - a. Between 15 and 20 years of age.

  - b. Between 21 and 25.
    c. Between 26 and 35.
    d. Over 35.
- 5. I like collards best when cooked with:

  - a. Vinegar.
    b. Salt pork.
  - c. Sour cream.
    - d. Olive oil.
- 6. If I had an opportunity to invite a foreign student to my house for dinner I would choose one from:
  - a. England.
  - b. Congo.
  - c. Brazil.
  - d. Russia.
- 7. If there were only two vacant seats on the bus, I would choose to sit by:
  - a. The Indian.
  - b. The Negro.
  - c. Neither, I would stand up.
- 8. If I couldn't belong to my own chosen faith, I would next choose to be:
  - a. Catholic.
  - b. Buddist.
  - c. Jewish.
  - d. Mormon.
  - e. No religion at all.

# Opinionaire (For lesson on Attitudes)

Circle the iter which best says why you answered the questions the way you did.

- 1. I feel the way I do about blue and green because:
  - a. I learned in school that they don't go together.
  - b. I've tried to combine the colors and didn't like it.
  - c. I like to see the colors used together.
- 2. I most dislike this particular meat because:
  - a. I've tasted it and know I don't like it.
  - b. I have heard it isn't good.
  - c. I just don't like the idea of mating it.
- 3. I think the knife should be placed this way because:
  - a. I read it in a book on etiquette.
  - b. That is the way I've always done it.
  - c. My daughter says that is the way it should be done.
- 4. I think this is the best age to marry because:
  - a. I married then and know it is best.
  - b. I married then and now realize it was a mistake.
  - c. The experts say it is the best time to marry.
- 5. I like collards cooked this way because:
  - a. My mother always fixed them this way.
  - b. I've been fixing them this way ever since I got married.
  - c. I have never tried the other ways.
- 6. I would choose a foreign student from that country because:
  - a. I have visited that country, or know someone who has.
  - b. I have always been interested in knowing more about this country.
  - c. The student would seem to be most different than an American.
  - d. The student would seem to be most like an American.
- I chose this answer about sitting beside a Negro or an Indian on the bus because:
  - a. If I sat by the other one, I would be worried about what other people would think.
  - b. I just can't imagine sitting by either of them.
  - c. That is what my mother would have done.
  - d. That one is more like he.
- 8. I would choose this religion, next to my own, because:
  - a. I have studied about this religion and know I could accept it.
  - b. I have known people who had this religion and liked them.
  - c. I just can't imagine being anything but Protestant.
  - d. From what I've heard, I think I would like it.

Prepared by: Frances Jordan, Family Relations Specialist North Carolina Agricultural Extension Serfice October, 1961



ATTITUDES

ARE
IMPORTANT

"Lord, bless the folk who somehow haven't gotten there. Bless the folk who meant to do something fine, and haven't done it yet; the folk who might have lived nobly; the folk who are not as good as they ought to be and know it. All who haven't succeeded in business, who have tried to go straight and failed, who get up meaning to keep their temper and lose it before breakfast. Lord, bless all those and give them the heart to try all over again.

"And I am one who has fallen short. Lord, help me to bring a

first-rate spirit to a second-rate life."\*



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<sup>\*</sup> From the Ladies Home Journal, by H. L. Gee.

### ATTITUDES ARE IMPORTANT

CORINNE JUSTICE GRIMSLEY
Extension Specialist in Family Relations

What are attitudes? Someone has said, "An attitude is an unseen ingredient." Attitudes are hard to understand and to explain, but they are very important to us and to other people. We influence others more by our attitudes than by what we say or what we do.

### Different Kinds of Attitudes

All of us are conscious of some of the attitudes we have, and we may assume a *conscious attitude* in order to influence others. But there are *unconscious attitudes*, and often these have more influence than our conscious attitudes!

Do you like every kind of food? If there is something you don't like to eat, have you ever thought why you have this dislike? You may not even have tasted that food, but you think you would not like it! Most of us shudder when we are asked if we would like snails to eat, but the French enjoy them. In some countries, grasshoppers are used for food; in others horsemeat is served. Why don't we like them? Have we ever tried eating them? You see, this is one of the attitudes we have without even realizing it or knowing why. Food tastes are often influenced by where we live. Not only are foods different in different counties, but in our own country our tastes vary according to the section of the United States, or even the state, in which we live.

This would be true of many of our likes and dislikes. You often say, "I don't like this thing or this person or this country," without knowing why you feel that way! When you form an opinion without just grounds or sufficient knowledge, according to Webster's dictionary you have a wrong attitude. We call this attitude prejudice.

Prejudice is "being down on something you are not up on." Have you any prejudices? You may have made up your mind you don't like something or someone, without knowing why you feel that way. This may be a conscious prejudice, but what about your unconscious prejudices. They are influencing others—and you, too!

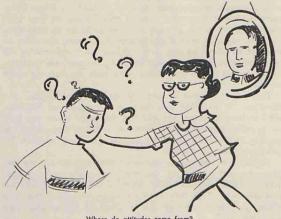
### Where Attitudes Come From

You were not born with ready-made attitudes. Little children are not conscious of class, color or race. They do not hate other nations. They are born with a capacity to develop likes and dislikes. By the time a child goes to school the foundations have been laid for general attitudes toward others and toward particular individuals or groups among our fellowmen. These foundations have been built from the feelings and conduct of parents, grandparents, relatives, friends, teachers, ministers and neighbors. We are constantly being influenced by the attitudes of those whom we respect and admire.

A child's first teachers are his parents. Johnny hears his Daddy criticize something or someone. Johnny admires his Daddy. If his Daddy doesn't like this person or thing, that is enough for Johnny. He quickly develops an attitude-a prejudice against

that person or thing.

Parents do not realize how far-reaching their thoughtless comments may be. If Johnny is unkind to someone else, that person is hurt. But Johnny is also hurt, Prejudice and discrimination hurt the person against whom they are directed, but



Where do attitudes come from?

the person who is prejudiced and discriminates against another

hurts his own personality growth and development.

Sometimes we decide we don't like a person because he is "different" from us. What makes him different? He may not act the same way we do. We say his manners are not correct. What is correct? Take, for instance, the habit of belching. We have been taught that it is impolite to belch in public, but in China belching is a person's way of paying the hostess a compliment—of telling her you enjoyed the meal. It would be impolite not to belch in China!

Or take the simple matter of how we eat. There are 740 million people in the world who habitually eat with their fingers, according to a summary by UNESCO. Another 90 million use their fingers and a knife. Chop sticks are preferred by 630 million, while the combination of knife, fork and spoon is used by only 320 million—and they do not all use them in the same way! Which is the *correct* way to eat? The custom of what is right varies from country to country, yet we are very apt to be critical of anyone whose manners are different from ours.

We are even critical of people who look different from us. We sometimes feel that they are peculiar, or not quite nice, forgetting that we may also look queer to other people. Someone at State College asked a Chinese student what first struck him as a peculiar characteristic of the American people and he replied, "The thing I cannot get used to is the peculiar slant of your eyes!" Had we ever thought our eyes looked peculiar? We had used that term for other people who were different from us.

Where do our attitudes come from? They are likes and dislikes that we often catch from someone else, but we do not take the time to find out why we feel this way. Many times we are

not even aware of our attitudes.

### Wrong Attitudes are Dangerous

Wrong attitudes cause deep hurts, build resentments, and create hatred. They even cause fights and wars. Today, when the world is so in need of people who can get along peacefully together, we cannot afford to let our children grow up with the wrong attitudes.

Our little children are like live clay in our hands. We can shape their thinking. Perhaps it is within our power to raise a generation which is different—a generation free from hate.



### How We Show Our Attitudes

Our attitudes are expressed not only in what we say, but the way in which we say it; the way we act; even in the way we walk. We often show wrong attitudes . . .

. . . by judging an entire group of people by something one

member of the group has done.

. . . by criticizing an entire family because we don't like one member of that family.

We are showing prejudice and discrimination . . .

. . . If we don't invite people to join our clubs or other community organizations because they don't dress as we do or live in a home like ours, or talk as we do.

. . . if we think people belonging to other churches, other political parties, or other social groups are not as good as

we are.

. . . if we want the best of everything for our children but aren't concerned about the living conditions, schools or homes of other groups or races.

. . if we spread rumors or gossip about others without know-

ing the real facts.

### How Can Right Attitudes Be Developed?

All of us reveal some prejudice at times. In one form or another prejudice and discrimination occur in all kinds of American communities—north or south, rural or urban. We feel this should not be present in a democracy such as ours. Our national leaders can't do the job alone. But men, women, and young people of good will in each of the little towns and communities of America could break down prejudice and discrimination, and build respect for individual worth and dignity.

Prejudice does not easily develop in the hearts and minds of people who feel secure and worthwhile, who have learned to trust others. A happy home climate inoculates children against fears and worries, and helps them develop courage and construc-

tive attitudes toward life

The first step that each person can take in developing right attitudes is to examine his own behavior. It is much easier to criticize another person, race or nation than it is to honestly check up on oneself. There is an excellent little book, *Probing our Prejudices* by Hortense Powdermaker, that will help us in our thinking on this subject.



Parents, teacher and friends can contribute to a sense of security and help develop right attitudes.



### Do we put ourselves on a pedestal?

### Do We Believe That Any One Race Has More Ability, More Brains and More Character Than Other Races?

Do we think any one race is superior? The differences we think we see between races, and which we magnify, are largely a matter of difference in training and opportunity. There are no "superior races." There are, of course, differences between races. Color of skin, slant of eyes, shape of nose and other traits distinguish the three great races: the Mongoloid or "yellow," the Negroid or "black," the Caucasian or "white" race.

I am the person who was born to live a skin with a different color from yours.

I could not choose my parents, nor you yours.

Thus, the color pigments embedded by the unchangeable hands of nature in your skin are perchance white, while mine are black, brown, or yellow.

But, underneath I am just like you.

My muscles ripple in the same waves of power, and thrill to the same throb of joyous action.

My mind has the same functions as yours.

I reach out, just as you do, in aspirations of the soul.

I love and hate, hope and despair, rejoice and suffer, along with you.

When my children lose their fair chances at life, and become aware of the bitter road of prejudice they must tread, then I know what my color has cost.

I offer you my hand in rebuilding an unjust world, that you and I can make it better than we have found it. I am the person in a different skin.

In all the important physical traits man everywhere is the same. "Important" means brain, heart, lungs and nervous system. The four types of blood—A, B, AB and O—are found in all races. There is no difference, regardless of where we live or the color of our skin. There is no superior race but there are superior individuals in every race. Respect for individual worth and personal dignity regardless of race is a sure cure for prejudice.

# Do We Think That Our Own Denomination, Faith or Creed is the Only True One?

Convictions, belief and faith are attitudes that strengthen us. But when we condemn another person's faith or belief just because it is different from ours, we are not only unfair, we are hurting ourselves by being prejudiced.

There are many ways to worship God and in our democracy we grant each person freedom of religion. Why then do we condemn another faith, creed or denomination just because it is different from ours?

There is a book, One God—the Ways We Worship Him, written by Florence Mary Fitch, that will help parents explain to their children that all people do not worship God in just the same way. A child will more than likely choose the religion of his parents, especially if those parents live the religion they profess. But he need not be prejudiced against all creeds that are not like his.

# Do We Feel That Every Person Should Have an Equal Opportunity Regardless of Race, Creed or Color?

If we feel this, do we put our attitudes into actions? Do we judge all members of a race by one individual, calling that individual typical?

Often we can guide the thinking of young people if we watch for opportunities. Mrs. Bradley was sitting in her back yard reading and nearby her small son, Billy, was playing with a group of other children. They had sticks for guns, and they were trying to decide whether they would play like they were fighting the Japs or the Germans. Bill said that he would rather fight the Germans because they were the meanest people in the world, and he wanted to kill every one of them.

Mrs. Bradley called to him saying, "Billy, I heard what you just said about the Germans, and I wondered if you know that you have German blood in you. You know your name is William Weimer. You have the same name your Daddy and your Granddaddy have. It's a German name, and a name that we are proud of, because it has always stood for good.

"Your Grandfather used to live in Germany when he was a little boy. He loved Germany but he didn't like all the things they did in Germany. We don't like all the things people do here in America. There are some people here that we like better than others, but we wouldn't say all Americans are bad, would we?"

Bill said, "But some Germans are bad, aren't they?"

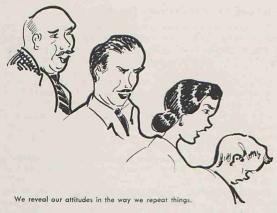
Mrs. Bradley replied, "Yes, son, and some Americans are bad too."

Who is the foreigner? That depends on where you are and where you came from. America is a nation of one people from many countries. We owe a great debt of gratitude to the countries of Europe and Asia from which our forefathers sailed to settle America. Before we condemn any one nation or race, saying all of its people are bad, let us remember the debt we may owe individuals of that nation or race.

"Parents should present the foreign-born as a hero who ventured into a strange land where not all neighborhoods nor all conditions welcomed him, and where he had to ferret out his own little niche in a jig-saw puzzle of American life. We must help children know him better through visits to native shops. Then there are special movies and radio programs to watch for and public festivals to attend. All the time, however, there must be complete sincerity in our contacts and not the superficial curiosity or a condescending interest. We must do more than just rub shoulders; we must rub hearts too."\*

I thought that foreign children
Lived far across the sea
Until I got a letter
From a boy in Italy.
"Dear little foreign friend," it said,
As plainly as could be.
Now I wonder which is "foreign,"
That other boy or me?

