HIGHLIGHTS FOR CHILDREN:
A STUDY OF THE EDITORIAL DEVELOPMENT
OF A CHILDREN'S MAGAZINE
1946-1968

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CHAPTER I
INTRODUCTION

Reading magazines has become a national avocation as well as a popular method of obtaining information for the American people. The Magazine Advertising Bureau of the Magazine Publishers Association reports that nearly seven out of every 10 adults read magazines.¹

The wide variety of magazines available to the American reader—general interest and specialized—attempts to fulfill his insatiable appetite for information and entertainment. Carroll J. Swan in Magazines in the U.S.A. has found that some of these "overlapping needs" are:

...a desire to keep informed at low cost on the vital happenings of our times.
...a need for guidance in the myriad details of modern living.
...a need for an open forum for the considered writings of the leaders of our society.
...a want for entertainment and escape into the land of good contemporary fiction and other forms of literature.
...a need for a market place in which to shop for commercial ideas...²

To satisfy these needs, Americans purchased 4.7 billion copies of magazines in 1964, an investment of $779 million in consumer publications.3,4

With revenue from subscription and newsstand sales and advertising, the publishing of magazines has become a multimillion-dollar business which realizes multimillion-dollar profits. For example, one specialized publication with an audience of several hundred thousand showed a profit of $1.8 million after taxes in 1964.5

While adults and teenagers account for most of the buying of magazines, children, too, have become readers of periodical literature. Nancy Numnally, professor of education at the University of Cincinnati, points out in an article written for teachers:

Although periodicals are not displacing books, children are aware that their parents regularly receive magazines and newspapers or stop at the handy displays of drugstores or supermarkets to select a magazine, and they want to emulate them. A regularly received magazine of his own or weekly newspaper is a satisfying experience for a child and may challenge and fulfill an ever-increasing interest in reading.6

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3Ibid., p. 13.

4Ibid., p. 9.

5Ibid., p. 10.

Because of children's interest in having their own reading matter, an extensive array of magazines has become available for young readers in the last few years. The Subject Index to Children's Magazines listed more than 50 children's and juvenile periodicals for the period September, 1967, to February, 1968. This figure contrasts with 21 listed in September, 1946, when the Index was undertaken.\(^7\)

Such an increase in providing reading matter especially for children indicates the awareness by publishers of the child's importance as a consumer, even though the parents fill out the subscription blanks or pay the monthly rates. The increase also points out an opportunity, not recognized by publishers and child specialists, to prepare young Americans to be accomplished adult readers and worthwhile citizens.

Miss Nunnally also noted the value of children's periodical literature as supplementary to other reading, and separate from material intended for adults.

Many children of today have interests beyond the prescribed curriculum; but much good reference material is limited to writings keyed for adults. At times these articles may be scanned or the contents shared with an adult. Some children have reading ability beyond their age and can delve into articles of interest to them. However, adult materials are not intended for children.\(^8\)

\(^7\)Subject Index to Children's Magazines, I and XX (September, 1946, and September, 1967-February, 1968).

\(^8\)Nunnally, op. cit., p. 518.
In an age of television, children's cartoons, full-length movies and talking toys, the children's magazine still plays a definite role—but not the same as that enjoyed by the earlier children's publications, which suffered little competition from entertainment media, either printed or electronic. There were few others.

As closely as can be reckoned, The Children's Magazine was the earliest magazine for children in America, which must have appeared during 1769.9 This and other early magazines contained material of a "highly moral nature."10 Enthusiasm for the church and Sunday school brought a rash of periodicals and pamphlets for children. In the 1930's the American Temperance Union, too, published The Youth's Temperance Advocate, which contained vigorous accounts of "drunken parents, wife beatings and sobbing orphans."11 But the moralistic magazines died unmoored with the appearance of two periodicals which were affectionately devoured by generations of children and adults: The Youth's Companion and St. Nicholas.

The Youth's Companion, edited by Nathaniel Green, began in 1827 and ended with a merger in 1929.12 It brought


10Ibid.

11Ibid., p. 132.

12Ibid., p. 133.
entertainment to the whole family, not just the children; but all the contents were wholesome. As Mabel F. Altstetter described it:

Normal, happy children and adults lived through its pages. Tobacco and alcohol were never mentioned in all its long life and only as late as the nineties was love permitted to appear, and then only with the stipulation that it must always end in marriage.\textsuperscript{13}

The even more famous \textit{St. Nicholas} was begun by Scribners in 1873, edited by the author of \textit{Hans Brinker}, Mary Mapes Dodge.\textsuperscript{14} In the first issue her policy was clearly stated:

Let there be no sermonizing...no spinning out of facts, no rattling of dry bones...The ideal children's magazine is a pleasure ground.\textsuperscript{15}

The contents of a family magazine like \textit{The Youth's Companion} or \textit{St. Nicholas} appealed to everyone and every age. And because of Mrs. Dodge's careful choices, only material of exceptionally high quality appeared in its pages. The works of celebrated literary figures appeared in both publications—William Cullen Bryant, Louisa May Alcott, Mark Twain, Jack London, Robert Frost, William Dean Howells, among them—and in \textit{St. Nicholas} many authors' famous character creations—such as Palmer Cox's Brownies—were

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\textsuperscript{13}ibid.
\textsuperscript{14}ibid., p. 135.
\textsuperscript{15}ibid.
born. St. Nicholas actually ceased publication in 1939, but one issue appeared in 1940 under another owner.

As children's magazines moved into the Twentieth Century they took on new appearances while retaining many of the characteristics evidenced in the old publications. They still contained a variety of reading matter, they printed creations submitted by readers, and they offered instructions for things to make and do.

The additions, however, overshadowed the retentions. Most obvious was the reduction in size of the magazines. While the pages of The Youth's Companion had been 11 by 16, Humpty Dumpty, which appeared in 1952, was a mere 5½ by 7½. In keeping with this reduction, the "new" children's magazine began to show a specialization rejected by the earlier ones. Kathleen Bernath in an article describing children's magazines stated that "Increasingly aware of the 'ages and stages' of child development, more and more magazines (were) aimed at age groups." They had lost their family appeal and their literary quality along with it. Children's magazines were now more for momentary enjoyment, to be looked at and left. They were made up of "things to do, things to make; puzzles and patterns...to be folded, to be marked up

16 Ibid.
17 Ibid., p. 136.
18 Kathleen Bernath, "What About Children's Magazines?" Child Study, XXIII (Spring, 1946), p. 94.
or cut out," Miss Bernath said. Stories had become brief, usually amusing, and after finishing their coloring, cutting and folding, the child had nothing left until the next issue arrived four weeks later.

However, one magazine, begun in 1946, challenged the current trends, and in the course of its publication through the next 20 years was to start new ones. That magazine was **Highlights for Children**.

**Highlights for Children** of 1968 is a far cry from **St. Nicholas** and **The Youth's Companion**, but in some respects it is similar, with many of the characteristics that gave the older magazines their appeal—a wholesome quality, a widened age range, stories and articles by "name" authors and a comparable size—9 by 12. **Highlights** contains projects to make and do, but it has no cut-outs or mark-up pages, and thus has the more lasting, to-be-kept quality that **St. Nicholas** possessed. **Highlights** has gone along with the modern trend, however, in keeping stories short, adding color, regulating type sizes and styles. But as early as its first issue, the magazine began a new course which was to be copied by other children's publications: the presentation of factual articles intended to instruct and educate young readers, not merely entertain them.

