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A comparison of content analysis and children's reaction to selected types of magazines

Bessie Hamilton Wilborn

Atlanta University

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A COMPARISON OF CONTENT ANALYSIS AND CHILDREN'S REACTION TO SELECTED TYPES OF MAGAZINES

A THESIS
SUBMITTED TO THE FACULTY OF THE SCHOOL OF EDUCATION, ATLANTA UNIVERSITY IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTERS OF ARTS

BY
BESSIE HAMILTON WILBORN

SCHOOL OF EDUCATION

ATLANTA UNIVERSITY
AUGUST, 1959
DEDICATION

The writer fondly dedicates this thesis
to her mother,
Mrs. Hallie W. Hamilton
as a tribute to her unceasing devotion
and encouragement
and to her son
Gregory Lewis Wilborn

B. H. W.
ACKNOWLEDGEMENT

The writer wishes to express her sincere thanks and appreciation to all who contributed to the successful completion of this study. She wishes, especially, to express direct gratitude and appreciation to the following: to the Advisor and Girls of the YWCA; to Mr. Aaron Watson and the boys of the West Side Day Camp; to Dr. Lynette Saine, her Advisor, for her patience, understanding, and cooperation throughout this study, and to Dr. Laurence E. Boyd, Co-Advisor.

B. W.
TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. INTRODUCTION</td>
<td>1</td>
</tr>
<tr>
<td>Rationale</td>
<td>1</td>
</tr>
<tr>
<td>Evolution of the Problem</td>
<td>5</td>
</tr>
<tr>
<td>Contribution to Educational Knowledge</td>
<td>6</td>
</tr>
<tr>
<td>Statement and Definition of the Problem</td>
<td>6</td>
</tr>
<tr>
<td>Purpose of the Study</td>
<td>6</td>
</tr>
<tr>
<td>Limitations of the Study</td>
<td>7</td>
</tr>
<tr>
<td>Research Procedure</td>
<td>7</td>
</tr>
<tr>
<td>Description of the Instrument</td>
<td>7</td>
</tr>
<tr>
<td>Subject and Materials</td>
<td>8</td>
</tr>
<tr>
<td>Survey of Pertinent Literature</td>
<td>11</td>
</tr>
<tr>
<td>Summary of Related Literature</td>
<td>17</td>
</tr>
<tr>
<td>II. AN ANALYSIS OF THE CONTENTS OF A SELECTED NUMBER OF CHILDREN'S MAGAZINES AND EVALUATION ACCORDING TO AN ESTABLISHED CRITERIA</td>
<td>19</td>
</tr>
<tr>
<td>Introductory Explanation</td>
<td>19</td>
</tr>
<tr>
<td>Interpretative Analysis of Child Life</td>
<td>19</td>
</tr>
<tr>
<td>Interpretative Analysis of Humpty Dumpty</td>
<td>21</td>
</tr>
<tr>
<td>Interpretative Analysis of American Junior Red Cross</td>
<td>22</td>
</tr>
<tr>
<td>Interpretative Analysis of Highlights for Children</td>
<td>23</td>
</tr>
<tr>
<td>Interpretative Analysis of Junior Natural History</td>
<td>25</td>
</tr>
<tr>
<td>General Summary of Analyses</td>
<td>26</td>
</tr>
<tr>
<td>III. PRESENTATION AND ANALYSIS OF DATA</td>
<td>28</td>
</tr>
<tr>
<td>Introductory Explanation</td>
<td>28</td>
</tr>
<tr>
<td>Basic Data Regarding Pupils Used in this Study</td>
<td>28</td>
</tr>
<tr>
<td>Distribution of the Average Reading Scores, Chronological Ages and Grade Placement of Thirty Pupils</td>
<td>30</td>
</tr>
<tr>
<td>The Reactions of Pupils to A Selected Number of Magazines for Children</td>
<td>31</td>
</tr>
<tr>
<td>Reactions Concerning Format</td>
<td>31</td>
</tr>
<tr>