<sup>\*</sup> From Parent's Magazine, "Goodwill Toward Men," by Alma Denny.



# Do We Listen to Propaganda (or Gossip) Without Trying to Find Out the Truth for Ourselves?

Each time we repeat a bit of news or gossip we unconsciously add on our own attitudes as we talk. When we repeat anything do we know it is the truth; should we repeat it; was it worth repeating in the first place? Someone said, "How well I remember a plaque that used to hang in the office of our Dean of the College of Agriculture. On it was inscribed the story of a curious professor, who in the interests of science eavesdropped on people's conversations all one summer. At the end of this time he classified people's minds in three ways:

1. Superior-people who talked of ideas and opinions.

Medium or second rate—people who talked of things and events.

3. Inferior-those who talked about others.

World peace must begin in the families of the world. Children are a nation's greatest resource, and at the same time its greatest responsibility. We need more than tolerance if we want the people of the world to live together harmoniously. We need the kind of understanding that tries to look for the cause back of a person's behavior and helps us to picture ourselves in the other person's place.

### What Can We do to Overcome Prejudice?

To do away with prejudice we must start with children. And in order to help young people develop the right attitudes toward individual worth and integrity, regardless of race, creed or color, the adults who are influencing them must develop these attitudes too!

Children who are helped to understand people usually grow up to be sympathetic, understanding and kind in their attitudes.

Edwin Laughing Fox, a Sioux Indian employed in Washington to help our Government understand the Sioux Indians, tells us that his people have a prayer which he recommends to everyone: "Oh, Great Spirit, help me never to judge another until I have walked two weeks in his moccasins."

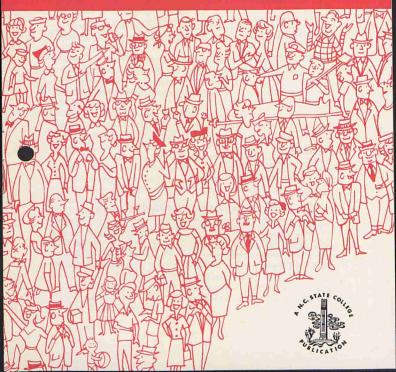
The best rule for developing right attitudes and actions is found in the Golden Rule: "Do unto others as you would have them do unto you."

If we could practice more praise and appreciation in our families, in our communities and in our world, we wouldn't have time for so much criticism.

Children are keen observers and natural imitators. The examples that parents set in their daily behavior are very important and often an attitude is remembered when a spoken word or an act have been forgotten. Our conduct as parents, as members of the family and as citizens is important, but our attitudes have more far-reaching influence than we realize. Before we try to reform the world, we need to start with ourselves—in our own families.

The church is important in building right attitudes; the school has an opportunity to provide experiences in mixed groups and help children understand others; but the home is the starting point for most of the attitudes we develop throughout life,

# LivingWithOthers



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# What Are Manners?

"Manners" are really just rules for living with others.

Manners have two characteristics: they are unavoidable, and they are dynamic.

They are unavoidable because we live with them in ourselves and in others, constantly and continually. They may be good or bad, but there they are, day after day, and year in and year out. They give pleasure and satisfaction to us and to others, or they irritate and annoy.

Manners are dynamic, not static. Rules for living change as the pattern of life changes. Styles in dress, meanings of words, rules of grammar, standards of art, types of architecture—all of these, like social practices, are subject to the law of change.

As long as we are in contact with other people—in the family, in the community, at the club, in church, everywhere—we are behaving—behaving well or behaving badly! Rules for living with others—manners—are needed by everyone except hermits! Who wants to be a hermit?

Change is part of the picture of life today, but we should always remember "not to be the first by whom the new is tried, nor yet the last to lay the old aside."

It is important to remember that except for the fundamental and universal rules of friendliness, courtesy, and politeness, rules for living—good manners—are very flexible. It is important to know how "things are done" in the community in which we live, but it is also important to remember that the same thing may be done differently, and just as well, in other countries and in other parts of our own country.

Good manners in all ages and at all times depend on consideration for the other person! Rules for living are based on the standards of the time and the place in which we live.

# Who Needs to Use Good Manners?

There are some people who think they can ignore good manners. Good manners are among the most useful habits which an individual or a people can possess.

There are two kinds of social behavior: superficial and fundamental. The way you set the table is important but it is not nearly so important as making people — family or guests—who sit at that table happy and comfortable! Wearing the right kind of dress to a tea is important but not so important as being a friendly, kind person at the tea.



Ways of doing things—setting the table, dressing, etc., may change with time, place, circumstances—and these might be called "superficial." "Fundamental" rules for getting along—following the Golden Rule of consideration for another person—will never change.

Wanting to be liked is right and natural! It not only makes life happier for you, but for your family, your friends, and even the unknown persons you meet casually during the day.

The way to be liked is to learn thoughtfulness of others, not an easy lesson or one learned in a day. A graciousness and true courtesy is acquired by thinking of others, putting yourself in the other person's place, and trying to understand why he feels and acts as he does. In this way you create a warm, friendly atmosphere wherever you go.

Anyone can live alone! But it takes unselfishness, tolerance, helpfulness, kindness, and a sense of humor to live happily with others.



# Meeting People

Making introductions is easy once you have learned a few simple rules. The most important thing you need to remember is that the older or the more distinguished person is named first, and that the woman is named before the man!

A simple "How do you do?" acknowledges an introduction.

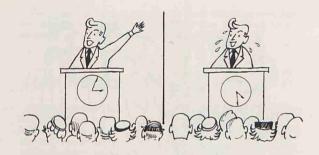
Never say "Pleased to meet you"—but look it.

When two men meet they always shake hands. A woman extends her hand if she cares to. Make your handclasp firm and definite—neither limp nor crushing.

A man always rises for an introduction—not reluctantly or as if he had rheumatic joints—whether it is to another man or to a woman. A woman rises to meet an older woman. She does not rise for a man unless she is his hostess. When introducing a stranger to a group it is not necessary to repeat his name each time. If you have several people to introduce, present them in the order in which they are standing or entering the room (even though you may introduce a man before a woman).

In leaving a newly-made acquaintance, you need only say, "Good-bye." If you wish to be more cordial you can express the hope you'll meet again. If you can connect names with faces it helps! It helps, too, if you can add some little personal item to the introduction, as this gives the two people something to talk about at once.

5



# Introducing Speakers

"I am happy to present . . ." Are you happy? Maybe these suggestions will help you make your next introduction.

(1) Be brief—that suits you, doesn't it?

(2) Be simple-skip flowery language.

(3) Be honest and accurate—say what is necessary to let the folks know who is speaking to them.

Take your time! When you reach the stage or wherever you are to stand, look over your audience and <code>smile</code>—don't <code>grin!</code> This will relax them—and you! Then say: "Friends," "Club Members," "Guests," (you choose it) and tell them about the speaker and his subject and why this will interest the audience. Then—clearly say the speaker's name, turn to him (or her) and give him a friendly little nod—and he's on his own! You have done your part!

# Club Meetings

What must the hostess do? More important than the refreshments or the housecleaning is the atmosphere of friendliness and welcome created by the hostess!

 Make each person who comes to the meeting feel you are glad she is there.



- (2) Introduce each newcomer to some club member who will look after her and make her feel she is part of the group.
- (3) Have a place especially reserved for the president and her assistants. She may need a small table for papers and the secretary's book.
- (4) Try to let club members feel relaxed and at ease. They can't feel this way if you are jittery and nervous!
- (5) You may not have enough chairs for everyone—don't feel embarrassed. Bring in the kitchen stool if necessary and be glad the meeting is so well attended.
- (6) Serve simple refreshments. This isn't the time to "put the big pot in the little pot" and show what a good cook you are! It is a good time to demonstrate some of the good ideas on entertaining that your nutrition specialist is teaching you.
- (7) Most of all—have a good time. If you do, folks will remember how much they enjoyed being in your home, rather than looking at the furnishings or checking up on your housekeeping.

## The Art of Conversation

What you are may speak more loudly than what you say, but you can practice the art of conservation. Here are a few suggestions:

- Never use conversation as a weapon to hurt or wound.
- (2) Try to be a good listener! You can't do all the talking, But . . .
- (3) Feel responsible for contributing your part in any conversation. Don't close up like a clam.



Try to talk about ideas and things instead of people.

(5) Try to avoid personal pronouns such as I, Me, and Mine. (We are all inclined to be self-centered.)

(6) Avoid whispering or loud talking,

(7) Avoid slang expressions and the use of Listen, See, and Sau.

(8) Table conversation especially should be pleasant. (Don't discuss report cards or bills at mealtime.)



# Express Appreciation

(1) Tell Junior his report card is good. He may not get all A's. but there will be something good you can mention.

(2) Tell Dad what a fine guy he is. Compliment his well-kept garden; his care for his family.

(3) Tell Sis she looks good-don't let her boyfriends beat you to it!

(4) Tell your minister his sermon meant a great deal to you -if you listened to it!

(5) Tell your neighbor something good instead of complaining about everything. It will make him feel better, and be glad he lives near you!

(6) Tell your club president you will help her whenever you can-it isn't her job alone to make yours a good club.

(7) Tell your home agent how much the club programs are helping you-she needs encouragement.

Not flattery, but well-earned praise stimulates one to try harder and to do even better next time.

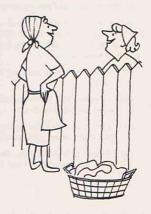
# When You Visit

There are informal visits across the back fence, in the kitchen, in the yards; there are some formal visits to newcomers, to visitors, to those in sorrow, to the sick. Dress, and manners, too, vary for different types of visits.

An ideal hospital visitor or visitor to the sick is cheerful, optimistic, and doesn't stay

too long.

Again the rule is thinking about the other person and trying to act and talk in such a way as to make him glad you came around!



## Church Manners

Be reverent—be quiet—be glad you are there! Why did you go to church? The way you feel will be revealed in the way you act. What you get from a church service will depend on what you give in the way of attention, need, and appreciation.



Hearts, like doors, will ope with ease To very, very little keys And don't forget that two of these Are "Thank you, Sir!" and "If you Please"

-an old saying

### How can we use this information?

When we talk about *manners*—what to do when—let's remember the fundamental rule of thinking of the other person and making him feel comfortable, but let's also ask ourselves a few questions about *etiquette*.

- (1) Who makes the rules of etiquette? Why are they important?
- (2) How can you introduce others, and how can you acknowledge an introduction?
- (3) How can you help young people mind their manners if you don't start with yourself?
- (4) What can you do about the manners of other family members who may not want to change?

### Here are some good books to use as reference:

Everyday Etiquette—Amy Vanderbilt (Contains the answers to many of the most commonly asked questions about manners that arise in the course of daily living.)

Manners for Millions—Sophie Hadida
(Designed for average person of moderate means.)

As Others Like You—Stephenson and Millet (Informal and attractive in style. Recommended for young people.)

Manners Made Easy—Mary Berry
(Your manners, good or bad, reflect you.
Knowing the correct thing will give you selfconfidence and poise.)

### Teaching Outline for Lesson on Manners

(For use with "Your Manners Are Showing", Club Scries, No. 91, N. C. Agricultural Extension Service)

### Objectives:

To understand the meaning of and reasons for good manners.

To learn rules of social conduct.

To develop skill in social techniques through practice.

The Meaning of Good Manners:

Living the Golden Rule Getting along with other people Behaving in such a way that it is a pleasure to have you

Reasons for Good Manners:

Knowing and practicing good manners gives you self-confidence and poise. Doing the right thing at the right time makes you a happier person. When you use good manners, others will be nice to you in return.

Rules for Social Conduct:

The "right thing to do" may vary with the customs in a particular community, or with the passing of time. However, there are some basic principles which we may use to guide us in our social living.

1. You must learn to like yourself before you can be nice to anybody else.

2. Practice empathy -- put yourself into the other person's shoes, and then you will know how he would like to be treated.

3. Good manners are contagious. Set a good example and others will follow.

4. "Company" manners can be used to advantage at home and everyday.

5. The best things in life are free. You can give "Gifts" of your good manners in all of your relationships with other people.

### Practice Makes Perfect:

Have the club members take turns acting out the various rules for conduct which are listed in "Your Manners Are Showing".
Role-play some "predicaments" to illustrate the need for fast thinking and ingenuity sometimes in social situations. A few examples follow.

1. You drop your tray in the cafeteria line.

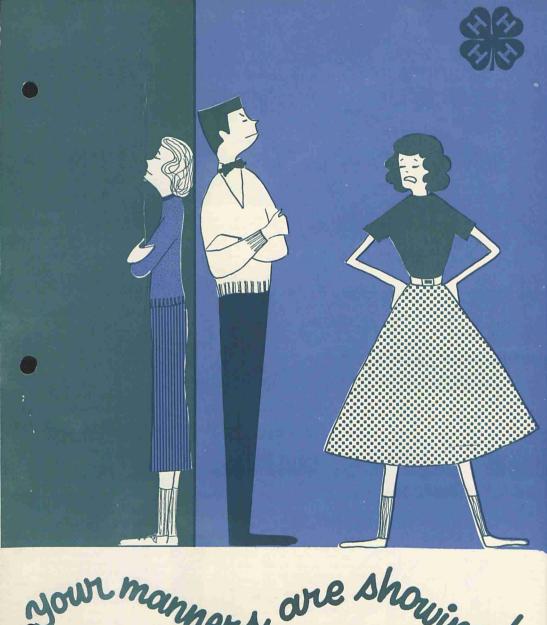
2. You lose your shoe heel while at a social function.