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19Ibid.
CHAPTER II
PURPOSE OF STUDY

The purpose of this study is to describe the editorial development of a children's magazine, one which avowedly has the intent of instructing and stimulating children to think and reason.

A search of the literature failed to reveal that an investigation had been conducted into the growth of a single children's publication, even though the number of these magazines has increased at a pace equal to the growth of their audience.

In selecting a children's magazine for investigation, it seemed logical to choose a publication which appears to meet the demands of a new generation of children whose minds must encompass so much more than their parents'. The magazine needed to be somewhat representative of the group of juvenile publications in size and type of material it contained; but it also had to be unique in certain respects in order to explain its success among the competition in the field it represented.

Such a magazine is Highlights for Children, a children's magazine whose circulation increase seems to validate the intent of the publication as stated by its editors, Dr. and Mrs. Garry Cleveland Myers. Since its inception in
1946, the magazine has grown to a circulation of more than 800,000, the third largest children's magazine in the United States.

*Highlights* has been lauded by two national adult magazines for its contribution toward the education of children. Emmett A. Betts, editor of *Education*, said:

...*Highlights for Children* is fun with a purpose, an educational purpose. A part of this purpose is to ready the non-reading child to learn to read, to help the beginning reader to get the hang of reading and enjoy success in the early steps of reading; also to help the reading child at any stage to read better. The emphasis is on meaning, amplified with pictures of familiar or partly familiar things and activities, and stimulated by challenges to think and reason by using what's already in the youngster's head.

*Newsweek* magazine commented:

Such editorial enterprise—the willingness to present mature matter to 3-to 12-year-old children in readable fashion—makes *Highlights* a maverick among children's magazines. Many of them rely largely on puzzles, platitudes and treacly fiction, and seem dedicated to the proposition that children dislike learning. *Highlights* disputes this theory.

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This study, then, is an examination of the growth of *Highlights for Children*: the history of the magazine; the biographies of its founders and editors, Dr. and Mrs. Garry Cleveland Myers; the editors' philosophy as exemplified in *Highlights*; the present staff; the contents of the magazine; and a survey of the supplementary *Highlights* publications.
CHAPTER III

PROCEDURE

It does not often happen that a person writing the history of a magazine can do so while the founder of the publication is still an active, contributing member of the staff. The researcher must rely upon outside sources and past-tense accounts of both the originator and his magazine.

This researcher was more fortunate in her study of the children's magazine, Highlights for Children. The founders and editors, Dr. and Mrs. Garry Cleveland Myers, still play major roles in the production of their periodical 22 years after they began.

Thus the major portion of the findings of this study are the results of extensive interviews with Dr. Garry C. Myers, editor in chief; Caroline Clark Myers, managing editor; Dr. Walter B. Barbe, editor; editorial assistants, artists and personnel in the editorial office in Honesdale, Pennsylvania; and Mr. Richard H. Bell, president, and his associates in the Highlights business office in Columbus, Ohio.

Additional material was compiled through correspondence with editors and contributors to the magazine, and examina-
tion of issues of *Highlights for Children*, along with re-
search of similar and related publications.
CHAPTER IV

NATURE OF THE MAGAZINE

From the beginning, Highlights for Children has been different from other children's publications—intentionally so. Highlights is what the editor of a competing children's magazine called a "think magazine." It is a publication with the prime purpose to instruct—to educate children aged two to 12 for constructive living. And it attempts to present this educational material, some of it quite advanced, in a manner simple enough for children to understand. The cover subtitle declares that Highlights provides "Fun With a Purpose."

Dr. and Mrs. Myers divide the tasks of publishing their magazine. Dr. Myers writes approximately one-seventh of the book, mostly material for the youngest readers. ("we can't find anyone simple-minded enough to do it," he declares.) He writes most of the editorials and answers personally many of the children's "Letters to the Editor." Mrs. Myers

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22 Dr. Garry Cleveland Myers, Interview in Highlights editorial office, March 19-22, 1968.

23 Ibid.
handles the mechanics of production—dealing with staff, deadlines, layouts, printers. Always, too, she has been an inseparable and basic creator and developer of the philosophy of Highlights and of the adaptation of everything in it to this philosophy.

Not all of the editorial decisions are made in the office at 803 Church St., a 12-room redecorated mansion into which the Myerses moved Highlights from smaller quarters in 1964. Many choices for the contents of the magazine are made over the dining room table at the Myers home, a 100-year-old farmhouse a few miles from Honesdale, which was Mrs. Myers' family home. Often the Myerses take home 30 or more manuscripts which they read aloud. In making final selections, they confer with Dr. Walter B. Barbe, editor, on the stories and articles, many times reading them aloud again.

Although the editors are guided by their convictions concerning what they feel is most beneficial for children, they also admit that they are directed often in their selection of materials by the letters they receive from parents, teachers and children. Most of the letters are high in praise of the publication, but many are critical of its contents; and parents and teachers frequently write to let the editors know which articles are most helpful in teaching reading, manners, and so on. These unsolicited
comments and criticisms, the editors say, have helped them immeasurably in the development of *Highlights*.

*Highlights for Children* is a "family magazine" in the sense that it has always been a Myers family enterprise. Jack and Elizabeth, son and daughter of Dr. and Mrs. Myers, serve as senior editors. Dr. Jack Myers, professor of botany and zoology at the University of Texas, became science editor of his parents' publication in 1959. In addition to evaluating all science articles received by the editors, he finds and persuades scientists who have achieved in their respective fields to write simplified articles for *Highlights* which have come from their own laboratory experiences. Each summer, too, the science editor spends a month working in the editorial office at Honesdale. He contributes science articles himself on a regular basis and answers children's questions on topics relating to natural and physical science.

Elizabeth Myers Brown, with a Master's degree from Western Reserve University, joined the staff in 1962 as associate editor. At her home in Cleveland, Ohio, she checks on the validity of factual materials before their acceptance and goes over the contents of each issue before it is printed, making comments and raising questions about the reasons for including them. She also spends several weeks each year in the editorial office and helps to find promising new authors.

With no advertising (see Chapter V, page 40, this thesis) and with circulation difficulties, the magazine ran into
trouble in 1950. At that time the Myerse's younger son, Garry, Jr., and his wife Mary began working for Highlights. He had earned his Master's degree in aeronautical engineering from MIT and was an employee of the McDonnell Aircraft Corporation, when he and his wife, a Radcliffe College graduate, came to the assistance of the four-year-old periodical. Their contributions helped to avert a financial disaster which would have caused the entire operation to fold. Garry, Jr. and his wife were victims of a plane crash in 1960, but their ideas for promoting the magazine are still being used: placing special issues containing coupons in physicians' and dentists' offices; continuing special introductory offers for selling Highlights subscriptions to pupils through teachers.

Until Dr. Walter Barbe joined them in 1964, Dr. and Mrs. Myers had been solely responsible for editorial policy of the magazine. A nationally known authority on special education and reading, Dr. Barbe, adjunct professor at the University of Pittsburgh, has served as president of the National Association for Gifted Children and chairman of the Department of Special Education at Kent State University in Ohio. The author of five professional books in use in colleges and universities in 1968, he lectures and serves as consultant to schools throughout the country.

With his background in education, Dr. Barbe has an orientation toward the classroom and is particularly sensitive to
the language arts and social studies areas. He does the first screening of manuscripts and assists the Myersees in making final choices. He writes or directs the reviews of children's books which appear often in the magazine and directs the "Highlights for Teachers" booklet (see Appendix C, this thesis) and the resource issue (Appendix A). Dr. Barbe has also developed a Highlights Pupil Pack (Appendix C) as an aid for teachers, who can use the packet of handbooks to individualize their instruction for small groups. At his instigation some materials which may become Highlights Handbooks are pre-tested by teachers and pupils in the classroom before they are published.

