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AN EVALUATION OF MAGAZINES PUBLISHED
FOR CHILDREN IN AMERICA

DISSERTATION
Presented in Partial Fulfillment of the Requirements for
the Degree Doctor of Philosophy in the Graduate
School of The Ohio State University

By
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* * * * * *

The Ohio State University
1962

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CHAPTER I

PROBLEM ORIENTATION

Origin of and Introduction to the Problem

The reading of magazines proves to be one of the great organizations of communication of the American people. This statement can be confirmed by the abundant sale of such publications. It has been reported by the Magazine Advertising Bureau that American magazines are read by nearly seven of every ten adults, fifteen years of age or older. Eight out of ten families in this country read magazines regularly.¹ It has also been reported that approximately three and one-half billion copies are distributed each year and more than forty magazines have achieved individual circulations of a million or more.² That the circulation increases yearly can be verified by the data obtained by the Audit Bureau of Circulations. This group reported that in 1955 the total per issue circulation of all its 267 members was 166 million. This contrasts with a figure of less than 18 million copies per issue in 1914.³

³Wood, op. cit., p. 325.
In 1948, a Gallup poll asked how many people recognized a famous magazine cartoon character by sight or by association with the place they met her. It is reported that, projecting the Gallup sample, 30,000,000 people correctly identified character and magazine while another 25,000,000 recognized by name or by association with a magazine which frequently carries his work, a famous magazine-cover artist. Some other surveys revealed that readers spend an average of two hours and twenty-four minutes in actual reading of a famous weekly.\(^4\)

The children of the present generation, when adults, will probably also be reading magazines avidly. Inasmuch as there is such a wide range for selection among adult magazines, it is necessary that children learn to become discriminating in their selections. This skill can be realized only if there are quality magazines planned and published especially for them. Quality magazines fitted to their needs, desires and interests should become a part of their regular reading diets.

If children do not have such quality material made available to them, it is possible that they may drift into the audience addicted to the limited and questionable kinds of communication provided by comic books and other inferior publications. This audience is already of shocking proportion. The National Council of Teachers of English has noted\(^4\) _Ibid., p. 297._
that more than three hundred comic books sell 86 million copies monthly.\(^5\) During World War II the sale of comic books at American military post exchanges is claimed to have been ten times greater than the combined sales of the two most popular weekly magazines ("Life" and "Saturday Evening Post") published.\(^6\)

Such facts as these point up the first two pertinent questions of the problem to be studied. What is a magazine of good quality for children? Are there sufficient magazines of good quality in existence at the present time?

Every printed magazine message was written by someone, someone with beliefs, emotions, prejudices or ignorance of his own. Children as well as many adults have a tendency to accept readily and unquestioningly such printed messages. The longer the association with the source of the information, the more loyal and unquestioning are they apt to become. James Wood, assistant to the director of research of the Curtis Publishing Company, has said that magazine pressure on the American mind is continuous and unrelenting.

There is a great glut of communication. The individual and the social group are assailed, and sometimes almost overwhelmed, by facts and fiction, by fantasies labeled fantasy, and by other fantasies labeled fact. Truths, partial truths, distortions, mistaken convictions, and deliberate falsehoods

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\(^6\)Rosenberg and White, op. cit., p. 187.
confront us everywhere in print and in broadcast speech. The fulsome mouthing of omniscient radio and television commentators, the eternal knowingness of political columnists, freshly agog every day over new and horrendous revelations that they have just divulged and delirious over new alarms that they have originated or helped manufacture, are part of our daily diet. The smirks of gossip columnists, as they ladle out juicy rumors of marital discord among the glamorous great of the entertainment and sporting world, and post advance notices of obstetrical events among the same group, are as familiar as the syndicated advice of tipsters on romantic love, etiquette, health, and "life." Daily a flood of expertly prepared publicity is released on behalf of corporations, government departments, labor organizations, or anyone willing to pay generously for the purchase of public approval and affection.

With all of this there is the unceasing clamor of pressure groups of every kind, all intent, for purely selfish reasons, on influencing private and public opinion favorably, and the vociferous outcries of injured minorities—all minorities, seemingly being injured, and all of them shrilly articulate.

Not only are individuals accepting the messages published for them but they are overlooking many kinds of messages which are purposely avoided. In fact, they are often totally unaware that such omissions have been made.

These messages might be termed as "publishing superstitions" and could include the avoidance of such concerns as religion, race, national and international problems and other controversial issues. The avoidance of such topics can be as poisonous and damaging in forming public opinion as the wholehearted unquestioning acceptance of a single publisher's point of view.

If children are to be helped to develop into thoughtful, broad minded individuals, it would seem necessary that they have the opportunity to hear and to read authentic, unbiased information covering a broad range of topics. If such an opportunity is denied them, their prejudices can early be formed and become deep-seated.

Children's magazines which avoid these "publishing superstitions" and which do give to children authentic and unbiased food for thought could contribute greatly to our democratic way of life. These magazines could help children to develop the ability to think critically and to seek out the truth.

Further questions concerning the problem are now brought to light. Are the children's magazines in existence today providing authentic, unbiased materials? Is the material included in the publications thought provoking or is it inexcusably mediocre and unchallenging?

It has long been established by research in child development that children at various age levels have varying needs and interests. Their curiosity is endless. Why? How come? How many? How do you know? What? What does that mean? Funny stories, imagination and make believe, animal stories, straight information about nature, science, outer space, weather, physiology, biology and many others enter into the interests of children.
Vivid details, adventure, action and information are needed at all levels of childhood. More specific subjects, however, enter into the interests of children at different levels of their development. Some materials can be presented too early and are lost to that audience; others can be presented too late and are equally lost. At some age levels children are often given more information concerning certain topics than they can or care to digest. At other age levels, too scant information can be given and this becomes frustrating. There is, however, a wonderful opportunity for magazines through a broad range of topics to communicate with certain age levels clearly and satisfyingly at the appropriate time.

This leads to further aspects of the problem. Is there an attempt on the part of publishers of magazines for children to understand the developmental levels of childhood as evidenced by the contents of some of the better known magazines in existence at the present time? Is there a tendency on the part of publishers of magazines for children to attempt to combine in one volume materials satisfying to all ages of elementary school level thus lowering the enthusiasm and ready acceptance for all children?

In our world of today, reading is of the utmost importance. Children need to learn to read for enjoyment, to read for information, to read to expand horizons in time
and place, to read to understand themselves and others, to read to escape reality through imagination, to read to re-live the spiritual experience of the human race.

It is true that the quality and quantity of books of varied content for children have increased greatly in the past few years and it might therefore be possible to expose children to these various kinds of reading solely through good books. Whereas in 1920 there was not one publisher in the United States who had an editor for the books for children, there are sixty such editors today. This not only indicates the great increase in the publication of books for children but it also indicates that having specialists editing the books, their quality would almost certainly be improved.

There is always the problem, however, of getting the right child and the right book together at the right time. There is a possibility of some children getting into a rut so far as their reading preferences are concerned. They may be reading only the same kinds of materials over a long period of time and thus unknowingly limiting their scope.

Here is a great opportunity and challenge for magazines to subject children to such a variety of topics which may encourage them to branch out in all areas of reading.

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8The Commission on the English Curriculum of the National Council of Teachers of English, op. cit., p. 144.
Another important phase of the problem should then be to attempt to determine whether or not there is evidence that the publishers of magazines for children are aware of this opportunity and challenge. Is the material in the magazines varied and broad in scope? Is the material of such stimulating nature that it could encourage further reading?

There have been a great number of magazines printed for children in our country throughout the years. These are remembered by many great grandparents, grandparents, and parents as having had quite superior quality to those which are currently in existence. The greater majority of them have long been out of publication and are cherished by older persons as collector's items. Others have merged with more recent publications and consequently have completely lost their identities.

There are also magazines for children being currently published in foreign countries which are felt by some persons to have superior quality to those being printed in the United States.

It is clearly feasible that definite knowledge of earlier publications in our country would be contributive to all phases of the problem. What if anything can be we learn from the so-called superior children's magazines of our own past culture which can help us improve the quality of those being published for the children of the United States today?
What was the nature of the earlier children's magazines published in this country? Are these publications actually superior in quality or is this the nostalgic opinion of those who knew them as children or was it because they necessarily entertained the children of a culture which has undergone vast changes?

**Statement of the Problem**

The purposes of this study are: (1) to determine the value and merit of existing magazines for children of elementary school age; (2) to determine what constitutes a magazine of quality for children of elementary school age; and (3) to determine ways in which current magazines for children can be improved.

The writer advanced two hypotheses from the purposes of the study. These were: (1) that there are few if any magazines now being published for the children of this country which would meet the criteria of leadership people in the area of child growth and development and specialists in literature for children; and (2) that definite directions for improvement of children's magazines could be established.

**Limitations of the Study**

To fulfill the purposes of the study, it was necessary to become thoroughly acquainted with the contents of existing children's magazines. This acquaintance could only be made through much thoughtful and careful reading. Since there are
many children's magazines being published at the present time, some limitations had to be established in order to keep the task from becoming an unmanageable one. The investigator decided to limit the sampling of the magazines to three different issues of each of the publications chosen for evaluation.

A further limitation was placed upon the study as a result of the difficulty of gaining access to issues of many older magazines published earlier in our country.

**Significance of the Problem**

In spite of the fact that today's children will join the millions who have made magazines such an extremely popular instrument of communication and consequently such a vital social force, there is a paucity of information concerning the magazines which are available to them. There has been no thorough report made of evaluation of these publications.

In most books concerned with the language arts, there is little if any space devoted to a discussion of the worth and use of children's magazines. Television in the lives of children always becomes a concern of the authors who will completely ignore the existence of magazines and yet, as was shown earlier in the chapter, adult magazine reading is a near equal to television in the ranks of mass media.

The investigator has had many discussions with teachers, librarians, authors of children's books, children's
book editors, and parents regarding the problem. All agree that the existing magazines for children could provide their audiences greater enjoyment and challenge. The many discussions with persons who have an intimate knowledge of the area of literature for children have pointed up the idea that important changes do need to be made in the existing publications. Whether changes should be made, and what the nature of these changes should be can best be determined through carefully planned and thorough evaluation.

Relation to the Field of Teacher Education

As has been stated earlier, reading is of the utmost importance in our present culture. Children need to learn to read for enjoyment, to read for information, to read to expand horizons in time and place, to read to understand themselves and others, to read to escape reality through imagination, to read to relive the spiritual experience of the human race. And above all, whatever the reasons for reading, children need to learn to read discriminately and thoughtfully. Obvious inaccuracies and distortions can be eliminated by careful editing of written material but the last and final editing must be done by the reader himself.

Since reading is such an important aspect of the child's life both in and out of school, he will need careful guidance. He will need to be helped to develop a wide variety of skills, attitudes and understandings to meet the
varying demands of reading in today's world. Helping him to develop these skills becomes the immediate task of the classroom teacher.

In order to meet the demands of the task, it is important that the teacher know more than the mere methods of teaching. Teachers have a great responsibility to keep abreast of the current reading materials available for children and to be able to evaluate these in such a way that they may interest children in the more desirable ones.

The professional courses in teacher education must accept the responsibility for helping prospective elementary teachers acquire the techniques for teaching the various skills required for effective reading. The job of teacher education, however, does not stop with the impartation of techniques alone. The further responsibility of teacher education is to help those prospective teachers become aware of and acquainted with the reading materials available. The prospective teacher must also be helped to evaluate those materials discriminatively.

Since magazines are such a tremendous instrument of communication in today's world, it is important that the prospective teacher be familiar with those available for children, know their quality and be able to help children learn to choose and to read wisely. The study and evaluation of magazines for children then would have a vital relationship
with, and a significant contribution to make to, the field of teacher education.

**Definition of Terms**

Certain terms have necessarily been used repeatedly throughout the study. In some instances these terms have connotations peculiar to this study. Such terms are here defined.

**Children's literature.** Children's literature is that literature which with its own characteristics and its own individuality has been written deliberately for the enjoyment and enlightenment of children, but usually without definite intent to instruct as is the case with textbooks.

**Magazine.** A magazine is a publication which appears at regular intervals and which may be general or specific in nature of content. It is bound with a paper cover and usually contains many illustrations.

**General magazine.** A general magazine is one which is all inclusive in that it deals with stories and articles related to a wide variety of subjects.

**Comprehensive magazine.** A comprehensive magazine has been used interchangeably with the term general magazine and is one which is not limited to any specific area or topic but rather includes a wide variety of subjects.

**Special interest magazine.** A special interest magazine is one which does limit the scope of its content to a specific area or topic.
**Comic magazine.** Comic magazine is one in which subject matter is related in pictures, supported by terse captions.

**Younger elementary age children.** Younger elementary age children is a term which refers to those children who would currently be in attendance in kindergarten or one of the first three grades of the elementary school and who would have the interests and abilities common to children in these groups.

**Middle elementary age children.** Middle elementary age children is a term which refers to those children who would be found in that overlapping area of latter second grade to early fifth grade. These children still retain interests of the lower elementary school age and are beginning to develop interests more common to the older elementary age child.

**Older elementary age children.** Older elementary age children is a term which refers to those children who would currently be in attendance in one of the last three grades (4 - 6) of the elementary school and who would have interests and abilities common to children in these groups.

**Preview of Remaining Chapters**

In previewing the organization of the report of the study, the remaining chapters will progress as follows: Chapter II--a report of the research procedures used to
attack the problem; Chapter III—a detailed account of the criteria established and the reaction of selected judges to the criteria; Chapter IV—a description of the data and its treatment; Chapter V—a review of earlier magazines and their relationship to the problem; Chapter VI—summary and projective thinking; Appendix—a list of magazines with brief descriptions of each.
CHAPTER II

DETAILED REPORT OF RESEARCH PROCEDURES
USED TO ATTACK PROBLEM

Two important aspects of the problem for which the investigator has accepted responsibility as outlined in Chapter I are to determine what constitutes a magazine of quality for children of elementary school age and to determine the value and merit of existing magazines for these children. It was also mentioned in the previous chapter, as the general problem was being identified and defined, that there is a paucity of information concerning the magazines available to children and that there has been no thorough evaluation made of these publications.

The magazines available for children could be loosely categorized as general, special interest and comic magazines. The investigator is interested primarily in those magazines which could be defined as of general and special interest. Thus an important detail in the research procedure was to limit the study to those two particular kinds of periodicals excluding those identifiable as comic magazines.

In order to meet the demands and challenge of the first two aspects of the total problem under consideration
with no guidance from previous studies or evaluation, it was essential to establish some accurate and definitive system by which careful evaluation of the magazines could be made. It was for this purpose that a detailed set of criteria was established. These criteria were developed in relationship to and with guidance from research which has given reliable insight into the interests and abilities of children as they grow and develop. Further guidance in formulating the criteria was obtained from the literature which describes high literary and aesthetic quality of reading materials for children. Certain other aspects of the criteria emerged from the desire to help children develop as well as appreciate democratic values. The investigator has also relied upon his own extensive experience in working with children of elementary school age and in functioning as a specialist in the area of literature for children at the university level.

Validation of the Criteria

The criteria having been established, it was then the intent of the investigator to attempt to establish their validity. This was accomplished by submitting an enlarged criteria (the twenty-one major items with a brief explanation of the investigator's point of view concerning each item) to a jury of persons who were accomplished in the area of literature for children and in child growth and development. A description of the enlarged criteria is presented here.
Enlarged Criteria

1. A commendable "special interest" magazine for children of elementary school age is one of complete authenticity and includes among its writers only those persons with sufficient knowledge of the particular area.

Children are inclined to believe and are easily impressed with whatever is found on the printed page. They have an inclination to trust implicitly the integrity of the particular author. For these reasons, there should be sincere and faithful editing to screen out obvious inaccuracies and distortions. Information articles in magazines for children should be scrupulously accurate, well organized, clearly and directly stated.

Since it is impossible for any one individual to keep pace with a fast moving world in all its activities, articles appearing in magazines for children should be written by those persons who have specialized in certain areas and who thus have a thorough and exact knowledge of that area. Generalists are less apt to be able to present a clear-cut understanding than are specialists.

2. A commendable comprehensive magazine for children of elementary school age provides content which could help a child grow in knowledge both general and specific.

As their concepts of time and space develop, children's interests broaden immensely. Theirs is a basic need to know. The word "why" is a prominent one in the child's vocabulary and his insatiable curiosity should be fed and nurtured. Articles in children's comprehensive magazines
should be concerned with a stimulating and interesting
variety of subjects. Sufficient details should be given to
allow the child the feeling of being reasonably informed.
Irrelevant details should be eliminated since too many
facts tend to be confusing. Too few facts, however, can be
misleading. A concise, well balanced picture is desirable.

3. A commendable comprehensive magazine for children avoids
obvious moralizing and shows respect for the child as an
individual.

Children as well as adults read for various purposes.
At one time they may be reading for enjoyment while at
another, strictly for the purpose of becoming informed.
Whatever the purpose, their interests become extensively
broad. These broad and frequently changing interests include
fairy tales, mystery, sports, science, air travel, space
travel, boats, rockets, Indians, mythology, other children,
famous people and school. Magazines which include primarily
those articles and stories designed to establish moral codes
and adult standards and which are laden with tedious plati-
tudes are not satisfying the needs and desires of children.

4. A commendable comprehensive magazine for children of
elementary school age limits its content to provide
great appeal to the interest of a particular age group
rather than to reduce general interest in an attempt to
capture the entire elementary school age audience.

Children of elementary school age have varying inter-
est as they grow and develop. The very young child is con-
cerned with his own somewhat narrow environment and his own
personal wishes and desires. He is aware of the immediate "here" and a "far-away." He is conscious of a "long ago" and a "sometime." He is not able to perceive the relativeness of either. The period of greatest interest and understanding to him is the immediate "now," whereas the older child has grown to understand and appreciate these concepts as his interests have become much more broadened and sophisticated.

When any one magazine attempts to capture the attention of all children, there may not be material of sufficient interest and value to any age group. There can develop a feeling of frustration by the younger child and one of complete apathy by the older.

5. A commendable comprehensive magazine for children of elementary school age includes articles which relate to the subjects found in the school curriculum and at the level of understanding of the age group for which the particular magazine was intended.

The modern elementary school curriculum is planned to coincide with the developing concepts of childhood. The very young child who is said to be in the "here and now" stage is exposed to experiences which help him better understand his present living in the immediate environment. As the child grows older, broader experiences are planned for and with him. A magazine which would be enjoyable and understandable by the children would plan its contents to coincide with this developmental pattern.
6. A commendable magazine for children of elementary school age includes content to help develop the ability to think and reason.

   One author, Irma Weber, has said that there are as many ways to see a thing as there are ways to look at it. Those who would write for children should keep constantly aware of this statement. Articles written for children can be informative without being dictatorial. It should not be the author's intent to mold the child's point of view closer to his own but rather to give him an opportunity to think, weigh and consider in terms of the facts presented. Magazines for children should incorporate much material of this nature.

7. A commendable magazine for children of elementary school age includes only that good-natured, wholesome humor which is understandable to the child.

   The child of elementary school age has a sense of humor which is developing just as other concepts are developing for him. He did not appear ready made with a highly abstract and subtle humor. The humor of childhood is the enjoyment of the obvious. It is as the child is allowed to enjoy the obvious that he grows to appreciate the more subtle. Authors and cartoonists sometimes originate humor which is "about" children rather than "for" children. Wit of this "tongue-in-cheek" variety contributes nothing constructive to a magazine for children.
8. A commendable magazine for children of elementary school age is one in which the advertising pages had been carefully investigated to determine the reliability and value of the products or services offered to the reader.

Children of the United States today are constantly being exposed to the extravagantly blatant advertising of television. The amount of respect for and faith in the sponsor's product is apt to be in exact ratio to the amount of enjoyment derived from the sponsor's program. Children and adults have allowed themselves to be lured into accepting many erroneous statements of the ad-man through systematic campaigns of hallucination. Billboards along highways, newspapers, shopping center signs and supermarket windows have all contributed their fair share to such campaigns. It seems then that one excellent method of helping children develop the ability to scrutinize such advertising more carefully would be through their own magazines. If the advertising in their magazines is reliable and dignified, their standards of selection could be elevated.

9. A commendable magazine for children of elementary school age provides opportunity for a child to develop his creative ability.

The term creative expression implies the creation of something in an individual way. It can grow out of experience and occurs when the mind and emotions have been aroused about something. Such expression is an urgent need of children and will evolve only when the child is allowed to proceed in his own way. He should not be hampered by adult
standards nor forced to the adult way of doing things. Instead, the child's own ideas of such things as proportion, his own ideas concerning the relative size of things, his own choice of color, his own choice of words, his own rhythmic pattern should be accepted.

Too numerous adult suggestions or too much adult guidance will lead to poverty of experience and lack of initiative. Following step by step directions to copy a drawing is not creative; it is sometimes frustrating. Following the numbers from dot to dot to complete a preconceived picture is not creative. Coloring within the line of a pre-drawn picture following the choice of colors as directed is absurdly remote from a creative challenge.

A magazine which would help develop the creative ability and urge of children would include those suggestions which could arouse their minds and emotions and which could then lead to an idea to be further developed in the child's own particular fashion.

10. A commendable magazine for children of elementary school age includes only those illustrations which are aesthetically tasteful and which definitely complements and supplements the content.

Illustrations are especially important to the magazines printed for young children since it is often the illustrations which provide clues to new words. This is one indication that the illustrations need to supplement the text authentically. Further, illustrations should not
restrict the meaning of the words but should be such a vital part of the words that the story or article is carried to wider meaning. Illustrations which are appropriately chosen will also complement the particular type of magazine.

11. A commendable magazine for children of elementary school age includes stories and articles written only by persons whose style of writing provide that literary quality which could help develop a greater appreciation of the language as well as familiarity with its potentialities.

There are those stories and articles which have been written with a choice of words so precise, descriptive and picturesque that the lines fairly hum and the imagery is extremely vivid and exciting. This indicates the work of an author who had the ability and tenacity to search, find and recognize the exact word for the particular situation. There are other stories and articles, however, where the vocabulary is dull, commonplace and unimaginative. The mental picture which such prose contributes is tediously mundane.

Children's vocabularies, both reading and speaking, develop as the children are exposed to more and more challenging words in well chosen situations. They are exceedingly sensitive to and take great delight in the rhythmic quality of well constructed sentences and the preciseness of work choice. As they become more often exposed to written material of high literary quality, they
become more adept at and more conscious of improving the
descriptive quality of their own speech and writing.

12. A commendable magazine for children of elementary school
age is one in which there is no differential treatment
accorded various ethnic groups in either fiction or
feature articles.

One ideal which we Americans hand down to oncoming
generations is that favorite ideal which claims equality for
the diverse national, racial and religious groups constitut-
ing the population of our country. Stories and articles
which appear in magazines and periodicals, however, can be
presented in just such a subtle way as to refute this ideal.
Child readers can be constantly exposed to the prejudices
and stereotypes attached to the minority problems existing
in the United States, while the authors appear to have no
obvious, overt intent.

The subtle means of refutation can occur in many ways.
The main characters of a story or a featured article—those
who will emerge as the heroes or heroines—can be consistently
white, Christian, protestant, middle class, suburban resi-
dents. The child names can consistently be those such as
Betsy Jones, Billy White, Bob Davis, Susan Kent or Barbara
Smith. A truer picture, however, would be formed if the
Mike Gerogelis's, the Isaac Bernsteins and the Rose Visnics
were included. Parents of such children are equally as
capable of living harmoniously and have contributed greatly
to our society. In stories with American settings, the eyes
of the hero or heroine seldom slant, the color is rarely other than white and the traditions are usually entirely Christian protestant. Those characters who play the background roles, however, often are lifted from the "other" groups. There is the Negro maid or mammy, the Greek vegetable man, the Japanese gardener, an English butler, an Indian guide, a Florida Cracker as a fruit picker or troublesome migrant worker, an Italian shoe shine boy or an Irish cop. Thus stereotyped roles unconsciously become fixed.

Such minority groups can also be entirely omitted from a completely respectable story or featured article. The mere omission of such persons over long periods of time tends only to play up their stereotyped lack of prestige and worth.

13. A commendable magazine for children of elementary school age provides some content which presents situations in which pleasant relationships exist among different ethnic groups.

There are in the United States many communities where various ethnic groups live side by side in complete harmony and with sympathetic understanding of and appreciation for each other. Many children, however, are being reared in communities where most of the inhabitants are of a similar group or socioeconomic level. Some of these children have been helped to know that there are the varied groups of which our entire population is composed but are totally
unaware of the harmony which can exist among such groups. Some stories and articles in magazines for children should relate to this subject.

14. A commendable comprehensive magazine for children of elementary school age is one in which all locales are periodically given attention with no discrimination.

Magazines can be influential in the broadening of the horizons and understandings of children or they can contribute to maintaining a limited viewpoint. Our country being composed of so many varying regions and cultures, each with its own interesting traditions and customs, dialects, and means of livelihood, it appears tremendously important that children become informed of these in order to develop sympathetic understanding. They need to become informed so that they may learn to respect and enjoy differences among people of various areas and to reason about them with fairness. Magazines will not be genuinely informative nor realistic so long as a majority of the articles and stories are consistently related to one particular kind of locality.

15. A commendable comprehensive magazine for children includes authentic and timely information concerned with foreign countries as a step toward developing better international understandings.

Children of elementary school age are just becoming aware of the world beyond their own communities and the likenesses as well as the differences among the persons living in this world. Children can develop some utterly
false notions about the people of this world when information comes to them from biased and unreliable sources. Especially at this time, when news reports and overheard conversations of adults seem to be so conflicting, children must have great difficulty in sorting their thoughts and developing well-founded opinions. They need authentic information about all countries of the world. The wooden shoe of Holland and the goat herder of the Alps are appallingy insufficient.

16. A commendable magazine for children of elementary school age is structurally substantial in physical make-up in order to withstand the active use of children.

Of the myriad tasks with which children are confronted, one is that of learning to exercise sufficient care when handling property either personal or that belonging to others. At the same time, they have not yet developed the fine muscle control which when attained will help them become more adept in using such articles as books and magazines carefully. A sturdily bound magazine can afford them the opportunity to use materials freely during this developmental stage while they are becoming aware of proper care.

Further, a magazine of value would contain material worthy of being kept for future reference and re-reading. A magazine which is structurally substantial in physical make-up will be one more easily used and reused.
17. A commendable magazine for children of elementary school age has an attractive, inviting, appropriate cover.

Magazines can bring to children aesthetic experiences or can bring merely a continuation of the mundane, unstimulating experiences to which they are continuously exposed through the mass media of advertising. In order to create a genuinely aesthetic experience for children, the magazine publisher would need to take great care in the selection of publication covers. The cover of the publication is an important detail in strengthening the general appeal of the contents and in bringing the two together as a harmonious unit. The cover should tell the reader something about the contents and should blend with the typography. Color and type of cover should be carefully chosen and executed by an illustrator or designer who understands the interests of children as well as what the particular magazine is attempting to bring to them.

18. A commendable magazine for children of elementary school age is set up in print appropriate to the age level for which it was intended.

It has been established that many children are slow in developing binocular vision. Some do not arrive at this stage of maturation until as late as eight years of age. This would indicate that many children are having difficulty reading the printed page; hence the size of print for reading material to which they will be exposed should be carefully selected.
When children enter school, they are introduced to plain writing such as the Gothic type. Magazines designed for the younger child must use that type of print which is consistent with other printed materials that the child will be reading if that magazine is to help facilitate easier and more enjoyable reading.

19. A commendable magazine for children of elementary school age has pages designed in such a manner that the lines are of a length to be compatible with the developing eye span of children.

Tests have indicated that in some material printed for children, too long lines of too large print extend outside the child's normal eye span. There is a similar danger, however, of having lines which are too short or lines interrupted with illustrations or "tricky" print which may appeal to the adult but frustrate the young child.

20. A commendable magazine for children of elementary school age is printed on paper which fosters readability without eye strain.

One of the many purposes of magazines for children is to encourage them to read more and have greater interest in reading. To serve this purpose, reading material printed for children should be set up in such a fashion as to make the reading experience as comfortable as possible. Many glossy and cheaper qualities of paper are difficult for the eyes. Other types of paper such as the "eye-ease" paper used by one magazine publisher make reading more pleasurable.
21. A commendable magazine for children of elementary school age is published regularly throughout the entire year.

Magazines of good quality can contribute greatly to the valuable and enjoyable use of a child's leisure time. These publications can project suggestions and ideas for further constructive use of such time. In spite of this, however, the printing of many publications is halted during some portion of the summer.

A further contribution which magazines can proffer is the great excitement to a child of receiving his own mail. The vacation period offers less structured activity and fewer events to be regularly anticipated. The awaited arrival of the magazine could provide one such event.