<td>Distribution of the Responses of Thirty Pupils Regarding the Format of the Magazine Child Life</td>
<td>32</td>
</tr>
<tr>
<td>Distribution of the Responses of Thirty Pupils Regarding the Format of the Magazine Humpty Dumpty</td>
<td>34</td>
</tr>
<tr>
<td>Distribution of the Responses of Thirty Members Regarding the Format of the Magazine Highlights for Children</td>
<td>36</td>
</tr>
<tr>
<td>Distribution of the Responses of Thirty Members Regarding the Format of the Magazine Junior Natural History</td>
<td>37</td>
</tr>
<tr>
<td>Distribution of the Responses of Thirty Members Regarding the Format of the Magazine American Junior Red Cross</td>
<td>38</td>
</tr>
<tr>
<td>Chapter</td>
<td>Page</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>Reactions Concerning Appearance and Organization.</td>
<td>40</td>
</tr>
<tr>
<td>Distribution of the Responses of Thirty Members Regarding the Appearance and Organization of the Magazine Child Life.</td>
<td>41</td>
</tr>
<tr>
<td>Distribution of the Responses of Thirty Members Regarding the Appearance and Organization of the Magazine Humpty Dumpty</td>
<td>42</td>
</tr>
<tr>
<td>Distribution of the Responses of Thirty Members Regarding the Appearance and Organization of the Magazine Highlights for Children</td>
<td>44</td>
</tr>
<tr>
<td>Distribution of the Responses of Thirty Members Regarding the Appearance and Organization of the Magazine American Junior Red Cross</td>
<td>46</td>
</tr>
<tr>
<td>Distribution of the Responses of Thirty Members Regarding the Appearance and Organization of the Magazine Junior Natural History</td>
<td>48</td>
</tr>
<tr>
<td>Reactions Concerning Activities and Special Features</td>
<td>48</td>
</tr>
<tr>
<td>Distribution of the Responses of Thirty Members Regarding the Activities and Special Feature Department of the Magazine Child Life</td>
<td>50</td>
</tr>
<tr>
<td>Distribution of the Responses of Thirty Members Regarding the Activities and Special Feature Department of the Magazine Humpty Dumpty</td>
<td>51</td>
</tr>
<tr>
<td>Distribution of the Responses of Thirty Members Regarding the Activities and Special Feature Department of the Magazine Highlights for Children</td>
<td>52</td>
</tr>
<tr>
<td>Reactions Concerning Literary Content</td>
<td>52</td>
</tr>
<tr>
<td>Distribution of the Responses of Thirty Members Regarding the Literary Content of the Magazine Child Life.</td>
<td>53</td>
</tr>
<tr>
<td>Distribution of the Responses of Thirty Members Regarding the Literary Content of the Magazine Humpty Dumpty</td>
<td>54</td>
</tr>
<tr>
<td>Distribution of the Responses of Thirty Members Regarding the Literary Content of the Magazine Highlights for Children</td>
<td>56</td>
</tr>
<tr>
<td>Distribution of the Responses of Thirty Members Regarding the Literary Content of the Magazine American Junior Red Cross</td>
<td>58</td>
</tr>
<tr>
<td>Distribution of the Responses of Thirty Members Regarding the Literary Content of the Magazine Junior Natural History</td>
<td>59</td>
</tr>
<tr>
<td>IV. SUMMARY, CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS.</td>
<td>61</td>
</tr>
<tr>
<td>General Summary of the Design of the Study</td>
<td>61</td>
</tr>
</tbody>
</table>
TABLE OF CONTENTS (cont'd)