Dr. Barbe is also responsible for a publicity plan which calls attention to Highlights authors, both children and adults. The plan consists of notifying newspapers when a writer in a newspaper's circulation area is scheduled to have an article in the magazine. As a result, news feature articles on the author with a mention of Highlights have frequently appeared.

Sharing Dr. Barbe's interest in a classroom application of Highlights is Dr. Paul A. Witty, who has been associate editor of the magazine since 1957. Dr. Witty, an eminent authority in psychology and child development, contributes many articles and stories and assists in editing the magazine. He is the author of many books and studies, receiving the International Reading Association's Citation of Merit
in May, 1954. He is professor emeritus in the College of Education of Northwestern University.

In the Honesdale office, three editorial assistants, three artists and four secretarial assistants handle a flood of daily mail. (Highlights may receive 1000 letters from children each week, 600 authors' manuscripts every month.) Many of the staff members have been with the organization for several years and are familiar with the policy and procedures. Staff Artist Elsa Garratt helped to illustrate the first issue of Highlights in 1946; Editorial Assistant Elizabeth Lindsay joined the staff in 1947, Minnie Curtis in 1949. Artist Jerry Seisman went to Highlights in 1953, and an internationally known design consultant in Chicago, Herbert Pinzke, has been working with the magazine since 1957. These older employees who were on hand during the magazine's initial struggles, the early 1950's, helped to keep the periodical alive. While the senior editors at that time took no salary as a matter of necessity, the other employees voted to receive half-salary until Highlights could again pay its way. The Highlights engraver, too, kept on working for them even though in those days they often owed him large sums.

In Columbus, Richard H. Bell, president of Highlights for Children, Inc., leads a staff of 180 in the circulation and promotion activities of the magazine. Mr. Bell joined the Highlights organization as vice president of sales in
1956, leaving a position with the educational sales department of the *Encyclopaedia Britannica*. Previously he had served on the faculty at the Ohio State University and had been an elementary school principal in the Columbus suburb of Upper Arlington. He became president of Highlights, Inc. in 1963. The idea of an index, later enlarged to a resource issue (see Appendix A, this thesis), was originated by President Bell.

An editorial advisory board of 23 members, whose competence qualifies them as experts in special areas, give criticism and advice to the editors on certain manuscripts, and do so without compensation unless they actually make changes or evaluate a manuscript. Among the 23 are a Columbus, Ohio, rabbi, the dean of the Washington cathedral, a school psychologist, a research professor, a pianist, a former librarian and author of children's books and several educators. *Highlights* lists them on page four of each issue.

Usually a book of 42 pages, *Highlights for Children* appears in monthly issues eight times a year, bimonthly for June-July and August-September, with a resource issue as well as the regular issue in February—eleven issues per year. Cost of publishing two more issues each year prevents the magazine from appearing every month on a regular basis. The editors, through their experience with *Children's Activities*, (see Chapter V, page 38, this thesis) found that there was less resistance to the omission of issues during
the summer than during the winter months when school is in session. The index issue, started in 1964, was expanded in 1967 to include resource articles.

The magazine's cover has undergone two changes since the first issue appeared. For the first eight years, the original design by John Gee, an illustration of two children looking at the sky with a telescope, was retained. In 1954, the magazine took on a less scholarly appearance with a cover designed by Munro Leaf, of "Ferdinand the Bull" fame. His cartoon characters became a regular feature in the magazine, "Snooperoo and Parakoot," and were drawn to appear on the cover, a different drawing for each month.

The present cover, designed by Herbert Pinzke, was adopted in 1957. Abstract squares and rectangles overlap and blend their two colors—which are the only variations from month to month—two shades of green for March, brown and gold for October, etc. The abstract design is balanced by John Gee's drawings of little creatures (elves, turtles, puppies) who confront each other and say "Hello!" on the front, then say "Good-bye!" as they leave on the back. President Bell describes the cover as "an appropriate package for the contents," which are designed to both instruct and entertain.

**Highlights** is larger in dimension than most other children's magazines, being 9 by 11½ inches. It was even larger, 9 by 12, until the magazine became an offset
publication in December, 1967. When the press of their original printer could not accommodate the larger page size, the editors took their magazine to the Baird-ward Company in Nashville, Tenn., for printing. With the new printing method, four-color reproduction became possible. Experimental issues were run using the four-color process in March, May and June, 1967. Then with the December issue, a new five-unit press made feasible the use of four colors. For future issues, some to be 48 pages, the editors plan to use eight pages of colored stock, 32 pages of two-color and eight pages of four-color.

The editors open their magazine with a reprint of a poem by a famous author—a suggestion of Mrs. Myers which was adopted in 1946. Before that time, verse submitted by contemporary free-lance authors had been accepted to fill the page—one space. But the editors believed that their readers should get some introduction to quality material as early as possible. Sara Teasdale, John Ciardi, William Cullen Bryant, Jesse Stuart, Alfred Tennyson, Robert Frost and Carl Sandburg are a few of the poets whose works have introduced an issue of Highlights.

Designed for children of a wide age range, Highlights presents its material in type sizes and column widths appropriate to their developing eye span: 13 or 14 point for the youngest, 10 point for older children. Each issue usually contains the same balance of materials with the idea that
every child between the ages of two and 12 will find selections he can look at, read, appreciate. Every article in the book, the editors say, must conform to the creed stated inside the front cover of each issue:

This book of wholesome fun
is dedicated
to helping children grow
in basic skills and knowledge
in creativeness
in ability to think and reason
in sensitivity to others
in high ideals
and worthy ways of living--
for CHILDREN are the
world's most important people

Highlights for Children is characterized by its editors as a:

"book of wholesome fun..."

Every issue of the magazine contains many items to stimulate a child (and an adult, too) to smile or chuckle. Cartoons using children or adults and children in humorous situations predominate, but the humor is never childish. In a cartoon panel one child says to another, "What do you mean, why am I pullin' a string? Never try pushin' one?" (March, 1968) Another panel depicts two boys at a costume party (November, 1967). One lad, wearing long hair and period costume, says angrily to another, "And stop calling me a Beatle. I'm a Pilgrim."

Among the contributions mailed in by children are jokes and riddles, several of which go into every issue. Some of the experiments and things to do are laugh-provoking,
because many of the puppets, masks and play objects are amusingly illustrated.

Besides the contents intended only to cause laughter, there are others meant to be quietly enjoyed. Fingerplays (usually a poem to be illustrated by children's hand movements) are presented to amuse younger children by providing both rhyme and actions. And many of the stories from time to time are humorous, but as a matter of policy, the humor is never malicious or sarcastic. In one of Aloysius Wolf's many Highlights adventures, "Aloysius Goes Hunting," (January, 1966) the wolf and his friend Samuel go hunting with a slingshot. Each frightens the other when they glare at each other from opposite ends of a hollow log, Samuel drops the slingshot and they both run. They end up eating fried chicken with widow Wanda Wolf, who "found the best place to hunt--in the market." In Highlights' more realistic stories, no person is ever made the object of ridicule.

The editors intend that their magazine should help children grow:

"in basic skills and knowledge..."