3. You are introducing a new friend to the gang and the name of one member of the group slips your mind.

### Resources:

(See those listed in "Your Manners Are Showing")
He-Manners, Robert H. Loeb, Jr., N.Y.: Association Press, 1954.
She-Panners, Robert H. Loeb, Jr., N.Y.: Association Press, 1959.

Prepared by: Frances Jordan, Family Relations Specialist North Carolina Agricultural Extension Service December, 1961



your manners are showing.

# are you popular?

Anyone can live alone! But it takes unselfishness, tolerance, help—fulness, kindness and a sense of humor to live happily with others.

The way to be liked is to learn thoughfulness of others—not an easy lesson or one learned in a day. You can acquire a graciousness and true courtesy only when you put yourself in the other person's place and try to understand why he feels and acts as he does. Do it and you'll create a warm and friendly atmosphere wherever you go!





Making introductions is easy once you've learned. Just remember that the older or more distinguished person is named first and that the woman is named before the man! A simple "How do you do?" acknowledges an introduction. Never say, "Pleased to meet you," but look it!

# meeting people

When two boys meet, they always shake hands. A girl extends her hand if she cares to. Make your hand-clasp firm and definite—but neither limp nor crushing.

A boy always rises for an introduction-not reluctantly or as if he had rheumatic joints--whether it's to another boy or to a girl. A girl rises to meet an older woman. She does not rise for a boy unless she is his hostess. When introducing a stranger to a group, it's not necessary to repeat his name each time. If you have several people to introduce, present them in the order in which they are standing or entering the room, even though you may introduce a boy before a girl.

In leaving a newly-made acquaintance, you need only say, "Goodbye." If you wish to be more cordial, you can express the hope you'll meet again.

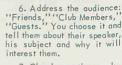


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"I am happy to present..."
Are you happy? Maybe these suggestions will help you make your next introduction.

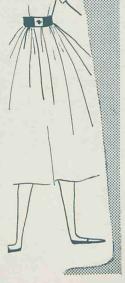
- Be brief! (That suits you, doesn't it?)
- 2. Be simple. Skip the flowery language.
- 3. Be honest and curate. Say whatever is sary to let your audience know who is to be their speaker.
  - 4. Take your time.
- 5. When you reach the stage or wherever you are to stand, look over your audience and smile—don't grin. This will relax them—and you.

# introducing speakers



7. Clearly say the speaker's name, turn to him, give him a friendly little nod, and he's on his own. You've done your part.

8. After he has st up, return naturally to your seat. It's his turn now—pay attention to him!





What you are may speak more loudly than what you say. Practice the art of conversation. Here are a few suggestions to help you:

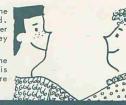
- Never use conversation as a weapon to hurt or wound.
- 2. Try to be a good listener. You can't do all the talking!
- 3. Feel responsible for contributing your part in any conversation. Don't close up like a clam.
- 4. Try to talk about ideas and things instead of people.
- 5. Try to avoid personal pronouns like "I," "me" and "mine." (we're all inclined to be self-centered.)

# the art of conversation

- Avoid whispering or loud talking.
- 7. Avoid slang expressions and the use of "listen" and "see."
- Table conversation, especially, should be pleas ant. (Avoid discussing report cards or other unpleasant subjects).

If you can take your cue from your partner, you will not only give him a chance to talk, but you will find out what interests him, and this will help you contribute to the conversation.

- 1. Tell Mom about the delicious supper she served. She works hard to please her family and sometimes they take her for granted.
- 2. Tell Dad what a fine guy he is. Compliment his well-kept garden, his care for his family.



# expressing appreciation

- Tell Sis she looks good—don't let the other fellows beat you to it.
- 4. Tell your minister his sermon meant something special to you—if it did.
- 5. Tell your neighbor something good instead of complaining about every—thing. He'll be glad he lives near you.

Most people are generous with criticism and fault—finding, but very sparing with praise and appreciation. Criticism, when you have tried to do a job well, either discourages you or makes you mad! Either way, you don't have much enthusiasm to try again.

On the other hand, appreciation and praise (for effort, if not for achieve—ment!) encourages you to try harder next time.

You need it - others need it - try it - it works!





# church manners ...

Be reverent, be quiet, be glad you are there. Why did you go to church? The way you feel will be revealed in the way you act. What you get from a church service will depend on what you gave in the way of attention, need and appreciation.



# when you visit ...

There are informal visits across the back fence, in the kitchen, in the yard. There are more formal visits to newcomers, visitors, to those in sorrow, and to the sick. Dress and manners, too, vary for different types of visits.

An ideal hospital visitor or visitor to the sick is cheerful, optimistic and doesn't stay too long. Again the rule is thinking about the other person and trying to act and talk in such a way as to make him glad you came around.

If you visit anyone overnight, write your hostess a thank—you note as soon as you return home.

- 1. When a girl comes into the room, a boy rises and remains standing until the girl is seated. Likewise, if the girl rises to leave, the boy rises immediately and remains standing until she has left.
- Keep all appointments on time. (This means dates, oo!)
  - 3. Never read over the shoulder of another.

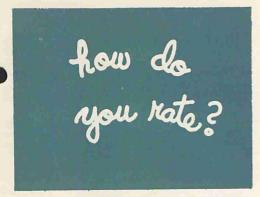


# manners for boys ... for girls, too!

- 4. Be kind and considerate of others.
- 5. Never comb your hair, pick your teeth, minicure your nails or chew gum in public.
- Boys allow girls to go first. Hold doors open for them; pull out their chairs when they seat themselves at the table.
- 7. Excuse yourself when you leave the table or take leave of someone with whom you're talking. Say "I beg your pardon" when obliged to interrupt. Say "please" and "thank you"—especially to family members.
- 8. Be courteous and considerate of older people. Your interest and attention will help their attitude.
- Keep your room and yourself neat. Expecting someone else to look after you isn't fair to them — or to yourself.
- 10. Remember that everyone you meet will feel better if your facial expression is happy! Cultivate your smile.

Customs vary from place to place and from one age to another, but most of them are based on consideration for the other person. Knowing the accepted manners and ways of doing things in your community will help you.





- 1. If you were asked whether you obey the rules of etiquette, would you think first of (a) your behavior on dates and at informal get—togethers, (b) the consideration you show others in everyday living, (c) your poise at formal dances and in handling reception lines?
- 2. When you receive kindly criticism, do you (a) feel hurt, (b) accept it graciously and determine to do some—thing about it, (c) let it run in one ear and out the other?
- 3. Do you think your best friends value your friend—ship primarily because (a) you are interested in them, (b) you are popular, (c) you live near each other?
- 4. Do you do your part of the work at home because (a) you want to ask a favor, (b) you feel you should share a part of the responsibility, (c) you are expected to do certain thins?
- 5. If you have been refused some new clothes for a special party, do you (a) accept the refusal graciously, (b) grumble and complain, (c) threaten to drop out of school?
- If a speaker is not interesting, it's a good time to
   (a) close your eyes and relax,
   (b) do your assignment
   for the next class,
   (c) determine what makes him dull.
- Good posture (a) is for these special occasions when you particularly want to make a good impression, (b) is necessary for girls only, (c) must be made a habit to be effective.
- 8. When you are with another person, do you (a) do all the talking, (b) leave all the talking up to the other person, (c) give and take?
- 9. If someone pays you a compliment, do you (a) say, ''Thank you,'' with a smile, (b) make a disparaging remark about yourself, (c) pretend you didn't hear it?
- 10. A girl who is whistled at while walking along the street should (a) pretend she hasn't heard, (b) smilingly acknowledge the attention, (c) give the boy a disgusted look.
- 11. When a boy walking with a girl is on the wrong side, the girl should (a) ignore his mistake and stay on the wrong side, (b) tell him about it, (c) get around to the inside as soon as she has a chance.

- 12. When the American flag goes by, a boy should (a) remove his hat, (b) lift his hat, (c) do nothing.
- 13. Entering a public vehicle, a girl should (a) precede her escort, (b) follow her escort, (c) get on side by side with him.
- 14. When a girl who has already accepted a prominvitation is invited by another boy with whom she'd rather go, she (a) may cancel the first invitation (b) must go with the person whose invitation she first accepted, (c) may decide not to go at all.
- 15. When asked for a date by a boy she likes, a girl should (a) pretend indifference, (b) show enthusiasm, (c) promise to let him know later.
- 16. If a girl has a good time on a date, she owes the boy (a) good—night kiss, (b) a comment on how much fun she has had, (c) another date.
- 17. Table rules (a) exist to make eating more pleas ant, (b) are only for people who entertain, (c) are import ant only when eating out.
- 18. When you're not sure which piece of silver to use, you are more likely to be correct if you use (a) your fingers, (b) a fork, (c) a spoon.
- 19. For table cues watch (a) your hostess, (b) the guest of honor, (c) the person next to you.
- 20. A boy who is standing because a girl has stopped at his table may sit down only if she (a) stays very long, (b) suggests that he sit down again, (c) joins him at the table.

from MANNERS MADE EASY

Correct answers on last page.



# books

Good behavior is everybody's business. Good taste can be everyone's goal. Etiquette is important because it is concerned with human beings and their relations to one another. Rules of etiquette are based on needs and tradition and they can and do change.

Here are some good reference books that will answer any questions you may have on how, when and why manners are important.

VOGUE'S BOOK ON ETIQUETTE by Millicent Fenwick--a comprehensive book on manners. Good reference.

AS OTHERS LIKE YOU by Stephenson and Millet .recommended for young people. Informal and attractive in style.

IF YOU PLEASE by Allen and Bigs -- very attractively written on all phases of life for young moderns. Good personality test included.

MANNERS FOR MODERNS by Kathleen Black -written for boys. Clever and charming. Covers normal range of boys' interests.

GENTLEMEN AREN'T SISSIES by Norton Hughes Johnathan-for boys. Cleverly written on all phases of manners and behavior.

MANNERS MADE EASY by Mary Beery -- your manners, good or bad, reflect you. Knowing the correct thing will give you self-confidence and poise.

FACTS OF LIFE AND LOVE by Evelyn M. Duvall -its fact-packed pages guide young people through the pleasures and tortures of growing up.

YOUR MANNERS ARE SHOWING by Betty Betz -the handbook of teen-age know-how.

# films

MIND YOUR MANNERS. Everyone has manners -good or bad. The real secret of good manners is being thoughtful and considerate of others. You want to succeed in life, to make and keep friends, to be well liked. (16 mm. Film).

HOME GROUND. Some people feel that good manners aren't necessary at home, but it you are kind and thoughtful at home, you're more likely to be considerate when you're away. Your good manners will become a habit. (Film Strip).

SCHOOL SPIRIT. Good manners are important at school. Being courteous and friendly, paying attention in class, giving others a chance makes you rate with your classmates and teachers. (Film Strip).

AS OTHERS SEE YOU. People are apt to be as polite or as rude to you as you've been to them. How do you look? How do you act? Take a look at yourself. (Film Strip).

TABLE TALK. Most of us eat a thousand meals a year. That means we spend a lot of time at the dinner table. It's nice to know how to eat correctly nice for you and for those with whom you're dining. (Film Strip).

STEPPING OUT. Do you have any dating problems? There are good manners for dating as well as for every thing else. (Film Strip).

AWAY FROM HOME. Whether you go by train, bus, or plane, there are travel manners to guide you. You will get more out of a trip by being interested in the people, places, and customs you encounter. Don't be afraid to ask questions! And don't be critical of something or some place just because it's different. (Film Strip).

rate yourself answers: (1) b; (2) b; (3) a; (4) b; (5) a; (6) c; (7) c; (8) c; (9) a; (10) a; (11) c; (12) a; (13) a; (14) b; (15) b; (16) b; (17) a; (18) b; (19) a; (20) c

PREPARED BY

CORINNE GRIMSLEY, Extension Specialist in Family Relations

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### SUGGESTIONS FOR LESSON ON

### SATRENGTHENING FAMILY TIES

There are several a proaches you might make in presenting the program. You can cover all the points covered in the bulletin, or you may prefer to stress the one area which you feel needs attention in your county.

Following are some comments which may help you enlarge on the bulletin material.

Family Life Today is Changing (See enclosed paper entitled "New Directions in Family Life".)
You may want to enlarge on the comments found on page 4 of the bulletin regarding shifting roles. Personally I do not agree with her statement that "happier home life hasn't resulted from the shift in authority." Studies are consistently pointing out that the traditional authoritarian father-ruled house is less satisfying to families. The more equalitarian administration of families is more rewarding even though it is more difficult to achieve.

Learn to Get Along in the Family
In her book, Family Development, Evelyn Duvall stresses the fact that communication
is a key to success in each stage of the family cycle. When we think of the conflicts among family members we realize that a lack of understanding of facts and
feelins is usually the cause. Communication must be a two-way street also, not
just from parent to cimid. In their book, Running a Happy Family, the Swifts have
suggested that we would get along better in the family if we practiced at home some
of the personnel methods used in business. Maybe the husband could use as much
tact with his wife as he does with his secretary. Executives are much more careful
that their associates understand orders than most mothers are in relation to
children's chores. You may think of other examples to use here. The enclosed
flannel demonstration outline can be used to stress the home atmosphere which is
discussed in this section.