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summary of Pertinent Literature.</td>
<td>65</td>
</tr>
<tr>
<td>General Summary of Analyses.</td>
<td>66</td>
</tr>
<tr>
<td>Summary of Findings.</td>
<td>67</td>
</tr>
<tr>
<td>Conclusions.</td>
<td>69</td>
</tr>
<tr>
<td>Implications.</td>
<td>70</td>
</tr>
<tr>
<td>Recommendations.</td>
<td>71</td>
</tr>
<tr>
<td><strong>BIBLIOGRAPHY</strong></td>
<td>73</td>
</tr>
<tr>
<td><strong>APPENDIX</strong></td>
<td>75</td>
</tr>
</tbody>
</table>

Guide Sheet
Questionnaire
Form for Content Analysis
Stanford Intermediate Reading Test
# LIST OF TABLES

<table>
<thead>
<tr>
<th>Table</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Distribution of the Average Reading Scores, Chronological Ages and Grade Placement of Thirty Pupils From the Atlanta Day Camp Organization.</td>
<td>30</td>
</tr>
<tr>
<td>2.</td>
<td>Distribution of the Responses of Thirty Pupils of the Atlanta Day Camp Organization, Atlanta, Georgia, Regarding the Format of the Magazine, <em>Child Life</em></td>
<td>32</td>
</tr>
<tr>
<td>3.</td>
<td>Distribution of the Responses of Thirty Members of the Atlanta Day Camp Organization, Atlanta, Georgia, Regarding the Format of the Magazine, <em>Humpty Dumpty</em>.</td>
<td>34</td>
</tr>
<tr>
<td>5.</td>
<td>Distribution of the Responses of Thirty Members of the Atlanta Day Camp Organization, Atlanta, Georgia, Regarding the Format of the Magazine, <em>Junior Natural History</em>.</td>
<td>37</td>
</tr>
<tr>
<td>7.</td>
<td>Distribution of the Responses of Thirty Members of the Atlanta Day Camp Organization, Atlanta, Georgia, Regarding the Appearance and Organization of the Magazine, <em>Child Life</em>.</td>
<td>41</td>
</tr>
<tr>
<td>8.</td>
<td>Distribution of the Responses of Thirty Members of the Atlanta Day Camp Organization, Atlanta, Georgia, Regarding the Appearance and Organization of the Magazine, <em>Humpty Dumpty</em>.</td>
<td>42</td>
</tr>
<tr>
<td>10.</td>
<td>Distribution of the Responses of Thirty Members of the Atlanta Day Camp Organization, Atlanta, Georgia, Regarding the Appearance and Organization of the Magazine, <em>American Junior Red Cross</em>.</td>
<td>46</td>
</tr>
<tr>
<td>11.</td>
<td>Distribution of the Responses of Thirty Members of the Atlanta Day Camp Organization, Atlanta, Georgia, Regarding the Appearance and Organization of the Magazine, <em>Junior Natural History</em>.</td>
<td>48</td>
</tr>
</tbody>
</table>
### LIST OF TABLES (cont'd)