Selection of the Jury

As was stated earlier, the jury was selected by the researcher from among those persons who are accomplished in the areas of literature for children and in child growth and development. These persons include:

Elizabeth Burr, Consultant
Children's and Young People's Services
Wisconsin Free Library Commission
Madison, Wisconsin
General Chairman of Newbery and Caldecott Award Presentation, 1960

Helene Frye, Children's Editor
McGraw Hill Book Co., Inc.
New York

- Carol Kendall, Author
  London, England
  Winner of Ohioana Award 1959
  Runner-up for Newbery Award 1958
A further account and substantiation of the criteria as well as the reactions of the members of the jury will be related in Chapter III.

**Application of Criteria**

Having received the reactions and suggestions of the members of the jury in regard to the proposed criteria, the investigator proceeded to apply the accepted criteria to a selected group of current magazines for children. As was stated earlier, these magazines include only those which can be classified as general or special interest magazines and the selections were made on the basis of their being representative of either of these two kinds of publications and as being representative of magazines especially planned for the varied age levels among elementary school children.
Another important basis for selection was that the magazines selected were those which were of greatest familiarity to several hundred college students in the researcher's children's literature classes. The magazines selected are also those which, in the opinion of the researcher, have greatest potential for becoming good magazines for children.

Those magazines which were selected include:

(c) American Girl
Girl Scouts of America
830 Third Avenue
New York 22, New York

(sp) American Jr. Red Cross News
American National Red Cross
Washington, D.C.

(c) Boys Life
Boy Scouts of America
New Brunswick, New Jersey

(c) Calling All Girls
Parents Magazine
Bergenfield, New Jersey

(c) Child Life
3516 North College Avenue
Indianapolis 5, Indiana

(c) Children's Digest
Parents Magazine Publications Office
Thompson Lane Box 539
Nashville, Tennessee

(c) Children's Friend
Church of Jesus Christ of Latter Day Saints
40 North Main Street
Salt Lake City 11, Utah

(c) Highlights for Children
2360 North Fifth Avenue
Columbus 16, Ohio
The selected group of magazines include twelve which may be classified as general or comprehensive in content while the remaining two pertain to special interests. These are identified by (c) as comprehensive or (sp) as special interest.

Three separate issues of each of the magazines in the selected group were used in applying the criteria. Those items of the criteria which pertained solely to magazines of a comprehensive nature were applied to those specified as comprehensive while certain other items were applicable only to the magazines of the special interest category. Certain other items were common to both categories.
After scrupulous reading of each of the several issues of the selected magazines by the researcher, each applicable item of the criteria was investigated and scored either for or against the particular issue.

Treatment of Data

The data as collected by the pre-described methods were used to determine the quality of existing magazines for children in this culture and to prescribe areas for improvement. Further validation of the data was made through reference to the literature and through the researcher's experience. A complete description of the data and its treatment will be found in Chapter IV.
CHAPTER III

A DETAILED ACCOUNT OF THE CRITERIA ESTABLISHED
AND THE REACTION OF SELECTED
JUDGES TO THE CRITERIA

The list of carefully selected leadership people who made up the jury was presented in Chapter II and it was there reported that these persons had been requested to respond critically to the criteria which had been established by the researcher. A description of the responses of the jurors now follows.

Responses of the Jurors

The members of the jury strongly acknowledged the need for the study and were enthusiastic in their replies. Some quotations from their correspondence will reveal this:

First, let me say, you are working in an area that greatly needs study and suggestion. To me it is the one aspect of literature for children that has almost nothing to offer the child.

On to your good work on magazines for children—obviously you've thought of everything a good magazine for children should be. I am at a loss

*The letters sent to the investigator were not meant for general publication and, therefore, since the list of jurors has already been given, actual names referring to specific quotations will not be stated. The letters, however, on file and are available.
to add or subtract anything. This state of affairs leaves me only with some generalizations to make and even then I find that you've touched on everything I want to say. You say all sorts of good things in your Enlarged Criteria. I'll just say a Bravo! in general!

It is a doctoral thesis I am most interested in. You have certainly done an excellent job in setting down the criteria. I cannot find any criteria to add.

These are excellent criteria. I shall look forward to seeing the completed job and think that you will make a real contribution to the field of publishing and writing for children.

Thank you for letting me read your Criteria for the Evaluation of Magazines for Children. I hope I may have your permission to pass it along to some friends of mine who are in the business of publishing children's magazines. I'm sure they will not only find it interesting, but also valuable from the standpoint of measuring their own publications against your criteria.

And I'm sure, too, that anyone about to embark on the business of publishing children's periodicals would find your recommendations extremely helpful.

We are interested in all good writing for children and in anything which helps to make it more widely available. Your statement seems excellent and I have little to add.

Very substantial criteria. You've probed rather deeply in some areas and if this is to be the backbone of a dissertation I'd be eager to see "the animal" with meat on its bones.

These quotations have all related to the criteria in general. There were, however, no definite rejections of any single item of the criteria as established by the researcher. One member of the jury did have the following to contribute.

Non-fiction should be of the kind that will awaken the reader's interest in the world about
him. Subject matter can range from art to zoology, but each article should be the best of its kind, and chosen not because the fifth grade studies such and such a subject, but because the article is a good article, well written, interesting and stimulating.

This statement was made in reference to item number five of the criteria which reads:

5. A commendable comprehensive magazine for children of elementary school age includes articles which relate to the subjects included in the school curriculum and at the level of understanding of the age group for which the particular magazine is intended.

This criterion had been further explained in the Enlarged Criteria by statements to the effect that the modern elementary school curriculum is planned to coincide with the developing concepts of childhood. A magazine which would be enjoyable and understandable for children could have its contents planned to coincide with this developmental pattern. The researcher was not suggesting that magazines for children should contain only articles pertaining to the subjects studied by children in the schools but rather that, as the juror himself has stated, the articles should be of the kind that will awaken the reader's interest in the world about him and for which he has ample background and development for understanding. The researcher will discuss this point in greater detail in the total substantiation of the criteria.
This same juror has stated that by no means should a story be chosen for ethnic content. This statement was written in relation to criterion number twelve which reads:

12. A commendable magazine for children of elementary school age provides some content which presents situations in which pleasant relationships exists among different ethnic groups.

This criterion was further clarified in the enlarged criteria with the statement that some stories and articles in magazines for children should relate to this subject (harmony among persons of different ethnic groups). The researcher did not intend to infer that all stories in magazines for children should be selected merely for ethnic content. The proposal of researcher was that some such stories and articles be included among other kinds of stories. Again, this criterion will be explored further in the total substantiation of the criteria.

The carefully selected leadership people who made up the jury had been asked to react critically to the proposed criteria. The absence of suggestions for modifications of the criteria with the exception of the two suggestions mentioned above, along with the enthusiastic endorsements led the researcher to conclude that the criteria were valid.

Further Substantiation of the Criteria

In the process of identifying the criteria and explaining each so that the jury could react intelligently, the
writer did, in effect, move toward the substantiation. The point of view of the investigator, gleaned from his own extensive experience in working with children of elementary school age and in functioning as a specialist in the area of literature for children at the university level, was presented in the enlarged criteria which appeared in Chapter II. It is for this reason that the following section which is written to provide a thorough substantiation of the criteria will draw heavily upon the research which has given reliable insight into the interests and abilities of children as they grow and develop and from the literature which describes high literary and aesthetic quality of reading materials for children. Each item of the criteria will be treated separately and in the order in which it appeared in the original document as prepared for the jurors.

1. A commendable "special interest" magazine for children of elementary school age is one of complete authenticity and includes among its writers only those persons with sufficient knowledge of the particular area. In the material written for children, prolific production should not be valued above authenticity. Children are inclined to believe and are easily impressed with whatever is found on the printed page. It is for this reason that the printed page should be as scrupulously accurate as possible especially in those areas where research and technology are making such rapid advances.
Nancy Larrick, author and editor of children's books wrote:

The content of children's books should be accurate. People and events should be presented without distortion. In an informational book, every detail of text and pictures should be completely accurate and clear.\(^1\)

An associate professor of education, Graduate School of Education, University of Pennsylvania, Helen Huus, in an article written for the National Education Association journal wrote:

Books of historical fiction, biography, and stories of other lands must be accurate in fact and in implication. Biography should present the person in such a way that he emerges as a real individual, not a stereotyped figure. History should recreate the past with felicity and objectivity so that the reader can envision with clarity what life long age was like. Stories of other lands should present not only the holiday celebrations and bizarre customs, but a true picture of everyday life.\(^2\)

These quotations from the writing of two persons prominent in the area of children's literature strengthen the ideas of the investigator that: (1) the child is easily impressed by the printed page, (b) material printed for children whether strictly factual, biographical, historical or of foreign peoples should be as scrupulously accurate as present knowledge can supply.


2. A commendable comprehensive magazine for children of elementary school age provides content which could help a child grow in knowledge both general and specific. Among the basic needs of children is the need to "know." The word "why" is a prominent one in the child's vocabulary and his insatiable curiosity should be fed and nurtured. Lane and Beauchamp, prominent in the areas of education and child growth and development wrote of early elementary childhood:

He is a curious human and the world is full of mysteries that must be unraveled. He has a million questions to be answered and every answer poses another batch of questions. What is it? What makes it go? How does it work? Where is it going? Why is it hard, soft, green red?3

These same experts have written concerning the inquiring stage of the middle-year child:

The middle-year child is a collector of facts as well as of pictures of baseball players. Indeed, this is one reason he is interested in collecting their pictures. The typical nine-or-ten-year-old can tell you more isolated facts about baseball than most adults know. He collects facts somewhat indiscriminately during the beginning year of this period of growth. He asks a million questions, reads, listens, storing up these precious tidbits of knowledge. His interests are as broad as the universe. Here are some of the questions you hear these girls and boys posing:

Why do planets twinkle and other stars do not? How far is up?
What happens when a tadpole loses its tail?
Where do turtles lay their eggs?
Where does the plankton come from?
Why does the pitcher always walk while the other players run as the sides change?

Where does the color go when it gets dark? What do mosquitoes live on when there are no people or animals around?\(^{4}\)

These questions of childhood are merely representative of the total list compiled by the authors but even such a small sampling would confirm the opinion of the investigator that (a) the curiosity of childhood is endless, and that (b) children need reliable sources to find answers for their many questions.

3. A commendable comprehensive magazine for children avoids obvious moralizing and would show respect for the child as an individual. Magazines which include primarily those articles and stories designed to establish moral codes and adult standards and which are laden with tedious platitudes are not satisfying the needs and desires of children.

In his acceptance paper for the Caldecott Award, Robert Lawson, outstanding author and illustrator of children's books wrote:

We can make all the speeches and write all the articles we please. We can point out the beauties of this and the values of that and the uplifting power of the other and receive in return only a cold and fishy stare. If we do not give them, in books, real warmth, and beauty, really living characters, really robust humor, thrilling and fantastic imagination, they can simply shrug and look for them elsewhere. And they can find them elsewhere. Children can stage a sit-down strike or a policy of

\(^{4}\text{Ibid.}, \text{p. 292.}\)
non-cooperation or passive resistance that would make Ghandi look like a fumbling amateur. 5

Another accomplished author of books for children, Armstrong Sperry, made a similar statement in his acceptance paper for the Newbery Award (the annual award given for the children's book of highest literary quality). That statement reads:

Children have imagination enough to grasp any idea, and respond to it, if it is put to them honestly and without a patronizing pat on the head. 6

The statements of these two authors places them in agreement with the researcher that material written for children should avoid obvious normalizing and should show respect for the child as an individual.

4. A commendable comprehensive magazine for children of elementary school age is limited in its content to provide great appeal to the interest of a particular age group rather than to reduce general interest in an attempt to capture the entire elementary school age children as audience. The very young child of elementary school age has interests which differ markedly from those of the older child. The young child is more concerned with his own somewhat narrow environment and his own personal wishes and


desires. He is aware of the immediate "here" and a "far-away." He is conscious of a "long ago" and a "sometime." He is not able to perceive the relative nature of either. The older child, however, has grown to understand and appreciate these concepts and his interests have therefore become much more broadened and sophisticated.

In regard to this development of interests, Dr. Willard Olson wrote:

It is an easily observed fact that interests change with age. These changes have been studied intensively. Furfey constructed a test for developmental age in boys. Items were selected on the basis of demonstrated differences in interests between successive ages. The tests require the boy to choose between pairs of things to do, things to have, books to read, etc. The basic technique is to have the boy make choices which reflect greater or lesser maturity. Sullivan has constructed a similar scale applicable to girls. When the items of such scales are analyzed by contrasting the responses of prepubescent and postpubescent children, marked differences are found which validate the general concept.7

As to indications of the more specific interests of definite age periods, Dr. Arnold Gesell, founder and former head of the Clinic of Child Development at Yale University, has said:

Duration of an episode of time has little meaning for the six-year-old. He shows little interest in learning how to tell time beyond the hours. . . . His spatial concepts like so many others are relatively undifferentiated. . . .

The mental life of the seven-year-old is embracing the community and also the cosmos. He has a more intelligent awareness of the sun, moon, clouds, heat, fire, and the earth's crust. Heaven and earth are uniting. The people who inhabit the earth take on more sociological meaning: the policeman, the grocer, the fireman. The seven-year-old has an expanding interest in the community. In all candor, it should be said that he is not too interested in the vanished culture of The American Indian, even when the course of study calls for an Indian life project!...

Although he is interested in fairies, in superman, and in tales of magic, he is beginning to manifest an almost scientific interest in causes and conditions. Secretly or otherwise he entertains some skepticism about the veridicality of Santa Claus (but not to the detriment of his Christmas joys and illusions). He betrays a thoughtful interest in God and Heaven, and asks concrete questions about them. He has given up the idea that God aboves the clouds around. He is not overcome by the mysteries of death but shows a marked interest in its possible causes. ... He does not take an interest in the far places of the earth, but his interest in various parts of his community is definitely expanding.

The eight-year-old is extending himself, intellectually and emotionally, in myriad directions, even inquiring into the past history of mankind and into future fate. Eight is not a Here-and-Now stage. He is seeking deeper orientations in Time and Space and piercing beneath surfaces. He wishes to know more about the insides of the earth and the insides of the human body. He asks about the geography of Heaven.

This research in child growth and development verifies the statements of the investigator that: (a) the interests of children change as they develop broader concepts of time and space, (b) the interests of younger children are quite different from those of older children, and (c) many

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interests of older children would prove frustrating to the younger child.

5. A commendable comprehensive magazine for children of elementary school age includes articles which relate to the subjects found in the school curriculum and at the level of understanding of the age group for which the particular magazine was intended. The curriculum of the modern elementary school is planned to coincide with the developing concepts of childhood. The very young child is the child who is in the "here and now" stage and is interested in experiences which help him better understand his present living in the immediate environment. The older child of elementary school age grows out of the "here and now" stage and broader experiences are planned to satisfy his interests.

In writing of the interests of childhood, Dr. Arnold Gesell, specialist in child development mentioned earlier, has said:

At that age (6) he is still the center of the universe, but he is less space-bound, and takes a new and rangy interest in the sun, his own planet, and other heavenly bodies. At seven years he is interestingly aware that there are other places than those just "right here." At eight years he has a fairly comprehensive feeling of the earth as his home, the points of the compass, the significance of parallels of latitude and longitude. He has made universe studies since he first cast his eyes on a moving shadow on the ceiling above his crib. He is spatially oriented to the basic geography of his world. To that extent he has a philosophic outlook.
He becomes oriented in time in much the same manner. For time has much of the essence of space, and most of our time words are space words. Time is long and short, near and far, two part and three part, before long (soon), endless; it fills an interval. Here and now, and then and there are closely united in the psychology of growth. The calendar is a kind of space map of time.

At six years he takes a new type of interest in the ages of young and old, and in the babyhood of his mother. This is more than a perception of duration. It is a beginning apprehension of a time cycle,—a higher order of insight, a more philosophic outlook. At seven years he not only tells time by the clock, but is interested in time schedules,—a cultural kind of time. At eight years he likes to consult the schedules as they are posted on the bulletin boards. He is getting time bearings in a restricted province. But he is still color blind for historic time. For all he knows, George Washington is mentioned in the Bible.

At ten years, however, the child is better oriented with respect to historic time, and he is yet more precisely oriented to local community time, life cycle time, and personal time. He is at home with units of time. He knows the date; the day of the week; the exact minute of the next program on the radio. His timing and tempo are more highly geared than the bells of the medieval campanile. As he grows older he will move nearer to Emerson who enjoins us to have faith in the years and the centuries, so that we may restore the minutes to their proper perspective.9

This research of Dr. Gesell supports the investigator's statements that: (a) the interests of childhood follow a definite developmental pattern and that (b) the interest in and understanding of certain topics is dependent upon the maturity level of children.

9Ibid., p. 426.
6. A commendable magazine for children of elementary school age includes content to help develop the ability to think and reason. When writing for children, the author should not attempt to mold the child's point of view closer to his own but rather to give him an opportunity to think, weight and consider in terms of the facts presented.

In the recent report of The Educational Policies Commission of the National Education Association, the following statements appeared:

Development of the ability to reason can lead also to dedication to the values which inhere in rationality: commitment to honesty, accuracy, and personal reliability; respect for the intellect and for the intellectual life; devotion to the expansion of knowledge. A man who thinks can understand the importance of this ability. He is likely to value the rational potentials of mankind as essential to a worthy life. . . .

A person with developed rational powers has the means to be aware of all facets of his existence. In this sense he can live to the fullest. He can escape captivity to his emotions and irrational states. He can enrich his emotional life and direct it toward ever higher standards of tests and enjoyment. He can enjoy the political and economic freedoms of the democratic society. He can free himself from the bondage of ignorance and unawareness. He can make of himself a free man.10

Children should be given as many opportunities as possible to help develop the ability to think and to reason.

One very important vehicle which can be utilized in this

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regard in the reading material written for children. On the
importance of reading as an importance means of comparing
ideas, Leland Jacobs wrote:

Reading is as necessary today as a means of com-
munication as it has ever been in the brief history
of this country. Today, when on every hand the
American people are faced with cleavages, conflicts
and confusions, there is urgent need that all demo-
crats fortify themselves with extracting, penetrating
reading abilities that are in accord with the tempo
and temperament of modern living.

Yet at this very time when the thoughtful explora-
tion of issues, the integration of learnings from
various fields of knowledge, and defense through
reflective thinking against insidious propaganda
devices are imperative, reading is being challenged
as a chief means of assimilating ideas. Other media
of communication particularly movies, radio and
television are making great inroads into people's
time and energy which were previously reserved for
various types of reading material.

This division of attention among the various
modern media of mass communication is not in itself
undesireable. Each of these media has its own areas
of greatest effectiveness. This is undesirable only
when reading, the least evanescent of these media,
is not utilized in those situations in which no
other vehicle can be so meaningfully employed.
Reading is still the best way which man has invented
to study, compare, and cogitate the expressed ideas
of others. There is a permanence in the printed
page that makes it possible for men to consider
and reconsider the ideas expressed thereon. While
other media can be well employed for various supple-
mentary purposes, men need to keep reading to be
intelligent about their world.11

In an article in Horn Book Magazine, Ruth Viguers says:

Those of us who work with the tools to develop
questioning minds should never take those tools for
granted. Even the best colleges seldom make ques-
tioners of people who did not receive young the

11Leland Jacobs, "This is Reading," Association of
Childhood Education Yearbook 1954, p. 5.
impulse to reach for ideas beyond them. There is little hope for the future if we do not try to make our standard of thinking as high as our standard of living, and though our children are in their cradles it is not too soon to start trying.  

Another statement to this concern was made by Jerome Seidman:

Learning to discriminate, to generalize, and to make judgments—the ability to form concepts, to solve one's daily problems, to become a thinking person, has its beginning very early in life. 

The literature has substantiated two points made by the researcher: (a) children need to learn to think and to reason, (b) the reading material planned for them can be of such nature as to help them develop these two important assets.

7. A commendable magazine for children of elementary school age includes only that good-natured, wholesome humor which is understandable to the child. The child of elementary school age has a sense of humor which is developing just as other concepts are developing for him. The humor of childhood is the enjoyment of the obvious. It is as the child is allowed to enjoy the obvious that he grows to appreciate the more subtle. Authors, illustrators and 


cartoonists sometimes originate humor which is "about" children rather than "for" children.

Marcia Brown,\textsuperscript{14} well-known author and illustrator of children's books and twice winner of the coveted Caldecott Award granted each year for a beautifully illustrated book, suggests that the writer ask himself whether the humor is genuinely funny or if it is the tongue-in-check humor of the over-sophisticated adult.

In her book \textit{A Teacher's Guide to Children's Books}, Nancy Larrick,\textsuperscript{15} editor of children's books, has suggested certain elements apparent in the humor of children of various age levels. She has stated that the sounds of words, pleases first graders, particularly when they are rhyming words or new concoctions--new words that bring a chuckle. Children also like exaggerated situations, where the impossible is presented as solemnly as if it were possible. Many of the old nursery tales capitalize on the humor which a child sees in a smash-up. Exaggerated humor appeals to second and third graders. The more impossible the situations, the better.


Funny books, Miss Larrick comments, are sure to win many readers of the middle grades. Often, animal stories provide the spoofing they like. *Mr. Popper's Penguins* by Richard and Florence Atwater, is read and reread by youngsters who love its tongue-in-check solemnity. Mr. Popper, an amiable house painter, is given a penguin for which the Poppers introduce a mate. Before long, twelve penguins are ruling the Popper household. Black and white illustrations by Robert Lawson and the author's dead-pan humor make this one of the most popular of all children's books.

The Freddy books, by Walter R. Brooks, writes Miss Larrick, generate just as many giggles, but for different reasons. The hero is a pig who has been reading Sherlock Holmes and undertakes to advise his barnyard cronies.

The humor of *The Great Gappy*, written and illustrated by W. P. DuBois, is more sophisticated, but children love it, continues Miss Larrick. Gappy, a red-and-white horse who is a professional detective, solves the mystery of the missing circus money. Incongruity and exaggeration makes these animal stories funny to children. The same qualities are found in tall tales. Some of the funniest stories for children are about present-day boys and girls. Homer Price, Henry Huggins, Ellen Tebbits and Danny Dunn are among the best known of the rather earnest youngsters who invariably stir up complications that are funny. The catastrophes in these books are ludicrous, but the heroes are never pranksters,
in the old sense. In fact, they are dismayed to find crimes piling up.

In regard to the necessity of humor and laughter, Dr. Arnold Gesell, wrote:

Children would not indulge in so much spontaneous and (apparently to us) meaningless laughter if it did not have a wholesome effect upon their behavior and mental growth. Some of this laughter might be set down as private or physiological; but it tends to spread and to increase in social situations. Even at the age of one year the child likes to repeat performances laughed at by his elders. At two years he can initiate humor and "carry on" with his playmates. At three years an abundance of laughter accompanies his play. At two-and-a-half all is not well with the world and he does not laugh quite so freely. He is caught in the rigidities of ritualism, perservation and negativism. One might wish he were not so humorless. If the responsible adult meets this behavior with an equivalent insistent rigidity matters go from bad to worse.

Here is the ideal time to utilize the biological function of humor; namely, to dissolve tension and to increase the pliancy of the mind and to keep it from overstretching. Here humor becomes a technique in child management,—a technique which either presents or atomizes an impasse.

The child cannot as yet summon therapeutic humor out of his own resources; but the parent can supply the lack in critical situations. Since humor is based on innate factors (instinctive and physiologic) individuals will show enormous differences in responsiveness; but this still leaves ample scope for teachers and parents. Within limits the humor sense can be educated, because with age it becomes increasingly identified with language and thought.

The early plays of Shakespeare were full of low comedy, buffonary, mistaken identity, broad punning and rustic horseplay. Later plays show a ripening and the jester becomes an exalted humorist. A similar trend toward maturity is reflected in the humor of childhood. The 3-year-old is already refining the gross motor humor of the 2-year-old. His humor is becoming more verbalized. He enjoys the verbal play of tossing a word (like "golly")
back and forth with someone who will play with him. At five years he enjoys slapstick humor, more or less verbalized, which he himself initiates. Six is not notably a humor age for reasons already indicated. Seven somewhat ineptly perpetrates hackneyed jokes. He seems to sense the social aspect of humor and will deliberately do something ludicrous in order to get a laugh; but he is still somewhat bound by his subjectivity. He will make a better show and use of humor in another year.

The typical eight has a high sense of humor. He loves humor stories and relishes the way Brother Fox fools a victim. By the same token he rather likes to catch a teacher in a mistake. But the emotional fabric of the self is complicated. Particularly at home where he has a status and prestige to protect, he still dislikes humorous references to himself.

At nine and ten the humor sense, if it matures, becomes more robust. The child is not only able to perpetrate a more or less practical joke, but he can take on one himself. He may even be able to laugh off teasing,—which is an excellent achievement. Some philosophers have located the origins of humor and laughter in the domain of derision, superiority, and degradation.

If then, the humor is subject to the laws of growth, it will in some measure yield to training. Education in humor must come through suggestion, atmosphere and experience. At home the child has innumerable social experiences which call for impromptu humorous handling.

At school nearly everything depends upon the teacher, because humor is not an official subject of the curriculum. A vital teacher naturally and also deliberately established an atmosphere of cheerful give and take. In such an atmosphere humor comes somewhat by contagion. Many unpredictable social situations arise which can be exploited to release humor. There is hardly an art which does not have a place for the expression of humor in the schoolroom: drawing, music, sculpture, dancing, dramatics, broadcasting and television, but above all literature.

By literature we do not, of course, mean the Funnies. The so-called Comics deal rather in anger, fear and adventure as their stock in trade. They tend, if anything, to give their readers an undue, untrammeled sense of power. Whatever their merits they usually do not introduce the
child to that fine territory where humor verges on philosophy.

English literature and also foreign literature contain materials for this enriching type of humor. But much remains to be done to create new humor materials based on the developmental characteristics of the child, and his developmental needs, both moral and philosophic. The techniques of humor applied by himself and others are needed to safeguard sanity. This has always been a function of laughter and humor.16

In an article in the recent publications of Horn Book Magazine, Elliott D. Landau, Associate Professor of Education at the University of Utah and Director of the Intermountain Conference on Children's Literature also wrote of the importance of humor in literature for children. His article stated:

Man for the first time now faces the ever-present possibility of annihilation by his own hand. Humor, the sudden dramatic realization of the inherent absurdity of the human situation, is a necessary accessory of fortitude. Children need nuggets of humor so that they may balance the stuff which weighs about the hearts of men in these days. Let us lead them to books which will fill this need.17

These statements reveal the opinions concerning humor and children which were obtained from the research of a noted author and illustrator of books for children, an editor of children's books, an outstanding researcher in child growth and development and a professor of education specializing in children's literature. The results of their


research embody the ideas of the present investigator as set forth in the enlarged criteria that: (a) a sense of humor develops gradually just as other concepts develop for children, (b) humor is a definite need of childhood, (c) a vital source of humor for children is the literature to which they are exposed, and (d) the humor of childhood is not the sophisticated humor enjoyed by adults.

3. A commendable magazine for children of elementary school age is one in which the advertising pages had been carefully investigated to determine the reliability and value of the products or services offered to the reader. Children and adults of the United States today are constantly being exposed to extravagantly blatant advertising. There is a constant attempt to lure them into accepting the many erroneous statements of the ad-man. Children should be helped to develop the ability to scrutinize advertising more carefully in order that their standards of selection might be elevated.

In writing about the middle-year elementary age child, Dr. Gesell\(^{18}\) has said that they like to pour over catalogs for hours and are always planning to send for things. The slightly older elementary age child does often actually send for objects advertised.

\(^{18}\)Gesell and Ilg, op. cit., p. 181.
Although there was no other reference to this found by the investigator in the literature, many discussions with adults about the matter revealed the nostalgic memories of the free samples and such for which these persons had at some time during childhood sent.

This supports the statements of the investigator that: (a) children do become fascinated with advertisements, (b) they need help to become discriminating in regard to advertisements, and (c) accurate advertising in materials printed for children could help them become more discriminating.

9. A commendable magazine for children of elementary school age provides opportunity for a child to develop his creative ability. Creative expression is an urgent need of children but true creative expression will evolve only when the child is allowed to proceed in his own way. Too numerous adult suggestions or too much adult guidance will lead to poverty of experience and lack of initiative. Vikter Lowenfeld, former professor of art education at the Pennsylvania State College wrote:

Don't impose your own images on a child. All modes of expression but the child's own are foreign to him. We should neither influence nor stimulate the child's imagination in any direction which is not appropriate to his thinking and perception. The child has his own world of experiences and expression. . . .
Never let a child copy anything. This case exposes also the very devastating effect of the numerous color books which our children still get in school for the sake of "developing a sense of color," but which in reality inhibits their free creative development. . . .

Self-expression we have defined as the appropriate mode of expression according to the age level of the child. Imitation, however, is expression according to adult, or at least foreign, levels. If the child expresses himself according to his own level, he becomes encouraged in his own independent thinking by expressing his own thoughts and ideas by his own means. The child who imitates becomes depending in his thinking, since he relies for his thoughts and expressions upon others. The independent, thinking child will not only express whatever comes into his mind but will tackle any problem, emotional or mental, that he encounters in life. This his expression serves also as an emotional outlet.\(^{19}\)

Any successful attempt on the part of adults, then, to help children develop their creative potential and to fulfill their urge for creative activity will: (a) not give too numerous adult suggestions, and (b) not give too much adult guidance.