Working Together as a Family
You may want to use the enclosed check sheet to help the members see the division of labor in their own families and the difference from one family to the next. I think the suggestion that routine chores be rotated is a good one and might be stressed with your gorup.

Playing Together as a Family
See the enclosed sheet on ABC's of Family Recreation. You may want to make your
own list, or have the group suggest activities thay have found to be enjoyed by
their families. Check with your local unit of Recreational Commission or write to
the N. C. Dept. of Conservation and Development, Raleigh. Make a list map of
interesting places to visit in your county, such as historical spots, interesting
industry, beauty, etc.

Worshiping Together Most Protestant groups are stressing alter time in the family. You could talk about when in the day it fits best for different families. A mimeographed sheet of short graces might be used. Check with the local churches for additional resource materials for this topic. I think the important thing here is that religion is more than Sunday School and church on Sunday.

Measuring The Happiness in Your Home
Families should realize that the measurement of happiness is in direct relationship
to their expectations. If they set a standard too high, they will be unhappy at
not achieving it. If they are realistic and recognize that perfection is not
possible they will more likely be satisfied with family relationship. On the other
hand, the family with no expectation of happiness is wothout hope or promise. You
may want to have the members think about periods in family life that have been
happy and try to see why they were.

Strengthening Family Ties
Suggested Leader's Outline

(to supplement Strengthening Family Ties, by Corinne J. Grimsley, Misc. Pamp. 202)

### Objectives:

- To look at some of the changes in family living today

- To study ways of strengthening family ties

- To evaluate family happiness

Family Life Today is Changing:

- From economically independent family unit to a consumer unit in which children are a liability
- More goods and services obtained outside the home, creating a shift in functions of the family
- More emphasis on the family's function of personality development of family members and competence to meet life's situations

- Changing roles of family members.

- Increase in standard of living with more single family homes

- Status seeking pressures from business and industry

- Increasingly higher level of education reached by family members

- More homemakers employed outside the home - More out-of-home activities for children

- Shift from farm to rural non-farm and urban living
- Mobility and isolation of family from relatives

- Better health and medical advances

- Population explosion

- Post-war babies not at the college and marriage age

- Earlier marriage, shorter period of childbearing, fewer children, and earlier launching of children

- Increased life span which gives the married couple a period together in middle age after the launching of children, and allows more married couples to enter the aging years together

- Increasing proportion of persons over 65

Learn to Get Along in the Family:

- In her book, Family Development, Evelyn Duvall stresses the fact that communications is a key to success in every stage of the family cycle. Communications

must be two-way, not just parent to child.

- In his book, Families Under Stress, Reuben Hill reminds us that "because the family is the bottleneck through which all troubles pass, no other association so reflects the strains and stresses of life. With few exceptions persons in work-a-day America return to rehearse their frustrations within the family, and hope to get necessary understanding and resilience to return the morrow to the fray".
- In their book, Running a Happy Family, the Swifts have suggested that we would get along better in the family if we practiced at home some of the personnel methods used in business. Maybe the husband could use as much tact with his wife as he does with his secretary and mothers could be as careful that their children understand their responsibilities as executives are with their subordinates.
- If we are not able to love and be loved within the family, it is all the more difficult to get along with people outside the family. One basic part of love and loving is sharing, and the family can experience sharing through work, play, and worship.

Working Together as a Family:

- Since the parents of school age and teenage families today were themselves depression children, there is a tendency to want to give our children all of the advantages that we were not able to enjoy. We encourage them to fill up their time with activities which take them outside of the home, like music lessons, baseball, etc., with the result that they have little or no time for home chores. In so doing, we are depriving our younger generation of a basic ingredient needed in the process of becoming responsible citizens. Every child should have a job to do at home to help him to feel a necessary and wanted member of the family. He should be given more and more responsibility as he matures and is ready to make such decisions. He should be entitled to the satisfaction of knowing that he is making a contribution in the family and that his efforts are appreciated.

- Establish family goals. When all of the family members know and agree on the direction in which they are going, they are more willing to accept the responsi-

bility of their share of the work.

- Make a survey of home chores and how they are being done. Is mother doing it all? Are there some ways of rotating responsibilities in order that they do not become drudgery? Working in pairs improves communication among family members, especially one parent-one child combinations.

- Plan together through a family council. Have a regular time to meet and carry out the meeting in a democratic way with parliamentary procedures. Give all family members an opportunity to express an opinion before the group makes the

decisions.

Playing Together as a Family:

- With the shorter work week, families theoretically have more time than ever to play together. But in many families recreation is sought as individuals and the family members go off in all directions. Families can plan times to play together, and the results may be just as worthwhile and satisfying as time spent working together.

- Consider some activities which the family can enjoy together on a limited

budget.

- Learn about places that families can visit in the county; such as, touring various industries, historical spots, places of beauty, sports the whole family

can enjoy, parks and picnic areas, etc.

- Have family fun time at home. One family selects one Sunday afternoon a month, rotating among family members the responsibility for the entertainment and refreshments.

Worshiping Together as a Family:

- Families need religion today for security, a pattern of ethics, fellowship, and a means of understanding and accepting the world around us.

- Although churches and synagogues assume much responsibility for religious education, the family sets the stage and atmosphere for learning and serves as the chief laboratory for practice of religious living.

Measuring the Happiness in Your Home:

- Family happiness is in direct relationship to their expectations. If they set a standard too high, they will be unhappy at not achieving it. If they are realistic and recognize that perfection is not possible they will more likely be satisfied with the family relationships. On the other hand, the family with no expectation of happiness is without hope or promise.

- Dr. Duvall, in Family Development, says that we are "seeking a quality of life for family members that is truly something new in the history of mankind."

- Dr. Reuben Hill reminds us that marriages are happier today because: the couple are more frequently partners in getting and spending the family income, there is more sharing of burdens and satisfactions which go along with it; there is more integration of roles in the home which creates greater companionship and more freedom for leisure activities together; there is an increase in sharing of authority and greater companionship between parents and children.

Téaching Techniques:

Poster with pictures depicting the family at work, play, and worship.
 Family Roles Scale. May be used to help members to see whether they are authoritarian or equalitarian in their thinking about family administration.
 Check Sheet for Family Division of Labor. May be used to help members see who

is doing the work at home and possible changes which could be made.

4.A.B.C.'s of Recreation. This list can be used as a means of helping members to see the possibilities for home recreational activities.

5.Map of county with spots marked which would be suitable for families to visit.
6.List of graces which can be said at the table. Suggestions for family worship time. (Check with your local churches for these.)

Additional Resources:
Strengthening Family Ties, Corinne J. Grimsley, Misc. Pamp. 202, N. C. Agric. Extension Service.
Extension Service.
Extension Service.
Family Development, Evelyn M. Duvall, J. B. Lippincott Co., 1957
Running a Happy Family, Henry and Elizabeth Swift, John Day Co., 1960
Family Pleasure Chest, Helen and Larry Eisenberg, Parthenon Press, 1951

### NEW DIRECTIONS IN FAMILY LIFE

### Reuben Hill University of Minnesota

Summary of Address Given at Standard Brands Breakfast, AHEA Convention, Denver, Colorado, June 29, 1960

Many are concerned about the directions taken by the American Family today. They point to the high divorce rate, the changes in our sex morality and to juvenile non-conformity as proof of the breakdown of the family. My approach that of a family sociologist who has been greatly impressed by the universality of the family as an institution in all countries and in all times, and by its capacity for adaptation and survival. Many of the changes seen as evidence of breakdown can be viewed as institutional growing pains, normal symptoms of reorganization in adapting to a new and baffling industrial urban society. In the process the family has primed off many of the services it once provided; formal schooling, protection from enemies, religious instruction, medical care, and job placement. It is now a more specialized agency concentrating on services which no other institution can provide, a sanctuary from the hurly-burly of a highly competitive industrial society, providing warmth, love and recognition of personal worth which go far to meet the needs of good mental health of personality today.

There is abundant proof of the health of American families, the high proportions of our population married (the highest in the world), the high proportion of people living in single family homes, the upswing in the birth rate which persists after fifteen years, and the continued high interest of people in all age groups in marriage and in children as shown by the high readership of articles and plays on these topics in the mass media; these trends should reassure critics that Americans are still enthusiastically family centered in their orientation.

Qualitatively the marriages of today are happier and better integrated than ever before in history. More people marry and remain married voluntarily today, because women can support themselves economically outside marriage and men can buy on the market most of the housekeeping services women have traditionally provided. It is no longer so shameful to divorce, hence those who remain married do so because they feel they are happier married than they would be divorced. There are good reasons for the phenomenon of happier marriages:

1) Husband and wife are more frequently partners in the economic realm of earning and spending be family income-there is more sharing of the burden and anticome of the state of the state

dens and satisfaction of earning and spending.

 Authority in decision making is more likely to be shared in all phases of life, including recreation, choice of friends, sex relations, and child discipline.

3) There is today a much less pronounced division of labor within the home, with wives doing many maintenance tasks with their husbands which men once monopolized and with men crossing ancient boundaries to share in many duties once regarded as exclusively "Woman's work." Such sharing fluctuates rotates, and changes unevenly, frequently provoking conflict, but the net effect is greater companionship between husband and wife and more freedom for leisure pursuits together.

4) The integration of recreation for both sexes has increased the possibilities of companionship in play. It appears probable that the urban husband spends more hours per week in the company of his wife than in any decade

since industrialism removed production of goods from the home.

5) These trends in the husband-wife relationship have their counter-parts in the parent-child relation where increasing sharing of authority and greater companionship between the generations has made parents and children closer

friends than their predecessors in history.

It must be granted that the present-day family is not the giant in numbers and functions performed that it was a century ago. We no longer count as members of our families our kin out to third cousins on either side, and often forget both sets of grandparents and any great-grandparents when we reckon our family size. The modern family, shorn of kinship attachments, is smaller and more specialized in its functions, yet society is today more dependant than ever before on the family for the performance of those vital functions of reproduction, infant care, socialization and guidance without which a society would disintegrate. In addition the modern family has the virtue of fitting well the demands of our new democratic and urban industrial society, something that would have been impossible to the

larger, rooted, and authoritarian family of the past century.

The challenges of a changing American family for community action are numerous today. As our society has industrialized and urbanized, agencies have been established to serve families in all the major areas of family concern; Reproduction (fertility control and infertility agencies); Protective (legal agencies); Socialization (educational and recreational agencies); Physical care (a host of medical agencies); Economic (economic security agencies); Affectional (counseling and guidance agencies). These agencies are rarely as family centered as they are client centered. They more usually do things to and for families, than undertake activities with them. Rarely do communities seek toinvolve family members as participants and collaborators in the process of family improvement as such. Changes in this respect are observable, particularly in agencies using group methods in achieving their objectives. Home economists engaged in changing patterns of home production and changing food habits have discovered the importance of working through the family.

Programs for strengthening families will need to consider the optimum relationship which community and educational services might have with the family group. This presentation advocates that programs of collaboration be established between professional workers and families in which family heads participate actively in goal setting. Thus we can visualize programs of family development to parallel the programs of community development and economic development now under way in

many parts of the world.

Dr. Reuben L. Hill, eminent sociologist, is director of the Family Study Center of the University of Minnesota. He is an authority on the sociology of family crisis, family contexts of personality development, and the family as a problem-solving and action group.

### Family Roles Scale

- Choose and circle the appropriate numbers for the five most desirable characteristics of a father:
  - Seeks to understand his children. (1.) Seeks to understand his children.

    2. Works hard to support his family.

    3. Answers his children's questions, frankly.

    Joins his children in their play.

    5. Develops habits of obedience in his children.

    Encourages his children to grow up in their or

    7. Decides what is best for his children.

    8. Disciplines his children.

- Encourages his children to grow up in their own ways.

- Works with his family on household tasks 10. Buys nice things for his children.
- Choose and circle the appropriate numbers for the five most desirable characteristics of a mother:
- Helps her children to learn how to get along with others.
  - 2. Has her children engage in character-building activities.
  - 3. Keeps her children elgage in character—utild.
    3. Keeps her children clean and well-dressed.
    4. Stimulates her children's mental growth.
    5. Understands her children's feelings.
    6. Makes her children mind.
    7. Is affectionate toward her children

  - - Trains her children to regular habits. (eating, sleeping, etc.)
  - Promotes her children's emotional wellbeing.
  - 10. Is a good housekeeper.
- C. Choose and circle the appropriate numbers for the five most desirable characteristics of a child:
  - Is courteous and respectful to adults.

  - Confides in his parents.
    Lides to play with other children
    Respects property, takes care of his things.
    Is curious, eager to learn.
    Keeps clean and neat.
    Enjoys growing up.

  - 8. Does his chores and assignments thoroughly.
  - 9. Is honest and truthful. (10.) Is happy and contented.

(Note: This scale was devised by Robert Blood on the basis of research by Evelyn Duvall (1946) and Rachel Ann Elder (1949).)