Contents designed for the younger child places emphasis on knowledge which he has accumulated through use of his own powers of observation. Materials are not based on "book knowledge" but upon what children have seen or heard through their own experience.
A page "For Wee Folks" in each issue contains groups of illustrations—familiar objects, people, animals—and a list of questions about each group. The smallest child can answer the questions by pointing to the drawing or saying the word aloud. In the October, 1967, issue, for example, illustrations of a hamster, kitten and puppy are accompanied by such questions as "which can purr?" and "which can bathe itself?"

A page intended to help children in all stages of reading is "Fun with Phonics." This page is a regular feature which explains the sounds produced by one or two letters of the alphabet using word lists, questions and illustrations. For example, in the February, 1968, issue, the short and long sounds of the letter "i" are explained by using illustrations of objects and animals whose names utilize these sounds. A list of words using both sounds follows, with instructions for the child to select the words with long and short sounds. Another list contains words with the letter "i" in two places; here the readers are asked to select the word with both short sounds, both long sounds or one long and one short.

What the editors call "Science Spots" (small drawings of a child questioning an animal or object) are intended to give the reader one basic fact in physical or natural science. In the April, 1968, issue, the Science Spot shows a girl questioning a lion. "Are you kind of beasts all over
the world?" she asks. The lion answers, "No, I cannot live on the ice. 'Nanook,' the polar bear, is kin in the North." Spots may show a child talking to an object, such as a boiling kettle.

On several occasions Highlights has printed articles which are useful as well as informative for children. With the permission of the National Safety Council, the magazine reprinted a photo and article on "Things Babies and Young Children Swallow," (February, 1968). With the article the editors offered suggestions on how to prevent a younger brother or sister swallowing such objects. In the April issue the same year, "How to Take Care of Your Dog" gave instructions on both care and training of a new puppy.

"in creativeness..."

Each issue of Highlights contains approximately two pages of "Things to Do" with illustrations and written instructions for making useful or amusing objects, most of them from inexpensive household materials. These pages contain seven or eight different projects; and often instructions for another one are included on the inside back cover. Extra pages of "to-do's" are added during certain holiday seasons—masks or costumes for October, gift-making suggestions for December or May.

Aimed at stimulating creativity in children of all ages is a section, "Our Own Pages," two pages containing reproductions of drawings, prose and poetry submitted by children.
Many times the inside back cover has been used to reproduce paintings by children of foreign lands. With every creation, poetry, prose or drawing, the child's name, age and address accompany his work. (It has become a Highlights custom to send a complimentary copy of the magazine containing the work to the child when his article appears in it.) The possibility of seeing their own creations and names in their own magazine prompts many children to continue to write and draw to the best of their ability, the editors report.

To encourage children to develop or increase a taste for music every issue has a double-page article on music—one page, a biography of a famous composer stressing important events of his childhood; the other, a simplified version of one of his compositions.

To foster domestic creativity in girls (and some boys, too, the editors say) Highlights reprints some of the favorite recipes which children send to the magazine. They appear several times during the year, after they have been tested by one of the secretaries in the Honeysdale office.

"in ability to think and reason..."

Stimulating children to think for themselves is avowedly the most important function of Highlights. "Thinking material" of every sort for every age appears on nearly every other page of the magazine. The majority of this type of material is created by Dr. Myers.
In every issue there are matching pictures for the very youngest reader. For these, both groups of pictures are on the same page and the child is asked to match them. Slightly older children are challenged on the first page of the magazine by the more difficult matching pictures which are duplicates of larger illustrations to be found elsewhere in the book. These are more complex; the child must retain a mental image of the first-page illustrations in order to find the larger one.

Another feature that has appeared every month in Highlights since the first issue is the one familiar to children of many eras, a "Hidden Picture," which is a full-page drawing containing objects half concealed among the lines of the illustration. The reader's role is to pick out the hidden objects which are listed below the picture. Dr. Walter Barbe, editor, noted that this feature was responsible for teaching a five-year-old to read, as the child sought to find the hidden objects before his older brothers and sisters came home from school.²⁴

Dr. Myers' "Headwork" page, the last page in the magazine, is not the only brain exerciser in Highlights. Under various titles--"For Young Minds That Stretch," "For Young Mental Giants," "Brainwork," "For Smart Reasoners"--Highlights Editor-in-chief Myers furnishes many groups of

²⁴Dr. Walter B. Barbe, Interview in Highlights editorial office, March 22, 1968.
questions, puzzles, and problems, intended to produce thinking and reasoning among all of the magazine's readers. Questions such as this one go as captions with illustrations: "Explain where the seed or seeds are in each of the pictured fruits," (February, 1968). Illustrations that show people involved in some action are accompanied by questions like "what are they going to do?" (October, 1965). Multiple choices may be listed for the reader to select the best answer to such questions as "Which is the Best Reason?" (February, 1968). Some lessons in basic grammar are suggested by such exercises as "How To Say It," which gives the right and wrong way to use the English language: "I see your sister," as opposed to, "I seen your sister," (October, 1967). "Headwork," a series of questions devised by Dr. Myers, is intended for all children, with the questions progressing from easy to difficult. A beginning question in the January, 1968, issue, asks, "Can you put your elbow in your ear?" A later question in the same feature asks, "What is the difference between smoke and dust?"

For older children, each issue contains factual articles on history, geography, religion, culture, the sciences—most of them prepared by experts in a particular field. Though simplified for the young audience, the accounts are informative and accurate in content and illustration. Through the efforts of Science Editor Jack Myers, the director of the Harvard College Observatory, Donald H. Menzel, has produced
several articles for Highlights, such as "Someday You May Walk on the Moon," (August-September, 1966), and "Eclipse of the Moon," (October, 1967). Joel H. Hildebrand, professor emeritus of the University of California, has written numerous articles which explain basic scientific principles, such as "Have You Ever Thought About Soap Bubbles?" (October, 1965). The librarian of The Cleveland Press, Thomas Barenfeld, has furnished Highlights with a series of articles about world events as they developed during the lifetime of United States Presidents, such as "The World When Thomas Jefferson Lived," (June-July, 1966). Authentic Indian legends retold by Dr. Frederick J. Moffitt, former special assistant to the U.S. Commissioner of Education, are illustrated with drawings by Aren Akweks, a living chief of the Iroquois Indians. Highlights was apparently the first (and only) children's magazine to employ a world editor, Dr. Beulah Van Wagenen, who toured the African Continent for the magazine and furnished letters and first-person accounts of her experiences. Math expert, Dr. Ali R. Amir-Moez, has submitted numerous mathematical tricks and problems for Highlights readers.

The magazine's science editor, Dr. Jack Myers, receives inquiring letters from readers whose experiences or reading have provoked questions. These letters and his answers to them are printed regularly in Highlights.
"in sensitivity to others..."

_highlights_ devotes space in nearly every issue to materials concerning the life and customs of people, particularly children, in different regions of the United States and in other lands. Articles explaining various customs, such as "Chinese Birthdays," (August-September, 1966) and religious holidays or practices, "Yom Kippur," (August-September, 1966) appear frequently. Countless issues have contained familiar greetings or phrases accompanied by translations into English and other languages. In some cases the words are written as they would appear in the alphabet of the native country. Editor Paul Mitty has furnished the magazine with instructive articles featuring one language per issue, German, French and others.