10. A commendable magazine for children of elementary school age includes only those illustrations which are aesthetically tasteful and which definitely complements and supplements the content. Illustrations are especially important to magazines printed for young children and it is important that they supplement the text authentically as well as complement the particular type of magazine.

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Marcia Brown, well known author and illustrator of books for children who was mentioned earlier in the chapter has this to say concerning illustrations prepared for children:

A child can and must be trained in visual awareness if he is to become an aware adult. For the city child, there is the staccato excitement of geometry, subway lights, neon signs, sharp contrasts of light and shade, mass groupings of buildings and humanity. Human warmth becomes even more precious in such an atmosphere. For the country child there are the subtle curves of landscape, a close-up of seasonal changes, the design of plant forms, a chance to observe the relationships of the parts of nature to the whole. Each child can be taught to enlarge his horizons.

Taste, the ability to discriminate, to cast off the false, the unworthy, and to retain the genuine; the capacity to see what is before us, to be alert; the pleasure in what is harmonious and at the same time various; the poise that is born of inner rhythm and balance—all these are best formed in early childhood.

In our mechanized environment, mass media such as the comic book, the greeting card, magazine advertising, television, the motion picture and the animated cartoon influence the visual perception of the child. The child's avidity for information, his need for excitement and adventure, his imagination, are exploited in this mass production of taste, with all its accompanying paraphernalia of saccharinity, sadism, and frenzied destruction. Now, added to this we have the mass-produced, inexpensive picture book that must cost as little as possible to produce and be easy to sell, since the motive for production is profit. Millions of copies of this type of book appear on the market each year. The public library, the school library and the home—if in these places adults select good books for children—become islands in the flood. None of us would quarrel with the cost of these books to the children. Would that all books could cost so little! But we can question their quality.

Miss Brown continues by relating some of the concerns of the illustrator who is genuinely interested in creating appropriate and tasteful illustrations to supplement material for children:

What shape? How much space will I need for double spreads? Is the feeling of the book one of height, with tall buildings, trees that reach up, or is it horizontal, with long roads, the sea, a procession to stretch across a page? —

What colors are appropriate to the story? Also, how many colors can the publisher afford to let me use? If I must use only two colors, what two will suggest the atmosphere of the story and provide one dark enough for a legible text? If the story has an exotic or historical background, how much of the style determined by the background shall I use in my pictures? What technique shall I use: fine line, read pen, water color, flat color, wash and line, crayon, spatter, linoleum cut, pastel and line? What type face shall I keep in mind that will be harmonious with my drawings and also with the spirit of the book? 21

As to the types of illustrations which have great appeal to children, Miss Brown says:

To anyone who has taken the trouble to show fine paintings or reproductions to little children it should be apparent that there need be no condescension to their ages in the types of drawing and painting we offer them. They embrace all kinds and all subjects freely. Their own drawings may be realistic, near abstract or conceptual. The child of six does not become lost in a tangle of associations and rules as he looks at a drawing. If its message is clear, whether simple or complex, he will comprehend it. Perhaps not all at once. But most worthwhile things bear more than one examination.

As for deciding which medium of illustration is best for children, the great variety of media and the many fine examples of each type prove the foolishness of dogmatism. The important question is

21 Ibid., p. 12.
what medium is best for this book, tells its message clearly—and is economically practicable. . . .

Nor can we make rules about color in children's books, except that it be harmonious and appropriate to the subject. We have become so saturated with color in our advertising, in our magazine illustration, and now in our motion pictures that we almost lose sight of the fact that children enjoy equally books with little or no color and books in full color. . . . Color is not so important as the richness of the message told by the illustrations in these books so well liked by children.

How appropriate are the illustrations to the spirit as well as the facts of the story? If the illustrations are merely decorations, is this treatment all the story demands? Is there extraneous gingerbread in the decoration that might better have been left out? Do treatments vary from page to page, or are many pages monotonously alike in design? Do the margins allow enough air for the pictures to move in? If the page is bled, is it best that way?

Is the color appropriate, interesting, or watered-down sugary? If it is bright and harsh, is it appropriate so?. . .

Perhaps exposure to good picture books in childhood will not assure an adult taste capable of appreciating fine art, but I do believe that a child unconsciously forms an approach to his visual world of order, rhythm and interesting arrangements of color from the books he sees when young. The cleanness and simplicity of a well-designed page may start a chain of reactions that will continue into adulthood. If the child is accustomed to seeing varied and interesting shapes in his picture books, abstract art will not have the terrors for him that it seems to have for some adults. His discrimination, along with whatever of his individuality he can manage to preserve, will be his main defense against the bombardment of visual material on his eyes in most of his waking hours. . . .

It is senseless for us to be indifferent to art and to the training of children to see and select and then to deplore their lack of taste once they have become adults.22

22 Miller, Viguers, and Dalphine, op. cit., p. 4.
Two other outstanding artists and illustrators of books for children, Edgar and Ingrid d'Aulaire, in their acceptance paper upon winning the Caldecott Award commented:

You have a public with wide-open ears and eyes, without prejudices, and with a mind ready to be influenced by good or by bad. Grownups are hard to get at. They have their taste already settled: perhaps it is a good taste, perhaps it is a bad one. You just cannot do very much with it. But except for a very short period in every child's life where he has to go through a state of admiration for something that is sweet and pretty, without any inner meaning or relation to life, children have an excellent taste. You can fool grownups, give them something that is skimmed off your own surface, executed with great skill and taste and most will think—that is just wonderful. But you cannot fool a child. If a picture is cold, he feels it, however beautiful the surface, and if you want to grasp and hold a child you have to give him all there is in you, all your warmth and feeling.23

Robert Lawson, the first author and illustrator to have ever won both the Caldecott Award (for illustrations) and the Newbery Award (for the best literary quality) had some very interesting comments to make in his acceptance paper for the Caldecott Award concerning children and good illustration.

If any one's work, whether it is illustration or writing, looks or sounds as though it were obviously intended for children, then it is talking down to children. It is talking baby-talk with illustrations which is silly, and which children bitterly resent. I have never seen in the work of any of the illustrators whom children have loved for generations the slightest indication that they were catering to limited tastes or limited understandings.

23 Miller and Field, op. cit., p. 46.
Personally I feel that children are much less limited in their tastes and understandings than adults are. For children are not limited by stupid second-hand notions of what they ought to like, or how they ought to think.

They have not read articles or heard lectures on what they should admire or how they should regard things. They have not heard anything about "trends" or "influences." They do not know that they ought to admire certain art because of its "naive" or "spontaneous," or because it has a "vibrant line," or because it has been drawn with a kitchen spoon on a discarded shirt front.

Grownups may feel that certain books must be read or certain art must be admired because its creator lives entirely on cauliflower juice or sleeps standing up, or bathes only in the dark of the moon, but children are not impressed by this sort of thing.

Is the characterization rich or meager, the people merely stereotypes, or do they have qualities of individual human beings observable in life? Does the illustrator impose on us a reaction toward the characters that he wants us to feel? Does he nudge us to say, 'This child, or this puppy, isn't he charming? Do you see what I mean?' If pushed too far we are apt to be aware of nothing but a sense of falseness.

How honest is the portrayal of various races and peoples? Do all of them resemble tinted Anglo-Saxons? What is the illustrator's feeling toward races other than his own? What appreciation of differences are we going to give our children? False generalizations about the goodness or evil of a race do little to create understanding.

Is the humor genuinely funny, or is it the tongue-in-cheek humor of the ever-sophisticated adult?

How do the varieties of treatment reflect the sensibilities of the individual artist?

As we consider vitality we see how even more difficult it is to formulate any rules concerning this quality. Is there rhythm of line, of movement, of shape and mass in the drawings, and are these rhythms suitable to that of the story? If the text has sweep, do the pictures move likewise? Are the drawings so finished, so slick and photographically perfect that they were dead before we had a chance to look at them? This question is related to that of sensitivity of drawing. Do the drawings continue in the mind, or are they so complete there is nothing
for our minds and imaginations to do? Sheer virtuosity is often more useful in a juggler than in an artist. Is the drawing alive by itself on the page or does it seem to live only because of its accurate resemblance to life?...

Perhaps the question that includes much of the foregoing could be--how rich is the experience in living the child gets, that I get, from looking at this book?

In their first books children begin to form their taste for art and literature... It leads us to the question of our responsibility to children in training them to discriminate, to discard the cheap and ugly.

They are too close to the everlasting truth from which they have sprung. They have not yet been educated or "guided" or "moulded" into the awful ruts of grownupness. They are, for a pitifully few short years, honest and sincere, clear-eyed and open-minded. To give them anything less than the utmost that we possess of frankness, honesty and sincerity is, to my mind, the lowest possible crime.

I have worked for so-called adults for a good many years. It is only in the last few years that I have done much work for children, and I must say I can't see any differences except that working for children is a little harder, it is more fun, it pays much less in money, but much more in self-respect.24

Another outstanding author and illustrator of books for children, also a winner of the Caldecott Award, Virginia Burton, stated in her acceptance paper for the award:

To return, however, to the essential qualities of children's picture books, one must strive to give children what they like and want, and I am convinced that they like and want the best qualities. Among these qualities are clarity, well-defined detail, imagination and fantasy in the pictures... In brief, children's books must contain the same human and aesthetic elements that appeal to adults, but these elements must be selected from the children's world.25

24Miller and Field, op. cit., p. 66.
25Ibid., p. 90.
These persons who have been quoted here have all contributed to the literature for children much material of high quality which has proved to be delightful to children. They have been earnest in their efforts to discover the likes and needs of children so that their contributions will be enjoyable. Although their remarks were more directly concerned with illustrations in children's books since that is the immediate area of their endeavor, their standards may be applied to illustrations in general and would substantiate item ten of the criteria through their suggestions that: (a) children must be given the opportunity to develop acute visual awareness, (b) good taste and the ability to discriminate are best formed in early childhood, (c) shape, space, color, size and technique used in illustrations should be harmonious to the spirit as well as the facts of the content being illustrated, (d) children embrace all kinds of illustrations freely so long as it is appropriate to the material being illustrated.

11. A commendable magazine for children of elementary school age includes stories and articles written only by persons whose style of writing provide that literary quality which could help develop a greater appreciation of the language as well as familiarity with its potentialities. Children's vocabularies, both reading and speaking, develop as they are exposed to more and more challenging words in
well chosen situations. They are exceedingly sensitive to and take great delight in the rhythmic quality of well constructed sentences and the preciseness of word choice. As they become more often exposed to written material of high literary quality, they become more adept at and more conscious of improving the descriptive quality of their own speech and writing. They have a need to discover the sound of words, descriptive words, active words, quiet words and words by which they can be strongly and deeply moved.

The brief years of childhood held the beginnings of wonder, curiosity, the discovery of the world, the discovery of words. This time will not come again, said Alice Dalgleish in "A Time for Wonder."

Stressing further the theory that childhood is the time when sensitivity to the beauty of words can best be developed, Hervey Allen, a teacher at Vassar College, wrote in a letter to and quoted by Cardyn G. Norris whose particular interest has been the development of elementary school libraries:

Yes, as a matter of fact, the whole problem of language begins, and I certainly think centers about the teaching of children when they are in the nursery stage, and that by women. It has always been the function of women to pass on the language to the people, and to a certain extent, therefore, language has a very genuinely feminine connotation. It is the failure of women to do this, because of the breakup of the family, that is

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one of the reasons for our collapsing sense of words in our present, much disturbed civilization.

I noticed when I was living in Maryland, that many of the children in the little school Mrs. Allen and I started nearby were extremely backward in word sense; that none of the mothers knew or had used the old Mother Goose rhymes to teach their children to talk. What a loss! All the words, colors, rhythms, and the whole sense of humor and poetry that has been gathered up through the ages in Mother Goose Rhymes, all quite suddenly, in one generation, had lapsed! Nothing, apparently, was being put in their place. All the work was to be done in school.

That is typical of a situation where the tradition, and indeed, our home education, is being almost abandoned, and everything being turned over to the public school, from the primary grades up to and including college. The trouble with most college courses in English at the present time is that the children were given no vivid word sense in the nursery.

Worse than that is the fact that the sense of words attained by most modern children is essentially a vague one. There is very little color, imagery, or specific meaning applied to it. Above all, language is used without feeling. Children are given textbooks to study, in which they gabble off and read to their teachers a mass of words, for which they receive good marks if they are competent little parrots, and, therefore, get the impression that they do not have to really know things, but can be slick about it. I am convinced that this lapse in honest meanings for words is back of a great deal of the unconscious dishonesty and enormous vagueness that now somewhat pervade the mass; also for the contempt which a great many people have for learning, as being a game, and something to get credit for, rather than a genuine and essential possession.27

The editor of *The Horn Book Magazine*, Ruth Hill Viguers, wrote:

> We are very casual about many privileges that children should have long before they are ready

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for college, such easily available opportunities as poetry that tunes the ears to the richness of our language, reading the develops a sense of humor and awakens the imagination. These are ignored by many people who would be sure their children have the latest entertainment gadget. 28

Those authors who have the ability to help children learn the vital and picturesque quality of words seem to see as a child sees and the reader can sense a certain element of the joy of writing which is evident in the works of such authors. These ideas are also expressed by William Jay Smith, noted poet, lecturer and legislator:

A writer must be rarely gifted to remember and to love the child that he was and to communicate that memory and affection convincingly to both young and old. We do not want adults to be children—and there is nothing more painful than to watch the writers of some children's books trying to be—but we do welcome the artist who can remember exactly, without coyness, depreciation, or self-indulgence, what he was like as a child and what he saw with a child's eyes. 29

In regard to the satisfaction and joy the author finds in his productions, Anne T. Eaton wrote:

There is an intrinsic joy-giving quality in the best books written for children, a quality that comes from the delight that the author has felt in making his book. This joy in writing, which in turn makes for joy in reading, is the touchstone to distinguish real literature in books for boys and girls. 30

28 Viguers, loc. cit., p. 70.


In the enlarged criteria, the investigator projected the theory that (a) children should be helped to develop a greater appreciation of the language as well as familiarity with its potentialities, and that (b) this help can best be offered by exposing them to work of authors who have the ability to write material of high literary quality. These theories of the investigator have been substantiated by several persons who are held in high esteem in the area of literature for children—a former editor of children's books and presently commentator on children's books for Saturday Review, a college teacher, the editor of Horn Book Magazine, a poet and lecturer and two outstanding librarians.

12. A commendable magazine for children of elementary school age is one in which there is no differential treatment accorded various ethnic groups in either fiction or feature articles. There has been ample research to substantiate the idea that prejudice is learned and that the channels through which it is learned are numerous and subtle. It is a particularly urgent need of our society at the present time to attempt to expose some of these channels in the hope that the children of the present and future generations will not be burdened with the harmful effects of prejudice.

Dr. Ashley Montagu, professor of anthropology, has written:

No animal or human being is born with any prejudice or specific fear whatever, either of
snakes, mice, or the dark, to mention a few of the most familiar common fears usually considered of "instinctive" origin; all these fears or prejudices are acquired by learning and may, and usually do, act very like conditioned reflexes, simulating physical reflexes which are innate, but which in these cases are conditioned to react culturally, not biologically or instinctively.

Upon the theory that "race" prejudice is innate, how are we to account for the well-authenticated fact, familiar to most people of experience, that children of one nation, brought up in the milieu of a "foreign" nation, feel no prejudices whatever, in wartime or in peacetime, against the nation of their adoption but, on the contrary, are generally to be found in the ranks of their adopted land fighting against the mother-land of their ancestors, whether it be with ideas or with powder? No more impressive demonstration of this is to be found than in the case of the thousands of Japanese-Americans who in World War II bravely fought on all fronts as American citizens and soldiers against the Axis forces. Japanese-Americans especially distinguished themselves in action against Japanese forces, in fact, the Japanese-American 442d Regimental Combat team was the most decorated unit in United States history.31

Other research which substantiates the theory that prejudice is learned includes that of Moreno (1934) through which there was found to be no evidence of behavioral cleavage among young children of various ethnic backgrounds until age ten (Grade 5).32 Criswell (1937), using the same technique (standard sociometric questions), studied children from nursery school to the teen ages and found no cleavage


32 Seidman, op. cit., p. 358.
until the eighth year (Grade 3). She noted that ethnic cleavage was most pronounced at the tenth year (Grade 5). The ages determined by Moreno and Criswell have been accepted as the established ages of onset of prejudiced behavior in children. Referring to a statement made by the d'Aulaires referred to these age levels by saying: "You have a public with wide-open ears and eyes, without prejudices, and with a mind ready to be influenced by good or by bad."

The subtle means by which prejudiced behavior becomes a part of the individual has been discussed by Goodman.

So the process by which the patterned race attitudes characteristic of adult American get across even to very young children begins to look extremely complex indeed. To call this process a matter of "transmission" is to imply a misleading simplicity, directness, and mechanical hangover (or teaching). The process is perhaps less a matter of transmission than of regeneration. This is to say that there begins early and proceeds gradually, in each individual, a process much more complex than the sheer learning of someone else's attitudes. It is rather that each individual generates his own attitudes, out of the personal, social and cultural materials which happens to be his. In view of the fact that the variety of such materials is finite—that in a given country and community certain conditions and experiences are common and rarely to be avoided—our individuals tend to get hold of rather similar materials and hence eventually to generate rather similar attitudes.

This is an unfortunate outcome. It is unfortunate in relation to the achievement of integration

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33Ibid., p. 360.

34Miller, Field, op. cit. (footnote 5), p. 46.

and harmony in American society, and unfortunately, costly in relation to the psychological health and satisfactions of Americans. It is unfortunate because those similar attitudes tend to be so similarly bigoted where whites are concerned,—so similarly ambivalent and anxiety-laden where Negroes are concerned.

It need not be this way forever. There are no inevitabilities here. What is more, there are no monolithic attitudes springing from monolithic sources. Monoliths are massive and resistant. But the very complexity of the process of attitude-generation is promising. It means that there are a great many possible points of attack, no one of which is necessarily higher resistant. But the further along the process of attitude-generation, the most resistant each point becomes. Hence the sensible thing is to attack while the personality is still malleable, and even before the generation process is well under way.

There are great potentialities in the early attack. The current American system of race relations, which is a function of standardized ideas and feelings about race, can of course be made to change. It is changing, in fact, but too slowly. Since so much of the general welfare is involved, the rate of change needs stepping up. So let us go to the roots of the system—to the early stages in that long, gradual, and continuous process through which the child becomes the man. Let us alter—as much and as many as we can—the materials with which the child will make himself the man. If we do this, even perceptibly, we can count upon the man to alter the materials again in his time.

It is heartening to remember that there is an antithesis to the principle of the vicious circle in human affairs. The benign circle operates too, and we who have young children in our charge can touch the springs to help set it in motion.36

Goodman also states some means through which this "benign circle can be set in motion."

Johnny needs to develop two very important habits: (1) the habit of thinking in terms of continua along which people vary in respect to

36 Ibid., p. 198.
almost any characteristic he can think of, and (2) the habit of placing people on one continuum without leaping to the conclusion that they thereby automatically fall into the same place on others.

For example: Johnny sees Mr. K., who is dark brown. Mr. K. falls close to that end of the color continuum which is farthest removed from Johnny's own place on the scale. Assuming that Johnny regards himself as nice, good, attractive, etc., he may be tempted to leap to the conclusion that Mr. K. is far removed in these qualities because he is far removed in respect to color. The temptation arises out of a spurious logic or some knowledge of how grown-ups incline to rate Mr. K.'s niceness, goodness, etc., or out of both logic and learning. In any case Johnny needs help in developing the habit of making ratings on one scale at a time.

The sketch Johnny was given made still another point. It was suggested that color differences in people have just about the same significance that they have elsewhere in the natural world. That is, that they are not important, except as they lend the interest of variety to the view. The idea that human variety can be a source of esthetic interest and satisfaction can do Johnny no harm. And it is important for Johnny to think of variety as attractive, because it makes all the shades essential, and equally essential, to the total attractiveness. It will take much more than this to keep him equally appreciative of the looks of Negroes and of whites, but every little helps.37

The researcher indicated in the enlarged criteria that children could and should be exposed to information concerning persons of other cultures, races and religions and that stereotyped notions of these groups be dissolved. These ideas are reinforced by Margaret H. Bacon as she wrote for Parents Magazine.

No child is born prejudiced. Youngsters have to be taught to hate. And it's we, their parents,  

37Ibid., p. 198.
who do the teaching. Sometimes, despite our best intentions, we burden our children with the false belief that people of a different color or religion are to be shunned.

Prejudice is a burden. Think of the lonely child who, nonetheless, disdains the advances of a new friend of the "wrong" religion. Or the high school girl who betrays her own warmest feelings by ostracizing a former friend with the "wrong" background. Or the college boy who can't stomach rooming with a foreign student. Each is burdened with a handicap that limits his horizon, reasoning ability and capacity to understand himself.

The victims of prejudice—the Negro fleeing a lynch mob, the Jew in Hitler's Germany—have suffered visibly. But the person who holds the prejudice also suffers; he injures himself—and permanently. For he is ruled by abiding hate. To the degree that he has learned to treat other people as less than human beings, he has become less than human, himself, and lost touch with inner sources of love and compassion that make life worth living.

Most parents recognize this, and want sincerely to raise their children free from this burden of prejudice. But many parents have found, as I have, that this is easier said than done. Prejudice has been with us so long, and is so intimately interwoven with our way of life, that weeding it out of ourselves, so as not to transmit it to our children, is a job that has to be done over and over again. For prejudice goes underground and then shows up again in all sorts of unexpected ways....

Indeed, prejudice has been with us so long because it serves as a means of avoiding the painful task of facing our collective problems honestly. How much simpler it has always been to blame the Africans, the Chinese, the Jews or the Russians for the troubles in the world, than it has been to come to grips with disease, poverty and injustice here.

It also seems to me that we make our children vulnerable to the virus of prejudice, if we bring them up in a one-color, one-creed, uniform community—and then do nothing to broaden their horizons.

There are things all of us can do, if we intend to show our children that we practice what we preach. We can see that our homes are open to everyone, and that our children meet Protestants, Catholics, Jews, Negroes, Chinese, Indians, Europeans, Puerto Ricans, and so on. ... Children
and adults, alike, thrive and learn more easily to known themselves and their fellows as human beings, where they come up against differences of social and political opinion as well as of race and religion.38

Dr. Arnold Gesell states:

Left to themselves ordinary American children are not inclined to develop serious inter-racial tensions and conflicts. But children, of course, are not left to themselves. They are constantly subject to the attitudes, the preferences and the antipathies of their elders. Through deliberate imitation, and still more, through subconscious suggestion the children acquire the likes and dislikes expressed by their elders.

This suggests how cultural controls can be strengthened. Home, school and community should avoid the contagion of prejudice which comes from slighting remarks and uncritical generalizations. Races and nations should not be slurred as groups. All persons should be appraised in terms of their merits as individuals.39

The research and literature which has been reviewed here tends to substantiate the statements made by the researcher in the enlarged criteria to the effect that: (a) prejudice is learned, (b) prejudice is so deeply rooted in our culture, that it is subtly evident even when there is no overt intent to indoctrinate, (c) prejudice can be overcome, and that (d) adults have an obligation to help children from becoming the victims of prejudice and its harmful effects.


13. A commendable magazine for children of elementary school age provides some content which presents situations in which pleasant relationships exist among different ethnic groups. Many contemporary urban children of our country are growing up in communities in which there are living certain human groups with definite characteristics in common. These characteristics would include: average or higher socioeconomic status, primarily professional as to occupation and, most obvious of all "100 per cent American."

In much of the literature published for these children including the stories in their school readers as well as other texts such as the story problems in the arithmetic books, they are exposed to the same kinds of groups and individuals. They are being given few if any opportunities, in many instances, either through real or vicarious experience, to become aware of and to develop an appreciation for the areas in which various ethnic groups can and do live together in complete harmony.

If these same children had an opportunity through their reading--since the real experience would be less possible--to learn to know more about these areas, they could be helped to develop an appreciation for the groups involved and to begin to see and to think beyond the edge of their own narrow environments. The magazines which are published for children could include material from time to time which could be helpful in this respect. Lois Lenski,
famous author and illustrator of books for children and
winner of the Newbery Award for outstanding literary quality
in a book, has said:

What better way than through the reading of
a book, to enter the minds and hearts of others
and find them full of good things? What better
way to learn to love our neighbor as ourself?
Only when we truly see others as ourselves can
we hope to have a world in which all men are
brothers.... After all, these boys and girls
in the upper grades are now preparing to meet life
as adults. In ten years they will be voters. Why
shouldn't they know something about the country
they live in? And the different kinds of people
who live in it? Why shouldn't they begin now
to think a little?

It would be possible for children, through literature
written for them, to learn to know the rich cultural heritage
of other ethnic groups and the contribution some of this has
given to their own culture. They could be helped to dis-
cover that despite the differences in ethnic background, the
common elements among people are many and the differences
lie mostly in the non-essentials.

Marguerite de Angeli, an award winning author and
illustrator of books for children had the following to say
in her acceptance paper for the Newbery Award:

I remember seeing Polish names on a store
window when I was young and thinking how im-
possible of pronunciation they looked. When,
through our music, we met Polish people, I was
especially interested in them. It was our cus-
tom to meet with friends for chamber music
occasionally, and during our conversations we

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40 Miller, Field, op. cit (footnote 6), pp. 285-286.
used to compare notes on our ways of life, the likenesses and the differences. We discovered as others have how little basic difference there is; that it is only in the non-essentials that we differ; what we have for breakfast, and how we greet our parents, or a different way of expressing the same homely truths, those bits of wisdom that have grown out of ages of experience. While we say to an unexpected guest—"You are welcome to what we have," perhaps a Polish hostess would say, "Chim hata bogata tim rada," meaning, "What the house is rich in is yours."41

The available literature which has been described here substantiates item Number 13 of the researcher's criteria. Stories and articles describing situations in which various ethnic groups live in harmony could enrich the quality of magazines for children as well as provide a more enjoyable and broadening reading experience for the readers.

14. A commendable magazine for children of elementary school age is one in which all locale are periodically given attention with no discrimination. Despite the fact that those of us who live in the United States of America share some broad, general cultural traits, our country is actually composed of many varying regions and cultures. Each of these has its own interesting traditions and customs, dialect and means of livelihood. It was pointed out, however, in describing item number 13 that there are many children in our country who are unaware that some people live and think differently from themselves.

41Ibid., p. 346.
Many children are not aware that the contour of the land, the climate and similar factors cause children in other parts of the land to live and consequently think quite differently. Children of elder elementary school age enjoy hearing and reading stories of young people of their own age. They would also have their horizons broadened considerably by reading authentic material concerned with children of their own age living in other regions of our country.

Lois Lenski, author and illustrator referred to earlier wrote:

We need to know our country better. We need to know not only our own region, where our roots are firmly put down, but other regions where live people different from ourselves--people of different races, faiths, cultures and background. We need to know native as well as foreign-born groups. I dislike the terms "minority groups" and "underprivileged peoples," because they imply superiority and condescension on the part of the person who uses them. I wish we could think of all men as people. When we know them, understand how they live and why, we will think of them as "people"--human beings like ourselves. Once we know them, we can say: "This is the way these people live. Because I understand it, I admire and love them." Even though they haven't bath-tubs and electric washers, there is a great deal to admire and love.  

This same author who has specialized in regional books for older elementary school age children has written:

It is easy to see why a certain environment makes people live as they do, and affects every phase of their life--why in water-soaked Louisiana, where it is too wet to raise crops, the people make a living by fishing; and how in

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\^42Ibid., p. 230.
the dry sandy soil of Florida a struggle is necessary to grow oranges and strawberries; and how the simple farm life on steep hillsides has kept the mountain people cut off from the world. When we understand their environment and see how their lives have been conditioned thereby, then we can understand their behavior. We can imagine ourselves in the same situation, and we wonder if we would be different. 43

Item number 14 of the criteria has been substantiated by an award winning author and illustrator of books for children whose main area of work is that of writing regional books for the children of America. This item of the criteria supports the idea that stories and articles included in magazines for children regarding persons of other regions of our country could help them (the children) to discover that people have feelings like theirs no matter where or how simply they live or how much or how little they have.

15. A commendable comprehensive magazine for children includes authentic and timely information concerned with foreign countries as a step toward developing better international understandings. Children of elementary school age are just becoming aware of the world beyond their communities. The material which is written for them concerning other countries should be strictly authentic. This material should be concerned with the likenesses among persons of different countries as well as the differences.