<table>
<thead>
<tr>
<th>Table</th>
<th>Distribution of the Responses of Thirty Members of the Atlanta Day Camp Organization, Atlanta, Georgia, Regarding the Activities and Special Feature Department of the Magazine, Child Life</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>12.</td>
<td>Distribution of the Responses of Thirty Members of the Atlanta Day Camp Organization, Atlanta, Georgia, Regarding the Activities and Special Feature Department of the Magazine, Child Life</td>
<td>50</td>
</tr>
<tr>
<td>13.</td>
<td>Distribution of the Responses of Thirty Members of the Atlanta Day Camp Organization, Atlanta, Georgia, Regarding the Activities and Special Feature Department of the Magazine, Humpty Dumpty</td>
<td>51</td>
</tr>
<tr>
<td>14.</td>
<td>Distribution of the Responses of Thirty Members of the Atlanta Day Camp Organization, Atlanta, Georgia, Regarding the Activities and Special Feature Department of the Magazine, Highlights for Children</td>
<td>52</td>
</tr>
<tr>
<td>15.</td>
<td>Distribution of the Responses of Thirty Members of the Atlanta Day Camp Organization, Atlanta, Georgia, Regarding the Literary Content of the Magazine, Child Life</td>
<td>53</td>
</tr>
<tr>
<td>16.</td>
<td>Distribution of the Responses of Thirty Members of the Atlanta Day Camp Organization, Atlanta, Georgia, Regarding the Literary Content of the Magazine, Humpty Dumpty</td>
<td>54</td>
</tr>
<tr>
<td>17.</td>
<td>Distribution of the Responses of Thirty Members of the Atlanta Day Camp Organization, Atlanta, Georgia, Regarding the Literary Content of the Magazine, Highlights for Children</td>
<td>56</td>
</tr>
<tr>
<td>18.</td>
<td>Distribution of the Responses of Thirty Members of the Atlanta Day Camp Organization, Atlanta, Georgia, Regarding the Literary Content of the Magazine, American Junior Red Cross</td>
<td>58</td>
</tr>
<tr>
<td>19.</td>
<td>Distribution of the Responses of Thirty Members of the Atlanta Day Camp Organization, Atlanta, Georgia, Regarding the Literary Content of the Magazine, Junior Natural History</td>
<td>59</td>
</tr>
</tbody>
</table>
CHAPTER I

INTRODUCTION

Rationale.-- Not withstanding the attractiveness of other recreational interests and means of communication in these modern times, reading apparently continues to hold a fairly important place in children's leisure-time activities. Mauck and Sweson\(^1\) reported in a study of pupils in grades four through eight that reading ranked fourth among the major recreational interests. This interest in reading must not be slighted by parents or educators. In securing books for children they must think of all types of appropriate materials, with considerable attention to subscriptions to good magazines. The fact that children read a good many of their parents' magazines suggests that periodical literature may have a place in their reading lives as it does in adult life.\(^2\)

Two years ago our schools and their teachers and teaching methods were attacked in Rudolf Flesch's book, *Why Johnny Can't Read*. An excellent explanation was given by our school administrations and teachers of the present methods, the reasoning behind them, and the fallacies of Mr. Flesch's generalizations. One point, however, was over-looked in all the discussion: The idea that to mean the most to Johnny, the techniques of reading which he learns in class must prove useful to him in all phases of his life, not just his lessons. To do this, he needs

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to have every possible reading aid at his teacher's disposal...films, slides, recordings,...text, and recreational reading... he needs books and materials on his present reading level.. and easily available at home and at school.¹

Magazines have a part to play different from that of books and in some ways equally important. It is a well established fact that high school students read cheap, trashy periodicals quite extensively. Perhaps the ample provision of excellent and attractive magazines from the earliest years would go far toward building a finer taste. The eager expectancy which attaches to the regular appearance of a child's magazine, a widening acquaintance with the best writers through their contributions, the stimulation and satisfaction of special interests, the encouragement of creative work and the timeliness of certain features, combine to form a cultural influence supplementary to that of books.²

One of the two main ways to check the acceptability of material is through the use of content analysis and textbook analysis. Beginning with their interest in school books and children's literature and later stimulated by the growth of the adult education movement, educators have endeavored to determine the elements in communication content which make it easy or hard to read and comprehend. What are the concrete factors that distinguish the easy book from the hard book? What are the stylistic differences, in these terms, between True Story and the Atlantic Monthly? The answers to such questions were used by educators

in the selection and even production of appropriate books for readers of limited ability.