The settings of many of the pieces of fiction are in foreign countries, with native children as the main characters, in situations peculiar to that country but with plots similar to those of American stories. "One More O'Grady," (March, 1968), is the story of six Irish children who are so contented to live with their parents that they all refuse the opportunity to move to America. "Mora and the Monsoon," (October, 1965), emphasizes the importance of knowing how to read. Mora, an Indian girl, has taught herself how to read and her ability saves the lives of the villagers in her community. "Jan's Decision," (April, 1968), tells how Jan Sienkiewicz learns to appreciate his parents for their
worth as persons, not for their "Americanization." At times Highlights has used articles written by children of other countries that have been mailed to the magazine. One such article appeared in the November, 1967, issue, "A Message From Spain." A Spanish girl described her daily life in Madrid.

"in high ideals and worthy ways of living..."

An editorial by Dr. Myers appears on one of the opening pages of each issue. "Let's Talk Things Over" obviously attempts to influence a child's actions and thinking, but the editorials are not blatantly preachy. They point out to the reader that he wants to be happy, to have friends, and they tell him how to do it. In the February, 1968, editorial, Dr. Myers chats with his readers about choosing playmates and discusses ways of keeping friends. Many of the Garry Myers editorials provide examples of situations in which children have to make a choice in behavior; then the editor comments on the reasons why one choice is better than the others--"because you don't want to worry Mother," or "you want to act grown up." Often the editorials take a more matter-of-fact, explanatory approach, and the message is more implied than obvious. In the October, 1967, issue, the editorial explains plagiarism--what the word means and why such a practice is illegal. Then he asks Highlights readers to help him and other magazine publishers by never
sending in work that is not their own unless it is labeled with the author's name and the name of the publication in which it originally appeared.

A page of drawings with captions, "Goofus and Gallant," provides a monthly lesson in behavior and getting along with others. Usually the boys, Dr. Myers' creation, assist the editors in getting across three concepts of acceptable behavior with three pairs of drawings. In one picture Goofus sits in the bus while his mother stands; in the next, Gallant stands and allows his mother to sit. Goofus throws his jacket on the floor when he visits a friend; Gallant asks where he may hang his coat.

Another regular one-page series of drawings features a family of bears in which the bear children--Poozy, Woozy and Piddy--learn to cooperate with each other, with children at school and with adults. In one issue, January, 1968, the bear children learn to address a friend of their parents as "Mr. White" or "Uncle Bob" instead of "Bob" as their parents do. On another occasion they practice talking politely by turns so that everyone gets a chance to be heard (February, 1968). Like "Goofus and Gallant," the bears are the creation of the editor-in-chief and have appeared in Highlights since 1946.

"Sammy Spivens," who started life on the pages of Highlights as a puppet in 1946, has become almost a real live boy by 1968. On his page, Sammy tries to help children
improve their behavior by relating his own mistakes through his "Aunt Dorothy," the author—Dorothy Waldo Phillips. Besides telling about Sammy's adventures in Highlights, she visits schools with him and invites children to "teach" him how to correct his bad habits. The editors report that such reverse psychology helps children admit their own poor habits and learn ways to correct them. Sammy also accepts and prints letters in Highlights from children who tell him that they have weeds (bad habits) that need to be replaced with flowers. Many of Sammy's adventures are intended to instruct readers through the things he does and the lessons he learns. For example, he learns that he can become important to his friends by saying things that make them feel worthwhile (January, 1966).

Highlights usually contains in each issue small illustrations that are similar in appearance to the Science Spots. These "Character Spots" show two children conversing on a topic that is instructive to one of them, because the other sets an example and tells about it. By using child-to-child conversation, the editors believe that the message will be more readily accepted by their readers. In the February, 1966, issue, for example, two Negro boys are shown talking. One says:

You used to be one of the poorest readers in our class. Now you are one of the best. How come?
The other boy answers:

Last fall I began reading some every
day to my four-year-old brother. He
liked it a lot and I enjoyed it too.
what I read to him was so easy to
read that I could read it very well.

Most of the articles in Highlights, however, are in-
tended to fulfill more than one of the purposes stated in
the creed. A chart devised by Dr. and Mrs. Myers (on page
four of every issue) lists the entire table of contents.
Checkmarks following each title place the articles in
specific categories—eleven in all. The first three
categorize according to ease of reading: preparation for
reading; easy reading; more advanced reading. The other
eight categories indicate what is emphasized in the articles:
smiles and laughter; moral or spiritual values; poetry, music
and other arts; stimulation to think and reason; stimulation
to create. Some articles rate as many as five checks, showing
that the editors believe that they serve several purposes.
CHAPTER V

PHILOSOPHY

When *Highlights for Children* appeared it was the embodiment of a dream that had been nurtured for more than ten years.

Dr. Harry Cleveland Myers, a practicing psychologist with an abiding respect for the minds of children, believed that these young readers should be stimulated, not merely amused by the magazines they read. He felt that a child is an important person with the ability to think and reason, to learn and create. The magazine he had dreamed of would satisfy their craving for information while it also motivated them to use their abilities and the knowledge they had attained through experience.

These beliefs brought *Highlights for Children* into being in 1946, the creation of Dr. Myers and his wife Caroline. Twenty-two years later, when this study was undertaken in 1968, they were still guiding their publication according to those beliefs.

Although *Highlights* was the product of Dr. Myers' combined experience as parent, teacher, editor and psychologist, it was above all the result of his experience with and knowledge of children.

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Even before he completed his own education, Garry Myers was interested in the training of children. By the time he was 18, he was earning $37.50 a month teaching in the rural schools of his native Pennsylvania, the beginning of a continuing career in the education of children and their parents.\textsuperscript{25}

He was born in Sylvan, Pennsylvania, July 15, 1884, the son of a preacher and farmer, and graduated from Cumberland Valley State Normal School in 1905.\textsuperscript{26} Four years later he graduated from Ursinus College, Pennsylvania, and became principal at the Ursinus Academy while he attended classes at the University of Pennsylvania.

At Ursinus he met Caroline Clark who was also a native Pennsylvanian, born in Morris, July 14, 1887. She was a 1905 graduate of Bloomsburg State Teachers College, the school which later would honor her with a Distinguished Service Award.\textsuperscript{27} Garry Cleveland Myers and Caroline Clark were married, June 20, 1912. The following year he received his Ph.D. in psychology from Columbia University; Mrs. Myers was busy for the next few years raising three children—Jack, Elizabeth and Garry, Jr.

\textsuperscript{25}King Features Syndicate, "Biographical Sketch—Dr. Garry Cleveland Myers," New York, No. 155. (mimeographed)

\textsuperscript{26}"Myers, Dr. Garry Cleveland," Who's Who in American Education, 1907-68. XXIII, p. 616

During 1913 and 1914, Dr. Myers was professor of psychology and social sciences at Juniata College, Huntingdon, Pennsylvania; then until 1918, he was professor of psychology and education at Brooklyn Training School for Teachers. He entered the Army as a first lieutenant in the Sanitary Corps in 1918, and was appointed head of the Americanization Program at Camp Upton, Long Island. At that time he began his writing career, producing books and teaching materials for use in training illiterate soldiers. The works later were published under the title *Language of America*.

In 1920, Dr. Myers became head of the Department of Psychology at the Cleveland School of Education, where he remained until 1937. From June, 1926, to June, 1940, he was also head of the Division of Parent Education at the Cleveland College of Western Reserve University. In 1930, he began writing a column on child training for the King Features Syndicate, "The Parent Problem." The column appears in about 100 newspapers in 1960. From 1930 to 1934, he was editor of *Junior Home*, a publication for the Child Training Association.