43Ibid., p. 283.
M. F. Ashley Montague wrote:

Through the lower and upper grade schools the most significant work can be done in clarifying the minds of individuals concerning the facts relating to the varieties of man and in educating them in the proper mental attitudes. Let us teach geography, but instead of presenting the subject in a dry-as-dust manner, let us humanize its teaching and furnish its field with the living persons who inhabit the earth. Let us teach our children that we know about the peoples of the earth, and about their respective values. Let us emphasize their likenesses and create interest in their differences, differences which enrich the common heritage of humanity and make the world the richly variegated experience it can be. Let us teach appreciation of the other person's point of view, the more so since, if it is unlike our own, it will require more sympathetic appreciation if it is to be understood. 44

In her acceptance paper for the Newbery Award, Elizabeth Foreman Lewis, noted author of children's books, wrote:

My own opinion is that youth is much the same the world over, regardless of race or color. Differences there are in ways of thinking and habits of living, but for the most part these seem artificial. The determination to succeed motivates Small Chang of Nanking just as strongly as it does Johnny Brown of Philadelphia; thwarted impulses, ridicule, a sense of injustice stir him as hotly to anger and rebellion. Johnny runs with a crowd, one of whom is his pal and in this one's defense he will, if necessary, take on all comers; Small Chang also has one friend above all others and there is little he would not do for this companion. Johnny Brown in moments of stress uses his fists; Small Chang depends almost entirely on his tongue as a weapon--has he not been taught that to strike anyone's body is to lessen that person's self-respect? And though Small Chang's immobility of expression may seem to contradict the statement that the two boys seethe with equal intensity, it is merely that he has had a good many more centuries of training than Johnny Brown in the task of hiding

44Montague, op. cit., p. 79.
his mental and emotional processes. If I had any one desire or purpose in writing *Young Fu* it was that this same Johnny Brown and his contemporaries in American might recognize in the youth of China this kinship to themselves.45

Materials written for children of elementary school age could help them: (a) develop concepts of how other peoples of the world live, and (b) develop better international understandings by pointing up the likenesses as well as the differences among people of world.

16. A commendable magazine for children of elementary school age is structurally substantial in physical make-up in order to withstand the active use of children. Of the myriad tasks with which children are confronted, one is that of learning to exercise sufficient care when handling property. At the same time, they have not yet developed the fine muscle control which when attained will help them to become more adept and careful in using such articles as books and magazines.

In listing the developmental tasks of childhood, Corey and Herrick noted as tasks number one achieving skill and competence in motor control and coordination which would, of course, include the use of the fine muscles.46

45Miller, Field, *op. cit.* (footnote 6), p. 111.
46Seidman, *op. cit.*, p. 35.
Children also advance through certain developmental stages each of which appears to have characteristics peculiar to that particular stage. Dr. Gesell has stated that at six years of age the child likes to have a great many possessions but does not take care of them or keep track of them. He scatters them about the house or yard, breaks them or loses them. At seven years, Dr. Gesell continued, he is becoming more interested in possessions and takes better care of certain things. At eight years of age some take good care of things but most continue to be careless. At nine the child is usually particular about his own things but may consider his room and possessions as sacred.  

These experts in the area of child growth and development have reinforced the thinking of the investigator that before children can easily handle or accord proper care to such articles as books or magazines they must: (a) meet the demands of certain developmental tasks, and (b) advance through certain developmental stages.

17. A commendable magazine for children of elementary school age has an attractive, inviting, appropriate cover. The cover of the magazine or the jacket of the book can be, in a sense, the host who invites the child to look inside to discover the contents. The cover which is inviting and

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47Gesell and Ilg, op. cit., p. 419.
which suggests exciting and enjoyable content will prove to be the host with the largest and most continuous guest list.

Beautifully designed and printed books, wrote Anne T. Eaton, are important in a child's experience, for gradually they teach children to feel the satisfaction that good printing and harmonious bookmaking give.  

This could also apply to beautifully designed magazines which appear so inviting that children cannot resist them.

The investigator's theory as applied to this particular criterion, taking some liberties with the old adage, is that "a child should be able to judge a magazine by its cover."

18. A commendable magazine for children of elementary school age is set up in print appropriate to the age level for which it was intended. It has been established that many children are slow in developing binocular vision. Some do not arrive at this stage of maturation until as late as eight years of age. Dr. Louis Jacques, Sr., addressing the 1956 Oklahoma Optometric Association Convention, stated that the eyes of children are generally not mature enough to cope with the printed page before the age of eight.  

Cole also said that if the eyes develop normally, the six-year-old is still too farsighted to see clearly such small objects as

48 Eaton, op. cit., p. 301.

the printed word and that the child must be eight years old before we can be reasonably certain that his eyes are ready for reading. Gray and Reese have also indicated that some children are unable to focus their eyes on objects at close range until they are seven or eight years old.

Since children in our culture are subjected to the extremely complicated task of learning to read by the age of six years and sometimes younger, in spite of the aforementioned knowledge, it is obvious that many children have great difficulty accomplishing this necessary task. If the task is going to be imposed so early, then it would seem necessary that the matter of the size of the print should be investigated so that as little harm as possible will result both to the healthful development of the eye as well as to the degree of enjoyment the child will receive from reading.

The size of type is measured according to a point system. One point is equal to .0138 inch so that there are approximately 72 points to a printer's inch. One point may also be referred to as one-twelfth of a pica. The pica was the standard unit in the French system of printing of which

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the American system now in general use is a modification. The pica is a twelve-point type, there being roughly six picas in a printers inch. A type face (or letter) is referred to by size as 8-point type, 11-point type, etc. Those type sizes in most common use vary from 6-point to 14-point type.

One very early study by Blackhurst revealed that 24-point type seemed to be most readable in the first grade. He concluded that the question of its use in this grade should be one of expense rather than desirability. In the second grade 24 and 18 point type are about equally readable. Twenty-four point type was read more rapidly but with a greater number of errors. Eighteen point type was read with greatest facility in the third and fourth grades.52

Later, Peterson and Tinker concluded that most adult readers prefer an eleven-point type, with ten-point, twelve-point, nine-point, and eight-point types next in order of preference.53

Russell notes that, whereas adults do prefer the ten-point to twelve-point type, children read best with fourteen to eighteen point type.54


53Donald G. Patterson and Miles A. Tinker, How to Make Type Readable (New York: Harper and Brothers, 1940), p. 148.

In an interesting investigation made by Buckingham with over 2,000 second-grade subjects, he concluded that a 12-point type on a short (61.5 mm.) or medium (89 mm.) length of line was superior to the larger 14 and 13 point type and to the long line (101.5 mm.). This, however, introduces a new element to the discussion of the size of print. Buckingham indicated, as have many other investigators, that the choice of the size of print is dependent upon other factors and cannot be made independent of them. Such factors would include length of line, type of print, and leading (space between lines).

For the purpose of establishing clear-cut criteria for this study, the researcher, however, has dealt with these various factors separately. Size and type of print are considered under criterion number eighteen while length of line and leading will be discussed under criterion number nineteen.

As to actual size of print, Olson has summarized the situation by stating that most publishers have adopted either a short or medium line but favor a larger type size than the research indicates on the general theory that a young child should have a larger size of print and that 18-point has been a favorite.\footnote{B. R. Buckingham, "New Data on the Typography of Textbooks," Yearbook, National Society for the Study of Education 30 (II0, 1931, pp. 93-125.}

\footnote{Olson, \textit{op. cit.}, p. 159.}
It has been observed that as the size of type is either increased or decreased from the optimum, more eye fixations per line are required, the fixation pause becomes longer, and there are more regressions. The disruption in eye movements accompanying the smaller type may be primarily a result of reduced visibility. The larger type, on the other hand, may be less readable because a lesser number of characters can be seen at normal reading distance during each fixation.

Style of type, sometimes expressed as type face, refers to the design of the type. Various styles have trade names and these would include: Old Style, Cheltonham, Bodoni, Roman, American Typewriter, Antique, Baskerville, Caslon Old Style, Cloister Black, Garamond, Gothic, Kabel Light and Scotch Roman.

The types in most common use are Scotch Roman, Garamond, Antique, Bodoni, Old Style, Caslon Old Style and Cheltenham. In a study reported by Paterson and Tinker, it was revealed that these particular type faces do not differ greatly with respect to the speech with which they can be read and are apparently equally legible under ordinary reading conditions.

Three types which differ radically from those mentioned above are Kabel Light, American Typewriter and Cloister Black. Kabel Light is very modern in design. American Typewriter is exactly what the name implies while
Cloister Black or Old English is extremely "arty." These three types were reported by Paterson and Tinker as being less legible than the other types mentioned and there is a disadvantage in their use as far as speed of reading is concerned. The impossibility of adjusting the spacing between letters of typewriter type was felt to be the cause of the retarding effect of American Typewriter type. The illegibility of Cloister Black was stated to be the result of too many corners, angles and curley-cues.

Newspaper, magazine and textbook publishers have all been greatly concerned with this problem of a more legible type and some interesting studies have been made on this problem. Tinker reported that italic type results in about a three per cent reduction in speed of reading.57 Paterson and Tinker reported that typewritten type reduces speed by about 5 per cent when compared with ordinary book type and that capital letters require about 12 per cent more time to read than do those in lower case. These same persons also reported that students prefer to read lower case letters rather than upper case letters and they prefer a lightface to a boldface type. It was also found that when using material that was printed in all capital letters 12.5 per cent fewer words were read per fixation.58


58Peterson and Tinker, op. cit., p. 16.
In a study observing the newspaper-headline reading of 22 senior and graduate students at the University of Minnesota, Breland and Breland found that lower case was more easily read than capitals. 59

In regard to the most readable type for children of elementary school age, Smith and Dechant state that each letter should be clear, definitely distinguishable from each other letter, and not too different in form from that with which the child is likely to be most familiar. The most highly appropriate type will be that which is plain rather than fancy and which is easy to read rather than stylized or "arty." 60

The literature and research reinforces the following points made by the investigator that: (a) children are slow in developing binocular vision, (b) they have difficulty adjusting to reading the printed page, (c) the size of print to which they will be exposed should be carefully selected and that (d) printed material to which they are exposed should not be greatly different in form from that with which the child is most familiar.


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19. A commendable magazine for children of elementary school age has pages designed in such a manner that the lines were of a length to be compatible with the developing eye span of children. As long ago as 1883, the writings of Herman Cohn did much to popularize the question of more consideration for the eyes of school children. Cohn believed that 100 mm. (4 inches) was the maximum length of line advisable for material prepared for the reading of children. He also stated that 90 mm. (3.6 inches) was the best length of line where the small letters were 1.5 mm. in height. If larger letters were used, Cohn believed a line of 110 mm. was possible.61

In 1904 and 1905, Dr. W. F. Dearborn investigated the effect of line arrangement upon fixation pauses and the effect of length of text line in the matter of establishing desirable motor habits with respect to eye movements. In this study the eye movements were photographed. Dearborn concluded that motor habits are more easily acquired in the shorter lines and aid materially the rapidity of reading. Length of text lines is mainly important in its effect upon the formation of motor habits.

The rate of reading depends upon the ease with which a regular rhythmical movement is established. Uniformity of line lengths aids also in establishing rhythmical eye

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61 Blackhurst, op. cit., p. 13.
movements. Dearborn concluded that lines should be from 75 to 85 mm. in length.

In its report at the Fifth Annual Congress of the American School Hygiene Association, the Committee on the Standardization of School Text Books (1911) set up the following norms:

1. The eye moves by a succession of movements and stops and makes a long backward sweep to the beginning of the next line. Fatigue is markedly increased by the difficulty of the backward movements and in locating the beginning of the next line, if the line is too long. The maximum of safety is 90 mm. and 60 mm. to 80 mm. is better.  
2. The margin should be sufficient so that the eye, in the backward movement does not swing off the paper; and the inner margin should be wide enough so that the inner end of the line is not obscured by the curvature of the paper.62

In 1927, however, Blackhurst determined the best length of line to be above 90 mm. rather than below it in all the grades investigated. Lines of 30 mm. or less were found to be clearly unfavorable.63

The investigator found no more recent studies specifically concerned with the matter of appropriate length of line of the reading material for children. In the references to this matter in more recent literature, the study of Blackhurst is often quoted. Therefore, while there has been slight disagreement among the investigators, it seems

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63 Blackhurst, op. cit., p. 61.
reliable to accept the average of their reports (90 mm.) as a length of line comfortably readable for elementary school children.

The research described here would tend, then, to substantiate item number nineteen of the criteria of this investigator. The pages of magazines which are published for children should be designed in such a manner that the lines are of a length to be compatible with the developing eye span of children.

20. A commendable magazine for children of elementary school age is printed on paper which fosters readability without eye strain. Smith and Dechant have compiled the reports of two important studies—one by Taylor concerned with the relative legibility of black and white print and another by Tinker and Paterson concerned with typographical factors influencing speed of reading. The compilation of the reports leads to the knowledge that black print on a light background is a good combination for ease of readability and that generally, a white paper with a slight tint of gray or cream is recommended.64

This would substantiate the researcher's point of view that (a) special attention should be given to the type of paper used in reading materials for children, (b) reading

64Smith and Dechant, op. cit., p. 262.
materials can be made more enjoyable when all factors which make for ease of readability are considered.

21. **A commendable magazine for children of elementary school age is published regularly throughout the entire year.** The investigator has stated in the enlarged criteria that magazines of good quality can contribute greatly to the enhancement of a child's leisure time. The vacation period offers less structured activity and fewer events to be regularly anticipated and the awaited arrival of a magazine through the mail could provide one such event. This point has also been made by Dr. Arnold Gesell as he speaks specifically of the child of eight which is in the lower limits of the "middle age" of the children in the elementary school:

Eight likes to look at pictorial magazines. He can pore for hours over catalogues. He plans to send for things but he is more likely to carry this through at nine. Nothing gives him more delight than to receive mail of his own, printed so that he can read it by himself.65

This would lend support to the researcher's notion that magazines of good quality should be published regularly throughout the entire year rather than be suspended during the summer months when the child has increased leisure time.

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65Gesell and Ilg, op. cit., p. 181.
Summary

One of the purposes of this chapter has been to describe the reactions of the selected judges to the criteria and to indicate their support of the study. Another purpose of the chapter has been to substantiate the criteria through the literature contributed by persons prominent in the areas of literature for children and in child growth and development.

The following chapter will present a description of the data and its treatment. This will include the application of the criteria to each of the selected magazines as well as an evaluation of the results of this application.
CHAPTER IV

A DESCRIPTION OF THE DATA AND ITS TREATMENT

Introduction

In undertaking a study of magazines being currently published in this country for children, it was neither the intent nor the interest of the researcher to recommend one magazine over another but rather to attempt to identify these qualities which would be desirable for the ideal magazine. The researcher is fully aware of and is in complete sympathy with the myriad of problems with which the publisher of magazines for children is faced. Such a publisher, for example, cannot rely upon extensive advertising as a means of financial support for his publication as does the publisher of adult periodicals. Large page ads of liquor, beer, tobacco, adult undergarments as well as many others would be in poor taste and unacceptable for inclusion in a publication intended for children. Even such ads as those of life insurance, medicines, household appliances, automobile equipment, adult book clubs, and cosmetics are inappropriate and lack interest for such publications. These same kinds of advertising are, however, some of the greatest sources of financial support for the publication of adult
periodicals. The advertising which is most adaptable to children's publications is limited to such items as book clubs for children, encyclopedias, children's wearing apparel and the like.

The publisher of magazines for children is also confronted with the problem of the fluctuating list of subscribers and reading audience. Adults, according to their tastes, become interested in certain magazines and are apt to subscribe to these periodicals for many years. Some publishers of adult periodicals enlist five year, ten year and even lifetime subscriptions. With such stable financial support, the publisher can more comfortably afford those expenditure essential for a higher quality product.

The publisher of the magazine for children, on the other hand, cannot enjoy such stability. As children grow, their interests change and the magazine which may have completely captivated their attention a year or so previously will inevitably lack the sophistication and maturity which they need and demand. Thus the list of subscribers to juvenile periodicals is an ever changing group, is uncertain, and the publishers meet greater risks when attempting to make those changes which could improve the quality of the publication only through greater financial expenditure.

While these two problems are probably the greatest of the publisher of juvenile magazines, they are only two of the
many which could be described. In spite of the knowledge of and sympathy with these problems, the researcher is interested in identifying those qualities which would be appropriate for the ideal magazine for children in the hope that such identification might lead to avenues of possible improvement if and as such improvement becomes financially possible. The researcher is also interested in identifying such means of improvement which could be possible with no additional financial support than is presently available or with no greater financial expenditure.

Description of the Data

As was described earlier, the researcher selected fourteen magazines for children which are currently being published in this country. These particular magazines were selected as representative of the juvenile publications which were of greatest familiarity to several hundred college students in the researcher's children's literature classes as well as those which, in his opinion, have greatest potential for becoming good magazines for children.

Three issues of each of the selected magazines were then to be subjected to the criteria which were described in Chapter II and substantiated in Chapter III by a jury of experts in the areas of literature for children and child growth and development as well as the literature of outstanding authors and illustrators of juvenile publications.
and others. The researcher requested that the publishers send him three recent issues of their respective publications. The issues which were offered by the publishers were used for the study; it is for this reason that the same monthly editions of each magazine are not represented but all editions are primarily those which were printed within the same 8-12 month time range.

In applying the criteria to the selected magazines, the magazines will be numbered and the application of the criteria to each publication will be described and evaluated separately. This will be followed by a general summary and evaluation. The names of the magazines as numbered according to their alphabetical order will appear in the appendix of the study. Since two of the magazines are of the special interest category, certain items of the criteria will not apply to them and particular indication will be given to this matter as those magazines are discussed.

**Treatment of the Data**

The publications which have been selected for scrutiny include two which could be classified as magazines of special interest. One of these is concerned primarily with music and the other with nature. Two others of the group have greatest appeal for girls while another has been published primarily for boys. The remainder of the chosen magazines are those of a general character which include items of interest for
both boys and girls. A brief description is given to introduce each magazine in order to promote greater understanding of the application of the criteria. The dates of the particular issues of each magazine which were scrutinized are also given.

In order to apply the criteria to each magazine accurately, many references are necessary. The reader could become quite confused by referring so constantly to footnote references and so, for the purpose of alleviating this difficulty, the references have been included in the body of the study.

Application of the Criteria


The covers of the three issues of Magazine No. 1 which were examined are quite appropriate for the particular type of magazine. Since the magazine is intended primarily for the enjoyment of older elementary school age girls, the illustrations on the covers are concerned with two important interests of such girls—clothes and horses. The illustrations are done in appropriate and attractive colors and the total effect is uncluttered and inviting.
The physical make-up of these issues is structurally substantial. The size of print, length of lines and type of paper used in the magazine are all in accord with the established criteria of the investigator. This periodical is published regularly each month of the entire year. The stories and articles of these three issues avoid obvious moralizing and show respect for the child as an individual.

The material included in the magazine is confined to a narrow age group as well as one sex and through this limitation there can be much content of appeal to this selected reading audience. There are many articles included which appeal directly to the developmental interests of the age level for which the magazine was intended. These would include such articles as: "Dear Good Grooming Editor" (Jan. 1962, pp. 14-15), "What's On Your Mind" (pertinent problems of young girls) (Jan. 1962, p. 17), "Boy's Pet Peeves About Girls" (Jan. 1962, p. 30), Recipes (Jan. 1962, p. 27), "How to Click on the Phone" (Oct. 1961, p. 13).

The advertising pages of this publication are also filled with objects of interest to the intended readers. Greeting cards, appropriate and attractive clothes for all occasions, skin creams, shampoos, hair-do's, cameras, stamps, yarn, photos, books and ways to make money for clubs and organizations are included.

Each of the three issues of the publication which were reviewed contained an interesting section which would
provide its readers an opportunity to develop their creative ability. The title of this section is "By You" and it includes short stories, poems, nonfiction, photographs and drawings which have been contributed by the young subscribers.

The wholesome humor printed in the publication has been solicited by the publishers from the subscribers. "What did one monocle say to the other monocle? What? Let's get together and make spectacles of ourselves." "I've discovered how to improve the taste of salt! How? Sprinkle it lightly over hamburger!" (Jan. 1962, p. 43). The humor found in the October 1961 and August 1961 issues is of this same variety and of the type which is appreciated by this age level.

Magazine No. 1 has thus complied with items 3, 4, 5, 7, 3, 9, 16, 17, 18, 19, 20 and 21 of the criteria.

There is a sparcity of material included in the three issues of Magazine No. 1 which could help a young girl grow in knowledge both general and specific. The material making up the content of this magazine is solely concerned with the self-centered interests of young girls. No portion of the content is designed to challenge the child to think and to reason. There is no material included which could help the child develop a greater appreciation of various ethnic groups nor to advance the idea that pleasant relationships could exist among such groups. The characters of the stories all come from the white, middle class, American society. One

There has been no inclusion of content which could help a child develop greater international understanding by reporting authentic and timely information concerned with foreign countries.

The style of writing of the stories printed in the magazine is not high in literary quality and the vocabulary lacks color, preciseness and imagination.

Although many of the articles appearing in the three issues are accompanied by photographs which are clear and appropriate, the stories are accompanied by illustrations which are extremely inadequate. Those illustrations which appear on pages 28, 32 and 38 of August 1961 and pages 11 and 12 of October 1961 as well as on page 8, 9, 12 and 24 of January 1962 issues are vague, lifeless, colorless and somewhat weird. They do nothing to supplement the stories and would do nothing to further develop the aesthetic tastes of
young people. Most children would have preferred to have imagined their own more lively illustrations than to have been hampered by the ineffective attempts of the particular illustrations which were reproduced in these issues.

This magazine (No. 1) has not met the demands of items 1, 6, 10, 11, 12, 13, 14 and 15 of the criteria established for evaluation.


The covers of the three issues of Magazine No. 2 are attractive, uncluttered and appropriately coincide with the particular time of year of each issue. The October 1961 cover, for example, is covered with colorful leaves of many different varieties. The key to these leaves is then found later in the issue (October 1961, p. 19). The cover of each issue extends the same theme completely across both front and back of the publication.

The illustrations of the stores of these issues are colorful, appropriate, full of action when necessary and do supplement the content. One can almost feel the breeze rushing by as Johnny drives his bike in the illustration for "The Best Trick" (Oct. 1961, p. 20). Gus is really made to appear as a friendly and humorous ghost in the illustration
for "Gus, the Friendly Ghost" (Oct. 1961, p. 26). The illustration of the blind boy for the story "A Home for Eric" is sensitive and gives a feeling of security (Nov. 1961, p. 5). The illustration of Ramon and Eloisa for the story "Ramon and the Burrocito" is sensitive, authentic and appealing (Nov. 1961, p. 12). The illustration for "A Cojita for Rosita" is appropriately colorful, action-filled and thought provoking. The illustration of Jed for "The Christmas Kitten" is warm, colorful and appropriately realistic. The Christmas tree which illustrates "The Shining Tree" is appropriately abstract and gay (Dec. 1961, p. 18). There has been a variety of kinds of illustrations used which could help develop the aesthetic taste of children. Many other articles have been accompanied by actual photographs which are clear and interesting. Several outstanding ones among these are those of shells reproduced from photographs from the Smithsonian Institute (Oct. 1961, p. 12).

The physical make-up of the three issues is structurally substantial. The size of print and length of lines comply with the requirements of the criteria.

Magazine No. 2 includes much material which could help a child grow in knowledge both general and specific. "The Sea's Insides" tells many interesting facts about shells and how they are formed as well as how some are used and have been used throughout the ages (Oct. 1961, pp. 12-13). "First Aid Fact No. 8" is typical of a similar article which

The stories and articles contained in the three issues of this magazine avoid obvious moralizing and show respect for the child as an individual.

There has been an attempt to limit the contents of the magazine to a particular age group of the elementary school, middle and later, and the magazine has thus greater appeal for this group.

The content of the magazine relates to the developmental interests of the age level for which it is intended. These children do, for example, become interested in boys and girls of other countries. Many such stories and articles will be cited later. Children of this age group are interested in factual articles such as were cited earlier. They are interested in stories and articles of children of their own culture and age such as appear in "The Christmas Kitten" (Dec. 1961, p. 24), "The Greatest Gift" (December 1961, pp. 22-23), "Thanksgiving Is . . ." (Nov. 1961, pp. 6-7), "No Bike for Sale" (Nov. 1961, pp. 24-26), "The Best Trick" (Dec. 1961, pp. 20-22).
The stories and articles concerned with foreign countries which appear in the magazine are not stereotyped but would give children an opportunity to think and to reason.

There is no space in the magazine specifically allotted to jokes and riddles. The humor which does occur quite naturally in some of the stories is wholesome and child-like. In the story entitled "The Christmas Kitten," as an example, the main character, Jed, decides to name the puppy "Santa" and the kitten "Claus" since he got them both on Christmas day and the kitten's claws had particular significance in the story (Dec. 1961, pp. 24-27).

Magazine No. 2 has not solicited or used advertising of any kind.

Although the literary quality of the stories and articles of the publication is not outstanding, it is quite acceptable. The vocabulary is appropriate and in some instances challenging. The stories move briskly and all material has been carefully edited.

There has been special attention afforded various locales and there is a variety of information in both stories and special articles concerned with peoples of foreign countries. One notable article which shows photographs of children from Costa Rica, Chile, West Germany, Hungary,
West Indies and Hong Kong includes the statement,

They are boys and girls now when we are. They will grow up, too; and when we are men and women, they will be working, too, for bread and a better life. Now is the time to begin to know them and understand them and care about them (Dec. 1961, pp. 6-7).

"Christmas Forest" is a thoughtful, contemporary story of Sweden (Dec. 1961, pp. 2-5). "A Cajita for Rosita" is also a contemporary story of Colombia (Dec. 1961, pp. 14-17). "Swallow and the Totem Pole" relates some traditional customs of Alaska (Oct. 1961, pp. 2-5). "Write It Down Behind Your Ears" is an interesting and amusing reproduction of a Czechoslovakian poster of five rules of hygiene which have been translated into English. These are all rules which are known to children of America and could help them develop an understanding of the many things peoples of the world have in common. The rules translated include:

- He who doesn't want to clean his teeth will be very sorry; Don't forget to wash after using the bathroom; Your snack will be germs if you eat in the dirt; Wear short nails--long ones are for pigs; Before you sneeze, put your handkerchief before your mouth.

The article also stated that Czech children do not say "achoo!" when they sneeze but rather "p-check!" (October 1961, p. 23). A story of present day Mexico is related in "Ramon and Burrocito" (Nov. 1961, pp. 12-15).

Magazine No. 2 has fulfilled the demands of items 2, 3, 4, 5, 6, 7, 3, 10, 11, 14, 15, 16, 17, 13 and 19.
The paper on which Magazine No. 2 is printed is glossy and could contribute to difficulty in reading and eye strain over a long period of time.

This magazine is published only eight months of each year.

There is no material included in any of the three issues of this publication which would be likely to stimulate a child's creative ability.

The stories and articles included in this magazine which are primarily concerned with our own culture make no attempt to help children develop an appreciation of the various ethnic groups of which our culture is composed or of the pleasant relationships which could exist among these groups. The events and names used in such stories are all of white-middle class-American society. These names are: Johnny, Mr. Hill and Mr. Minton (Oct. 1961, pp. 20-22); Karen, Mary, Jim, Janet, Mrs. Barker, Arthur Barker, Eric Bailey, Mrs. Rogers (Nov. 1961, pp. 2-3); Billy Green, Peter, Dick, Mr. Green (Nov. 1961, pp. 24-25); Jed McCurdy, Uncle Fred, Nellie (Dec. 1961, pp. 24-25).

Magazine No. 2 has not complied with items 9, 12, 13, 20 and 21 of the criteria established by the investigator.

There is a wide variety of items advertised in this magazine which have apparently been checked carefully by the publishers. An article, "Gifts and Gimmicks," which appears in each of the three issues examined, illustrates and describes many objects which can be purchased by mail from several different sources. The publisher has included the statement, "You can shop by mail for these products. ______ has looked over each one of these" (July 1961, p. 58, Feb. 1962, p. 74, March 1962, p. 72).

The covers of the three issues are especially attractive being large, colorful, uncluttered and appropriate in subject. The cover for the February 1962 number carries a full page illustration done by Norman Rockwell, the well known and admired artist who is so adept at capturing the true essence of Americans.

The size of print and length of lines of this magazine are compatible with the standards of the criteria. The paper on which the content is printed is acceptable and the physical structure of the magazine in general is substantial.

Another factor in favor of this magazine is that it is published monthly throughout the entire year and the subscribers have the enjoyment of it during vacation periods.

There are sufficient articles printed in Magazine No. 3 which could help a child grow in knowledge both general and specific. Such articles include "Josiah Quincy, Jr.," in which is related the story of how an obscure patriot
fought for his country and his convictions (July 1961, p. 9). Another such article entitled "Emblem Eagle" tells of the ups and downs in the history of our national bird and the trouble he is in as well as the help he needs (July 1961, p. 14). "Unsolved Mysteries of the Sea" is another of this type of article which tells of famous ships in history's log which have been lost at sea (Feb. 1961, p. 20). "Rough-est Sport of Them All" relates interesting facts about the sport of lacrosse (March 1962, p. 14). These same articles as well as others which could be noted are also of the nature to help a child to think and to reason.

The stories and articles appearing in the three issues of this magazine do not contain obvious moralizing but are full of adventure, mystery, suspense, biography, sports and factual items. These are the kinds of articles which meet the developmental needs and interests of the age group for which this magazine was published. The magazine has been narrowed to meet the needs and interests of this age group of older elementary school boys.