\* Count one point for each circled item. Higher score indicates equalitarian, lower score indicates traditional viewpoint,

		Father	Mother	Daughter	Daughter	Son	oon
Household Tasks							
1. 2. 3. 4. 5. 6. 7. 8. 9. 10.	Picks mp and puts away clothes Makes beds Takes care of yard Cleans and dusts Does dishes Does ironing Sets table for meals Fixes broken things Takes care of garbage and trash Does family wash Gets meals Mends family's clothes  Teaches children correct behavior						
2. 3. 4. 5. 6. 7. 8. 9. 10.	Sees children having fun Teaches children facts and skills Punishes children for doing wrong Helps children choose a career Sees children come in on time at night Helps children with school work Cares for children when sick Sees children get to school or work on ti Sees children eat right food Sees children get up in the morning on ti Sees children wear right clothes						
2. 3. 4. 5. 6. 7. 8.	Selects large household equipment Shops for furniture and furnishings Shops for groceries Flans family's ravings Shops for family's clothes Shops for family's new car Frovides children's spending money Pays bills Earns money for family						
5. 6. 7. 8. 9.	Goes on outings Uses living room Goes on summer vacations Visits mother's friends and relatives Visits father's friends and relatives Entertains guests Uses living room radio and T. V. Uses family car Visits children's friends Belongs to clubs Prepared food for entertaining						

BETTER HOMES MAKE A BETTER WORLD
(Flannel board demonstration) prepared by
Dr. Margaret Coleman, University of Alabama

Building better homes is the most important task facing the women and men of today.

The process may be compared to the building of a house.

1. <u>Location</u> - The location of a home should be considered as carefully as the location of a house. What about the churches, the schools, the parks, the stores? Do they furnish the best kind of soil in which this home can grow? The community is the home of the home and influences the climate as well as the view.

2. Plan - The plan for a home should be made by the homemakers together after a long look at how this home will need to be expanded as the family expends and contracted as the family contracts without loosing the most important characteristics

of a home.

3. Foundation - (Place foundation on flannel board) - The foundation of a home should not be on the sands of sudden attraction, but on the solid concrete of

understanding, confidence, and loyalty - the rock that will endure.

.4. Framework - (Add framework of house) - The framework erected on this solid foundation is made four square by the balanced pillars of work, play, love and worship filled in with planks of control or discipline making a wall of strength for the protection of the occupants.

5. Floor - This home is floored by the boards of health - physical, mental, social and emotional - so united to create a "state of complete physical, mental and social well being". On this floor there can be stability and security.

6. Roof - (Add roof) - A home should be covered by an over hanging roof made from the shingles of consideration, concern, and necessary protection. The roof of a real home does not over-protect, smother or stifle. But as Robert Nathan says in "They Went Cn Together" - "A home is more than four walls and a door - - it is where we bring together all that we hold dear - it is where we have our peace." So perhaps the most important part of the home building comes next.

7. Air-Conditioning or "fair-conditioning". The climate of a real home is temp.e rate - regulated by a sound philosophy of growth - not by a standard of perfection of behavior - - where adults understand themselves and their compenions and their children - - where there can be differences of opinions - - conflicts in ideas and attitudes - without creating tensions and pressures that "blow the roof off" - where homemakers are willing to communicate their feelings and compromise on plans for action and cooperate in carrying out these plans - - where children are not labelled "good" or "bad" but "learning", and are brought into the circle of consideration for a real share of cooperation necessary to keep the climate moderate enough for good growing. Where there is faith in growth and patience to wait until growth can take place - - where this reverence for possibilities and potentialities is bolstered by approval of effort and appreciation for achievements.

8. The windows and doors of a home help in this air-conditioning, but they also allow a two-way flow of light - the light of information - from and to the community,

the state, the nation and the world.

9. The open door for this family (Show family) who lives and grows in this home leads to and from this community (add the pathway-school and church) - - the state the nation and the world. Families today should make an effort to provide these qualities - these necessary building materials - on which there are no taxes and no priorities.

1. Consideration for each individual in the family.

 Communication to enable each member to understand and work more harmoniously with each other.

 Controls - strengthening outer controls leading to greater self-control for each individual homemaker.

4. Concern for the common good of the family group in the home.

5. Cooperation - the mutual working together for the best good of each and all.

NOTE: This lesson was provided by Mrs. Elsie Lee Ganns, Graduate Student, 1954. It was developed, Mrs. Ganns believes, at the University of Tennessee.

### THE ABC'S OF FAMILY RECREATION IN THE HOME

ASTRONOMY - With an amateur's telescope .. studying charts of the heavens...
constructing a backyard observatory.

BACKYARD COOKING - Building the fireplace ... Making a collection of recipes.

CANDY MAKING - All sorts of recipes to be collected here.

CAMPFIRES - In the backyard, with the stick-cooking, songs, and storytelling that go with them.

CARPENTRY - No end of projects.

CERAMICS - With kiln or self-hardening clay.

COLLECTING - Stamps, coins, dolls, autographs, buttons, stones, matchfolders, leaves and other things of nature, and much much else.

CRAFTS - Leather-work, basketry, tin-can projects, plastics, jewelry-making, papier-mache and so on.

DEGORATIONS - For rooms, parties and holidays, special events.

DRAMATICS - A home show with just the family or the help of the neighbors and friends..... Improvisations.

DRAWING AND SKETCHING - With pencil, chargoal pastels, crayons.

EXPERIMENTS - In chemistry, physics and other sciences.

GAMES - Board games, card games, parlor games, word games, proprietary games, musical games, challenges and competitive stunts, indoor sports, treasure and scavenger hunts.

GARDENING - Outdoors, rock, soil; indoors, soil, chemical, Greenhouse.

GIFT-MAKING - For friends, family, holidays.

MAGIC - Tricks and stunts.

MASK-MAKING - For masquerades, Halloween, parties, home dramatics.

MODELING AND SCULPTING - With clay, soap, plasticine, wire, sea-shells, and so on.

MOVIES - Home-made action and comedy sequences ... Rent instructive or entertaining reels.

MUSIC - Rythm band with tambourines, wooden blocks, gourds and the like...Toy-instrument band...Song fests...Record concert...Making simple musical instruments.

PAINTING - With oils, water colors, poster colors. Finger-painting, the artistic substitute for mud play or mess-making fun. Paint parties with everyone tackling the same subject. Decorating trays, bottles, furniture.

NATURE LORE - Organizing and maintaining a home museum.

PETS - Breeding and training.

PUPPETS . Make them. Write shows around them. Present these on table or piano-top theaters, in doorways over a stretched sheet, in theater made out of a hat box.

PUZZIES - Make them. Play with... Manipulatives, brain-teasers, crosswords.

QUIZZES - Run your own quiz show with prizes.

READING - Aloud. Familiar, everyday things for very little children. Make-believe and personal identification stories for the pre-teenager. Well-plotted or romantic tales for young teenagers. The any-age classics for all the family - New and Old Testaments, Robinson Crusoe, The Arabian Nights' Entertainment, Baron Munchausen, Last of the Mohicans, Tvanhoe...poetry, plays, books on hobby and play ideas for the family, traveling, sports.

SCRAPBOOK - Put in anecdotes and pictures of family life with bright, descriptive captions.

STENCILING - Make own Christmas cards. Decorations for playroom.

TAFE-RECORDING - Pick up good musical programs off the radio. Do a home talent show.

WEAVING -

WHITTLING AND WOOD-CARVING - Decorative figurines which can be varnished, watercolored or painted. Toys. Objects of utility for the kitchen.

\*\*\*This list is from "Planning Your Home For Play" by Albert A. Ostrow; it is by no means complete, but it gives some of the many activities which a family can enjoy at home.

### FAITH IS A FAMILY AFFAIR Suggested Leaders! Outline

I. What is Our Objective?

To teach our children religion?

To teach our children to be a Baptist, or Methodist?

To teach our children about God?
To teach our children moral values?

To teach our children faith is something greater than themselves?

To teach our children to fear wrong-doing?

II. Our Need for Religion

A. We need security

B. We need a pattern of ethics

C. We need to understand the workd we live in

D. We need fellowship with like believers

III. Faith and the Family Cycle

A. Early Marriage

1. Significance of a religious marriage ceremony

2. Marriage and the Bible

3. Getting the "religious habit"

B. Young Children in the Family

1. The young child's spiritual needs

2. How young children learn

C. The School Age Child

1. Needs of this age

2. How the family helps

D. Teen-agers

1. Special needs at this age

2. What the family can do

E. Middle Age

1. Changes which affect spiritual needs

2. How we can prepare for this stage

F. Old Age

1. Reaping the rewards of a spiritual life

2. How the family can help its older members

IV. Charting Our Course

A. The Family Plans

B. Our Resources

C. Evaluation

# •Strengthening Family Ties





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# Strengthening Family Ties

CORINNE JUSTICE GRIMSLEY
Extension Specialist in Family Relations

### FAMILY LIFE TODAY IS CHANGING

Since the beginning of time families have been willing to change and adjust to conditions, both economic and social. Thus the family is the most stable institution we have. Of course the family of today is beset by many problems! Divorce, lack of parental cooperation, juvenile delinquency, inadequate housing, insecurity in the world—are some of the pressing problems that families must deal with.

The typical family in America has shifted from agriculture to urban life—from rural life where men, women and children engaged in making a living in the home, expending energy, patience and skill to provide food, clothing, etc. Today many families are living in congested cities, and in suburban areas; and many women as well as men go out of the home to earn part, or all, of the family income.

Homemakers today are increasingly concerned with the development of family members as their major purpose. Providing for the highest development of personality is far more complicated than the time-honored baking of a light biscuit! Respect and regard for the individual worth of each family member, regardless of his age or status in the home, is recognized as worthwhile and rewarding in family-life today.

Trends in family relations in America today are influenced by population changes, and by the roles of family members. Statistics often confuse us but we know there are more young people in

their teens—and more older people past 65—in our country today than ever before, and the numbers will continue to grow. Recognizing, accepting, adjusting to, and planning for these population shifts are important phases of better family relations.

Somehow through the years men have become dethroned in family relations, and the role of the man as head of the family has been attacked. Since happier home life hasn't resulted from the shift in authority, we realize that family life today is emphasizing a people-centered family, rather than a parent-centered or child-centered family.



### LEARN TO GET ALONG IN THE FAMILY

The best place in the world to learn how to get along with other people is in your own family! It isn't always easy, and like anything else worthwhile in life, it requires constant practice. Children who come from homes where there is democratic family living find it easier to get along in school and in the world outside the home. A warm, friendly, secure home climate inoculates the family members against fears and worries, and gives them courage and strength to face the problems within the home and in the world today.

Dr. Ernest Groves, well-known sociologist, commenting on the necessity for parents as well as children having leisure, says, "In some families there is leisure for children, while the parents do all the work. Unless parents do something for the fun of it, they cripple not only themselves but their children's regard for them. A father who never appears in any role other than wage earner or handy man about the house is hardly thought of as a personality distinct from the pocket book or the ash can. The pursuit of some hobby, sport or skill outside the daily routine, intensifies the parent's own individuality and gives importance to his personality in the eyes of his children."

Dr. Groves contends that the modern successful business man or the always busy farm father or mother who provides every material comfort for his family really may be neglecting his children by allowing work and business engagement to usurp all of his time, so that none is left for sharing in the

interests of his children.

It is worthwhile for parents to save some time from the busy round of everyday tasks to become more interesting and finer persons and share their best selves with the family groups. Sometimes adults are concerned over "knowing all the answers" in relation to child training. While information and skill is needed for parenthood, it is possibly of most importance that growing children be associated with and guided by

fine, strong and sympathetic parents.

This idea is well stated in the following: "Mothers in your desire to provide everything that your children may need, don't forget to provide yourself. Boys and girls need calories and vitamins to be sure, but they also need YOU. They need a pretty YOU—if that can be accomplished. They need a jolly and a healthy YOU. They need an understanding, sympathetic YOU, (and dad, of course) more than all the other things together. In providing these other things lavishly, save a little vitamin U for the growing boy or girl.—Winifred Tilden, Head of Physical Education, Iowa State College.

From: Family Good Times
By: Alma H. Jones,
Iowa Extension Service

### **WORKING TOGETHER AS A FAMILY**

Shared responsibilities make life easier and happier for everyone. Planning together creates a spirit of interest and cooperation.
Frequently when children object to helping, it is because they
have to do the same job over and over again with no prospects
of taking turns at other jobs. Dishwashing is the household job
that frequently falls to the lot of the children in the family, not
so much because they choose it, but because their elders allot
it to them. In fact, children list dishwashing as the most disliked
chore they have to do. One mother tells of their family plan for
rotating jobs.

What does your family do to make "working together"

strengthen its family ties?



### PLAYING TOGETHER AS A FAMILY

Good times are important in family life. There are many occasions when happy childhood memories give us courage and comfort later in life.

Our great grandfathers used to think of play as at best a sheer waste of time, and at worst, as downright wicked. We all need to realize that play isn't a waste of time. Rather, it's the child's natural way of learning. Children are born with this gift of helping themselves to understand the world about them. Just think of all that a child has learned before he goes to school at all-and a lot of it he learned through play. Play is one of the ways children use to sort out their experiences and understand them. The little girl who plays the role of mother treats the father and the children just as her own mother treats the family. They do the same thing in playing at weddings, at funerals, at being soldiers or nurses or teacher. But play isn't just a mere matter of children imitating their parents and other grown-ups. It's also a way in which children work off their own aggressive or hostile feelings. Many forms of behaviour like destructiveness, quarrelling, fighting and kicking, are merely a child's response to the world as he finds it.