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29 King Features Syndicate, op. cit.
When the youngest Myers child was eight years old, Mrs. Myers resumed her education. She was awarded the Laura Spellman Rockefeller Scholarship in Child Development and Family Life at Merrill-Palmer School in Detroit, 1930-1931; and continued her studies at Teachers College, Columbia, during the summers of 1931-1934.\textsuperscript{31, 32} In 1931, she joined her husband on the staff at Western Reserve University, and served as instructor in family life and child development for the next 10 years. She was also director of Parent Education and Family Life for the Cleveland Welfare Federation.\textsuperscript{33}

During the latter part of the 1930's, Dr. Myers, as a certified consulting psychologist, lectured on child psychology. Then he and Mrs. Myers became leaders of Public Forums for the U.S. Office of Education. Through the summers, 1938-1942, Mrs. Myers taught family relations and child development at the University of Washington, and taught for one semester at Oregon State University.\textsuperscript{34}

In 1941, Dr. and Mrs. Myers accepted the editorship of Children's Activities, a Chicago publication. Beginning in 1941 the co-editors toured the country on speaking

\textsuperscript{31} Who's Who of American Women, op. cit.
\textsuperscript{32} ibid.
\textsuperscript{33} ibid.
\textsuperscript{34} ibid.
engagements, appearing before groups of parents, teachers and civic leaders. Their dialogues—semi-spontaneous exchanges—received wide acclaim.35

At Children's Activities, however, they were not allowed to put into practice many of their editorial ideas. They believed that a children's magazine should stimulate a child's imagination with stories of fantasy, such as those with talking animals as main characters. But they also believed that the child's mind should be trained by the magazine, too, by including instructive materials as well. Since the publishers of Children's Activities did not agree (and also because the Myerses were discontented with their traveling schedules), they left their positions after five years. They then began to develop their own publication—a multi-purpose magazine which was to include the wide variety of materials which they felt children wanted—and needed—to see. Fourteen years later, in 1960, Highlights for Children was to purchase Children's Activities and combine it with the newer periodical.

Highlights for Children, a title idea that Dr. Myers had picked up from a conversation with an Activities staff member, had an inauspicious birth in a one-room office over a garage in Honesdale, the little Pennsylvania town where Mrs. Myers had grown up. The garage and automobile showroom

35Betts, op. cit., p. 188.
were owned by Mrs. Myers' cousin, who allowed them to rent the room—which was so small that their artist, John Gee, had to work in the showroom downstairs, with a staff of three. Dr. and Mrs. Myers and John Gee, work began in April, 1946, on the first issue, scheduled for that June. The new magazine had been financed by the sale of stock to a few persons acquainted with the purpose of the magazine.

They began the venture with no stories, no articles and no one to produce them. Dr. Myers sent telegrams to writers clubs in the East asking for contributions. Results were immediate, and materials began flowing into the cramped little office at 968 Main Street.

But other problems hampered the production of Highlights. In the immediate era after World War II, paper was almost a luxury. Columbus, Ohio, however, enjoyed a central location and had easy access to large paper shipments. The Heer Printing Company in the Ohio capitol city was selected to print the magazine.

Of more importance to Highlights, however, the selection of an Ohio printer assisted in effecting the separation of the editorial and business branches of the publication, because a business office also was established in Columbus to handle the magazine's promotion and circulation. This separation was to become one of the most distinctive characteristics of Highlights. Another editorial decision, made just as early and equally significant, excluded advertising
from the magazine. No commercial statements were to be printed, thus removing another avenue to outside editorial pressure. Although the magazine suffered considerable financial reverses during the earlier years, no ads were run except scheduled house ads for Highlights' own publications. The magazine began with an autonomous editorial office, a function which has continued until the present. However, the editors have always given consideration to suggestions from the Columbus business office.

Two months after work had started, the first issue of Highlights for Children was in the mail to subscribers. (The first subscriptions sold for $4 a year, $6.50 for three years.) Representatives, using only a brochure, had sold 5,000 subscriptions, mostly to Ohio residents who were familiar with the editors. Twenty-two thousand copies of the first issue were printed.

The new 32-page magazine caused no stir in the publishing world; the trade journals did not comment on its debut. Its physical appearance at first glance was not too different from other children's publications. But the cover and contents of that first issue indicated the editors' intentions. On the cover the silhouette forms of two children gazing at the heavens through a telescope implied the teaching purpose of the magazine; the instructive articles inside fulfilled the promise of the cover.
The editors of Highlights had designed a magazine for "Fun with a Purpose," as the cover slogan stated, and the major purpose was education. As the editor of education described it:

Highlights (assumed) that being able to think and create more than he ever supposed he could, that finding in himself mental powers he had never known he had, that bringing out of his own head much he had never discovered there, (could) be very great fun for the child. 36

Contrary to the trend at the time, the Myersees aimed their publication toward a wide age-range—children two to 12. One reason was to allow a family with several children to use Highlights for them all. The major reason, however, was to provide reading and teaching materials for children of all levels. Emmett A. Betts continued:

Purposefully, the broad range of interest appeal and difficulty of reading in Highlights (took) account of the wide individual differences in interests, abilities, and skills among children at home and at school. While much of each issue, even in the same feature, is within the grasp of the nonreading child, practically none of it is infantile. Many of the selfsame features and stories aim to be attractive both to the listening child, three to seven, and to the reading child, eight to twelve. 37

36 Ibid.
37 Ibid., p. 189.
Dr. and Mrs. Myers were positive that providing articles with a varied difficulty of reading was profitable, particularly if the older child read the materials having a pre-school emphasis to the younger child. The older child could improve his reading while giving the younger one reading skills and useful information. The older child could choose simple material for reading aloud so the younger would understand it. In so doing, he would select articles he could easily read even if he were in inexperienced. He could be successful and still not feel guilty because he was reading "kid stuff." Not the least in importance of the benefits derived from one child's reading to another was the good relationship between the two that such reading cultivated, the editors contended.

The broad range of reading interests and difficulty in Highlights also made it ideal for use in most elementary classrooms, since most educators recognize that there may be a difference of five or six years in reading ability in any one group. A slower child in the third grade could pick out the easy articles and feel at ease reading them because the better students in his class would be reading the same magazine. He would be insulted if the magazine had been intended for first or second grade only. By not "grading" their material, the editors left it for the child to select the articles he could enjoy through reading; and they also provided materials of greater difficulty which
would, it might be hoped, increase his desire to improve. The Myerses felt that stories in their magazine had to serve a dual purpose: for the child seven to 12 to read, and for the child two to five to listen to. It was their intention that any child of any age, interest and ability would be able to find something of value from almost any section of their magazine.

While one purpose of Highlights was to improve the reading skills of children at any age level, it also aimed to provide information—not the quiz-kid, book-learned information necessarily, but knowledge based upon what the children had observed through everyday experiences. For the youngest children especially, Dr. Myers' "thinking material" was founded on personal experience and observation. Such material was intended for even two-year-olds, because the editors felt that they could assume that most little children could think more than adults believed. For the older group, accurate articles on mathematics, religion, science, culture and history helped to supplement their school textbooks and encourage them to think and explore their environment. While these resource articles provided useful facts, their brevity (seldom more than two pages) was intended to entice children to do further research on their own.