The humor is of the wholesome type enjoyed by the age group for which it was written. Typical of this humor is that contained in a feature article entitled "Think and Grin."

Mary had a little lamb,
A little pork, a little jam,
A little egg, a little toast,
Some pickles and a great big roast;
An ice cream soda topped with fizz,
And, man! how sick our Mary is.

(March 1962, p. 78)
Daffynishion: Wooden Nickel - Oaken Token  
(February 1962, p. 78).

Daffynishion: Spectator - a small potato  
(July 1961, p. 62).

From these descriptions it can be noted that Magazine No. 3 complies with items 2, 3, 4, 5, 6, 7, 8, 16, 17, 18, 19, 20 and 21 of the criteria.

There is scant material included in this periodical which could help a child develop his creative potential. There are several suggestions of items to be made but very few of these allow any range for individual initiative and imagination. "Our Neighbor in Space," for example, demonstrates how to make a map of the moon from papier mache (Feb. 1962, p. 57). "Fledgling" gives instructions for a model airplane (Feb. 1962, p. 54). "Let's Make Rysanky, Ukranian Easter Eggs" gives detailed instructions for painting eggs in the traditional Ukranian manner (March 1962, p. 44).

A large number of the articles printed in Magazine No. 3 are accompanied by photographs. The stories, however, are illustrated with a variety of kinds of illustrations which are not especially high in aesthetic quality nor do they actually supplement the content of the stories. The illustration, for example, of "A Very Quiet Man" is supposed to be portraying a man-eating beast from the jungle but the results are actually placid and unexciting (March 1962, p. 16).
"The Time Machine Slips a Cog" is a highly imaginative story about school, cars, people and places in 1972. The illustrations, however, do not inspire such flights of fancy as the content of the story implies (Feb. 1962, p. 12). The illustrations in general would do nothing to help develop the aesthetic taste of the reading audience.

The literary quality of the stories is questionable. In many instances the sentences are short and choppy while the vocabulary is colorless and unchallenging.

When our Pal Dion gets mad, his brown eyes are like bullets and his mouth is hard enough to bite stumps. No use reasoning with him (Feb. 1962, p. 12).

On the way down the corridor an odd thought struck me. I hadn't recognized a single kid in the Spanish classroom. I couldn't figure that, because I knew half the class by sight, anyhow (Feb. 1962, p. 13).

No one laughed because I didn't know. Ranches are far apart in south Texas. The railroad missed our town and we don't even have a telegraph wire. (March 1962, p. 16).

There are many evidences of poor editing throughout the stories and articles.

They poke and club with their sticks to knock the ball out of the other sticks and use the football take-out to dump everybody in sigh [sic] (March 1962, p. 15).

West Francher has robbed banks and trains but he's never killed a man. He needs to be put away, but he's not real ornery. Somewhere he just go [sic] in the wrong wagon track (March 1962, p. 17).
Dad was out of the house early of the mornings working alongside a bulldozer operator that he had hired to clear the land, and he seldom returned until darkness had crept [sic] over the valley (March 1962, p. 19).

... but after a burst of speed for the first few miles he ended up a small Dutch [sic] speck two miles away behind Marsh on the shining Missouri river ice (March 1962, p. 57).

Neither the inferior literary quality nor the poor editing could help a reader develop a greater appreciation of the language or a suggestion of its potentialities.

There are few articles or stories included in the content of the publication which could help a child develop an appreciation of various ethnic groups or of the pleasant relationships which could exist among such groups. Neither are there any articles in the magazine concerned with authentic and timely information of foreign countries which might help the reader develop better international understandings.

From these descriptions it can be concluded that Magazine No. 3 does not meet the demands of items 9, 10, 11, 12, 13, 14 and 15 of the criteria.

Magazine No. 4. A magazine designed and published especially for the pleasure of girls of older elementary school age (January 1962, February 1962 and March 1962).

The covers of the three issues of this magazine which were examined by the researcher are colorful and though
confined in a small area are not too cluttered in appearance. The subjects of the cover illustrations would have great appeal for the girls of the age level for which they are intended since these subjects relate closely to the interests of these girls—a telephone conversation (Jan. 1962) and a party event (Feb. 1962).

Stories and articles which are printed in this publication are not didactic and moralistic. The characters of the stories are not all soft spoken, God fearing saints but are realistic and believable as are the plots of the majority of the stories.

The contents of Magazine No. 4 have been limited to have appeal to a selected group of children of elementary school age and through this kind of limitation it is possible to have more material for the enjoyment of the reading audience. The stories and articles relate to the developmental interests and needs of older elementary school girls such as: "The Secret of the Lost Confederate," a mystery story (Jan. 1962, p. 30), "Can Eggheads Be Popular?" and article concerned with making and keeping friends (Jan. 1962, p. 64), "My Bashful Brother," teen-age romance (March 1962, p. 50) and "Have a Mad Tea Party," a descriptive plan for giving a novel kind of party (March 1962, p. 39).
The humor included in the three issues of Magazine No. 4 is of the kind which is enjoyed by older elementary school girls.

"Did you meet your son at the station?"
"Oh, goodness no! I've known him for years" (Feb. 1962, p. 110).

"Name the outstanding feat of the Romans."
"Speaking Latin" (March 1962, p. 72).

"What happened to the girl who fell into a lens grinding machine?" "She made a spectacle of herself" (Jan. 1962, p. 63).

The only advertising which appears in Magazine No. 4 is that of greeting cards which the young readers can sell to enhance their allowances or for various gift items which are described.

The physical structure of the magazine is especially good since it has been put together by a process which enables the pages to lie flat when opened. The size of print and the length of lines comply with the demands of the criteria. The paper is dull and of a kind which does not contribute to eye strain.

Magazine No. 4 complies with the criteria established by the researcher in regard to items 3, 4, 5, 7, 8, 16, 17, 18, 19 and 20.

While the stories and articles of this magazine do coincide with a few of the interests of the age level for which it is intended, the general scope of topics is somewhat narrow. There are few articles which could help a
child grow in knowledge both general and specific or cause the child to think and to reason.

There is no content which could help a child develop appreciation of various ethnic groups or of the pleasant relationships which could exist among such groups. There is, in fact, one story printed in the March 1962 issue which might prove to have just the opposite effect on young people. In this story "What's in a Name?" (pp. 29-38), Elda and Peter Landelvombski hated their last name. Peter would not even enter the Labor Day bicycle race with such a long name and Elda intended to marry the first man who asked her although she did not think any man would care to meet a girl with a name like Landelvombski.

In the three issues of this magazine there is no timely and authentic information included concerning foreign peoples and countries which could give a child broader understanding and deeper appreciation for these peoples and countries.

There are myriad suggestions of things to be made inexpensively but there are not of the nature of suggestions which would be apt to stimulate creativity. Step by step directions are given for most of these articles the end products of which are often more ridiculous than attractive or practical. Among such are: a bird cage for holding record albums (March 1962, p. 35), cigar boxes for holding clean and
soiled stockings (Feb. 1962, p. 67), a decorated oil can for holding hand lotion (Feb. 1962, p. 47) and plastic toothbrush containers to form a three-legged flower vase (Feb. 1962, p. 96). One such item suggests that heavy plastic vegetable bags can be good substitutes for overshoes in an emergency. Such a suggestion would be completely lost to the intended reading audience who would rather have shoes, feet and stockings thoroughly drenched than appear as different from their peer group as they would by wearing plastic vegetable bags (Jan. 1962, p. 53).

The illustrations contained in the three issues of the magazine are not satisfying. Where color has been applied, the end result is blurred and does not present a pleasing subject. Examples are: the purple color in the illustrations on pages 34, 35, 50 and 51 of the January 1962 issue and the blue which gives a weird note to the illustration on page 39 of the same issue. The characters in the illustrations are often made to appear unreal and lifeless such as the picture of Wanda (Jan. 1962, p. 50), the almost indiscernible illustration for "A Romance for Regina" (Feb. 1962, p. 33) as well as the one for "Valentine Villa" (Feb. 1962, pp. 98-99). Such illustrations would not help improve the aesthetic taste of children.
The literary quality of the stories printed in the magazine is weak. The vocabulary is colorless and unchallenging and the sentences are often short and choppy.

There was Kenny, who runs a gas station. He's cute, and we made all sorts of excuses to get Gina talking to him. And he did try to date her. So did Bob Davis, the car salesman, and Tim Rivera, home from U. S. C. Oh, the men were willing enough, but the only one she went out with was Mrs. Hubbard's nephew, who was here visiting. And nothing came of that (Feb. 1962, p. 23).

Magazine No. 4 is printed only ten months of the year with two months of the vacation period being omitted.

This magazine (No. 4) does not, therefore, meet the demands of items 2, 5, 9, 10, 11, 12, 13, 14, 15 and 21 of the established criteria.

Magazine No. 5. A general magazine planned and published for the pleasure of elementary school boys and girls of all ages--August-September (combined issue) 1961, October 1961, March 1962.

The covers of the three issues of this magazine which were examined by the investigator are colorful, attractive, uncluttered and appealing. The subjects of the illustrations appearing on the covers would be thought provoking for children.

The paper on which the content is printed and the length of lines of the content are both compatible with the demands of the criteria.
The humor included in Magazine No. 5 is the wholesome, obvious variety which gives enjoyment to children of elementary school age.

"If you had two ducks and a cow, what would you have?" "Quackers and milk." (August-September 1961, p. 21).

"This is a hold up. Give me your money or else." "Or else what?" "Don't confuse me this is my first job" (August-September 1961, p. 21).

"What would you do if you found Illinois ill?" "Call a Baltimore M.D." (October 1961, p. 22).

The only advertising which appears in the periodical is that of the Book of Knowledge.

One highly commendable feature of this publication is the earnest attempt made by the publishers to have all feature articles written as authentically as possible. Some indications of this include:

"Books" written by the book editor, Siddie Joe Johnson, Coordinator of Children's Services, Dallas Public Library (October 1961, p. 12).

"Music" written by Helen Fowler, Music Therapist of Children's Service, La Rue D. Carter Memorial Hospital, Indianapolis, Indiana (October 1961, p. 21).

"The Treasures of Tutankhamon" written by Jane T. Nichols, a former Fulbright Scholar and Lecturer at the Museum of Fine Arts, Boston (March 1962, p. 11).

"Mike's Fossil Find" jointly written by Mary Otis Davis and Wesley M. Clark the latter being a contributor to the Encyclopedia Britannica, a former school teacher and principla, now on the staff of the Finch Arboretum (March 1962, p. 13).

There are many well written articles included in the publication which could help a child grow in knowledge both general and specific. Examples of this are:

"Michael Faraday, Man of Science" which tells the interesting story of a man who became both a great physicist and chemist (August-September 1961, p. 5).

"How to be a Space Watcher" tells how to locate stars and planets and become acquainted with outer space (August-September 1961, p. 23).

"Building the Pyramids" relates interesting information about the fascinating tombs (March 1962, p. 10).

"Music" introduces the child to the story of "The Sorcerer's Apprentice" and indicates some things to listen for in the music (October 1961, p. 21).

The articles and stories in the magazine have been written in a style which avoids obvious moralizing and include those topics which appeal to children of elementary school age.

"The White Witch" is both humorous and mysterious (October 1961, p. 3).

"Cocoons to the Rescue" is a nature article which has appeal to children (October 1961, p. 11).

"Mr. Weebly's Big Idea" tells about another favorite topic, dinosaurs (March 1962, p. 4).

"How to Tell Time by Trees" relates interesting science information (March 1962, p. 7).

"Toys from Ancient Times" describes toys found in the ancient pyramids (August-September 1961, p. 24).
"Stamp Swap" gives a list of boys and girls who would like to trade stamps. This would gain a wide audience from the hobby and collecting loving elementary school age children (August-September 1961, p. 27).

There has been an effort made to include in the publication articles and items which could help the child develop the ability to think and to reason. Many of the stories and articles already mentioned could be included in this category. Others might include:

"The First Day of School" which is a rather involved combination of story and crossword puzzle (August-September 1961, p. 7).

"Words" is a puzzle in which the reader is challenged to add letters to words in order to form new words (August-September 1961, p. 14).

"Guessing Games" which includes several thought puzzles (March 1962, p. 26).

"Merry Mystery Message" presents four separate puzzles each of which gives one word of the secret message (October 1961, p. 26).

It has already been stated that the articles included in the magazine are clearly and authentically written. The stories, although not exceptional in literary quality, are quite acceptable. One especially interesting poem has been reprinted from a very recent and outstanding book Hailstones and Halibut Bones written by Mary O'Neill and illustrated by an award winning illustrator, Leonard Weisgard, whose illustrations are also included (October 1961, p. 15). Other
articles which show an interesting use of the language are:

"Agnus McDubb" which is an amusing narrative poem based on "The Sorcerer's Apprentice." There is, however, an editing error on line 26 where the word hoped has been used for the word hopped (October 1961, p. 19).

"The White Witch" tells of Glenda who was a white witch from the top of her tall, crooked hat to the tip of her brand new broomstick (October 1961, p. 8).

"In "Noodles for Poodles" is told the chuckle provoking story of the Best Delicatessen in East Essen where one can buy elderberry wine for an elderly porcupine, snacks for aardvarks, eclairs for bears, stews for kangaroos, prunes for racoons, cats for goats, jame for lambs, carrots for parrots, pecans for swans and cheese for chimpanzees (March 1962, p. 3).

The references just described have indicated that Magazine No. 5 has complied with items 1, 2, 3, 5, 6, 7, 8, 11, 17, 19 and 20 of the established criteria.

This publisher has not limited the contents of the magazine to a narrow age group of children but has tried to include material for all children in the elementary school age range and by doing this has not included enough material for any particular age. "The Fire on the Ridge" (October 1961, p. 2), a story for older boys is contrasted with "The Night the Wind Went Whooo" which is especially written for beginning readers (October 1961, p. 5). "Mr. Weebly's Big Idea (March 1962, p. 4) is written for the middle elementary age child while "Noodles for Poodles" (March 1962, p. 8) would have greatest appeal for the very small child. "Know Your Mother Goose" (August-September 1961, p. 19) and "Fun
from A to Z" (August-September 1961, p. 12) would be of interest only to very small children while "Michael Faraday, Man of Science" and "When You Ride a Rocket" are of that kind of content with greatest interest for the older child (August-September 1961, p. 5 and p. 9).

There is limited content which could help a child develop his creative ability. Most of the suggestions for "things to do" give explicit directions to follow. "Food Fun" (August-September 1961, p. 26) presents recipes to follow. "Rainy Day Fun" (March 1962, p. 30) introduces the exact methods for making both a piece of bottle cap jewelry and a foot scraper.

The quality of the illustrations of the content of the magazine does not equal that of the illustrations of the covers. The illustration for "Columbus and the Spanish Flags" (October 1961, p. 4) is too sketchy and vague for the particular content. "Food Fun" has dull, blurred illustrations (March 1962, p. 14). It is very difficult to receive any stimulation from the blurred illustrations of "The Luck of Hobie Culpepper" (March 1962, pp. 16-17). The full page illustration (March 1962, p. 25) is most unappealing even for its type which is to find hidden characters within the picture. The head of one hidden male character is found on the seat of the farmer's pants while the head of the young girl is found in the end of the tail of a horse. Such illustrations do little to help raise the level of the aesthetic tastes of children.
There are no articles included in any of the three issues of this magazine which could help children develop an appreciation for and greater understanding of different ethnic groups or the pleasant relationships which could exist among such groups. It is interesting to note that in most of the fictional stories such American names as Davey Rogers (August-September 1961, p. 2), Pammy Martin, Debbie Martin, Miss Evans, Kathryn (August-September 1961, p. 6), Joe Conway, Peter Wells (August-September 1961, p. 16), are all prominent while the two true stories use the real-life names of the characters which are Jimmy Kazanis (March 1962, p. 12) and Sandra Swiatocha (October 1961, p. 6). Neither are there stories of foreign countries and the peoples of foreign countries of the type which could help children develop better international understandings.

While the cover of the magazine is attractive, it is not of sturdy enough material to withstand the active use of children who are in that developmental stage when small muscle development has not matured to the point where they can always handle such things as fragile books easily and carefully. The complete magazine is not substantially stapled together.

Since the magazine was planned for children for all ages, the size of print is not consistent and some articles do not meet the demands of the criteria.
This periodical is published only ten months of the year.

Magazine No. 5 has not complied with items 4, 9, 10, 12, 13, 14, 15, 16, 18 and 21 of the criteria.


The stories and material included in the three issues of Magazine No. 6 are not didactic but are full of action, suspense and humor which contribute to enjoyable reading for children. The story of "The Talking Pot" develops a plot concerned with whether or not the pot could talk or if it was just a trick being played on the poor farmer (January 1962, pp. 22-28). In "Ogluk the Eskimo," the Eskimo boy caught a cold and the doctor recommended a terrible remedy—warm weather! (January 1962, pp. 43-61). An old Indian legend relates the story of a boy too poor to own a pony and of the miracle that occurred when he built one of earth (January 1962, pp. 98-104). A story of a brainy bird with a mind of his own is "A Crow I Know" (March 1962, pp. 41-60). A Brazilian tale about the great serpent who sent the gift of darkness into the world is an exciting one (March 1962, pp. 65-69). "The Magic Bell" is a Chinese folk tale packed with suspense (March 1962, pp. 5-15). "The Sailor's Hornpipe" is one of the most exciting and humorous chapters from the
book *The Moffats* written by an outstanding, award-winning author of books for children, Eleanor Estes (March 1962, pp. 102-116). The February 1962 issue of the publication offers the story of "Pinoncito" in which is related the interesting events of two poor old people who lived in a deep canyon in the cordilleras of the Andes (February 1962, pp. 5-10). A chapter from *Watchtowers and Drums*, a book written by Erick Berry, a prominent author, is also included. (February 1962, pp. 102-117). Some interesting events from *Alice in Wonderland* are reprinted here (February 1962, pp. 73-90).

As has already been indicated, a few of these stories have been contributed by some of the outstanding authors of books for children and can be rated high in literary quality. Such authors include: Elizabeth Coatsworth (January 1962), Robert Lawson, Eleanor Estes, Wesley Dennis (March 1962), and Robert Lawson, Mildred Merryman, Lewis Carrol, Erick Berry (February 1962).

This magazine has been limited to content of great appeal to and in correspondence with the development interests of a narrow age group and can therefore have stronger appeal to that group.

There are included in Magazine No. 6 many articles which can help children of this age group grow in knowledge both general and specific. One such article is "Trail of the Dinosaurs," reprinted from "The World Around Us," a
Gilbertson World-Wide Publication (January 1962, pp. 29-36). The article telling of Van Leeuwenhoek and his wonderful discoveries of what could be done with the microscope is another such article (January 1962, pp. 38-42). An article entitled "Spies through the Ages" traces the practice of espionage to Biblical times (February 1962, pp. 91-97). "The Corps of Cadets" gives interesting information concerning the army (March 1962, pp. 18-22). An article written by Mary Elting tells "What Happens to Robins in the Winter" (March 1962, p. 61). An especially helpful article "New Books You Will Enjoy" written and compiled by Phyllis Fenner, noted anthologist and librarian, appears in each of the three issues mentioned previously.

The humor which is offered in these three issues is the good-natured, wholesome humor of childhood. The January 1962 issue includes a section named "Have You Heard These?" Among the jokes included are such typical ones as

"Tell me, Anna, have you ever had your ears pierced?" "No, but I've had them bored."

"What's your son going to be when he gets out of school?" "Very, very old."

"Does your watch tell time?" "No, you have to look at it!" (January 1962, pp. 16-17.)

The February issue includes a section entitled "Grins and Giggles" of which the following are typical:

"How is the little boy who swallowed a half dollar?" "No change yet, doctor."
"How can a person communicate with a fish?"
"By dropping him a line!" (February 1962, pp. 76-77)

The March issue also contains a section of "Grins and Gibbles." Typical among these are:

"How do they treat you here?" "Not very often."

"She's a smart girl--she has brains for two." "Then she's the girl for you!" (March 1962, pp. 78-79).

The only advertising which appears in the three issues of this magazine is that of reliable book clubs and magazines for children.

Although the magazine is small and much material is crammed into a confined area, its physical make-up is exceptional in that the binding has been designed to eliminate the use of staples and allows the magazine to lie flat when opened, and is thus easier for children to handle. The size of the print and the length of lines are acceptable according to the research quoted earlier in the document. The content is printed on "eye-ease" tinted paper.

Magazine No. 6 complies with items 2, 3, 4, 5, 7, 8, 11, 16, 13, 19 and 20 of the researcher's criteria.

The covers of the three issues of the magazine which were examined attempted to illustrate too much in a confined area and are therefore cluttered and somewhat confusing. Since each cover illustration portrays one specific article which appears in the issue, it does not provide a
general invitation for the child to look inside. The illustration of *Alice in Wonderland*, for example, which is found on the cover of the February 1962 issue would, in all probability, not prove to be very inviting to older boys of elementary school age. On the contrary, it could prove to be the main factor for their rejection of the issue since such an illustration would tend, at this stage of their development, to be beneath their level of sophistication.

The illustrations provided in these issues, especially those produced in comic strip form, are quite inadequate and would contribute nothing to develop the aesthetic tastes of children.

There is little if any substantial content included to help develop the ability to think and to reason. There is scarcely any material included which would help the child develop his creative ability. No portion of the content could help develop an understanding of different ethnic groups nor the pleasant relationships which could exist among these groups.

Although there are two stories in these issues which are concerned with present day life in foreign countries, "Mexico Our Southern Neighbor" (March 1962, p. 30) and "The Story of Scotland" (January 1962, p. 109), these stories are not convincing enough to help children develop an appreciation of the peoples of other countries. The three issues
of this magazine are over balanced in the number of tales of olden days in other lands which have been included.

This periodical is published only ten months of the year.

The magazine (No. 6) has not complied with items 6, 9,10,12,13,14,17 and 21 of the researcher's criteria.


Each of the three issues examined has an extremely attractive and inviting cover with one subject extending completely across both front and back of the publication. The covers are large and uncluttered, the subjects are appropriate to the particular seasons and correspond with the interests of childhood. The colors used are clear and appealing.

This publication is published each month throughout the year.

The type of paper, size of print and length of lines utilized in this publication are appropriate for the needs of children according to the stipulations of the experts described earlier in the study.

The humor is child-like and of the variety appreciated by children.
"Where is the Red Sea?" "In the middle of my report card." (September 1961, p. 48).

"Who would ever think of it, a bug so wise/That he shines his light behind/For all the other flies?" (February 1962, p. 48).

"I wish I had enough money to buy an elephant." "What would you do with an elephant?" "Nothing. I just want the money" (October, 1961), p. 49).

None of the three issues of this publication contains advertising of any kind.

There has been an attempt to include in these issues content which could help a child grow in knowledge both general and specific. A story entitled "Tropical Africa's Gold," for example, relates in an interesting manner the details of the source and worth of ivory (October 1961, p. 12). In this same issue an article, "Did You Know," tells of the joining of the overland telegraph lines in Salt Lake City (October 1961, p. 31). Another issue contains an article, "Wild Animals at Play" as related by W. H. Hudson, noted English naturalist (February 1962, p. 14). An article, "A Peak Inside," gives many interesting facts about the hospital in such a way that much of the apprehension of a child having to enter the hospital might be alleviated (February 1962, pp. 52-53).

Thus each of these issues of Magazine No. 7 has complied with items 2,7,8,17,18,19,20 and 21 of the established criteria.
The majority of the stories which appear in the three issues are highly moralistic in content and are tritely laden with tedious platitudes.

"I'll have to admit I didn't think of memorizing as a way to store things," Marsha said, and then giggled as a thought came to her. "I'll remember to use my head for a trunk instead of a hatrack" (February 1962, p. 22).

"Masks make a hit on Halloween, but don't fit so well when worn in between" (October 1961, p. 37).

"Ann tried to speak but her voice was barely a squeak. This was better than being a safety patrol. How silly she had been" (October 1961, p. 11).

"Every day people live, they store away memories. Some work and plan and store for future happiness; others collect mostly junk. It pays to be particular. Your memories, past and present, can make you the grown-up girl of your dreams." (September 1961, p. 13).

In spite of the abundance of moral content in these issues, however, those morals included are of a limited scope. There is no attempt, for example, to develop greater understanding and appreciation of any persons outside the white, middle class, American society. The names of the story characters are taken from this group: Frank, Mr. and Mrs. Armstrong, Susan Ann, David, Mrs. Babcock, Mr. Martin, Mr. Morgan, Johnny and Jimmy (September 1961). In the February 1962 issue such names as Tom, Paul, Blacky, Uncle Peter, Rob and Jill are evident. The October 1961 issue includes such names as Eric Burton, Brad Collins, Ronnie
Newton and Chuck Gray. On one occasion, however, the "bad
guy" is named Mr. Horvath.

"This man Horvath whom you say hired you must
be a lunatic. I've got a mind to report him to
the police!" (September 1961, p. 35).

The literary quality of this publication is question-
able. As was mentioned earlier, the vocabulary of the con-
tent lacks color and the plots of the stories are trite.
Shorty Bear runs away from the zoo and is lured back by
molasses (February 1962, pp. 18-38). Marlene and Karen
learn to cut out frills from crepe paper and paper doilies
to decorate hearts for Valentines Day (February 1962, pp.
10-11). Jean Ann becomes unselfish and decides to invite
all the children of her school class to her birthday party
(September 1961, pp. 20-21). Ann was too short to become a
safety patrol girl and she showed her great disappointment
strongly. When she was allowed to answer the phone in the
office at noon times she realized how silly she had been
(October 1961, pp. 10-11).

The writing of the publication shows evidence of
careless editing. In the February 1962 issue, page 39, the
following direction is given: "If your answer is yes place
a x in a step on the right." In the same issue on page 27,
a map game contains "Agusta, Maine." Another mistake occurs
in the October 1961 issue when on the inside of the back
cover a poem by Elizabeth Fishback reads: "But the littlest
ghost is not afraid--/ He'll holding hands with his mother."
The magazine has attempted to reach all ages of children of the elementary school group and has thus lessened its appeal for all children. The October 1961 issue contains a story of King Richard the Lion Hearted (page 20) which would have appeal for the older child. Also included is a trick or treat story "Spooky" (page 18), "Halloween for Sammy Bear" (page 8), "Baby Barnyard" (page 27), all of which are written for the very young child. There are doll cut-outs for middle elementary age girls. The February 1962 issue contains such a range of material as "The Centurion" (page 35) and "Their First Valentine" which is a picture and word story (page 10). A story for older children, "Swamp Struggle" (page 2), is contrasted with a picture-word story of the old woman who lived in the shoe (page 14).

With the exception of a few innocuous puzzles, there has been little attempt to include any material which would encourage a child to attempt to think or to reason. The September 1961 issue, as an example, contains a puzzle which consists of three very obvious animals, a cat, a dog and a rabbit which have supposedly become mixed up. To separate the animals and match them correctly is the unchallenging goal of the puzzle (September 1961, p. 23). In another, a little hunter is searching for four wild animals which are hidden in the picture. After easily being discovered, the animals prove to be extremely poor reproductions of their
kind (September 1961, p. 25). One puzzle suggests juggling the letters in "Forgotten Me" to spell a flower (September 1961, p. 48). The February 1962 issue exhibits a full page picture of Humpty Dumpty in which the guessers are to find two very obvious members of the king's man and two equally obvious king's horses (February 1962, p. 24). The first names of Mary's six brothers can be spelled by changing one letter in each of these: Ark, Tot, Feed, Join, Bell and Kick (October 1961, p. 48).

There has been little attempt in the publication to help a child develop his creative ability. The "things to do" include such suggestions as:

Follow the numbers to make a picture, 
Color and cut out the dolls, . . . 

and such others as follow the explicit directions given.

The February 1962 issue directs the child to:

Cut out a heart from red construction paper. 
A white circle will make the clown's face. Ivory rings make his ears, blue buttons are his eyes, and a larger red button makes his mouth. Short bits of red yarn are glued under his cap of silver foil. A small artificial red flower is at the tip of his cap. A short length of veiling could be gathered to make his neck ruche. Glue this on first, then face, ears, and cap, to red heart, where a paper doily has been pasted (February 1962, p. 25).

This same issue suggests embroidering your initials on your handkerchief, headscarf, blouse or gym clothes by following five steps:

(1) Arrange your initials in the desired position on the article. (2) Secure initials in
place with pins or paper clips. (3) Insert a piece of carbon paper between the article and the initial pattern. (4) Firmly trace the initials. (5) Remove the pattern and the carbon paper. You are now ready to embroider the cross-stitch initials in your favorite color. (February 1962, p. 29).

Explicit directions are also given in the October 1961 issue for use in making a Halloween card.

On a blue (for sky) panel, sketch in a tree as shown. Outline with ink and color gray with crayon. Cut a new moon from orange paper and paste in place. On three dry squash seeds indicate eyes, bills, and feathers with ink. Water color eyes yellow. Glue the seeds on the branch as shown in the drawing. Above, print: Who's Wise to Me? Below print: Happy Halloween! Mount on a larger panel of black (October 1961, p. 28).