In a sense, the development of measures of readability is a story of increasing differentiation. In the beginning of such analysis was the word. The first studies of readability in the mid-1920's classified materials simply on the basis of proportions of "easy and hard" words they contained, as indicated by a standard word list (usually the Thorndike list). In the following decade additional factors were investigated—sentence length, simple sentences, indeterminate clauses, and prepositional phrases.¹

Such readability analysis has been used not only to measure the simplicity of a wide range of communication content—magazine articles, news, stories, poll questions, institutional advertising, farm bulletins, etc. They have also suggested ways in which more readable content can be initially produced. For example titles in "Peoples Library" edited by Lyman Bryan, were produced with the aid of such readability analyses. Some studies have been done which demonstrate that improved readability of the same subject matter results in increased attention and presumably comprehension on the part of the reader.²

Descriptions of content most frequently employ the usual subject divisions of knowledge—which distinguish books on psychology from books on the economics of money. Such classifications are the stock-in-trade of librarians, who strive to place similar publications together and to arrange them in progressively narrower categories. The more useful

² Ibid., p. 64.
classifications of this sort are ordered with reference to the changing emphases through time within the literature of a particular field or with reference to reader's interests... Subject classification becomes more useful for the present purposes when they are based upon differences in publications per se.¹

The description of publications, then may range from a simple account of what the publication is about to a detailed subtle analysis of the psychological and social pressures which it exerts upon readers of distinguishable characteristics.²

Data on the publication of print indicate the areas in which publications exercise rather more than less influence. Data on the stylistic features of publications reflect differences in reader's preference and also reveal the techniques by which the content may be variously slanted and data supplied by the analysis of content reveals the nature of the publications stimuli to which the reader is exposed. Any comprehensive description of the content of publications requires attention to all three sorts of data. They have been mentioned in the order of increasing importance.³

Magazines made their advent into the child's world of literature in the eighteenth century.⁴ Since that time educators and parents have become increasingly concerned with their value in helping the child

¹ Douglas Waples, and Bernard Berelson and Franklyn R. Bradshaw, What Reading Does to People (Chicago: The University of Chicago Press, 1940), p. 70.
² Waples, Berelson, and Bradshaw, pp. 71-73.
³ Ibid., p. 74.
understand the world about him and adjust himself to it. The criteria by which a magazine is evaluated is the focal point of such knowledge. The definition which is basic to this study is stated below.

"Content analysis is a research technique for the objective, systematic and quantitative description of the manifest content of communication. It is often done to reveal the purpose, motives and other characteristics of the communications as they are (presumably) "reflected" in the content: or to identify the (presumable) effects of the content upon the attention, attitudes, or acts of readers or listeners.\(^1\)

The present study grew out of a realization of the need for parents, educators, and children to know those magazines which contain features that appeal to the emotional and educational needs of children.

The Evolution of the Problem.— For a considerable period of time the writer had the opportunity to observe in a limited way the reading habits of elementary school children. It seemed that only a few pupils turned voluntarily to reading other than assigned materials. Therefore, the questions arose, "Have the editors of children's magazines used every resource to entice their public?" "What do boys and girls like or dislike about these publications written expressively for them."

The writer felt that children's magazines could play a vital role in introducing the children to and in maintaining a rewarding interest in reading. The desire to work with a group of boys and girls as they interpreted the qualities of several magazines presented itself. An intensive study of magazines was seen as the fore-runner to a constructive guide to the use of magazines for children.

\(^1\) Berelson, pp. 18-19.
Contribution to Educational Knowledge.— The study might be used:

1. As a guide, in some respects, to librarians, educators, and parents who desire to improve the quality of children's magazines and who desire to increase the use of these magazines by children.
2. As one important piece of evidence against which later progress in the quality of children's magazines can be measured.
3. As an aid in the study of the most appealing characteristics of periodicals for children.
4. As a point of departure for a more penetrating analysis of the comparison and relationship between characteristics of children's magazines and the extent to which pupils accept or reject the publications possessing them.

Statement and Definition of the Problem.— This study was an analysis of selected types of magazines and of reactions which fourth, fifth, sixth and seventh grade pupils expressed toward them. More specifically the study drew comparisons and relationships between characteristics of the magazines and then determined the extent to which pupils accepted or rejected the publications possessing them.