Like the articles which had to provide a correct source of information, the short pieces of fiction had to meet
certain standards imposed by the editors. Most stories were not to exceed 500 words. Short stories, the Myersees felt, were more suitable for parents to read aloud at bedtime and for teachers to use to fill spare moments. They also demanded that stories for young children needed strong plots, plenty of action and suspense, if possible. Dr. Myers said:

We want the child when he's finished with the story to have a good emotional and intellectual residue. We want him to like the main character, and if he likes him, he might want to imitate him. We don't want the moral to be obvious. What we want to emphasize in a story are resourcefulness, struggle over difficulties, sacrifice—and just good fun.38

What they did not want the stories to contain has caused the magazine to be called "too good" by competing editors. No hero of a Highlights story could receive material reward for his deeds; he should get personal satisfaction instead. None of the stories or illustrations could contain violence—not even a suggestion of it. No reference to weapons could be made. Nor were frightening monster stories printed (even though the editors report that letters from children frequently request them). The Myersees did not tolerate unkind remarks directed toward parents or teachers, no illustrations which might make these persons

38Carry Cleveland Myers, Interview, op. cit.
seem ridiculous. As a children's educator pointed out, "Without being prissy, (Highlights) aimed to exalt the preciousness of persons and to further good mental health and kindness." 39

Highlights sought to emphasize what children should do, without using such words as "should" and "ought." The educator continued:

Applied throughout (the) publication is the psychology of positive suggestion, beginning with every child's wish to feel worthwhile as a person; wish to seem as old as he really is, or older; wish to grow up; wish to enjoy achievement and be likable and have many friends. 40

Such "positive suggestion" the editors believe leads a child to "want to do right and to practice in safe and healthy ways; to act unselfishly with due regard for the rights and feelings of others." 41 The editors wished to place emphasis on worthwhile living, not on material wealth and possessions. Although Dr. Myers' prayers, graces and Bible stories appeared in early issues of the magazine, his "Wishes," short half-rhymed paragraphs phrased as a child might voice a wish, have replaced them. These wishes, like the prayers, contain a common element: the desire to be a better person.

39 Betts, op. cit., p. 189.
40 Ibid.
41 Ibid.
The earliest issues of the magazine began attempting to bridge the gaps among faiths, races and nations. By using stories with foreign settings, articles on children of other lands, facts on many religions, presentations of familiar sayings in ten or more languages, reproductions of drawings by children of other countries, the editors tried to lead their readers "...to feel kindly toward persons who (were) different from them in religion, race, or nationality."\textsuperscript{42}

The editors planned, too, that their magazine should differ from all others in its physical makeup. Every issue was to be self-contained, not depending on previous issues or succeeding ones; few stories or articles were continued from issue to issue. It was not a cut-out, paste-up and throw-away publication. None of the project material required the child to cut a page or color a picture. Some of the earliest issues contained creative exercises that were patterns to be traced, colored and pasted, but later issues included only instructions for making articles from substances other than the pages of \textit{Highlights}. Crossword puzzles, the only mark-in-the-book feature, were discontinued in September, 1965, because they destroyed the continuing usage of the magazine that the editors intended.

\textsuperscript{42}\textit{Ibid.}
The addition of an index volume in 1964 (see Appendix A, this thesis) completed the image of permanence that the Nyerere wished their magazine to achieve.
CHAPTER VI

CONCLUSIONS

Tangible evidence confirms the soundness of the Myers' philosophy. Circulation figures often reach 900,000 during the school year, but other recognitions and awards allow the editors to advertise their publication as "The World's Most Honored Children's Magazine." *Highlights* is a member of the Educational Press Association of America. The magazine was awarded the certificate of merit for service by the National Association for Gifted Children, in 1963; certificates of recognition by the National Conference of Christians and Jews in 1958, 1960, and 1961; and an award for exceptional service to safety by the National Safety Council in 1960.

It has been selected by the Federal Government for use by many teachers in the Head Start programs, ESEA Title I and Title II projects and NDEA Title III programs. Publishers of textbooks and other children's materials found *Highlights* stories and articles suitable for their purposes. In 1967, *Highlights* gave 60 permissions to authors and publishers for reprinting.

Even with so many confirmations, it was a difficult task for the researcher to remain objective during the
writing of this thesis. Personal biases were a temptation. After spending four days in Honesdale, Pennsylvania, as the guest of Dr. and Mrs. Myers and their staff, and making numerous visits to the Columbus, Ohio, office of President Richard H. Bell, the author of this study, often felt inclined to judge the magazine solely on the merits of these gracious persons.

However, conclusive evidence substantiates the Myers theory of what a children's magazine should be—the theory which Dr. Myers began testing with the first issue of Highlights for Children. The steady growth of the magazine seems to indicate that a periodical for a wide age range of children can succeed in an era of publications aimed toward narrow age groups; that features which instruct are as appealing for inquisitive young minds as those that merely entertain; that simplified articles by acknowledged experts in scientific fields contribute valid materials suitable for supplementary classroom use; that wholesome fiction should offer positive suggestions for constructive behavior; and that creative projects can be presented without cutting or destroying the pages of the magazine.

Other "critics" have extensively judged the magazine and its contents, and considering their qualifications, this writer has thought it proper to refer to them. In the files of Highlights editorial offices in Honesdale repose hundreds of letters attesting to the writers'
appreciation of the magazine. Youngsters of high school age write that they are pleased when younger brothers and sisters receive Highlights so that they may still read it. Mothers of subscribers frequently write to say they have tried to instruct their children in manners, but achieved success only after the children had read a Highlights editorial on the subject. Numerous teachers declare that they have every issue of the magazine, from 1946 to 1968. Most of the letters are in childish scrawls and uneven print and say things like, "Why don't you print Highlights every week?" and "I enjoy reading 'Coofus and Gallant'." Hanging on the wall above Dr. Myers' desk is a framed letter and buttered one-dollar bill which a child mailed to the Myersees "to help you keep printing Highlights."
APPENDIX A

SUPPLEMENTARY HIGHLIGHTS PUBLICATIONS:

INDEX
As the magazine *Highlights for Children* developed, supplementary materials were added. Of interest to children, parents and teachers is the index to the magazine, a publication which has become a regular once-a-year issue that subscribers receive along with the monthly issues of the magazine.

Because of the editors' efforts to make each *Highlights* issue something to keep rather than easy away, and because of the nature of the articles—informative, timely—an index was recognized as desirable. The first appeared in February, 1964, and for the next three years was simply a guide to the contents of the last 10 issues. Every story article and feature were indexed four ways—by subject, title, author and group heading (*Articles, Biographical Articles, Editorials*). Small reproductions of the art work which had appeared in the regular issues were inserted two or three per page, to act both as a memory stimulant and a guide to contents. Several groups of questions which could be answered by using the index were added. Four colors, bold type and decorative borders helped to separate columns of type and enliven the pages.

The February, 1968, index to the 1967 issues represented the culmination of an original idea of President Richard H. Bell—and a new direction for children's magazines. Under the guidance of Dr. Walter F. Barbe, the index volume expanded to become a resource volume as well.
volume's 50 pages, 37 were devoted to index, 13 to articles on events of the immediate past and possible developments of the foreseeable future. By commission, recognized specialists produced authoritative articles for the resource section of the index. A map of Africa, showing the most recent boundaries of new nations and territories, was furnished by UNESCO; Walter Cronkite, CBS newscaster, produced an article on political conventions; William O. Douglas, Supreme Court justice, furnished a two-page article on conservation of natural resources.

Further in the idea of looking back and looking ahead, Highlights editors chose a "man-of-the-year" for the resource issue, a person children needed to know but probably did not. This article, written by editor Barbe on Thurgood Marshall, provided recent facts about the new Negro associate justice of the Supreme Court that could not be found in other source materials.
APPENDIX B

SUPPLEMENTARY HIGHLIGHTS PUBLICATIONS:

HANDBOOKS
Language arts, science, social studies, crafts and music are covered in another group of *Highlights* publications, the *Highlights Handbooks*. These handbooks gather together specialized materials into single volumes by using reproduction proofs of the original articles which appeared first in the magazine.