The illustrations in Magazine No. 7 are not in accord with the high quality of the cover illustration of the publication and could be greatly improved. In the October 1961 issue the story about King Richard the Lion Hearted is illustrated with very crude, lifeless pictures which should be virile and alive (October 1961, pp. 20-21). This same issue of the publication contains a story of "Baby Barnyard" which is related in a realistic manner and at the same time is illustrated with all the cuts" baby animals so common in the cheap storybook (October 1961, pp. 26-27). The illustration for the story "Louis Finds a Way" in the September 1961 issue is most unconvincing and adds nothing to the story (September 1961, p. 10). The same can be written of the illustration for the story "Sea Trivers, inc." which appears in the same issue. (September 1961,
pp. 34-35). A story, "Fly Home Blacky," appears in the February 1962 issue of this publication. This is the story of the loss of a black homing pigeon. The illustration for the story, however, shows a two-page spread of a large brown pigeon while the two boy characters who are clearly described in the story as wearing jeans are illustrated in black trousers (February 1962, pp. 2-3).

There was no content included in any of the three issues which might give a child authentic and timely information concerned with foreign countries which could be a helpful step toward developing better international understandings.

The physical make-up of the magazine has several glaring disadvantages. In the September 1961 issue, the puzzle on page 23 must be cut out in order to find the solution. The cutting ruins the puzzle on page 24. In this same issue, to cut out the automobiles for the driving puzzle on page 29 destroys the cut-out dolls on page 30. The February 1962 issue contains cut-out dolls on page 23 which if cut will eliminate the puzzle on page 24. On page 23 of the October 1961 issue, the instructions are for cutting out funny faces for matching while the opposite page has Halloween cut outs. One of these pages must be wasted in preference for the other. In that same issue, the doll cut-outs on page 29 destroy the puzzle on the back of the page.
These instances cited here demonstrate the fact that Magazine No. 7 does not comply with the criteria in relation to items 3, 4, 5, 6, 9, 10, 11, 12, 13, 14, 15 and 16.

**Magazine No. 8.** A comprehensive magazine planned for the general pleasure of both boys and girls of elementary school age—November 1961, December 1961, April 1962.

The three issues of Magazine No. 8 which were examined contained a variety of material which could help a child grow in knowledge both general and specific. "Things You've Wondered About" tells how the heart works to pump the blood (December 1961, pp. 38-39). "This Is Dashaway the White-tailed Deer" relates interesting information about that animal (December 1961, pp. 24-25). "Thanksgiving Day" tells the history of the day (November 1961, p. 39). "Dennis Launches a Rocket" compares the motions of a yo-yo to the launching of a rocket (November 1961, pp. 37-38). "This is Hobart the Hog--nose Snake" gives interesting information about that reptile (April 1962, p. 29). Another commendable feature of all this informational content is the fact that each article is written by an expert in his field.

There has been an attempt to avoid obvious moralizing and "talking down" to children.

Although the content of the magazine has been planned to cover a too broad age range, there are articles which would meet the developmental interests and needs of children.
of the elementary school group. The informational articles mentioned previously would have special appeal to children of middle and upper elementary grades. Such other articles as "Jean Plays a Joke" (April 1962, p. 21), "For Wee Folkds (April 1962, p. 20), "The Timbertoes" (April 1962, p. 12), "Look!' Eddie Can Read" (December 1961, pp. 20-21) would be of greater interest to the very young child.

A variety of articles has been included which could help children develop the ability to think and to reason. The "Health Quiz" arouses thought concerning care of the body (December 1961, p. 10). "For Smart Thinkers" presents a variety of objects to stimulate good reasoning (December 1961, p. 36). "Headwork" presents a group of questions the answers to which require thinking and reasoning (April 1962, p. 42). "For Wee Folk" illustrates a group of objects with questions for the very young child to think about and to reason (April 1962, p. 20).

The humor included in the three issues of the magazine is wholesome and good-natured. "I want a job. Are you a responsible person? Well, every time something happens, they tell me I'm responsible" (April 1962, p. 23). "Is your dog a setter or a pointer? Neither, he's an upsetter and a disappointor" (November 1961, p. 19).

There is no advertising material of any kind included in this publication.
There has been an obvious attempt throughout each of the three issues to present material which could stimulate and help develop the child's creative ability rather than simply present him with purposeless "things to do." "Our Own Page" reproduces original drawings, poems and stories prepared by young subscribers (November 1961, p. 32). The inside of the back cover of each issue contains reproductions of the exciting drawings of children of other countries. Such issue devotes this space to the illustrations of children from one particular country. The November 1961 issue, for example, shows the work of children from Japan while the April 1962 issue reproduces that of the children of Tunisia. Another creative suggestion is that of "Light-bulb Creatures" which suggests the using of the imagination to create all sorts of odd-looking creatures from burned-out light bulbs and a variety of scrap materials (November 1961, p. 40).

A highly commendable feature of this particular publication is the attempt being made to help develop an appreciation for and a better understanding of different ethnic groups and varied religions. "Every Man a King" is a story about the Passover (April 1962, pp. 16-17). "Gandhi A Great Humanitarian" relates the story of the man who embraced all religions (December 1961, p. 22).

Throughout the three issues of this publication there can be found authentic and timely information concerning
peoples and customs of foreign countries which may help the 
readers develop better international understandings. Not-
ably among these are the drawings of children from other 
countries which have been described earlier in this chapter. 
"The Red Chopsticks" is a story of Wang Lee who lived in 
China (November 1961, pp. 9-10). "The Eskimos" related 
interesting customs and the way of life in Alaska (November 
1961, pp. 26-27). "Rice for Supper" tells of the life and 
customs of Moung Chit and his family who live in Burma 
(April 1962, pp. 6-7).

The physical make-up of the publication is structur-
ally substantial and could withstand the active use of 
children. There are no pages to be cut out which would 
destroy certain portions of the content for future reference.

The length of lines and the type of paper on which 
the material is printed are all compatible with the specifi-
cations of the researcher's criteria.

Magazine No. 3 complies with items 2, 3, 5, 6, 7, 8, 9, 12, 
13, 14, 15, 16, 19 and 20 of that criteria.

There has been an attempt in this publication to pre-
sent material which would capture the interest of all chil-
dren of elementary school ages. In doing this, the amount 
of content which would be enjoyed by any one child of a 
given age has been reduced to a minimum. The older child, 
for example, who would find enjoyment in "Things You've
Wondered About" (December 1961, pp. 38-39) would not find such pleasure in "Fun with Phonics" (December 1961, p. 31). Even the young child, however, may resist this article since it is so much like the type of school work with which they are too often overloaded. The older child who would find much pleasure in "This Is Dashaway the White-tailed Deer" (December 1961, pp. 24-25), would find no such delight in "Where Did Santa Drop the Cap? (December 1961, p. 27). The older child who would enjoy the informative quality of "Brazil" (April 1962, p. 39) would completely reject "Jean Plays a Joke on Herself" (April 1962, p. 21). There is something to be found in the magazine for all, but not enough to be completely satisfying or as could be provided if the magazine was limited to a narrower age group. The family of children of only lower elementary school age would be limited in reading material as would the family in which there were only children of the upper elementary school age.

The illustrations included in the magazine are not as aesthetically tasteful as could be desired. They are, for the most part, lifeless, dull and unappealing. The illustration for "At the Water Hole" is stylized, cluttered and dull (April 1962, p. 14). Those illustrations for "The Stuck Truck" are lifeless and unimaginative (April 1962, pp. 8-9). "Look! Eddie Can Read" is a story which is in no way supplemented by the lifeless, dull illustrations
included (December 1961, pp. 20-21). Much the same can be written of the illustrations for "The Eskimo" (November 1961, pp. 26-27), as well as many others throughout the three issues.

The style of writing in the stories and articles is often tedious and colorless. It is not of that quality which could help a child become familiar with the potentialities of the language.

As Jim stopped to watch a ship unloading copper ore into one of the canalboats, he heard someone call to him. As Jim turned, he saw his cousin Amos Lechter on the deck of a boat. Amos was a few years older than Jim but the boys had always been good friends (November 1961, p. 6).

Wang Lee lived in China. He had a little shop. Everything in the shop was made by Wang Lee (November 1961, p. 9).

The morning was nippy and cold. It reminded Oloyuis that Christmas was coming. The cold air and happy thoughts made him frisky (December 1961, p. 17).

After an hour he saw a light. Running towards it he saw a lantern hung on a tree. On the tree were paper cups filled with food. Instantly Daniel realized what this meant (December 1961, p. 8).

Jimmy put a glittering plug on as bait. With a hook and sinker, he was ready. He made a nice cast into the water (April 1962, p. 13).

In the December 1961 issue of this magazine (No. 8) there appears the retelling of an old Christmas theme in the story "The Christmas Flute." An editing mistake (page 10) changes the intended meaning of the story when the sentences
"Werner shook his head, 'It is for sale.'" should read "It is not for sale."

The covers of the three issues of this publication are substantial and uncluttered but they are not attractively inviting. The overlapping colors produce a dull effect. The covers are refreshing in their abstractness, however, the particular abstract quality is not highly exciting.

There has been an attempt to vary the aims of printing to accommodate the wide range of age levels of children who will presumably be reading the publication. Even in this attempt, the size of print does not, in all respects, meet the demands of the criteria.

This magazine is published only ten months of the entire year. Two months of the summer vacation period are omitted.

Magazine No. 3 does not comply with the researcher's criteria in regard to items 3, 10, 11, 17, 18 and 20.


There has been an attempt to include in Magazine No. 9 content which could help a child grow in knowledge both general and specific. "Winter Sleep" tells of the animal's

The stories and articles which appear in the three issues of this magazine avoid obvious moralizing and show respect for the child as an individual.

The content of this particular magazine has been limited to a narrow age group of children of the elementary school. This has made it possible to offer material of great appeal to this group.

(January 1962) are all stories concerned with subjects within the interest range of children in lower elementary school.

There are few, if any, articles included in the three issues which would challenge the child sufficiently to help him strengthen his ability to think and to reason.

The humor included in this magazine is wholesome and child-like. "Granny winked at Sandy as the others started home to prepare their evening meals. 'Sometimes you have to be smart enough to be dumb in order to get things done!'" (March 1962, p. 103). "From now on I'm going to be 'Tigerary' and like it!" said Mr. Riger. "Leopardolphous is good enough for me!" said Mr. Leopard, stroking his old suit (March 1962, p. 121). "Catching as the measles spreading in a crowd,/Giggles are the grins we grin, grinned out loud./Who can tell what starts them, or what they're all about?/We just know that giggles giggle till they're giggled out./ When you get the giggles, the only thing to do is pass the word to Mom and me so we can giggle, too!" (March 1962, p. 89).

The only advertisements which appear in Magazine No. 9 are those of reputable book clubs and magazines for children.

Magazine No. 9 has met the standards of the criteria in regard to items 2,3,4,5,7,8, and 20.

The covers of the three issues of Magazine No. 9 investigated by the researcher are neither attractive nor
inviting. There is an attempt to include a great deal too much detail in illustrations confined in such a small space. This factor, along with the over abundance of printing included on the covers produce a very cluttered effect. The color combinations are neither appealing nor attractive.

Many of the illustrations used in the magazine are crude, lack interest and are too small and detailed to be of great interest to the age level for which the magazine is intended. The illustrations would do little to help develop the aesthetic tastes of children. The illustration of "The Gull" lacks proper proportion and perspective. (March 1962, p. 32). The illustration for "Johanthan Why" is confusing and crude (March 1962, p. 76). The illustrations for "Twinkle" are unattractive, unimaginative and crowded (March 1962, pp. 46-51). The story of "The Little White Box" includes one illustration which is unrecognizable even after second and third glances (January 1962, p. 29). The illustration for "The Red Squirrel" is lifeless and dull (February 1962, p. 46).

There are few if any articles included in the magazine with sufficient challenge to help the child develop the ability to think and to reason.

The "things to do" which have been printed in these three issues are simple games, cutouts and pictures to be colored which are not conducive to creative activity. Find
the Six Squares suggests that the child take six different crayons from his crayon box and color all the odd size pieces on the opposite page being careful to color all the pieces of the same number with the same color. Then the pieces are to be cut out and placed together so that all of the same color match to form a block. (January 1962, pp. 42-43). "Off We Go" is a follow the dot from number to number to form a picture (January 1962, pp. 44-45). "Let's Play the Snowman Game" gives detailed instructions to follow (January 1962, pp. 46-47). "Give the Indians A Ride" is a cut out and follow the instructions game (January 1962, pp. 64-66). "Make a Squealy Pig" gives detailed instructions for making a three dimension pig. No area is left for individualism (January 1962, pp. 34-37). "Grandma's Attic" gives six pages of pictures to be carefully colored with paints or crayons. (March 1962, pp. 104-109).

The articles and stories have been carefully edited but the literary quality lacks verve. The stories tend to be mundane and unimaginative. Davy Brown learns that snow is fun (February 1962, pp. 6-14). The ground-hog is a celebrity because he has his picture on thousands of calendars every year (February 1962, pp. 26-33). Philip made ugly valentines for his classmates because he felt he was not liked. When he found out differently, he made new ones (February 1962, pp. 52-51). Granny Groundhog's home was
flooded and the squirrel and beaver set out to make her a new one (March 1962, pp. 97-103). These and others of the stories of the magazine lack suspense and excitement.

There are no stories or articles which could help children of elementary school age develop an appreciation for different ethnic groups or the pleasant relationships which could exist among these groups. The names of the story characters and the settings of the stories are all that of the white, middle-class American society. Johnny is the main character in "Homer, the Wise Cat." He lives with his mother and his father who looks like the typical businessman and wife in a nice, clean home with a lovely sofa in the living room and pink carnations in a bowl on the table. (January 1962, pp. 7-15). The Indians, however, in "Give the Indians a Ride" are given the derisive names of Chief Battlecreek, his wife, Squaw Battleax, and their son, Tommy Hawk (January 1962, p. 65). The characters in "Grandma Martin's Mix-up" are roly-poly little white children, Billy, Nancy, John, Wilma and Joan (March 1962, pp. 24-31). In the story of "Davy and the Snow," Davy Brown moved to a new home on a pretty street and had a big back yard in which to Play (February 1962, pp. 6-14).

There are no stories or articles included in the publication which introduce children of foreign countries to the young readers. Such inclusion could well mark the beginnings for better international understandings later.
The magazine is designed to eliminate the use of staples and as a result of this the magazine lies flat when opened and is easy for children to handle. There are, however, some flaws in the physical structure of the three issues which are likely to be frustrating to children. In order to make the thermometer which is suggested on pages 18 and 19, certain parts must be cut out. These parts when cut out will destroy a puzzle on page 17 and the illustration of a story on page 20 (February 1962, pp. 13-19). If a child is to play the game "Let's Have a Road Race" on pages 34 and 35, portions of the pages must be cut out. When this is done, the last page of a story on page 33 is destroyed as well as the instructions for making valentines on page 36 (February 1962, pp. 34-35). When a child cuts out the parts to "Make a Toy Train" on pages 64 through 67, he destroys a puzzle on page 63 and a poem on page 68. (February 1962, pp. 64-67). When a child does "Finish the Birthday Picture" the cutting destroys the calendar on the following page (February 1962, pp. 96-97). In order to "Make Some Clothespin Animals" on pages 20 and 21, the cutting required destroys the instructions on page 22 (March 1962, pp. 20-21). Such instances can be unnecessarily frustrating to the many children who enjoy keeping their magazines for later reference.

This magazine is printed only ten months of the year. Two vacation months are omitted.
The size of print and length of lines of the content of the magazine are erratic rather than consistent. There are many pages where the print is too small for the age level for which the publication is intended and consequently the lines are too long. Examples of this include: "Find the Six Squares" (January 1962, p. 42), "How to Play" (January 1962, p. 43), "Give the Indians a Ride" (January 1962, p. 65), "Find the Hidden Faces" (January 1962, p. 83), "Make Some Clothespin Animals" (March 1962, p. 20), "Hit the Target" (March 1962, p. 22) "Weave a Picture" (March 1962, p. 20), "Help Jerry Giraffe Say Hello" (March 1962, p. 92), "Fly On a Magic Carpet" (March 1962, p. 122), "Finish the Birthday Cake" (February 1962, p. 96).

For the reasons described here, Magazine No. 9 does not comply with the criteria in items 6, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19 and 21.

Magazine No. 10. A periodical which has been planned for the general enjoyment of both boys and girls of lower and middle ages of the elementary school—October 1961, December 1961, February 1962.

The covers of the three issues of Magazine No. 10 are appropriate and attractive. These covers would be appealing to children in both color and subject. The material is well spaced and located avoiding too much detail crammed into a
small area. No printed matter interferes with the enjoyment of the cover's illustration.

The illustrations throughout the publication are active, colorful and gay. The illustration on the inside cover, for example, which illustrates the poem "October" is lovely in color and is childlike (October 1961). "The Right Skeleton" has illustrations which are gay and colorful (October 1961, pp. 2-5). "The Goblin's Boodoo" also has illustrations in strong and appropriate colors and these are most appealing (October 1961, pp. 52-56). "The Pennies for Christmas" has gay and appropriate illustrations (December 1961, pp. 52-53). The feeling of snow really gets through the clear illustrations for "Johnny's Christmas Project" (December 1961, pp. 38-42). The illustrations for "Hurricane Night" are very realistic and arouse the reader's immediate sympathy for the group. The colors are delightful (February 1962, pp. 26-32).

With few exceptions, the stories in the three issues of this publication are action packed and enjoyable rather than being totally didactic in content. "Hurricane Night" is full of excitement and suspense (February 1962, pp. 26-32). "Boy of New Spain" is another action packed story (February 1962, pp. 62-67). "Adventure in the Night" is swift moving in content (December 1961, pp. 60-67). "The Goblin's Hoodoo" is more than the ordinary "trick or treat" story (October 1961, pp. 52-56).
The material included in this publication has been confined to the interest of lower and middle ages of elementary school children and there is consequently more material of enjoyment for these children since that material coincides with the interests of their developmental level.

The humor found in the publication is the wholesome variety appreciated by children. "It was cloth, with the bones painted on, and a rubber mask so scary it almost scared Johnny. He held it up and it did scare Ann. Johnny had to laugh" (October 1961, p. 3). "Do witches ride on broomsticks yet or do they fly on superjets?" (October 1961, p. 33).

The only advertising appearing in the three issues was one advertising the magazine itself.

The magazine encourages creative activity on the part of its subscribers through soliciting those children to send in their own drawings, stories and poems. The drawings are then reproduced and printed in full color while the stories are often accompanied by the writer's own illustrations, reproduced in black and white (October 1961, p. 37), (December, 1961, p. 36), February 1962, p. 36). A note to parents says: "A simple and decorative Halloween mural is suggested by the bit of verse on page 33, Verses for Halloween. Let the children draw the kind of witches they prefer--on jets or broomsticks, and in all sizes and shapes--and cut them
out. Cover a bulletin board with dark blue paper, put a round orange moon near the top and letter the verse across the bottom. Then have the children's witches flying across the sky, in diminishing size as they go toward the moon" (October 1961, p. 63).

The kind of paper on which the magazine is printed coincides with that prescribed in the criteria.

The magazine is published each month throughout the year.

Magazine No. 10 complies with the established criteria in items 3, 4, 5, 7, 8, 9, 10, 17, 20 and 21.

There has been very little attempt made in any of the three issues of Magazine No. 10 to provide content which could help a child grow in knowledge both general and specific. Nor has there been any material included which is directed toward helping the child develop the ability to think and to reason.

The stories in these three issues have enjoyable potential but are lacking in the colorful, precise vocabulary and that literary quality which would help the reader develop greater appreciation of the language as well as familiarity with its potentialities.

There is no evidence that the publisher has given any thought to including fiction or feature articles which could help develop appreciation for various ethnic groups or nationalities or give indications that pleasant
relationships could exist among such groups. Character names all indicate white, middle class, American society. "The Right Skeleton" tells of Joan Merrill, Ann and Johnny (October 1961, pp. 2-3). "The Elephant and David" tells of David and Susan (October 1961, pp. 33-43). "Adventure in the Night" has such characters as Mr. Grayson, Willis Groves, William Greer and Jack Harvey (December 1961, pp. 60-67).

There has been included in these three issues no content which contains timely information concerned with foreign countries.

The physical set-up of the publication could prove to be frustrating to children. In order to play "Trim the Tree" as suggested on pages 34 and 35, the page must be cut. This ruins the creative work of children on page 36 and the poems and illustrations on page 34. (December 1961, pp. 35-36). To construct the "Sleepy Little Pumpkin," the page must be cut. This ruins a page of a story and its illustration (October 1961, p. 6). In order to construct the Eskimo village, pages 33 and 34 must be cut. This ruins the illustration on page 32 and the children's own page 36 (February 1962, pp. 34-35).

Much of the print used in the publication is too small for the use of children in the lower elementary grades. Also the lines are, at times, too long. Examples of these defects would include: pp. 16, 17, 13, 33, 54--February 1962; pp. 22, 23, 28, 29, 31, 32, 50--October 1961;

Magazine No. 10 has not met the demands of items 2, 6, 11, 12, 13, 14, 15, 16, 13 and 19 of the established criteria.

Magazine No. 11. A special interest magazine (natural history) planned for the general pleasure of both boys and girls in middle and upper elementary school--Summer 1961, February 1962, March 1962.

The articles included in this magazine are written with authenticity and by writers who knew their particular areas well.

The very nature of the articles would cause the reader to think and to reason as he progressed through the content.

This special interest publication contains no humor for it would be neither appropriate nor necessary. The magazine contains no advertising of any kind.

There is an attempt to help the child develop his own creative ability in relation to the particular interest of the publication. The suggestion is given to go out and look for migratory birds, cocoons, old bird nests, pussy willows, flowering trees. The suggestion is also given to make sketches and take notes of these exploratory trips (March 1962, p. 24). Subscribers are also asked to send in original stories and poems related to nature. The selected
ones are then printed in the magazine (Summer 1961, p. 29 and February 1962, p. 19).

The illustrations, with the exception of a few diagrams, are photographs. These are interesting and fairly clear, and supplement the content appropriately.

The size of the print and the length of lines are compatible with the age group for which the magazine is intended.

Since Magazine No. 11 is a special interest rather than a comprehensive publication, in order to meet all the demands of the established criteria, it would have been necessary for this magazine to comply with items 1, 6, 7, 3, 9, 10, 11, 16, 17, 18, 19, 20 and 21 of the researcher's criteria.

Magazine No. 11 has been described as complying with items 1, 6, 7, 8, 9, 10, 18 and 19 of the criteria.

Although the paper throughout the magazine is fairly heavy, this magazine could easily be torn. The covers are made up of photographs which are not especially appealing or inviting.

The glossy paper on which the content is printed can lead to eye strain.

This magazine is published only ten months out of the year. Being of special interest, it could be very enjoyable to children during the vacation months.
The writing is exact and is grammatically correct but it lacks verve and color.

Thus Magazine No. 11 does not comply with items 11, 16, 17, 20 and 21 of the criteria established by the investigator.


Magazine No. 12 is a very short publication in which the cover of each issue is actually the first page. In spite of this, however, the cover is attractive. Each of the three issues has an interesting, clear photograph with a thought provoking title. The reader is presented with an immediate urge to begin reading the article with which the photograph is concerned.

Each issue contains material which stimulates the child to think and to reason. A group of questions entitled "Instrument Quiz" asks the reader to fill the blanks with the instrument being played: 1. Beat the ___, 2. Grind the ___, 3. Strum the ___, 4. Clash the ___, 5. Squeeze the ___, 6. Shake the ___ (March 1961, p. 3). Another article "Nature and Music" asks "Can you think of other insects whose sounds remind you of musical instruments"
"What does the whine of a mosquito make you think of?" (April 1961, p. 5).

There is no humor involved in this special interest magazine.

This publication contains no advertising of any kind in any of the three issues which were reviewed.

There is much fascinating content in this particular publication which could help to stimulate and develop the creative ability of its young readers. One article "Sand" tells how Mary Howe wrote her beautiful composition "Sand" for small orchestra after having become stimulated by the feeling of this substance and wanting to capture that feeling in a musical composition (April 1961, p. 2). "Rustie of Spring" relates how the composer was aroused by the sounds of spring arriving (April 1961, p. 3). "Raindrop" tells of Chopin's writing of the "Raindrop Prelude" after having listened to the rain falling steadily on the roof of the monastery for several days (April 1961, p. 4). "Nature and Music" tells of a school girl in California who had heard that some plants respond to music. She decided to experiment and so she planted soybeans in five different jars and put the jars in five different rooms. Four jars of bean sprouts heard music while the fifth heard no music. Symphonic, popular, ragtime and bongo drums were the kinds of music used. The results of the experiment were that the sprouts with
symphonic music grew biggest and strongest, the others with music did well but the sprouts with no music did not grow at all (April 1961, p. 5). The article then suggests that the readers try some varied experiments of similar kind. "Fame Came Early" gives the story of an eight year old boy who wrote a short piano composition which won first prize in a contest for young people and was later rewritten for full orchestra by the assistant conductor of the Philadelphia Symphony and later played by that group before a large audience (March 1961, p. 1).

The illustrations which appear in Magazine No. 12 are largely photographs which are clear, lively and interesting. All others are small pen and ink sketches which denote action and are appealing. The photograph of the footsteps in the sand is especially lovely (April 1961, p. 1).

The literary quality of the articles is unusually good. The vocabulary is colorful and precise, the style of writing provokes interest and the subjects are well chosen. The story entitled "Sand " reads:

As the music begins we hear the flute lead off in a rollicking rhythm. It is smooth, just like some of the little pebbles. In contrast, listen to the strings with their crisp, sharply accented tones. They remind us of the sharp, gritty bits of sand, tumbling and dancing on the ocean floor. (April 1961, p. 2).

"Musicians with Wings" reads equally smoothly:

Many birds sing their best when they are all alone, but some prefer group singing. Just listen to a crowd of sparrows perched high
up on the telegraph wires! One seems to be the leader—he starts the song and the rest finish in an eager chorus (April 1961, p. 7).

The "Procession of the Sirdar" tells excitingly of that music:

The first ear-catching rhythm, the sound of the sleek and swift Arabian steeds upon which the warriors ride, continues throughout the piece. And now the Sirdar himself comes by! How his dark eyes flash, what a wicked smile under that black mustache. Sitting straight and tall on his horse, he wears his sheepskin cap and flowing cape with royal grandeur—for he knows that he is a great chief (March 1961, p. 4).

In this publication names representative of varied ethnic groups and nationalities—Levin, Glickman, Coren, Stokowski, Purtell, Przepasniak, Thomas (March 1961), Bernstein, Anderson, Goodman, Creston (February 1961) are all given equal status and are shown to have a beautiful bond of communication—music.

The size of print, the length of lines and the type of paper used in this publication are all in accord with the specifications of the established criteria.

The content of this magazine is authentic and is presented in an enthusiastic style which indicates that the writers knows their particular field—music—well.

Since Magazine No. 12 is a special interest rather than a comprehensive publication, not all items of the criteria will apply. Those items which can be assessed to it are items 1, 6, 7, 8, 9, 10, 11, 12, 16, 17, 18, 19, 20 and 21.
The descriptions just given have pointed out that this magazine meets the demands of the criteria in items 1, 6, 7, 8, 9, 10, 11, 12, 17, 18, 19 and 20.

In this very brief magazine there is no firm cover nor are the pages stapled together in any way.

The publication is published only eight months of the entire year.

Thus Magazine No. 12 does not comply with items 16 and 21 of the researcher's criteria.


The stories in Magazine No. 13 have been planned for the reader's enjoyment rather than to be obviously moralistic and didactic. "The Ghost in the Barn," for example, is a story of suspense about a supposedly haunted barn (October 1961, pp. 2-9). In "Stopover on a Snowball" two children visit the "snowball planet" just in time to rescue a lonely kitten (October 1961, pp. 12-17). "Old Witch Winkie" wanted a new home but found she liked her old one best (October 1961, pp. 20-24). "A Forest Friend" tells a story of rescuing a hurt deer (November 1961, pp. 18-24). The story "Always Late" tells of an Indian boy whose habit of always being late led to a surprising discovery (November 1961, pp. 34-48).
The humor contained in Magazine No. 13 is the good-natured, wholesome humor appreciated by children.

"Is your refrigerator running?"
"Yes it is."
"You'd better catch it before it gets away."

"Well, how do you like school?"
"Closed."

"Why didn't the baby moth cry when the mother moth spanked it?"
"'Cause anyone knows you can't make a moth bawl" (November 1961, p. 41).

There are no advertisements in this publication with the exception of one concerning the magazine itself.

There have been attempts throughout the three issues of this publication to help develop the child's creative ability. "Make Stuffies" is a suggestion for girls to make odd looking people for Halloween night by stuffing old clothes with newspapers (October 1961, pp. 48-49). "Make Masks" is a suggestion for creative activity for the boys (October 1961, pp. 50-51). There are also pages where the stories and drawings of the children are reprinted. There are, however, many other "things-to-do" which are trite, totally unimaginative and by no means creative.