Every good family makes three kinds of provision for its

children's recreation—time for free play, a place for organized and supervised play, and provision for family recreation where all the members of the family group, children and parents, play together. It's so important for a family to have some time when they play together. Children get a sense of security through playing with their parents. Playing with your children is a way of showing that you love them and are interested in them. Family recreation leads to understanding of one another on the part of its members. It helps the parent to understand the difficulties the child has in sorting out and working over what he sees and hears. An observant parent can, by watching his child play, learn a lot about the youngster's difficulties in facing the world and assimilating his experiences, and children learn to know their parents through play. They come to feel that they aren't old fogies or stern policemen, but lovable people who like to have fun too.

One of the finest means of creating a bond of understanding comradeship between parents and children is having family fun together. Of course, when children reach the teen-age they'll want to spend most of their time playing with those of their own age. However, there should still be a place for some family fun so long as it isn't forced on the teen-ager and so long as the parents treat their adolescent youngsters as

equals, and the fun is not childish.

The community has a responsibility for encouraging family recreation. It must provide many of the facilities which will make family recreation possible—places where the family can enjoy fun together such as picnic grounds, parks and handicraft centers where the whole family may have fun together.



The age of the children, the number of family members, finances—all of these influence our plans, but there are many things we can do together that don't cost anything! Some families like to read together; some families enjoy singing together; some families like to go as a group on a picnic; some families make holiday observances and birthdays a sort of family ritual. There are many ways of having good times, but to strengthen family ties, the entire family must play together!

List some of the good times your family has together.



### WORSHIPING TOGETHER

Working and playing together build strong family relationships, but the family that worships together has a sure and lasting bond. A living religion makes family life happy, and strong enough to face the uncertainties of life.

"There are many ways of worshiping together for worship is being in touch with God. When we watch the sun set in a blaze of red and purple and think what a marvelous world God has created, we are worshiping. When we bow our heads and thank Him for bread and milk and fruit, we are worshiping.

When we lift our voices in praise at church we are worshiping. When we gather our family around the fireplace and think, how glad we are that we are together, that we have love and home and one another, we are really thanking God for his plan for families."

From: Let's Follow the Bible

We share our religion when we go to church with the children instead of sending them off alone. We share our religion when we kneel and pray with the children instead of sending them alone to their bedrooms to say their prayers. And we share our religion again when we ask the blessing at mealtime. In many homes family members take turns in asking the blessing. Sometimes they all sing the Doxology together. These experiences of worshiping together cement family ties.

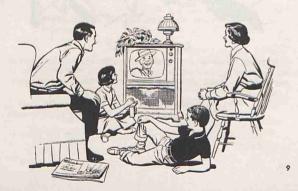
### MEASURING THE HAPPINESS IN YOUR HOME

Let us remind ourselves of things that are found in a good home which, of course, is a happy home. We know that big houses with fine furnishings are not necessarily happy homes, for it is the people who live in the house and not the furnishings which create happiness. In good homes we find parents who love each other, and are happy together; we find parents who love their children, and who try to give them a happy home to grow up in; we find parents and children planning, working, playing, and worshiping together. Good homes don't just happen, for a good home must have good parents, and being a good parent is the hardest job on earth, for it's a job that never ends and it calls for more understanding, more patience, and more unselfishness than any job under the sun.

We should remind ourselves that every family has its troubles and remember that most of our troubles are not as serious as they seem. Most of them can be worked out if we spend time and

effort in trying to find the cause.

When there seems to be an unnecessary amount of quarreling or hurt feelings, or unhappiness among family members, we need first to examine ourselves in trying to find the cause. Of course, we all make mistakes; we all do and say some things which rub



people the wrong way, and frequently we don't realize what we have done or said. Oftentimes we are so busy making a living that we overlook things which are very important to our own happiness and to the happiness of our children; perhaps we haven't found satisfactory ways to:

1. Make all family members feel secure, loved and wanted.

Make all family members feel that they are worthwhile and appreciated.

3. Help all family members to have fun, and new experiences.

4. Make all family members feel that they are understood.



### CHECK YOURSELF

It is well for us to take stock of ourselves occasionally to see if we, as parents, are contributing happiness as well as money to our families. (Both parents should answer the following questions!)

I. How Do I Make Others Feel Secure, Loved, and Wanted? Do I show that I prefer being with the family to being with anyone else?

Does each of us show a real interest in what the other is doing?

Do we remember to celebrate birthdays and anniversaries? Do we look for opportunities to help each other in the home and on the farm?

II. How Do I Make Others Feel Worthwhile and Appreciated? Do we discuss and plan together all affairs concerning the family?

Do I express appreciation and compliment others?

III. How Do I Contribute to the Family's Fun?

Do I encourage each family member to take time out for recreation and interests outside the home?

Do we get together for some recreation away from the

Have I cooperated in planning and working toward more and better community recreation?

IV. How Do I Strengthen Understanding in Our Family?

Do I overlook little unimportant things which irritate me? Do I offer encouragement instead of criticism and blame? When I have made a mistake or hurt someone's feelings, do I say or show that I am sorry?

When we disagree, as a family, do we talk it over calmly, trying to see both sides before reaching a decision?

Do we attend church and Sunday School regularly as a family?

Do we ask the blessing before meals?

Do I show family members the same consideration I show to outsiders, such as use of "please," "thank you," "excuse me," etc?

Does our family plan together the work that needs to be done on the farm and in the home?

How do I feel about "allowances" for family members? Do I express appreciation for help on the farm and in the home?

V. How Do We Have Fun and New Experiences as a Family? Do I encourage family members to bring their friends to our home by giving them a place to play or entertain them by fixing simple refreshments?

Do I have fun with the family, such as vacations, picnics, camping trips, visits to friends and relatives, community

parties, etc? Do I encourage hobbies or special interests by showing in-

terest in them and by giving help when it is needed? Do I try to see the funny side of things and laugh with the

family but not at them?

Do I encourage family members to join worthwhile organizations, such as 4-H clubs, home demonstration clubs, men's groups, etc.

### Christmas Traditions Strengthen Family Ties

### Project Leader's Guide

### Objectives:

- 1. To help us to recognize some traditions in our own families.
- 2. To help us to appreciate the values of these traditions.
- 3. To help us to make Christmas more meaningful to our families.

### Procedures:

- 1. Let each member tell about one tradition her family enjoys at Christmas.
- Summarize these and help the members to see the basic similarities and unique differences in the traditions we have.
- Discuss the values of family traditions. Use examples of traditions related to other seasons than Christman and in our daily living.
- 4. Discuss activities the family can enjoy together at Christmas. Let the members suggest others they have tried in their own families.
- 5. Summarize the meeting.

### Background Information Relating to the Objectives:

- 1. Recognizing Traditions:
  - a. Foods certain menus or dishes.
  - b. Objects tree ornament, table centerpiece, door decoration, etc.
  - c. Social event visits to certain houses, invite same friends in each year, have open house, etc.
  - d. Religions observance attend Church together, have family service, read Christmas story in the Bible, etc.
  - e. Family activities make Christmas gifts, make tree ornaments, get Christmas tree, make cookies, etc.
- 2. Appreciating Values of Traditions:
  - a. Traditions help the family to pass from one generation to the next its attitudes, values, behavior patterns, and social techniques.
  - b. Traditions show what we like about our families that we want to continue.
  - c. Traditions strengthen our emotional ties with the family.
  - d. Traditions are a means of communication in the family.
- 3. Our Traditions Are Changing:
  - a. Changing school practices cause changes in homework and education traditions at home.
  - b. Heating and plumbing have changed the Saturday night bath tradition.
  - c.The Sunday ride tradition is still here, but changed. Instead of going our in our finest clothes that all may see, we wear our old clothes and go where we hope nobody will know us.
  - d. In some families the traditional dish-washing routine has been taken over by the automatic dishwasher.
  - e. Commercial recreational opportunities have changed family traditions

4. Traditions and Class Differences:

- a. Lower class traditions to keep the home going, to escape from unhappy home and to more exciting things outside of home.
- b. Middle class more family "togetherness" and cooperation to reach family goals.
- c. Upper class more formal, more related to the past.

5. Traditions and the Family Cycle:

- Early Marriage must adjust to difference in traditions which each of the couple brings to marriage.
- b. Child-bearing new meaning, start new traditions to include the children, add old ones we remember from our own childhood.
- c. Preschooler in the family many traditions relate to everyday regimen, this age is very ritualistic.
- d. Teenager in the family traditions hold them to family, sometimes cause conflict, prepare for adult socialization.
- e. The launching family Parents insist that children keep traditions when children are trying to break away.
- f. The aging family pick up traditions they had before children came, this is another ritualistic age, grandparents pass traditions to grandchildren.

### Making Christmas More Meaningful to Families:

1. Plan together.

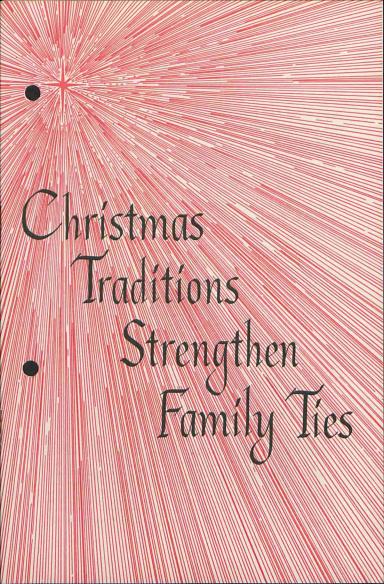
2. Make gifts together.

- Have or engage in social affairs in which all family members can have a part.
- 4. Have a family worship service. Read Christmas stories together.
- Stress the religious aspects of Christmas throughout all the season's activities.

#### References:

- Christmas Traditions Strengthen Family Ties, Corrine G. English, N. C. Agricultural Extension Service, August, 1957.
- Ritual in Family Living, James H.S. Bossard and Eleanor S. Boll, Univ. of Pennsylvania Press, 1950.

Prepared by: Frances Jordan, Femily Relations Specialist North Carolina Agricultural Extension Service October, 1961



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Prepared by: Corrine G. English, Family Relations Specialist

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## HOW DO YOU FEEL ABOUT CHRISTMAS?

As the Christmas season approaches, we can sense a changed attitude in people. The three most often expressed wishes—"Merry Christmas", "'Happy Christmas", "'Joyous Christmas",— seem to fill the world with a sort of kindness and happiness, but we realize there are as many attitudes toward Christmas as there are people! If you answer automatically to any one of the three Christmas wishes, "Same to you", you don't have to stop and think very deeply about it. The way a person feels about Christmas tells a great deal about that person! How do you feel about Christmas?

Some people say "Christmas is really for children." The matchless story of the babe in a manger, the angels' song, the shepherds, the Wise Men—holds a natural appeal for a child. Often we who have gone further on life's journey turn to a child's faith and wonder to keep the Christmas spirit alive in our own hearts. But, Christmas isn't just for children—it is for everyone. It is a special time to help us renew

Of course there are many people who would just as soon skip the whole season! They go through all the motions, but it's a chore to them. The mad rush exhausts many a seller and buyer. They complain so much that there is no joyous or happy spirit apparent. For others, the season brings to the surface old memories, and they wish they could get away from the happiness and joy that only make their personal grief and sadness more poignant. For some, this happiest of seasons emphasizes their despair, their failures, their weaknesses--and temptations to "take some other way out" overwhelm them. Alcoholism and suicide rates rise markedly during the holidays.

This season could be a time of renewing family ties. A family Christmas gives one a feeling of belonging, of being loved, of the worthwhileness of life.



## HOW CAN CHRISTMAS TRADITIONS STRENGTHEN FAMILY LIFE?

Because Christmas is the birthday of the Christ Child, it holds a special meaning for the family. Christmas started with a baby in a manger—the Christ of Ilistory—but Christmas is kept alive when the Christ of History becomes for each person, the Christ of Experience. As families try to keep Christmas, they are reminding the world that Christ is a part of their lives today—not just a fact of history. As they offer their gifts of faith, hope and love, they are putting into practice this thought—

"Not only at Christmas, But all the year through The joy you give to others Is the joy that comes to you. The road to Bethlehem runs righthrough

The bomes of folks like me and you!"

Christian parents are becoming increasingly concerned over the need for making faith a family affair—of living day by day the religion they profess. Family traditions at Christmas time may include the tree, Santa Claus, gifts, cards, the big family dinner—but Christmas offers a rare opportunity to emphasize the spiritual more than the material values of the holiday season. Someone has said that Christmas can be a "hollowday" if we do not place emphasis on the true meaning of the season rather than on the festive holiday.



## WHAT ARE SOME TRADITIONS WHICH STRENGTHEN FAMILY TIES?

Of course the time-honored tradition for the family inspiration is quite simply that of attending church together. If one's church has a special Christmas service, family attendance cannot be replaced by any other experience. Next best, and in addition, is a simple worship service at home, a tradition more and more families are establishing, and one which can mean a great deal to every member of the family from the baby to the elderly shur-ins.

There are beautiful Christmas devotionals for the family; there are Christmas carols that carry a message all their own; there are the wonderful stories of the first Christmas in Matthew and Luke. Families have various plans for Christmas Eve and Christmas Day, but when a special worship service becomes part of the Christmas tradition, the family has put first things first, and strengthened its ties.