Purpose of the Study.— The purpose of this study was to answer the following questions:

1. How did the two types of magazines selected for study compare in terms of format, organization, special features and literary content?
2. How did these two types of magazines differ in terms of format, appearance, organization, special features and literary content?
3. To what extent did the pupils accept or reject the factors in each of the two types of magazines.
4. What relationships were evident between the elements of analysis and the respective reactions?

5. What implications for the use of magazines by the school, home, and child could be derived from this study?

**Limitations of the Study.**— The limitations of this study are listed below:

1. The number of pupils used in the study might not have been adequate enough to present a representative picture.
2. The number of magazines used in the study were five.
3. The instrument was formulated by the writer and, hence, did not enjoy extensive tests of reliability and validity of standardized instruments.

**Research Procedure.**— The Analytical-Descriptive method of research, employing the techniques of the questionnaire, analysis and interview, was used to gather the data necessary for this study.

**Description of the Instrument.**— The questionnaire used in this study sought to discover those features and qualities which boys and girls look for and enjoy in a magazine for children. It was used to glean attributes which promote and appreciation of good literature and which foster continuing interest in leisure time and informational reading. This instrument helped the pupils evaluate objectively the magazines they read.

The items on the questionnaire were worded as questions. Each response was recorded with a check in the Yes or No space. Several items had sections denoting degrees of quality. One such item ask "Do you consider the Activities and Special Feature Department (a) interesting?" Yes _____ No _____
(b) Are the directions in this department stated clearly? Yes___
No ___

(c) Are there suggestions in this department which you would like to try? Yes___ No ___

(d) Are there suggestions in this department which you do not like?
Yes___ No ___

This type of question was presented to elicit a response that would show how realistic a particular department seemed to the pupil.

The questionnaire contained seven questions that asked for a reason to the pupil's response. These questions concerned the literary content of the magazines selected for analysis. This type of question had as its purpose to determine whether or not the boys and girls found the contents of the stories satisfying and their skill in detecting inherent characteristics in the stories, articles and poems.

The questionnaire was presented for approval to persons competent of appraising its validity. Certain items were revised for clarification. This instrument was then submitted to a trial performance with a group of thirteen boys and girls. There responses were tabulated and submitted to qualified persons. Where-upon their approval it was submitted to a group of thirty boys and girls.

The Stanford Intermediate Reading Test was given to a group of fifty boys and girls. These boys and girls were members of the Y M C A Day Camp and the Y W C A Day Camp, respectively. This group was selected at random for the purpose of obtaining thirty boys and girls with an average reading grade on or above the fourth grade level.

Subjects and Materials.-- The subjects and materials which were used in this study are indicated below:
1. Subjects: Thirty boys and girls were used in this study. The age range in this group was as follows: six, nine years old; nine, ten year olds; five, eleven year olds; seven, twelve year olds; and three, thirteen year olds.

2. Materials: The American Junior Red Cross Magazine and Junior Natural History; and also, Child Life and Humpty Dumpty and Highlights for Children.

For the purpose of this study the following classification of children's magazines was used: General and Special Group Interest...While there is considerable overlapping in the field of children's magazines, they may be roughly grouped under the following headings:

General: American Girl; Boy's Life; Calling All Girls; Calling All Boy's! Child Life; Children's Playmate; Highlights for Children; Jr. The Modern Magazine for Boys and Girls; Jack and Jill; Wee Wisdom; and Humpty Dumpty.

Handicraft: Children's Activities; Junior Language Arts.

Special Group Interest: American Junior Red Cross Magazine; Junior Natural History; Young Wings.

This study considered the American Junior Red Cross Magazine and Junior Natural History under the heading, Special Group Interest. The magazines, Child Life, Humpty Dumpty and Highlights for Children were used the heading, General.

These magazines will be analyzed with the following as a guide.