The paper on which the content is printed and the length of the lines are both in compliance with the demands of the criteria established by the investigator.

Magazine No. 13 has complied with the criteria in regard to items 3, 7, 8, 9, 19 and 20.
Most of the content of this magazine is trivial and would not help a child grow in knowledge both general and specific.

The material in this magazine was planned with an attempt to entertain all ages of the elementary school group and has consequently little appeal for many children since there is not sufficient content directed toward their individual interests.

There is practically no material in any of the three issues examined by the researcher which would help a child learn to develop the ability to think and to reason.

The illustrations in this publication are quite inadequate. They lack action, sincerity, imagination and appeal. They do nothing to supplement the content of any of the stories or articles. They would do nothing to raise the child's level of aesthetic taste. The illustration of horses for the story "Always Late" is a pathetic attempt to depict action (November 1961, p. 33). Even the valentine children on page 25 are stiff and stilted (February 1962, p. 25). The cupids are weird (February 1962, p. 28).

The style of writing leaves much to be desired. The vocabulary is colorless and the sentences are choppy.

It was just before the Halloween party. Small Pumpkin was sitting in the darkest corner of the room. He spoke first (October 1961, p. 36).
Ghosts came rustling to greet her. Candles sputtered and dripped hot tallow on the floor. The handy parking place for the broomstick was still at the kitchen door (October 1961, p. 24).

Springy is fun to make and fun to give. Use red and white strips of paper. Be sure to do all of your drawing and printing before the springy parts of Springy are pasted on (February 1962, p. 31).

Tad started to run after them, but stopped suddenly. It was no use! They'd never give him back. Jack would be butchered unless—He looked up quickly as an idea came to mind. It's worth a try anyway! (February 1962, p. 5).

Such writing as this would not help a child develop a greater appreciation of the language or a familiarity with its potentialities.

There is no material included in any of the three issues which were examined which could help children develop a greater appreciation for various ethnic groups or an understanding of the pleasant relationships which could exist among such groups. The photographs of young children, supposedly subscribers, which are included on most of the pages throughout the magazine appear to be all of white, American children. The names of story characters come from the white, middle class, American names. "The Ghost in the Barn" has such characters, for example, as Patty Johnson, Jerry Johnson, Timmy Johnson, Judy and Jack (October 1961, pp. 2-9). Dan and Susan Martin are the main characters of "A Forest Friend" (November 1961, pp. 18-24).
There are no stories or articles appearing in the magazine concerned with timely information about foreign countries which could help build a foundation for developing better international understandings.

There are several outstanding weaknesses in the physical structure of the magazine. In an attempt to solve the puzzle on page 39, certain portions must be cut out. When this is done, the jokes on the following page are ruined (November 1961, p. 39). When the cut outs on pages 25 through 28 are completed, the story on pages 26-27 is ruined and this same story is necessary for the Thanksgiving scene on pages 50 and 51. (November 1961, pp. 25-28). The doll cut outs on page 25 destroy the song and its illustration on page 26 (October 1961, p. 25). The cut outs on page 28 destroy the song and illustration on page 27 while this same song is necessary in order to learn the dance described on page 34 (November 1961, p. 28).

The covers of the three issues of this magazine bear illustrations which are stiff, stilted, stylized and unappealing. There is too much detail crammed into such a confined area.

The size of print is inconsistent and, in many instances, is too small for the comfortable reading of the age level for which it was intended. "A Tale of Peter Pig" (October 1961, pp. 18-19), "Who's Behind the Mask" (October 1961, pp. 10-11, "Halloween Costumes" (October 1961, p. 29),
"Giggles" (October 1961, pp. 40-41), "A Valentine Crossword" (February 1962, p. 24), "Rough and Tough--that's Buff!" (February 1961, p. 23), are but a few of the instances where the print is much too minute for the ease of reading by small children.

This magazine is published only ten months out of the entire year.

Thus it is that Magazine No. 13 has not met the criteria of the researcher in items 2, 4, 5, 6, 10, 11, 12, 13, 14, 15, 16, 17, 18 and 21.


This periodical is published monthly throughout the entire year. The size of print, type of paper and length of lines of the content meet the demands of the criteria. The physical structure is substantial enough to withstand the use of children of the age for which the particular publication was intended.

There has been an attempt to limit the content to the interest of a narrow age group (middle and upper elementary) and has thus provided material mostly for the enjoyment of that particular group.
The covers of the magazine are colorful, attractive, uncluttered and the subjects of the covers are child-like without "talking down" to the intended audience.

There was no advertising of any kind included in the issues of the publication which were examined.

In these respects just described, Magazine No. 14 is compatible with items 4, 8, 16, 17, 18, 19, 20 and 21 of the researcher's criteria.

There is very little content included in this publication which could help a child broaden his knowledge of the world about him. The major part of the content is primarily moralistic and written in a stodgy, sentimental, unrealistic and didactic manner.

"Brier Patch" includes the following conversation between two children: "But I know five words that would cover everything you have written down here. Anyway," she added, "You couldn't possibly remember all of these don'ts. Even if you did, you'd find you'd left out some."

"What're the five words?" he asked, a spark of hope coming into his eyes.

"Love thy neighbor as thyself," she said (January 1962, p. 5).

"The Big Secret" is a story which ends with the statement: 'What Mother had said was true; but not frowning or worrying, he had found his big secret.' (January 1962, p. 19).

"Good Words Booster Club" includes one letter from a young reader which states: "Dear Barbara: I had to have a tooth pulled that wasn't loose. I was scared stiff until I remembered "God is my all, I know no fear." Then I wasn't afraid and relief came right away" (January 1962, p. 41)

A letter from the editor includes this paragraph: "Do you know that you are like a little radio sending station? Every time your heart is filled with love,
you send out waves of love that go all over the world. Sending out thoughts of love is just like dropping a pebble in the ocean, the waves go on and on (December 1961, inside front cover).

"Timmy Tibe and Santa Claus" includes these statements: "Now if Timmy Tibe and his sweet mother and his nice daddy had seen Santa coming whizzing through the air. . . .," and "Presently he saw Timmy Tibe's sweet mother come in and set the supper on the table" (December 1961, p. 6).

Although there are some stories related to the interests and needs of children of this developmental stage, the majority of stories and articles are very narrow in scope. The interests of children for whom this magazine was intended reach far beyond the home, school and neighborhood situations.

There is no special section of humor, which is so much enjoyed by children, nor is there much humor written into the stories of this publication. The content is matter-of-fact and uninspiring.

Several suggestions of handwork and "things to do" are given in each of the three issues of the publication but it is improbable that these suggestions would contribute to the development of the child's creative ability. The cutouts of Santa Claus (December 1961, p. 23) have no creative element and when completed the poetry on the reverse page is destroyed. Definite instructions for a picture to be drawn are given on page 35 of this same issue. A very small and unappealing picture to be colored is also included (page 36). The doll and snowman cutouts when completed
(January 1962, p. 27) will ruin the puzzles on the following page. Another picture to be colored (p. 31) and a picture to be made by following the instructions (p. 25) appear in this same issue.

The illustrations of Magazine No. 14 cannot successfully compete with the attractiveness of the cover. There is very little color used in these pictures and that which is used is not always appropriate as, for example the illustration for "Big Apple Pot-Holder Hanger." In this article a plan is projected for making a pot-holder hanger in the shape of an apple. A large dark red colored leaf is shown with instructions printed beside it to paint the leaf green (January 1962, p. 36). Several silhouettes are used throughout these issues (December 1961, p. 15, January 1962, p. 13, February 1962, p. 7) which are lifeless and unimaginative and would not help a child grow in aesthetic taste.

The stories and articles printed in Magazine No. 14 have none included among them which would help develop an appreciation for and empathy with persons of other cultures and ethnic groups. The stories are about white, protestant, middle class American children. The names of the characters, with few exceptions, are from those names common among the aforementioned groups. Charley Brewer, Coralee and Red Sloan are outstanding characters in "The Christmas Tree No One Wanted" (December 1961, p. 14) and they live in a gay house where a Christmas tree glowed in the corner opposite
the fireplace and from the kitchen came tantalizing odors of pies and spiced cookies, of candles and cakes. Another character in this same story, however, bears the name Almee and is described as a pathetic, frightened orphan in a soiled blue dress with tangled yellow hair.

Three poems which were written by children and submitted to the editor have been printed in one issue of the magazine (February 1962, pp. 24-25). The names of these children are Linda Puvogel, Naomi Shihab and Diane Markiewicz. This indicates that there are some children among the subscribers and readers who bear other than Nordic names and who might enjoy hearing of others like themselves.

The three issues of the publication contain no stories or articles of foreign countries which might help children gain better international understandings. There are also very few items included which could help a child to think and to reason.

These instances which have been cited and described indicate that Magazine No. 14 does not measure up to the criteria in regard to items 2, 3, 5, 6, 7, 9, 10, 11, 12, 13, 14 and 15.

The two tables which follow indicate the degree of success with which the twelve comprehensive magazines have met the criteria.
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*Since magazines No. 11 and No. 12 are special interest rather than comprehensive publications, certain items of the criteria do not apply to them. These magazines have therefore been evaluated in a separate table. Item one, which applies only to special interest magazines, has been blocked out in Table 1. An unmarked square indicates that the particular magazine did not meet that criterion.
TABLE 2

DATA INDICATING THE SUCCESS WITH WHICH THE TWO SPECIAL INTEREST MAGAZINES HAVE MET 16 ITEMS OF THE CRITERIA*

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*Certain items of the criteria do not apply to the special interest magazines. It is for this reason that five of the numbers have been eliminated from this table. An unmarked square indicates that the particular magazine did not measure up to that item of the criteria.

Summary of the Application of the Criteria

Of the twenty-one items of the criteria, twenty can be applied to the twelve magazines which are general in content as described earlier. Item number one does not apply to these general publications. The highest possible total for any of the general magazines is, therefore, twenty.

Five items of the criteria are not applicable to the two special interest publications (2, 3, 4, 5, 15). The highest possible total for these magazines is sixteen.

None of the fourteen magazines has complied with all the applicable items of the criteria (see Table 1 and Table 2). Consequently, it can be assumed that certain
improvements are necessary if there is to be an ideal magazine for the children of elementary school age in this country. The nature of such improvements will be described in a later chapter.
CHAPTER V

A REVIEW OF CHILDREN'S MAGAZINES PUBLISHED
EARLIER IN OUR COUNTRY

The researcher indicated in a previous chapter that several magazines which were published earlier for children in our country had been examined in an attempt to ascertain what if anything could be gleaned from such publications which could lead to suggestions for the improvement of current children's magazines. It is the purpose of this chapter to describe these earlier magazines and to present implications for possible modifications of periodicals for children.

A Description of the Earlier Magazines

Since copies of magazines which were published for children earlier in our country are now collector's items, the researcher had much difficulty in obtaining complete files of these for examination. It is for this reason that the publishing dates range from 1867 to 1925. The titles studied include: Babyland, Chatter Box, Children's Hour, Little Corporal, Peep Show, St. Nicholas and Wide Awake. Each of these will be described separately. In order to give an accurate description, it was found necessary to
include quite a few quotations from the content of the periodicals which could lead to a tedium of footnotes. In order to avoid such tedium, the references will be included in the body of the content as in the previous chapter.

**Babyland**

The first of the earlier magazines which was examined is entitled *Babyland*. This publication was advertised with the following blurb:

Pictures and jingles, stories and play-helps for baby. If baby is five or six, he is not too old for Babyland; nor is he too young when he crows with delight at the sight of pretty pictures. Babyland will start a smile many a time when baby is tired with play, or fretful, or wanting something new. Happy baby, that has his own little magazine, to enjoy; and happy mother, who is wise enough to avail herself of such nursery-help.

Thick paper, many pictures and very large type. Eight pages a month. Fifty cents a year (Children’s Hour 1889, inside cover).

In reality, however, this particular publication is drab and there is slight possibility that it could delight a child to the extent the previous advertisement indicates. The illustrations have no color and are dull in subject. One illustration which is particularly repulsive shows the chubby foot of a child each toe of which is a wiggling pig. (May 1879, p. 49).

The size of print is large but the syllables of each work have been hyphenated which makes reading difficult even for a mature reader.
The literary quality of the stories is questionable. The conversation of most of the small children is inane "baby talk."

Willy ran to the door and opened it, standing on his top-toes to reach the knob. He threw up both plump little hands. 'How-de-doo!' he says. 'Tum wide in!'

'O, my good gwacious!' says Willy. (September 1879), p. 72.)

'I will tell 'oo a tory,' said she, 'an' it's true-true; for I sweamed it myself, and Dolly was wiv me. Well, Dolly an' I went to Cake-ee-land. Tall womens were baking cakees. An' they was all white cake-eees wiv p'ums. An' I said:

'Womens, give Dolly an' me some cake-ee!' "An' womens said: "little girl, go home! 'Oo own mamma has cake-ee in her cake-ee jar.' (May 1879, p. 40.)

The wee maiden said

Lovely! Can't a picture be tooked? (July 1879, p. 67.)

The stories are vacuous in plot and the characters are either stuffily good children or naughty, naughty children who become stuffily good. One interesting reference is made to a character of a minority group. In a story about a little girl and her six dolls, an illustration is shown of five fancy and lovely white dolls with one homely black one. This black one has been placed at the very edge of the picture with the backs of the others turned to him. The description reads:

Her one colored offspring
(His name Sambo Jack),
For fear of a quarrel,
Was placed at Doll's back
(July 1879, p. 67).
The back page of each issue has two "slate pictures for baby to draw." These are all extremely detailed and would be much too difficult for most older children to reproduce. It is doubtful that any children of the age for which this publication is intended could draw successfully in such detail.

Chatterbox

Chatterbox is the second of the earlier magazines which has been examined for the study. This periodical appears from the nature of the content to have been planned for middle and older elementary school age children. The size of the print, however, is much too small even for the reading of older children.

The illustrations are black and white engravings which have little appeal, interest or excitement. Many of these are dark and blurred. One aspect in regard to the illustrations which would be frustrating to children is the manner in which they have been placed among the content. There has been no attempt to have the article or story and its illustration placed together even though the purpose of illustrations is to supplement the content. The illustration, for example, of the story "Lucy's Kitten" appears five pages after the story itself (1877, p. 251).* "The Little Match

*All of the issues of this publication for the year 1877 were bound into one copy, thus there is no means of determining the exact month of publication.
Girl of Amsterdam" is printed eleven pages away from its illustration (1877, p. 114). The illustration for "The Dame School" appears on page 380 while the story is printed on page 387 (1877).

The plot of some of the stories would, in all probability, induce more fear than enjoyment. One such story is that entitled "The Witch's Cat" a portion of which reads:

She now seized the boy and his apparently lifeless sister, and took them home. The winds whistled on, and the air grew oppressive. Still, however, the witch proceeded, and finally reached her cave. She took the boy, laid him upon the fire, and danced in glee as she heard his bones crackle.

She next turned to the girl. But she was a corpse.

The witch and her cat seized the roasted body and began tearing it to pieces.

They had nearly finished it all, when suddenly the green-eyed cat gave a woeful moan, and fell on its back, dead.

The witch dropped the uneaten bones, and looked at her cat. In another moment she, too, uttered a scream, and sank lifeless upon the floor of the cave.

The children had eaten the poisonous, slimy plants that grew in the cave where they had been left. The girl had died from the effects; and the poisoned flesh of the roasted boy proved fatal to the witch and her green-eyed cat. (1877, p. 402.)

Throughout the various issues of Chatter Box there appears to be an attempt, possibly unconscious, to build up a feeling of pride in our own country by writing disparagingly of other countries.

You will hear and read much about the scenery of Switzerland and Scotland, and many every year go to Europe to admire the wonders of nature on the continent beyond the Atlantic. But we should never forget that our own country exhibits some of the grandest and most sublime scenery to be found
in the world, and that it has natural wonders that no other country can rival (1877, p. 91).

The appalling condition to which the Chinese women are reduced is too notorious to need any details. Every traveler, however accustomed to female wretchedness, has been horrified at the spectacle presented by that stagnation of civilization known as the Chinese. . . . Fruit women are the best and happiest I have seen, their chief and hardest work being to sell their goods. Their intercourse with our sailors has taught them a few words, which is called Pigeon English (1877, p. 144).

Another such article relates that all or most of the sewing in China is done by men whereas in our country we do not yet have men dressmakers. The climax of the article states:

I think the men ought to leave all the sewing-work to the woman, and find something else to do for themselves, and I am sure my young readers cannot fail to agree with me (1877, p. 162).

In an article describing a school in Japan, the message is concluded with:

If that is the kind of lessons little children learn in a Japanese school our young readers will not wonder that the little girls who are not in class think it better fun to play with the cat than to learn the stupid Irova (1877, p. 86).

It is, of course, desirable to employ a colorful and precise vocabulary when writing for children or adults. Such a vocabulary would often include new and challenging words and through this the child's own vocabulary can grow. It is possible, however, to include in the writing for children such an abundance of challenging words that the writing becomes stilted and the reading becomes laborious.
and unenjoyable. There are numerous articles in the 1877
issues of Chatter Box which could be placed in this category.

One of these articles is entitled Whom to Punish and
the conclusion reads:

Are not both these urchins miserable casuists,
to say the least? Is either or neither speaking
the whole or precise truth? Is either, at most,
parcially veracious; and if so, which? Could even
the shrewdest or most impartial judge tell "whom
to punish" in such a case of conflicting evidence
and doubtful credibility? And even if it were
clear that one or both deserve punishment, who
shall tell the relative degree of culpability be-
tween the maker of a smear and of a blot (1877,
p. 94.)

Most of the stories and articles included in the
issues of this publication are purposely didactic and moral-
istic. There has been very little concern that the content
be enjoyable so long as the moral is clearly described.

For many days she was very, very sick and even
after she got better it was a long time before she
could run about and play as she used to do. But
she learned one useful lesson, although it was a
hard one, and never again meddled with anything
that she did not know was proper for her to
have (1877, p. 87).

We are afraid this is a very naughty boy,
indeed. Master Frank dislikes going to school,
and to avoid some hard lessons he has deluded
his tender-hearted mother into the belief that
he is too sick to go (1877, p. 87).

Remember that nothing is so hard that it can-
not be learned by patient effort, and determine
that when you leave school you will know all that
the teachers can tell you, and then you will
never regret, after you grow up, that you did not
waste your chances when at school, and so failed
to secure that first of all blessings, a good
education (1877, p. 158).
How much better it would be to go to bed promptly when mamma thinks it is time, and how much brighter and fresher he would feel for it in the morning. Early to bed and early to rise is a good old maxim, and if this young sleepy head could only see himself in this engraving and realize how funny he looks, he would never give the artist another chance to take his picture when he is very sleepy (1877, p. 34).

When Wilfred was going to bed his adopted father drew him towards him, and said: 'Wilfy, my boy, what you suffered today was punishment enough for your disobedience; but always remember this: there is no real bravery in foolish daring, for it often requires more true courage to say I dare not than to exclaim as you did today that I'm not afraid! (1877, p. 6.)

Even though there is practically no humor in any of the issues of Chatter Box, the rare attempts are themselves moralistic. "Giving Himself (H)airs" is one of the few articles of this kind and it cannot be ascertained if this humor were accidental or intentional. The article tells of a young boy who "borrowed" his father's razor to shave but he will really have to wait and grow to be a man before he can have a beard. (1877, p. 234).

The only story or article which the researcher discovered in any of 1877 issues of Chatter Box which was concerned with a Negro is disparaging and stereotyped.

Topsy was a little Negro girl who lived way down in Alabama as the song says. She had a very kind mistress, and never had to work very hard, but the trouble with Topsy was that she did not want to work at all. Topsy was always idle, and of course always in mischief, for idle hands always find some mischief to do (1877, p. 202).
The Children's Hour

The third magazine of the earlier period which was examined by the investigator, The Children's Hour, is described as being published for the little ones. The print, however, is quite small and could not be read easily by young children. The illustrations, as well, are of the small, dull detailed variety which would not have much appeal for this age child.

The largest portion of the content of this magazine is devoted to didactic, moralistic stories and aphorisms. There appears to have been little concern for pleasure reading. The following are typical of the content of the twelve issues of 1867:

Be kind to the little ones; they will often be fretful and wayward. Be patient with them and amuse them. A whole family of little ones may be restored to good humor by suggesting a new play or telling them a pleasant story (August 1867, p. 41).

The modest deportment of those who are truly wise, when contrasted with the assuming air of the ignorant, may be compared to the different appearance of wheat, which, which, while its ear is empty, holds up its head proudly; but as soon as it is filled with grain, bends modestly down and withdraws from observation (September 1867, p. 87).

Children are very apt to think that beautiful clothes make beautiful persons, and that they should be very fine children, and very happy, too, were they splendidly attired. This is a sad mistake. It is not the fine dress that makes the person beautiful, but the beautiful person that makes the dress, whatever it may be made of, seem beautiful, too (October 1867, p. 136).
The Little Corporal

The next of the earlier magazines examined is The Little Corporal. The issues examined were printed in the year 1872 and were advertised as being an original magazine for boys and girls and for older people who have young hearts. The size of print is much too small to be read comfortably by boys and girls and the illustrations are dull and unappealing.

There are several instances of incorrect grammar throughout the content of these issues.

I've been everywhere for you, and you wasn't stuck there, else I should a seen you (January 1872, p. 1).

Well, I ha'n't set no price on it (January 1872, p. 18).

Much of the content of the magazine is moralistic and even depressing. A specific example of this is the poem entitled "The Mother's Watch:

She sat in her old arm chair,
She held the babe on her knee;
All night she heard the moaning wind,
And the sobbing of the sea.

Fierce raged the storm without,
Mountain deep was the snow;
The crazy old cabin rattled and shook,
The candle flickered low.

The candle flickered out,
She sat in dull despair;
She dare not stoop to kiss the child,
For she knew that death was there.

Now in the rosy growing east
The first faint smile of morning gleams,
In mercy, she hath found at last
forgetfulness in dreams.
Pure and fair as the baby's soul
On the cottage roof the snow-flake lies;
The mother will wake to a clam still morn,
But the babe hath waked in Paradise
(January 1872, p. 35).

It is interesting to note that there was concern for Johnny and his reading in 1872 just as there is today. The advice given at that early date, however, is quite in opposition of that of the present time.

What does Johnny read? Oh everything says his father proudly. Johnny is a perfect book-worm, and we just have to drive him away from his book. Sorry to hear it, Master Johnny; a live boy has no business to be a wook-worm. It is no more a sign of a smart boy to be a great reader than it is of a strong man to be a great eater. One may read too much and the brain as well as the stomach be loaded with undigested food that is only an injury to it. It is not what you eat, but what you digest, that makes you strong. It is not the food in your stomach, but the food taken up by the wonderful machinery of your body and made over into blood, and bone, and nerve, and sinew, that keeps up the daily growth of your body and builds you up into a man (January 1872, p. 3).

There are no articles concerned with topics which were current at that date in spite of the fact that there would have been interesting material for such articles. This is evidenced by the fact that this particular year was that of the destructive fire in Chicago which is the publishing headquarters of the periodical.

The only mention of that incident to be found in these issues was in a section of letters written to the editor by children. One of these reads:

Dear, dear Prudy: How sorry I am for the dear Little Corporal nobody can tell. When I first heard of the fire my first thought was: Is The
Corporal burned up? and as I do not know anybody in Chicago, The Corporate was my only thought. One of my young friends asked me to-day if I was going to renew my subscription; she supposed I would not as it would not be as good as usual. My reply was: 'Desert The Little Corporal! why such a thought never entered my head!' (January 1872, p. 35.)

The articles which are advertised in the magazine are varied and include such things as Colgate Co. toilet articles, flower and vegetable seeds, sewing machines, magazines, rheumatic compound and steropticans. There is enough advertising material in the magazine to make it appear that it would have been possible financially to have improved the quality of the periodical in general.

The magazine was advertised as being superbly illustrated with choice original engravings specially prepared at great expense. It was said to include short stories, poetry, articles on natural history, science, home, amusements, and puzzles. The aim of the publisher was to amuse and instruct the young, to cultivate a taste for reading good and useful books, and to make them happier, nobler and wiser (January 1872, back cover). Careful examination of the issues of the magazine, however, proves this description to be grossly extravagant.

The Peep Show

The Peep Show, another of the earlier magazines examined by the researcher, was advertised as being published for the amusement and instruction of the young. There are
many articles in the 1875 issues of this periodical which are, in spite of the words of the advertisement (#1 - 1875 flyleaf) neither of these. A typical article of this type is one entitled "An Idiot's Memory."

A poor idiot, who was "born so," lost his mother before he was two years old. He himself died when he was thirty. Just at a moment in his illness when nobody expected him to notice anything at all, he looked up all of a sudden bright and sensible, turned round, and said in a tone of voice that was quite unusual with him, 'Oh, my mother! - how beautiful she is!' He than sank round again--dead.

This is a true story (#15, p. 118).

But alas! funny little Master Sciurus came to grief. He was caught in a trap set for a fox that used to rob the hen-roost--one like that in the picture of "Gin and Bitters"--and had his poor little head almost cut off (#30, 1875, p. 239).

The axeman has been felling a great tree, and has run to one side to let it fall, but it has come down upon him, and there he lies dead! His little child has come with dinner for him, but the poor father lies crushed below the huge tree! Men will have to come and chop the tree through, and drag it off the body, before he can be buried (#39, 1875, p. 306).

The bulk of the content is monotonous in its completely moralistic style.

I don't know why it is that boys and girls always like stories about people and things which are naughty. I suppose it must be because they wish to avoid being like them, or perhaps they are curious to know what will become of such very naughty people (#21, 1875, p. 238).

The moral of this history is: Never be proud, or make sport of a deformed person. And let him who marries choose a wife of his own rank. If you be a hedgehog, let your wife be a hedgehog, too (#45, 1875, p. 357).
A boy who is idle at school is just like a sturdy beggar. He lets his father pay money for him, but will not work to get good from it, and thus is just robbing his father, without having any idea, perhaps, of such a thing (#41, 1875, p. 322).

The vocabulary is of the sort which contributes to a stilted type of writing which is difficult for children to comprehend.

The family lived together in frolicsome amity, except when, as is the way sometimes in cat-sport, the biting began. Then the squirrel's long fore-teeth, in the play of which no feline instinct whispered piano to it, did fearful execution. (#30, 1875, p. 239).

The size of print in the 1875 issues of this publication is too small for the comfortable reading of its intended audience. The illustrations are drab and uninteresting. There are no advertisements of any kind in this periodical.

Although there are a few articles included in the magazine which are concerned with certain specific areas such as numbers, science and nature, the value of some of these is questionable. One of these articles is about serpents in India.

Serpents abound in India. There are seventy-nine known species—thirty-five land and forty-four water—of which the cobra is the most dangerous. The bite of these reptiles kills thousands yearly. The number of victims for the year 1869 alone, was said, from official information, to be 11,414. But this information appears very incomplete, and Dr. Fayrer, author of a well-known work on India, puts the yearly number of 20,000. Such a fact proves how backward is Indian civilization. The serpent reigns only where man has not sufficient energy to put his foot on its head (#12, 1875, p. 90).
The magazine which was next examined, *St. Nicholas*, is probably the best known and most remembered of the earlier magazines. This is partially true because of its more recent publication and also because of its highly enjoyable quality.

One outstanding factor which contributed to the success and popularity of this magazine is that there were included in this publication many poems, stories and illustrations contributed by some of the most outstanding poets, authors and illustrators of work for children. These persons are skilled in their fields and know what children enjoy and want.

In the January 1924 issue, a poem by Rachel Field, well-known poet and award winning author, was printed. This poem is one which is still deeply enjoyed by children.

"Great Uncle Willie"

High on our dining room wall
Smiling and little and neat
For years Great Uncle Willie
Has watched us sit and eat,
At breakfast, dinner, supper,
Parties and afternoon tea
I can't help thinking sometimes
How hungry he must be!
But he never looks reproachful
Though cruel it must seem
To be a family portrait
On days when there's ice-cream
(January 1924).

Another poem by Rachel Field, "Kitty's Laugh" was printed in the December 1923 issue and "Doorbells" in
February 1924. A poem by Carolyn Wells, another poet whose work is popular among children, appeared in the November 1915 issue. This poem was entitled "Prince Hildebrand and His Singers." In the July 1918 issue a poem entitled "A Moving Picture Play" which was written by Annette Wyne, another popular poet among children, was printed as well as "Secrets" in the November 1922 issue. Cornelia Meigs, highly successful award winning author has contributed "I Saw Three Ships Come Sailing" to the October 1925 issue.

The illustrations in the magazine are delightful.
The poem which was just mentioned, "I Saw Three Ships Come Sailing," was illustrated by Marguerite De Angeli who has won the Caldecott Award for the most outstanding illustrations in a children's book. Mrs. De Angeli also illustrated "The Christmas Song" which is a story in the December 1923 issue and "Sunny Vigee" in the January 1924 publication.