With a three-color cover similar to, but simpler in design than the magazine cover, the handbooks comprise stories, projects or other materials which have been published over the years. Three or four different handbooks usually appear each year, most of them averaging 32 pages. They are advertised in the magazine and sold singly, but the original (and continuing) purpose of their publication has been to give them as premiums for patrons who renewed their subscriptions.

The language arts handbooks include collections of stories, creative thinking and writing activities, phonics exercises and collections of one- and two-page illustrated stories for the youngest readers.

Dog stories, horse stories and a collection about Aloysius, a bushy-tailed, very human wolf, are among the story handbooks designed for the seven-year-olds and older children. Stories which appeal to the very youngest, those who are just old enough to look at pictures and discern the activities of the characters, is the *Timbertoes Handbook*. Made up of one-page, comic-strip drawings with captions
by artist John Gee, the wooden Timbertoes family have appeared in the magazine for more than 20 years. Another handbook for the younger reader, a collection of Edith Vestal's short stories, is planned for 1968.

Creative Writing Activities is a book designed to stimulate a child to create both poetry and prose through his responses to the questions and "starters" in its pages and by examples of the creative writing of other children and well-known authors. Creative Thinking Activities is a handbook intended to induce the elementary student to exercise his powers of observation, imagination and recall by using the illustrated puzzles and provocative questions. Like the creative writing handbook, it is designed for children of all ages; the extent of their experience and reasoning power regulates the extent of their usage of the materials.

A Fun With Phonics handbook is designed to assist the elementary pupil on any reading level to learn and perfect his pronunciation of language sounds. Through the use of illustrations, rhymes and word games, the child can practice the sounds of all the consonants and vowels, as well as the more complicated sounds, such as diphthongs.

Five handbooks dealing with scientific topics have been compiled, the newest one, Explorations in Chemistry, by Dr. Jack Myers, Highlights science editor, and Dr. Joel Hildebrand, author of Principles in Chemistry. This
handbook uses common objects and simple language to explain scientific principles, and describes the lives and some of the simple experiments of major scientists. Dr. Jack Myers has also written two handbooks, *Things Wondered About*. Number one answers questions on a variety of subjects, and number two, questions about the human body.

A group of social studies handbooks represent carefully researched materials that are helpful as supplementary readings in the classroom—and as such are designed for older readers. A handbook on *The American Indians and The Pilgrims and Their Times* relate true facts about realistic people, not as they are reported in popular folktales, but as history proves them to have been. *The Early Years of Some Great Men and Women* describes the problems these figures met and solved in their earlier years and tells how their solutions determined their strength of character. A similar handbook, *Lincoln and Washington*, emphasizes the hardships these two great Americans overcame during childhood.

*Nays of Life in Africa* is a handbook based upon the articles that Beulah Van Wagenen sent to the magazine from her six-month 30-country tour of Africa, an assignment by *Highlights*. These reports describe modern Africa and what it is like to be a child there.

A new social studies handbook, edited and enlarged by Dr. Barbe, *Children Around the World*, is scheduled for
1968, combining stories that have appeared in **Highlights** with up-to-date maps and facts about the countries. **Highlights** Handbooks of crafts and fun generally are larger and more expensive than the other handbooks. Many of them are designed for use by teachers and are bound in hard covers. A **Party Plans** book contains 18 plans for parties for every season, selected by the editors because they involve the child in planning and participation. The book includes illustrations for making favors, playing appropriate games and even some recipes for party foods.

**Holiday Handbook**, numbers one through four, are designed for the use of teachers in the classroom. Each book contains more than 180 different ideas for holidays, thumb indexed, and several pages of any-time suggestions. Plans use few patterns, so the child is stimulated to create on his own; ideas cover a wide range of abilities in an attempt to make material available to any student. Teachers, too, with a minimum of artistic training can rely on the instructions and rarely err, the editors contend. The **Jumbo Holiday Handbook** in hard cover contains 345 different project ideas, and another more recent hard-cover volume, **Jumbo Creative Craft Activities**, became available in 1967. It contains 373 different projects suitable for classroom use.

One music handbook has been compiled, **Biographies of Great Composers**, taken from the regular magazine feature.
A jumbo hard cover collection has also been assembled. The regular handbook contains 16 biographies and simplified compositions, the hard-cover book, 39.
APPENDIX C

SUPPLEMENTARY HIGHLIGHTS PUBLICATIONS:

TEACHING AIDS
The *Highlights* magazine is subscribed to by about 50,000 teachers in the United States. The editors have made available for them several types of materials which they feel will be of use to them in the classroom.

Those teachers who subscribe to the magazine receive a special four-page insert in their copies of the October, December, February and April issues—"Highlights for Teachers." Dr. Garry C. Myers, Dr. Walter B. Barbe, or Dr. Paul A. Witty in consultation with Mrs. Caroline Myers write the material for the insert, which is so designed that it may be removed for filing.

The original idea for the quarterly service was to provide teachers with practical ideas for classroom use. Instead, it has developed into an analysis of current problems and trends in education, with the author taking a definite position on the issue. Such topics as "Teaching Reading to the Educationally Retarded and Disadvantaged," "Helping Children Learn to Listen," "The Slower-learning Child and the Language Arts Program" and "The Classroom Teacher and Elementary Guidance" have been explored by *Highlights* editors.

Other materials offered in the quarterly service include selected references, reprints from educational journals, as well as suggestions for classroom application of ideas discussed. A sprinkling of appropriate cartoons and the application of two colors are used to brighten the folder.
Materials designed more specifically for classroom use are also published by Highlights. A hard-cover volume, For Beginning the School Day, is a 96-page book of inspirational materials in poetry and prose for teacher or child to read to a class. Proverbs and epigrams, fables and legends, quotations, biographical sketches of famous men and women, and patriotic selections are included, as many as seven items on some pages.

Highlights Pupil Packs are sets of five identical handbooks contained in a single packet. Designed by Dr. Barbe for self-directed work, the Pupil Pack requires a minimum of teacher supervision. Pupil Packs have been made of Creative Writing Activities, 1965; Fun With Phonics, 1966; and Explorations in Chemistry, 1967.

A motivating rather than a teaching device is the Highlights Pupil Award Kit for teachers. The kit contains parchment-and-gold certificates, a record sheet, a wall plaque. Teachers may award a weekly certificate to children showing most gain in any of 10 areas of character improvement, such as trying to learn, cheerfulness and listening well. Because the awards are based on individual improvement, the element of competition is removed.
APPENDIX D

SUPPLEMENTARY HIGHLIGHTS PUBLICATIONS:

CONSULTATION SERVICE

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Parents of children who subscribe to *Highlights for Children* are eligible for the *Highlights Consultation Service*, a personal help offered by Dr. Garry C. Myers.

The editor-in-chief of *Highlights* has prepared more than 30 pamphlets which give advice on problems of child development. These "Chats With Parents" are mailed to parents who write to *Highlights* about difficulties with a child.

Topics explored in the pamphlets range from advice to grandparents to discussions of the treatment of stubborn children, shy children and stuttering children. Many of the pamphlets advise the parent in ways to instruct young children in speaking, manners, reading and other basic skills.

If the question from the parent is one which cannot be answered by one of the pamphlets, Dr. Myers dictates a personal letter.
SOURCES CONSULTED

Barbe, Dr. Walter B. Interview, Honesdale, Pa., March 22, 1966.


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