One family starts twelve days before Christmas, reading a verse or two of the Nativity story each day, and letting a child add a figure the manger scene which they always place under the Christmas tree. The figure of Mary is placed first,





then Joseph, then the Baby, the animals, the shepherds, and the Wise Men are all added until the scene is complete.

While the Bible story will always come first, the Christmas carols become a part of the family's traditional celebration of Christmas, Many families enjoy gathering around the piano; others sing without accompaniment; and others have recordings of the carols to which they can listen. In addition to the Matthew and Luke accounts of the Nativity, there are Christmas classics that families always read during the season--Dicken's "Christmas Carol," and Van Dyke's "The Other Wise Man." have become a part of the Christmas celebration in many homes. There is something intangible but very valuable added when a member of the family reads a well-loved story, but if that isn't possible, there are masterful recordings to which we can listen.

"Rudolph, the Red Nosed Reindeer" is familiar to most of us, but we wouldn't want to miss the thrill of the "Hallehujah Chorus", so the family, in this era of the T. V. and radio, has an opportunity to add to its traditions—not to do away with them.

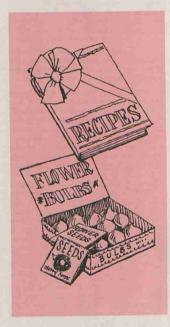
## WHAT IS THE TRUE VALUE OF CHRISTMAS GIFTS?

Christmas gifts can be a burden or a lot of fun. More and more fami-lies are making their gifts. Sometimes this is to help the budget.—sometimes not—but the resulting joy of creative activity and the feeling of togetherness that comes from doing things as a group, are a very definite

reward. One family made its own Christmas cards, and each person who received one of the cards apperciated the trouble and time and thought that had been spent to send that greeting. Other families enjoy making tree ornaments, decorations for the table, for the mantle and for the windows. It's fun for members of the family to get the tree as part of a family outing, whether they go to the woods and cut it down or have to select and buy it. The pleasure of working together is the main idea.

Here are four excellent ideas for gifts that cost "only time".

- Copies of favorite recipes, including variations and short cuts, can be made into small scrapbooks, tied into small packages of file cards, or placed on the back of Christmas cards.
- 2. Prized seed and bulbs, carefully selected and saved, make ideal gifts for a flower-loving friend or relative. Seed packets can had colored gummed tape, and carefully labelled. Bulbs can be carefully packed in small cookie boxes or old egg cartons, covered with gay wrapping paper. Instructions as to necessary planning precautions can be enclosed.
- For "career women" who haven't time to make cakes, pies or hot rolls, one woman sent this verse wrapped in a small box.with the fanciest of wrappings.



"I know how hard it is to cook and scrub and bake,
To sew and iron and sweep and have the bed to make
Knowing this first hand, my friend, my gift to you this year
Is to share my leisure time to lift your morale my dear!
So on every Wednesday that's the fourth one down the line
You can expect some sweetness from this ol' oven o' mine.
Merry Christmas the year through!"

4. One group of gifts can be certificates of service.

		Sitting	-		
Good	for one	evening	of l	baby	sitting.
То					
Date.					

Me	al Ticket
A week's meals	for
while his wife is	away

### Home Permanent Coupon

You get the solution, I'll wind the curls! You can set the date.

## HOW DOES THE FAMILY PLAN FOR CHRISTMAS?

Of course the secret of a successful family Christmas is to make plans together, and far enough ahead of time to avoid the last minute rush and hurry.

With adolescents, things must be done with, and not for them! It is necessary to use skill and a deliberate casualness as plans are made for the family group. No one person—mother, father, young person—should do all the planning for the family, but each person should have a share in discussing the giving of gifts and

the social activities of the holidays. This results in a "togethemess" which strengthens family ties. Pre-Christmas planning—long weeks of talking over plans, working on projects—adds to the joy of family living. Many parents find that a pre-Christmas outing with each child separately—a shopping expedition, secrets shared—is a Christmas tradition that means a great deal all through the years, and imparts the true spirit of sharing oneself without stint.



## WHAT DO YOU REALLY WANT FOR CHRISTMAS?

If the anticipation of Christmas worries you, aren't you missing the real point of this happy season? Stop right now and ask yourself, "What do I want for Christmas?"

1. I want this Christmas to be different.

I will not get so rushed doing outside things that I haven't time for my home and children. I know that my disposition sets the climate for my home, and if I am short-tempered, tired, impatient, my family will not have a happy holiday. I want to stay serene and happy this Christmas.

 I want to feel the true Christmas spirit.

My gift list will represent giving myself, rather than just ''paying back'' someone who remembers me

with a gift! This will mean that I can enjoy giving Christmas gifts instead of thinking of them as a duty and a burden.

3. I want time.

Someone has said that each person "spends" his allotted time by doing the things that seem most urgent to him. I am going to enjoy this Christmas season for weeks ahead—and long afterward—by filling each minute with tasks that help me share myself with those I love.

4. I want to "recharge" the batteries of my faith.

I will keep Christ as the main figure in this celebration of His birth day, and renew my faith, courage, and hope for the year ahead.



### SUGGESTED BOOKS FOR CHRISTMAS READING

The Gospel of Matthew - Chapter 2:1-12

The Gospel of Luke - Chapter 2:8-20

A Christmas Carol, by Charles Dickens

A Birds' Christmas Carol, by Kate Douglas Wiggins

The Other Wise Man, by Henry Van Dyke

The Gift of the Magi, by O'llenry

Christmas Everywhere, by Phillips Brooks

The Christmas Book of Legends and Stories, by Smith and Hazeltime

Yule-tide in Many Lands, by Mary L. Pringle

The Night Before Christmas, By Clement C. Moore

### CHRISTMAS WORSHIP SERVICE

(The church of your choice will have Family Worship Services available for you to use.)

On Christmas Eve you may want to use this Christmas Light service, adapted from a service by Catherine Marshall.

LEADER: "The people that walked in darkness have seen a great light: they that dwell in the land of the shadow of death, upon them hath the light shined."—Isaiah 9:2.

(As one of the children lights the candles, he can say:)
"Dear God, 'twas Thou didst light the stars;

Like candles in the night, And Thou didst send Lord Jesus down

To give the whole world light."
(Lou Lillian Piper - from 'The Hymnal for Boys and Girls')

MOTHER reads Luke 2: 8-20.

THE FAMILY sings a favorite Christmas carol, perhaps "Silent Night."
FATHER reads Matthew 2: 1-12.

As another child turns on the lights of the Christmas tree, the LEADER reads this prayer of Peter Marshall:

"As we light this tree, may it remind us of the Light that came into the world - the Light which the world could not master or ever put out - the Light that shone in the face and in the spirit of Jesus Christ, Whose birth we celebrate.

"May the spirit of Christmas that softens our hearts and kindles our love, linger with us throughout the year.

"As the spell, the beauty and the mystery of this holy season steal into our hearts and our homes, may they remind us of the angels' song and the message they sang, the message our torn and troubled world needs so much.

"Because of His great love for all men, may we be given grace to love Him more, that we might learn how to love one another.

"So may our hearts and minds express, this Christmas, a spirit that will please and honor Him, and make the angels rejoice that men have not forgotten the song they sang, nor human hearts surrendered the hope they brought.

"May the wise men of the West be willing to follow the wise men of the East, in coming to Him Who is the Prince of Peace, that being in right relations with God, each of us may then establish right relations with our fellow men.

"God bless us every one, through Jesus Christ our Lord. Amen."

### LET'S MAKE CHRISTMAS CHRISTIAN

We have mixed materialism with the mercy of God in such a way that the real meaning of the Christmas customs and symbols have been lost to most of us.



Take the word, CAROL. A carol is a song inspired by joy. "Noel" we sing! This means news, the good news of the birth of Christ. Christmas carols are the songs celebrating the good news—the gospel—to mankind.

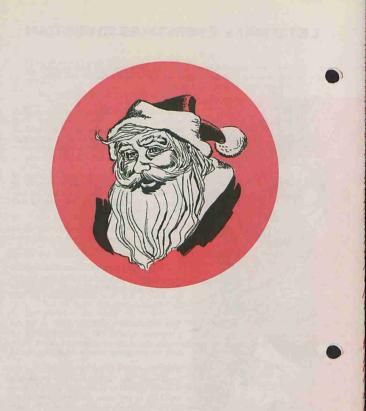
The gay WREATH we hang on the door or in the window at Christmas time tells of the love of God. As the wreath has no beginning—no ending—so the love of God goes on endlessly.

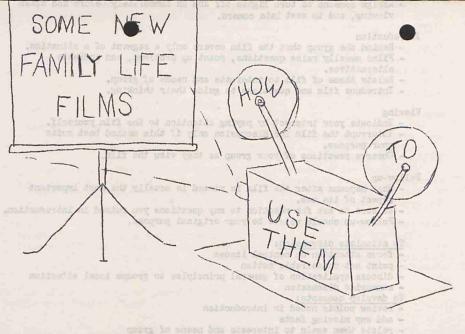
Christmas HOLLY reminds us of the crown of thorns Christ wore—with the red berries a symbol of drops of blood.

The very Christmas TREE—the evergreen is symbolic of the love of God that is ever fresh and vital. The star at its top recalls the Star in the East that appeared on that first Christmas night.

The Christmas CANDLE tells us of the Christmas Christ who is the light of the world. As a candle burns it gives light, and at the same time it is giving itself.

Even SANTA CLAUS is a symbol of the good will, the kindness, the generosity that are typical of this happy season. Santa Claus is our name for good Saint Nicholas who lived in Asia Minor 300 years before Christ was born. He was so kind to little children that we associate him with the spirit of Christmas giving.





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The Dropout (29 min.)

"A story about one of thousands of youngsters who leave high school without graduating. It shows how a community through remedial reading programs and other educational activities may tackle dropout problem." (N.C. Bd. of Health)

When I'm Old Enough, Goodbye

The dropout stry, for use with youth and audiences. (N.C. Bd. of Health or employment Security Commission)

Worship, a Family's Heritage

A recent release by The Methodist Church, stresses motivation in family worship and the many ways in which we worship in our everyday lives.

The Social Security Story (14 min.)

Latest information about the Old Age Survivors and Disability Insurance Program. (N.C. Bd. of Health)

Child Care Problems of the Handicapped Homemaker (30 min.)

"A film disigned primarily to orient professional and lay audiences to the problems which orthopedically handicapped homemakers face in caring for young children." (One of a series developed by School of Home Economics, University of Colecticut)

Woth Waiting For (28 min.)

"A message that will help young people, still in their teens, to make an intelligent decision when they are faced with an overwhelming desire to get married at an early age." (Brigham Young University)

Youth and the Law (36 min.)

"Pinpoints some of the problems of youth in contemporary community life. It dramatizes the role of the police as they work with other community organizations to guide youthful energies into constructive channels and to prevent juvenile delinquency." (N.C. Bd. of Health)

Human Growth

Second edition of the well known film on sex education designed for school aged children. (e.c.brown trust)

Children of Change

"Dramatizes one of America's most pressing human problems, the special stresses and strains placed on children whose mothers work outside the home and on the mothers who must adjust to two full-time jobs. Day Care Cere Centers are one solution to the problem." (Children's Bureau)

Dance Little Children (26 min.)

"The story of teenagers, and the pressures they are under today from almost every angle -- lewd publications -- sex magazines -- dances. The film stresses that when and if a teenager contracts syphillis, and understanding and sympathetic parent means so much to the teenager. (N.C. Bd. of Health)

### HOW TO USE FAMILY LIFE FILMS

#### SELECTION

What is your purpose?

- To arouse interest?
- To stimulate discussion?
- To develop concepts?
- To influence attitudes?
- To motivate? - To inspire?

Who is your group?

- Will they understand it?

- Will they believe it?

- Will they see themselves in it?
- Will they respect it?
- Will it appeal to them?
- Will they have enough time?

### PRESENTATION

### Physical Arrangements

- Order film well in advance.

- Preview film, take notes, and prepare in advance some questions to be used in guiding audience thinking.

- Check all equipment in the room where it is to be used, to be sure it is operating efficiently. Have an extra bulb on hand.

Provide sufficient darkening for good viewing a adequate ventilation. - Arrange chairs in space between two and six screen widths from screen, within an angle range of 30° on either side of screen's midpoint.

- Assign someone to turn lights off and on immediately before and after viewing, and to seat late comers.

### oduction

- Remind the group that the film covers only a segment of a situation.

- Films usually raise questions, point up problems, and indicate alternatives.

- Relate theme of film to interests and needs of group.

- Introduce film and questions to guide their thinking.

### Viewing

- Indicate your interest by paying attention to the film yourself.

- Interrupt the film for discussion only if this method best suits your purpose.

- Observe reactions of your group as they view the film.

#### Follow-up

- What happens after the film is viewed is usually the most important aspect of its use.

- Be sure to ask for reaction to any questions you raised in introduction.

- Follow-up should relate to your original purpose.