A reproduction of a mural decoration by Willy Pogany, well known among illustrators for children, appears in the April 1923 issue. A picture entitled "The Little Piper" which is included in the December 1915 issue was painted by Arthur Rackham, a beloved artist of work for children who has done such enchanting illustrations for an edition of the classic Wind in the Willows. Tony Sarg illustrated a story, "Nothing Special," in the August 1918 publication and Norman Rockwell illustrated "Bait Casting for Boys" in the June 1925 issue.
Wanda Gag, famous for her story "Millions of Cats" and countless others, wrote and illustrated "Stories for Little Folk" in the May 1925 issue.

Aside from the stories and poetry there are articles about many topics which would be of interest to children. Not only are these stories well written but they are written by persons who know their particular fields well and who are consequently qualified to write authentically.

One such article is entitled "National Stars of the Gridiron" in the November 1915 issue. This article was written by Parke H. Davies who was author of Football, the American Intercollegiate Game and was representative of Princeton University on the Rules Committee. With such a background, this person was able to write correctly and with enthusiasm both of which are especially important in writing for children.

"Fighting Ships - Their Classification and the Work They Do" is an article which appeared in the November 1915 issue. This article was contributed by Frank Channon of the United States Navy and was accompanied by actual photographs.

"The Boys Life of Mark Twain" which was printed in the November 1915 issues was contributed by Albert Bigelow Paine. Mr. Paine was the author of Mark Twain, a Biography. This article, too, is accompanied by actual photographs of high quality.
An interesting article, "On the Battle Front of Engineering," was contributed by Russell Bond in the January 1916 issue. At that time Mr. Bond was the managing editor of Scientific America.

Also in the January 1916 issue is an article "Birds as Travelers." This was written by Frank M. Chapman who was curator of ornithology in the American Museum of Natural History.

"A Message to the Boys of America" appeared in the July 1918 issue of the St. Nicholas magazine. This well written article was contributed by Hon. Josephus Daniels who was then Secretary of the Navy.

One very interesting regular feature of the publication is a section called "The Watch Tower." This is a review of current news and the contributor was S. E. Forman, author of Advanced Civics and A History of the United States. Mr. Forman had the ability to communicate well with young people. One of the articles which he wrote for "The Watch Tower" in the December 1915 issue reads:

A survey of the school world shows that our educational system is undergoing a change that will cause the school of the future to be strangely different from the school of today. In the past, and largely in the present, too, the chief aim of the teacher has been to train the pupil's mind, and in this training the text-book has played a most important part. Up to the present time in almost all schools it has been books, books, books. But recently the educational air has been full of plans for a school in which the hand as well as the mind shall be trained and in which machines will be as important as books (December 1915).
Not only are the illustrations in this publication of the high quality which could help develop the aesthetic taste of children but the publisher has made an attempt to introduce the audience to the art of the Masters. In the March 1916 issue, as an example, there is a photograph of the hand of Chopin from the marble in the museum at Budapest. Another which appeared in the January 1916 issue is a reprint of "Portrait of a Child" by Jean-Baptist Greuze.

The young reading audience was introduced through this publication to books for enjoyable reading. An article of this type is "Books and Reading" in the February 1916 issue. James Whitcomb Riley wrote this particular article. In the November 1915 issue this same feature article was written by Charles Kingsley.

There are included in this periodical stories of peoples of foreign countries as well as peoples of other cultures in our own country. "Igor and Laska" by Countess Vera Tolstoy is a story which was printed in the January 1923 copy of the periodical. An article about a month in which there was a series of Jewish celebrations was printed in the November 1915 issue.

Many well written and thought provoking articles have been included in this publication concerned with nature and science. There is also another enjoyable feature called the "Letter Box." In this section are printed letters from young readers to the editor. These letters were interesting
and sophisticated rather than the simpering sort which often appears in similar sections of other magazines. In the January 1916 issue alone, there were reprinted letters from young readers from Japan, the Canal Zone, Guatemala and Sakahi, India. These could help young readers develop a better understanding and appreciation of peoples of other countries. The widespread source of the letters also indicates the popularity of the publication.

The publisher made an attempt to help young people develop their own creative talents through the regular feature entitled "St. Nicholas League." In this section were printed contributions of young subscribers including some quite well written poems and stories as well as photographs.

The suggestions of "things to do" are limited to some puzzles which are really challenging and enjoyable. Another feature entitled "Riddle Box" which is, of course a section of riddles, is equally challenging.

This magazine is attractive and substantial in physical structure and was printed each month throughout the year. Considering all of these outstanding characteristics of this periodical which have been described here, it is small wonder that this magazine is remembered so fondly by such a wide audience of senior citizens. This popularity is due to more than nostalgic remembrances of childhood.
Wide Awake

The last of the earlier magazines which was examined by the researcher is entitled Wide Awake. An advertising blurb about Wide Awake reads as follows:

The best of all young people's magazines! There are eighty pages every month--more if you count the post-office and other departments--crowded with pictures, the best of short stories, serials, poems, practical articles on sport, science, natural history, and ways to do things--everything that is good for young folks to know and do. Wide Awake has been aptly termed a "modern wonder"--and so it is. And best of all, there is nothing in it but what is good for wide-awake young folks, nothing but what is good for their growth to useful, successful, honorable, manly men and womanly women (Children's Hour, D. Lothrop Co. 1889, inside cover).

This description given by the publisher indicates that here is another periodical published as a tool for moral teaching rather than for the enjoyment of young readers.

The size of print of the content of the magazine is too small for comfortable reading by the intended reading audience. The illustrations are dull, unimaginative black and white engravings which would have little appeal for children both in regard to subject and technique. One full page illustration, for example, in the December 1877 issue, page 381, is a weird portrayal of a child who is described as being the "cunningest little girl you ever saw."
Throughout the stories printed in the 1877 issues of this periodical are many editorial errors. Some of these are:

... and as I had found out as much about him as I was likely to, I left him to peaceful slumbers, and went home (July 1877, p. 83).

And there are flowers, besides, and the class have decided to have a hair-dresser to do our hair (May 1877, p. 38).

Ned you remember you was going camping out (May 1877, p. 46).

It don't become me one bit (May 1877, p. 37).

In many instances, the vocabulary of the stories is stuffy and stilted. It is doubtful that the interest of children could be greatly aroused by such statements as the following:

Trot went on, soliloquizing (December 1876, p. 8).

Molly precipitately pulled up a piece of cotton cloth, to hide a doll's scarlet shoe that she had been stealthily lacing together, and began to hem busily (December 1876, p. 8).

Being forthwith piloted to the silk counter, Trot forced her way between two eager customers. (December 1876, p. 9).

The fences were no longer ungainly posts and rails, but undulating stretches of ermine (October 1877, p. 243).

Awful and death-dealing in its power one thunder-bolt struck the noble pine, cleft its trunk in twain, and left it a dead and smitten thing (October 1877, p. 246).
Reading should be one means through which the child can be helped to speak clearly and well. In the content of many of the stories in this magazine, however, there has been a great emphasis placed upon insipid "baby talk." Children who are already speaking well would find it necessary to distort their own speech in order to interpret such passages as:

O Dear! I'm in sus twuble!
I tant det down dese tairs;
My apun teeps a-jwopping,
An all my dolly's hairs
Are detting out of tur, an
Se spills out on de foor.
An no one tums to help me -
I sant try any more (October 1877, p. 241).

I love you pretty much but whoever sended me that valentine I love them best of everybody (February 1877, p. 83).

I wis evvy body could have a Quismas, mamma (December 1876, p. 55).

In a story entitled "What Happened to the Baby" there is much over-emphasis on the stereotyped ideas and dialect in regard to the Negro characters.

'An now you Abraham Ulysses, you jess tell the lady you information.'
'I war a-goin along, an da war a drum down da - I's goin to have a drum '-
'I'll drum ye - perceed on yo story widout no preliminaries.'
'Lissen at dat or sassy young nigger - go on I tell you.' (December 1876, p. 32).

The majority of the stories in the issues of this publication which were examined have a moral to convey and this is obviously of greater importance to the publisher
than interesting, enjoyable, well defined plots. In most instances the moral lesson is thoroughly spelled out and summarized.

... and stole away, with the secret resolve in her heart that never again, by word or act, would she deceive the innocent little sister who trusted so implicitly in her truth and honor (May 1877, p. 265).

There's a little girl that told a lie to her mother,—hear her moan and sob! She will confess her fault and ask to be forgiven, in the morning, I think (May 1877, p. 267).

Little gentlemen make big ones, we know, and fine clothes are by no means necessary to prove that fact. Only an accident of birth makes the difference between a nobleman and a noble man, and the first, perhaps may hold his nobleness only in his title, while the latter receives from the hands of his Maker the title which makes him one of the great court above (May 1877, p. 307).

One regular feature of each monthly edition of Wide Awake is a story in verse form entitled "The Adventures of Miltiades Peterkin Paul." Each month there is printed a new adventure of this character through which the young reader is confronted with a moral lesson. The titles of some of these tedious adventures include:

"In Which Pride Has a Fall"
"In Which He Is Unable to Mind His Own Business"
"In Which He Is Overcome By Flattery"
"In Which He Is Cured of Vanity"
"In Which He Is Guilty of Disobedience?"

There is but one article in these twelve issues contributed by a person whose name is well known in the area of literature for children. This article is a poem "Young Ones Night Thoughts" which was written by Laura E. Richards.
Miss Richards, who is often referred to as the poet laureate of the nonsense verse, enjoys a wide and enthusiastic audience among children.

"Tangled Knots" is a regular feature of puzzles which are challenging and thought provoking. Some of these are original contributions from subscribers.

In spite of the few positive elements, however, this magazine leaves much to be desired. In the opinion of the investigator, it does not meet the challenge of the advertising blurb, "a modern wonder."

**Summary and Implications**

As was stated earlier, the purpose of this chapter was to attempt to discover whether or not any features of periodicals for children published earlier in this country could lead to suggestions for the enrichment of such current publications. The earliest magazines which were studied, however, were written for children who were living in a culture which has undergone vast changes. During the period of time when these publications were popular, the child was considered to be a miniature adult who had been born in sin and needed to be challenged at every opportunity with moral lessons. There was little time afforded childish pleasures nor were they felt to be necessary. The earlier publications for children vividly reflect this attitude of adults.
The issues of the *St. Nicholas* publication which were examined, however, were published after the turn of the century when attitudes toward children were changing. Sociological factors as well as research in child growth and development are responsible for these changing attitudes. Recognition was given to the fact that children are not miniature adults but that rather the child progresses through certain stages of development each of which has definite needs and desires of its own. These needs and desires extend beyond mere moral lessons and can only be successfully met by the very best efforts it is possible for adults to create. Variety and quality are tantamount.

The issues of the *St. Nicholas* magazine which were studied have met this challenge more successfully than many of the current periodicals being published in our country for children. The success of that publication can be summarized by and attributed to the following factors:

1. Each issue contained a broad variety of subjects to meet the vast interest range of children.

2. Special interest articles were written by specialists in the various areas who knew their particular fields well and were able to communicate this interest in an excellent written style.

3. Prose and poetry were solicited from among those promising young writers who have since become award winners in their profession.
4. Current news, information about other countries and cultures were included which recognized the need of a child to develop a greater appreciation of and concern for the world about him.

5. The illustrations were solicited from those skilled persons who have contributed greatly to quality books for children and who know what children like and want and need.

These are the factors which, in the opinion of the investigator, have brought forth the unsolicited remark from so many adults, "I used to know the exact day and hour when my St. Nicholas magazine would arrive and I was always eager." These are also important factors which could be taken into consideration for the improvement of some current magazines for children.
CHAPTER VI

INTERPRETATIONS OF THE FINDINGS, CONCLUSIONS,
AND RECOMMENDATIONS

The purposes of the study were: (1) to determine what constitutes a magazine of quality for children of elementary school age; (2) to determine through the use of established criteria the value and merit of existing magazines for children of elementary school age; and (3) to determine ways in which current magazines for children of elementary age can be improved according to the criteria.

Two hypotheses were advanced by the investigator. These hypotheses were: (1) that there are few if any magazines now being published for the children of this country which can meet criteria agreed to by leadership people in the area of child growth and development and specialists in literature for children; and (2) that definite directions for improvement of children's magazines can be established.

It is the intent of the researcher in this present chapter to report the findings which have substantiated the two hypotheses. Conclusions and recommendations based upon these findings are also related here.
Interpretation of the Findings

As evidenced through the available literature reviewed for the study, magazines have been found to be an extremely popular means of communication in America. They have become one of the most important written sources for the communication of timely events and items which cannot be as thoroughly covered in such form of communication as the daily newspaper or which do not demand full book length treatment. It has also been found through the literature that because of the popularity and avid use of magazines, they are a weighty influence upon the forming of public opinions whether constructively or destructively depending upon the quality and authenticity of the materials included.

The study has revealed that certain criteria can be established that will describe a magazine of superior quality for children. These criteria met the approval of prominent persons representing the areas of child growth and development as well as literature for children. The criteria composed of twenty-one different items used to determine and describe selective factors of a superior or ideal magazine for children of elementary school age were presented in Chapter II and substantiated in Chapter III both through the literature and comments of the jury.

These twenty-one items were applied to fourteen magazines being currently published for children in America. The magazines were selected because of their familiarity to
a substantial number of college students who had read these magazines and who now observed them to be read by their young friends, brothers and sisters. Included are two which are concerned with special interests (music and nature) while the additional ones are comprehensive in content.

A complete tabulation of the results of the application of the criteria to the magazines described above produced the following results:

1. Seven of the twelve comprehensive magazines provide sufficient content which could help a child grow in knowledge both general and specific.*

2. Ten of the twelve comprehensive magazines examined do not include an over abundance of content in which there is obvious and tedious moralization.

3. Eight of the twelve comprehensive periodicals examined by the researcher are designed for the enjoyment of a particular age range of children of the elementary school.

4. Nine of the twelve comprehensive magazines contain sufficient material which would meet the needs and interests

*While the variance between these two (general and specific) is slight, the researcher prefers to make the discrimination. General information, then, would include subjects of a broad nature such as the varied customs of a particular country or a descriptive article about some section of the country. Specific information would include topics of a more explicit nature such as how a space ship is operated.
of the particular age group for which the periodicals are intended.

5. Five of the twelve comprehensive periodicals include sufficient content which could help the child develop the ability to think and to reason.

6. Ten of the twelve comprehensive magazines contain good-natured, wholesome humor of the sort which is enjoyed by children.

7. Twelve of the comprehensive magazines contain only that kind of advertising which shows evidence of careful investigation.

8. Three of the twelve comprehensive magazines provide ample opportunity for a child to develop his creative ability.

9. Two of the twelve comprehensive periodicals contain illustrations which are aesthetically tasteful and which complement and supplement the content.

10. Two of the twelve comprehensive magazines include stories and articles written by those persons whose style of writing provides that literary quality which could help develop a greater appreciation of the language as well as familiarity with its potentialities.

11. One of the twelve comprehensive periodicals includes sufficient material in which various ethnic groups are recognized.
12. One of the twelve comprehensive periodicals provides some content in which pleasant relationships are shown to exist among various ethnic groups.

13. Two of the twelve comprehensive magazines contain stories of varied locales.

14. Three of the twelve comprehensive magazines include authentic and timely information concerned with foreign countries.

15. Seven of the twelve comprehensive periodicals are structurally substantial in physical make-up.

16. Eight of the twelve comprehensive magazines have attractive, inviting and appropriate covers.

17. Eight of the twelve comprehensive magazines are set up in print appropriate to the age level for which the periodicals are intended.

18. Ten of the twelve comprehensive magazines have lines of a length compatible with the developing eye span of children.

19. Eleven of the twelve comprehensive magazines in the selected group are printed on paper which fosters readability without eye strain.

20. Six of the twelve comprehensive magazines are printed regularly throughout the year.

Two magazines which were of special interest in content rather than comprehensive could not because of the limited nature of the content being judged by certain items
of the criteria. The results of the examination of these periodicals follows:

1. Each of the magazines contains articles written by persons with sufficient knowledge of the particular area to make the content authentic.

2. Each of the special interest magazines includes content which could help the child develop the ability to think and to reason.

3. Each of the magazines includes only that good-natured, wholesome humor which is understandable to the child.

4. Each of the magazines is devoid of advertising and consequently no investigation of the reliability and value of the products or services offered is necessary.

5. Each of the magazines contains material which would provide opportunity for the child to develop his creative ability.

6. Each of these magazines contain illustrations which are aesthetically tasteful and which complement and supplement the content.

7. One of the special interest magazines includes stories and articles written by those persons whose style of writing provides that literary quality which could help a child develop a greater appreciation of the language as well as familiarity with its potentialities.
8. One of the magazines of special interest content presents situations in which pleasant relationships are shown to exist among various ethnic groups.

9. One of the special interest magazines contains no material in which differential treatment is accorded various ethnic groups.

10. Neither of the special interest periodicals contains authentic and timely information concerned with foreign countries.

11. One of the special interest magazines is structurally substantial in physical make-up in order to withstand the active use of children.

12. Each of the magazines of special interest has attractive, inviting and appropriate covers.

13. Each of the periodicals is set up in print appropriate for the age levels for which it is intended.

14. One special interest periodical has lines of a length compatible with the developing eye span of children.

15. Neither of these magazines which are of special interest in regard to the content is printed regularly throughout the entire year.

The researcher specified previously that available magazines for children which were printed earlier in America might possibly give some directions for improvement and current publications. A thorough examination of many magazines published during the 1800 period, revealed them to be
extremely interesting but disappointing in that no contributive suggestions were revealed.

One magazine, nevertheless, which was popular early in the twentieth century does contain some elements which are worthy of note and possible adoption. This magazine, St. Nicholas, is well and pleasantly remembered by many persons. The issues of this periodical contain such a broad variety of subjects, articles, and stories, that some are of interest to any reader. Many special interest articles are among the contents. Each of these was written by an expert in the particular area who had keen knowledge of the topic as well as the ability to communicate the knowledge in an interestingly readable style.

Numerous articles recounting the current news of the time are found in St. Nicholas Magazine. Thought-provoking and enlightening stories of other countries and cultures are also frequent in these issues.

The fiction writers who often contributed to the publication were outstanding in their ability write. Many of these persons are very well known at the present time in the area of literature for children. Several of them have become award winners for their superlative quality contributions to books for children. Their work indicates that they know children and they write enthusiastically for them.

The illustrations in this early publication are skillfully and tastefully designed. As was true of the
ability of the authors, the illustrators who contributed were skilled and dedicated. Many of these persons have also become award winners and are at the present time acclaimed in the field of children's literature.

So it is, that this earlier magazine complied with many items of the researcher's criteria as well as having suggested two additional items.

Conclusions

On the basis of the findings of the study, the investigator has formulated and recorded certain concrete conclusions. These conclusions are the foundation for the recommendations which will be projected later. The conclusions are:

1. That the children of elementary school age in America at the present time will grow to become members of the vast adult magazine audience. Whether or not they will become discriminating and thoughtful readers among that audience will depend largely upon the amount of helpful guidance they may receive as they are growing and developing. Such guidance could be provided through the availability of magazines of superior quality which are designed for the reading and enjoyment of children. Thus there is an existing need for magazines of superior quality for the children of America.
2. That criteria for the evaluation of magazines for children can and have been established which would meet with the approval of well informed persons in the areas of child growth and development and literature for children. The tabulation of the results of the application of this set of criteria to selected magazines can point up definite areas where improvement is necessary and thus formulate the design for the ideal periodical.

3. That the application of the criteria can indicate some areas in need of improvement of such a nature that no additional financial burden would be placed on the publishers. Other areas in need of improvement can be pointed up which would demand very little additional expenditure on the part of the publishers.

The review of the tabulation of the application of the criteria to the fourteen selected magazines does, in fact, demonstrate that none of these has met the demands of all items of the criteria. The analysis thus substantiates the first hypothesis offered by the investigator that there are few if any magazines now being published in America which can meet the criteria of leadership people in the area of child growth and development and specialists for children.

Since none of the magazines of the selected group met all of the criteria, those items most often unfulfilled can serve as a guide to the areas where improvement is most urgently needed. This, then, substantiates the second
hypothesis advanced by the researcher that definite directions for improvement of children's magazines can be established.

**Recommendations**

After careful consideration of the findings and conclusions of the study, the researcher has certain recommendations to propose. The first recommendation is that the literary quality of the publications be improved. The study has shown that many articles and stories are written in a most impoverished language. There are in America at the present time many persons who are devoting their entire time to writing for children. Many of these authors possess not only a keen knowledge of what children want and need and enjoy but they write in an absorbing, entertaining style with a lively, well-balanced vocabulary at their command.

It is the suggestion of the researcher that the publishers of magazines for children solicit some of these authors to make contributions to the publications. In many instances, excerpts from the books of these authors which are already in print could desirably be included in the publications. Some children would be familiar with the names and some of the works of many of the well-known authors and this would serve as an inducement for them to want to read the magazines. In this way, they may be exposed to material of excellent literary quality and may
develop a greater appreciation for and sensitivity to the language.

As was indicated through the findings of the study, many current periodicals published for children could be improved in aesthetic quality. The second recommendation of the investigator is that serious consideration be given to this point. Since there are many illustrators who are contributing such interesting work to the books published in America, it would be a worthwhile arrangement for publishers of magazines for children to solicit contributions from some of these talented illustrators. If it is not feasible for them to prepare the actual contributions, they might serve in the art editor capacity. This would help to insure that children have the opportunity to enjoy and appreciate aesthetic quality which is so lacking in many advertisements, displays, billboards and the like to which the public is constantly exposed.

All children possess creative potential which can be developed in varying degrees. Since we are living in an era when creative ability is a valuable asset, it is necessary that children be given some guidance in developing this potential. Such development will not be nurtured through the mere process of coloring within the lines of a pre-drawn picture or penciling from one numbered dot to another to complete a picture. These kinds of activities are busy work and tend to stymy rather than to encourage true creativity.
The third recommendation of the researcher is that the publishers of magazines for children investigate this area. Much research is being carried on at this time which could give valuable guidance. It is possible that through the assistance of the persons who have worked with children and are adept at guiding their creative development in many areas, interesting suggestions could be discovered for inclusion in the periodicals.

The fourth recommendation is that more recognition be given in the children's periodicals to persons in minority and various ethnic groups. We are confronted in this country at this time with serious minority problems. Every effort should be made to help resolve these problems. Wholesome recognition of persons of minority and various ethnic groups in the stories and articles in magazines for children will not alone solve these problems but would provide one praiseworthy effort toward that goal.

Many children live in areas where they have little or no opportunity to meet with and know children who are any different from themselves. They hear very little about persons of various origins other than the stereotyped ideas which are handed on to them either consciously or subconsciously by the adults with whom they are associated. If the material which children read continues to support these stereotyped illusions or, on the other hand, unconsciously denies these persons status merely by denying them
any sort of recognition, the prejudices of children may become magnified rather than dissolved.

Discrimination against minority groups and foreigners as well as the establishment of different classes of citizenship for different classes of people will continue as major problems in our country so long as the problems are ignored or unrecognized by a large portion of the population. Giving recognition to persons of minority and varied ethnic groups and avoiding stereotyped notions about such groups in the stories and articles in magazines for children could increase the value of the publications immeasurably. This improvement could be made at no additional expenditure to the publishers.

The fifth recommendation is that more current and authentic stories and articles relating information about foreign countries and the peoples of those countries be included in the magazines for children. This would be desirable at any time but is especially important at this period when our country is in the midst of a grave international situation. Such a situation demands great appreciation for and understanding of the peoples of the world. As was stated in the previous recommendation, the inclusion of these kinds of stories in periodicals for children will not alone solve the international situation, but it would be one step toward developing empathy for other peoples. This
could be accomplished with no additional expense to the publisher.

The sixth recommendation for the improvement of the quality of periodicals for children is that the physical structure be modified. Many of the current magazines have been shown to include doll cut outs, puzzle cut outs and game cut outs which in order to be thoroughly enjoyed, will destroy certain other important and interesting sections of the contents. With little additional expense, such cut out items could be placed on separate pages where their removal would not interfere with material which many children may wish to keep for future reference.

The seventh recommendation is that deliberate and insistent moralizing in stories and articles in the periodicals planned for children be eliminated. Stories which are obviously planned to deliver moral lessons are often laborious and weak in both plot as well as literary quality. The kinds of stories which children accept enthusiastically are swift moving and briskly unravel an interesting, smooth-flowing-plot. In order that children develop the reading habit, they need to find enjoyable reading material. This recommendation could be accomplished with no additional cost to the publishers.

The eighth recommendation which the investigator suggests is that the contents of a particular periodical be limited to a narrow age range rather than attempt to satisfy
the desires of all children of elementary school age in one publication. It has been discussed previously in the study that their interests change through the various stages of development and due to the limited size of a periodical, there is not ample space to fully satisfy all children of elementary school age in one publication.

Scrupulously careful editing is the ninth recommendation of the researcher. Some children can very readily detect errors and continued occurrence of these errors may cause them to lose respect for the source. Still other children who are having difficulties with the mechanics of written communication such as grammar, spelling and punctuation can, through faulty editing, reinforce bad habits since they are expecting the printed page to be exact.

Children enjoy and need opportunities to use their minds, to think and to reason. The tenth recommendation developing from this study is that more of such kinds of material be included in the periodicals. An over abundance of shallow articles which leave nothing for imaginative thought are not stimulating.

The eleventh recommendation of the investigator is that periodicals for children be published every month throughout the year. During the summer months children have more leisure time than before. They have less planned activity and the looking forward to and receiving of a
highly enjoyable magazine could be a worthwhile contribution to the use of the additional leisure time.

The two following recommendations developed from the examination of the *St. Nicholas Magazine* rather than from the established criteria. In spite of the fact that these suggestions have not been cited by the jury, the investigator takes the liberty to include them here since the above magazine was not examined and the suggestions were not discovered until after correspondence with the members of the jury had been completed.

One of these suggestions (recommendation twelve) is that articles related to current news of this country be included in the current publications. The researcher suggested that current news of foreign countries would be desirable but the suggestion of news of this country was overlooked. Children of older elementary school age are equally curious about both of these types of articles. Those news correspondents who are now making discerning contributions to adult magazines may, at the suggestion, become interested in contributing to magazines for children also. These articles would add an enjoyable element to periodicals.

The second suggestion arising from the careful examination of the earlier magazine (recommendation thirteen) is that a broad range of subjects be included in the periodicals. The investigator advised that the content be limited to a narrow age range, but neglected to mention the
fact that within each narrow age range, the children have insatiable curiosities which can be satisfied only by the inclusion of a great variety of absorbing topics.

It is the desire of the investigator that some of these recommendations may be adopted by publishers of magazines in which these points are now overlooked and through this adoption more ideal magazines for children of America be made possible. It is also hoped that through such publications these children may grow to recognize and appreciate superior quality in printed material and thus become more discriminating and satisfied readers.
APPENDIX A

LIST OF MAGAZINES CITED IN STUDY

Number 1. American Girl
Number 2. American Jr. Red Cross
Number 3. Boy's Life
Number 4. Calling All Girls
Number 5. Child Life
Number 6. Children's Digest
Number 7. Children's Friend
Number 8. Highlights
Number 9. Humpty Dumpty
Number 10. Jack and Jill
Number 11. Junior Natural History*
Number 12. Keyboard Junior*
Number 13. Playmate
Number 14. Wee Wisdom

*Special Interest Magazines.
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A. BOOKS


Files, H. Harry. The Integrated Classroom. New York:


Paterson, Donald E. and Tinker, Miles A. *How To Make Type Readable.* New York: Harper and Brothers, 1940.


B. PERIODICALS

Bacon, Margaret H. "Prejudice Doesn't Come Naturally," Parents' Magazine, XXXVII (February 1962), 69.


Minow, Newton N. "Is T.V. Cheating Our Children"? Parents' Magazine, XXXVII (February 1962, 53.


C. HISTORICAL PERIODICALS FOR CHILDREN


Chatterbox. Frank Leslie Publisher, 537 Pearl St., New York. December 1877 through November 1878.


The Little Corporal. John E. Miller Publisher, 84 West Randolph St., Chicago, Ill. January 1872.


D. CURRENT PERIODICALS FOR CHILDREN


Children's Friend, Church of Jesus Christ of Latter Day Saints, 40 N. Main St., Salt Lake City 11, Utah, September 1961, October 1961, February 1962.

Highlights, Highlights for Children, Inc., P.O. Box 269, Columbus 16, Ohio.


I, Margaret Irene Koste, was born in Martins Ferry, Ohio. My elementary and secondary education was obtained in the Martins Ferry public schools. My undergraduate training was completed at the Ohio State University, Columbus, Ohio, where I received a Bachelor of Science degree. Upon graduation, I taught in the Martins Ferry, Ohio and later the Worthington, Ohio elementary schools for a total of fifteen years. I received a Master of Arts degree from The Ohio University in 1953. In that same year I joined the staff of the Department of Education, The Ohio State University and have remained since in that position.