Criteria set up by Laura K. Martin¹ are as follows:

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Format: In a child's magazine, format indicates a size of page which can accommodate an attractively introduced department, and satisfy a child's enjoyment of ample picture space. It should be easy to handle. The paper should be of good quality. The print should be adequately spaced and easily read.

Appearance: The pictures should be challenging in their use of color and style, with the degree of realism which relates directly to the text. Individual departments should be attractive enough to tempt the young reader.

Organization: The cover must not be more juvenile in appeal than the oldest reader for whom it is intended.

Activities and Special Features: Things-to-do departments should be interesting to the age of the reader for whom they are planned, with clear directions, and suggested materials that are inexpensive. The amount of adult supervision required should be clearly evident. There should be... emphasis upon the practical community and family services and broad aspects of courtesy for the adolescent.

Literary Content: The magazine should contain some stories which are easily read by children of the age addressed to, for the encouragement of worthwhile reading. Poetry should be so musical and understandingly imaginative that it cultivates a love of the language. Humor should be comprehensible and should not always involve a child. Dependence on mere interest teasers such as backgrounds among the very rich, the very poor, the exotically foreign, are the improbable accomplishment of a young hero, does not tend to the creation of vital literature... What elements of character injury such as intolerance and thoughtlessness, are presented in a right or wrong light? Inferior work of well known
writers for children should not be included.\textsuperscript{1}

**Survey of Pertinent Literature.**— In making a survey of related literature the writer sought to review general literature concerning the field of content analysis, the early development of magazines for children, and also any investigations which were pertinent to the present one.

Concerning the early development of magazines for children, Annie B. Moore states that:

Peculiar hazards seem to have attended the publication of periodicals for children. For every one which has attained genuine success and a long life, a dozen may be counted in this country and England which breathed for a few years at the most, and then expired or were swallowed by another which gave promise of vigor. Sometimes more than one such transformation occurred before the final end.\textsuperscript{2}

The initial venture in juvenile periodicals began in 1789 at Hartford, Connecticut where *Children's Magazine* was published.

In 1802 there appeared *Juvenile Magazine* or *Miscellaneous Repository of Useful Information* and *Juvenile Olio* at Philadelphia. These were short lived magazines.\textsuperscript{3}

The other children's magazines were born of the enthusiasm for the Sunday School Movement, *The Children's Magazine* 1829 was Episcopal; *The Juvenile Instructor* was Mormon, and there was a *Youth's Temperance Advocate*. *The Encourage* was Methodist. There was a *Catholic Youth Magazine* about 1850.


\textsuperscript{2} Moore, *Elementary English Review*, XIV, p. 58.

\textsuperscript{3} \textit{Mott}, I, p. 144.
In the second half of the century children's magazines grew to their full stature. They became of consequence for themselves and exercised influence on the whole field of children's reading. One of the most important was the Riverside Magazine... It's life was short, only three years, from 1867-1870... A new feature of the magazine of great importance for the future of children's literature were the articles which its editor, Horace E. Scudder, introduced on the subject of children's reading and choice of books.

St. Nicholas, the most famous of all magazines for children, began publication in 1873 under the guidance of a gifted children's editor, Mary Maples Dodge. St. Nicholas gained an unrivaled distinction. It displayed a livelier, more youthful spirit than its predecessors and offered a wider range of content, style, and age appeal, reaching downward as it did to somewhat younger children. Here at last was a magazine which was child-like, spirited, dignified and beautiful. A quick survey of the earlier volumes yields such names as Louisa M. Alcott, Thomas Bailey Aldrich, William C. Bryant, Helen Hunt, Lucretia P. Hale, Bert Harte... Ruyard Kipling and Howard Pyle...and the rooster of later years beams with favorable comparison. One is struck by the fact that so few of the contributors wrote for children. Most of them had a recognized place as writers for adults. The same high standards prevailed in the illustrations. The beauty, humor, and decorative quality of Howard Pyle's drawings enhanced his own and other stories. Reginald Birch contributed delightful interpretations of fiction characters, and Harrison