### To stimulate discussion:

- focus attention on central issues
- point out undesirable action
- discuss application of general principles to groups local situation
- summarize discussion To develop concepts:
- review points noted in introduction
- add any missing facts
- relate them again to interests and needs of group
- help group to recognize errors and biases

### To influence attitudes:

- encourage group to restate opinions if you are reinforcing attitudes.
- avoid forcing response if you are attempting to change attitude. To motivate:
- point out specific opportunities for action

### To inspire

- omit discussion
  - provide opportunity to express feelings in worship, song, or other means

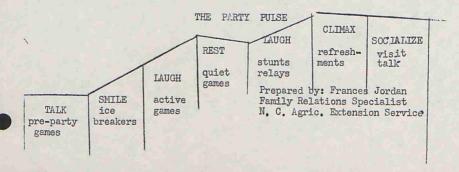
### REFERENCES

- Bachman, John W., How to Use Audio - Visuals Materials, N. Y. Association Press, 1956
"Suggestions for the Creative Use of Mental Health Films,"
Mental Health Film Board, N.Y.

Prepared by: Frances Jordan
Family Relations Specialist
N.C. Agric. Extension Service

### Suggestions for Planning Recreation for Home Demonstration Club Meetings

- 1. Know your group and the place where the recreation will be held.
- Select activities. Do this ahead of time and have ready all the materials you need.
  - a. Order of planning
    - 1. Ice breakers, (make the first one very simple)
    - 2. Active games
    - 3. Quiet games
    - 4. Stunts, relays, etc.
    - 5. Refreshments
    - 6. Socializing
  - b. Plan more than you will need in case you need to substitute
  - c. Plan how to get from one ame into another
- 3. Know each game thoroughly and think it through step by step.
- 4. When you are ready to play, do these things:
  - a. Get their attention (raise hand, clap hands, etc.)
  - b. Speak slowly and low
  - c. Name the game
  - d. Get players into position, counting off, etc.
  - e. Explain the rules briefly, but clearly
  - f. Demonstrate and explain
  - g. Stop the group and explain any outstanding mistake if it is necessary
- 5. Stop the game before the interest lags.
- 6. Be prepared to change at a minute's notice.
- 7. Remember you are playing the game for fun! Be enthusiastic.



NORTH CAROLINA STATE COLLEGE OF AGRICULTURE AND ENGINEERING, NORTH CAROLINA COUNTIES AND UNITED STATES DEPARTMENT OF AGRICULTURE COOPERATING COOPERATIVE EXTENSION WORK

AGRICULTURE AND HOME ECONOMICS
STATE OF NORTH CAROLINA

EXTENSION SERVICE

HOME DEMONSTRATION WORK

Family Relations
Newsletter



HAPPY NEW YEAR.

Will 1963 be a happy year for you?

What is a happy year? Would you recognize it?

What is happiness?

In his book, Now or Never, Dr. Smiley Blanton says happiness consists of balance of the forces within and around us. To achieve a happy balance we must learn to understand ourselves. By changing ourselves we can change the world around us.

According to Dr. Blanton there are several obstacles which we must recognize and overcome:

Anxieties -

- existential anxieties-inevitable things we can't control; like physical needs, physical decline and death. "They are part of the price we pay for the privilege of existence" (p.9) A mature philosophy of life and religious faith help us to cope with existential anxieties.
- <u>situational</u> <u>anxieties</u> worrying about the big and little thaings that are apparent in everyday living; like finances, a child's illness, teenager's use of the car. We are all faced with some situational anxieties of one kind or another and thay are always changing. This is normal. We cope with them by "taking action against the problems or at least adjusting to those we can't change." (n.11)
- neurotic anxiety worrying when there is no visible cause or worrying more than the cause justifies. The real causes are usually at the unconscious level. For example, one who is always worrying about the possibility of cancer may really be wishing for death. One usually needs professional help to overcome neurotic anxieties.

Work-sins -

- "It is most important to get along with other people and get the most out of yourself. Here are the seven deadly sins most likely to interfere with progress and proficiency in your work." (n.103)

- <u>self-depreciation</u> criticizing and be-littling oneself. A cause: strict and too high standards in childhood.
- hyper-sensitivity Feelings too easily hurt, taking everything too personally. A cause: insufficient love and affection in childhood.
- resentment of authority Unable to accept suggestions or directions from superiors. A cause: repressed anger against parents or other childhood authority.
- inability to manage people unable to lead or express appreciation.
- <u>lack of self\_discipline</u> Unable to "forego immediate pleasures for future rewards" (p. 110)
- <u>lack of realistic self-appraisal</u> ambitions too far above or below actual abilities.
- lack of courage lacks "confidence enough to accept responsibility and take reasonable chances." (p. 114)

The way to overcome all of the above obstacles to happiness, says Dr. Blanton, is to "know the truth about yourself . . . . . the truth will make you free." (p. 114)

One of the objectives of our family relations program is to help individuals understand themselves in order that they may be happier people. The more we understand ourselves, the better able we are to help others. When to begin? Now or Never!

### HAPPIER NEW YEAR!

Reference: Blanton, Dr. Smiley, with Arthur Gordon, Now or Never, The Promise of The Middle Years, Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1959.

Prepared by: Frances Jordan Family Relations Specialist N.C. Agric. Extension Service Elwan, File with Jamely Cife material.

### Goals and Values (Teaching Outline for Adult Groups)

### 1. Why this lesson is important:

- As individuals and families we accomplish more if we know where we want to go in life and why.
- By watching us, children learn what our goals and values are.
  We need to begin early to help our children develop their goals and values.
- Circumstances cause the need for changes in our goals and sometimes values. At each stage in the family life cycle we need to take another look at the directions in which we want to go.
- 2. What we hope to teach in this lesson
  - What we mean by goals.
  - Why we should have goals.
  - What we mean by values.
  - How our values influence our goals.
  - How goals and values affect family living.
- 3. Some things we may want to discuss with the group:

We are going to be thinking about three questions in this lesson. The first one is:

WHERE ARE YOU GOING? What is your direction, aim, purpose in life?

At one time or another probably you have felt like the man who was caught going the wrong way on a one-way street. The policeman said, "Where do you think you are going?" And the driver answered, "Well, I don't know, but it looks like I'm too late anyway because everybody is already coming back."

What do you want to accomplish tomorrow? Cook 3 meals, make up how many beds, wash how many dishes? (Or repair the tractor, paint the front porch, clean up the basement, work on the crop?)

What is your aim for the coming year? Where do you hope to be in life 20 years from now? What are your aims?

- Rocking on your own front porch?
- A new home?
- All children through college?
- In heaven?
- Or just 20 years older?

This sense of direction, or aims, or purpose for living are what we call GOALS. Now let's look at these goals in another way. We've been talking about personal goals. But there are family goals, too.

A personal goal might be to be the mother of college graduates. But the family goal is saving the money to get the children to college in the first place. Another one may be to get the freezer paid for. Or a vacation in Florida. It may be just to find some time for yourself each day.

Just as there are short term and far off goals that we as individuals work for, there are immediate and long time goals for familles, too.

Goals seem to come in bunches. You don't work on just one goal at the time, but many all together in different stages.

This creates a conflict sometimes, doesn't it? It creates family arguments. Do we really want a new rug for the living room, or put that money in the savings account for our children's education? Our children want a second car and we parents think the house repairs are more important. The wife thinks a new chair would be a better buy than the shotgun the husband wants. The husband thinks a new piece of farm machinery would be more profitable than a home freezer.

But it works the other way sometimes, too. The family helps us to reach some personal goals. Like helping mom lose weight by keeping the candy out of sight. And we sometimes make a personal sacrifice for the sake of the family. As adults probably we do this more than the children do. But we must not forget that they do give up chances for trips and other experiences to stay home and help harvest the crops or do other chores.

Have you ever thought that goals extend beyond the family? We have community goals, like winning the community improvement award. Have you heard the slogan, 1.6 in '66? Do you know what it means? It mens that the N. C. Agricultural Extension Service has pledged to make an effort to increase the farm income to 1.6 billion dollars by 1966. Now just think what that means to the farm families in N.C. and what it might mean to individual people within these families.

We have national goals, too. Tax reduction, better health services, and things like that. These, too, can have an effect on individuals and their families.

We have international goals. World domination, or peace. A world court of justice, feeding the hungry. Just think what world peace could mean to you as an individual.

So we have seen how worldwide goals effect us, and the possible benefit. Turn it around, now, and look in the other direction. As President Kennedy has said, "ask not what you country can do for you, but what you can do for your country."

Do you realize that your decisions concerning how you will spend tomorrow, may some day help to reach the international goal of peace? Think about it.

Why is it difficult to - know where you are going?
- decide where you want to go?

- economics
- social factors
- color barriers
- conflicting goals yours and children, yours and mate
- role changes
- haven't thought about it. Well think now! (The group may want to discuss these and others they suggest.)

I have a second question to ask you:

### WHY ARE YOU GOING THAT WAY?

Have you stopped to ask yourself why you have the goals you do?

Why did you spend your money in the way you did this week?

Why did you spend your time in the way you have this week?

Why do you want your children to go to college even if it will mean much sacrifice on your part?

Why do you resist the temptation to cheat on your income tax returns?

The reasons are all tied up with your VALUES.

What are values?

- Our ideals

- Our convictions about living.

- Basic governing forces in our lives which dictate the kinds of things we do.

- Principles which influence our way of doing, thinking and feeling.
- Values help to bridge the gap between our "knowings and our doings".

- values help to bridge the gap between our "knowings and our doings".

Our values are part of our personality.
Our values are part of what makes us unique or different from other people.
Nobody has exactly the same set of values, because no two people have exactly the same set of experiences.

How do we get our values?

- The family is the strongest influence. Our children usually have the same basic values that we parents have. They learn our values by watching and histories and his hoises a part of the family.

ing and listening, and by being a part of the family.

- Children pick up some values through their contacts at school. Some values relate to developmental needs. For instance, early teenagers need to make friends outside the family. At this stage friendship is more important than the family sometimes. The teenager may live by the values of the group of friends and temporarily drop some of the values which the family has taught the teenager.

- We learn some values through our work experiences.

- We learn values through people we come to know, people we admire. Think about some of the people who have influenced your values.

We have conflicting values.

- Just as the teenager faces the conflicting values of the gang and the family, adults face conflicts, too.

- Education versus credit. We want to send our children to college, but we don't believe in borrowing money.

- Family versus community. Shall we join the local efforts to organize a country club when we know they will permit drinking, which our family does not do?

Some values change.

- Values that relate to developmental needs may change with age. As we've already mentioned, young people place friendship high on the list. As we go through the aging stage of the family life cycle, we tend to value independence most.

- Values tend to change as we get more education or experiences like traveling. We may come to appreciate or value certain cultural things, like art, classical music, or stage plays.

- Values change as we move up the socio-economic ladder, Statues, or longing to the "right group" may become more important than saving

for retirement.

Some other values people may have are: Their goals may be:

- Comfort

- Privacy

- Convenience

- Creativeness

- Beauty -- Beau beauty shop.

-a wardrobe of casual clothes and comfortable furniture in the home. -enough storage space for everything to be in its right place

-a bedroom for each child, and separate sitting room for parents. -time to carry out some of your ideas.

(You may want to discuss some of these or others the group suggest.)

Some values do not change very much.

- Religious (human dignity, equality, worth of human life.)

- Spiritual (brotherhood of all men under God)

- Moral (what is best for us all)

We usually have the same religious, spiritual, and moral values our parents and close relatives had.

Why are values important?

- They determine where you are going, Values determine, goals,

- They influence whether you and your family will get to where you want to go.

Learn what your values are. Decide what you want your values to be.

- How? Think about it. Talk about it. What is important? What comes first in my life? What is permanent, what is temporary?

- Work to keep the values you want to keep. Help your children to appreciate the values you feel are important. (But your children must be free to accept values and develop a set of their own).

- Work to change the values you want to change.

Remember, as Mr. M. E. Hollowell has said, "It is not what you know, but what you believe that will determine what you make of your life."

WHERE ARE YOU GOING? WHY ARE YOU GOING THAT WAY?

> WHAT ARE YOUR GOALS? WHAT ARE YOUR VALUES?

### 4. How we can make the lesson interesting:

- People learn better if you show them something while you talk with them. One way to do this in the lesson on goals and values is to make 5 cardboard arrows and tape or tack them to an old standing hatrack. They will look like a signpost. Then in the meeting when you ask the first question: WHERE ARE YOU GOING?, write one word on each of the arrows (with magic marker or crayon). When you tell them that this means GOAIS, write the word GOAIS on the bottom arrow. (see picture)
  When you get to the second question: WHY ARE YOU GOING THAT WAY?, turn your hatrack around to the other side where you have tacked or taped seven more cardboard arrows. Just as before, write the words on the arrows. When you tell them this means VAIJJES, write that word on the bottom arrow. (See picture). (You may want to make longer and fewer arrows with more words on each.)
- Another way to show them something (visualize the lesson) is to use wrapping paper, poster paper, or a blackboard to write down some of the ideas the group have while you talk about the lesson. For instance, you may want to list some of their goals. Or list some of their values. People learn better if you give them a chance to talk about what you are saying.

### 5. Some articles you may want to read to prepare for teaching this lesson:

"Personal Values - What Are They?" Eleanore L. Kohlmann, Journal of Home Economics, Vol. 54, No. 10, Dec., 1962, p. 819-822. (Your home economics extension agent or home economics teacher may have a copy.)

"What Are Values?" Bernice Milburn moore, Teen Times, Vol. 17, Noll, September, 1961, (Your vocational home economics teacher may have a copy.)

"Values in Living", Irene Crouch, Extension Service, North Dakota State University. (Your home economics extension agent may have a copy.)

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