Weir's famous animal pictures frequently appeared. At its highest level this magazine met more than any before, the many-sided interest of children.¹

Content analysis plays an important role when used to describe trends in communication content. The classification into a single set of categories of similar samples of communication content taken at different times provides a concise description of content trends, in terms of relative frequencies of occurrence. Such descriptions of trends are often useful in themselves; in addition, they provide data which can be correlated with corresponding changes on the part of the communicator or the audience.²

In a study of the 100 most popular books of children's fiction, Scanlan found that nearly half of these books were written by just nine authors and that 28 of the 100 were animal stories. Apparently, both topic and author are important in the appeal that books have for children.

Books chosen by adults as outstanding for children's reading are not always accepted with equal enthusiasm by the children themselves. In one report it was noted by Rankin that the children in the study felt that certain books selected by adults, the Newberry Prize books, were lacking in adventure and excitement and seemed over-sentimental and childish. Kyte studied the reactions of children to 50 poems selected from a list of 100 highest ranking poems for children according to a jury of adults. He found great differences in the likes and dislikes of pupils in grade 3 through 7 for these poems depending upon age level, sex, familiarity

² Berelson, 29.
with the subject...

Reading interests are, without a doubt, correlated with the degree of maturity of an individual. In a study of age factor in children's interest in free reading, Sister Mary Elizabeth and Sister Mary Edith found an increase in free reading from age seven to age thirteen, but a noticeable decline in the amount of free reading as pupils approached school. Interest changed from stories about children and animals to greater interest in stories having to do with science and history.¹

The interest and appeal that illustrations have for children were the subject of a number of studies. In an appraisal of the interest appeal of illustrations for elementary school children, Whipple found that the interest value of a book is increased by the proportion of illustrations that depict action, the extent to which color is used in the illustration, the size of the illustration and the extent to which the illustration deals with eventful topics as opposed to still-life topics.²

In a recent research of children's interest, opportunity was given to get answers to some of these questions. "Do children read magazines?" "What magazines do they like best?" "Are comic magazines influencing children in their development stage in learning reading skills?" "Do boys and girls like the same magazines?" "What interest children most in magazine reading?"

A "Library Interest Inventory" was taken of over eight-hundred

² Ibid.
children. Of the 838 children filling in the inventory, 690 answered the magazine queries. Many of those not responding were primary children. Several inferences may be made from this lack of response in the primary grades. First, the examiner’s rapport with the children may have been lacking. Second, there may have been no magazines they could refer to by name. Thirdly, they may have had no contact with magazines.¹

A tabulation of the children’s choices indicated 100 different magazines were best liked among children. Another limitation of the study is apparent. With this diversification of interests, any one magazine preference might be in question unless heavily subscribed to by the children.

One such indication was noted in the heavy preference for comic magazines, especially among primary children. Of the 680 answering the questions, 171 chose comics as their favorite magazine.

Another preference was noted in the interest of children in Life magazine. Unlike comic magazines, Life had a continued following throughout all the grades. Saturday Evening Post seemed to be the next most sought for magazine among children. It like Life, had a steady following.²

Different media and different "levels" of communication not only attract different audiences but also treat the same topics in different ways. For both of these reasons, the comparative analysis of communication content takes on considerable importance. What are the differences in "sensationalism" between newspaper and radio treatment of the same event? How do the values of the characters in radio dramas compare with


those of the characters in motion pictures? How does the "profile" of a social problem in popular or mass communication compare with the "profile" in scientific publications or scholarship? What happens to "good" books when they are made into films? It is to such questions as these that this use of content analysis applies. 1

The content of newspapers, magazines, and radio dealing with the presidential campaign of 1940 was analyzed for differences in subject matter and partisanship. National magazines favored the Republican side more than the other two media, with emphasis of about 3-to-1 as against 2-to-1 for the radio and newspapers (in a small mid-western county). And within this partisanship, magazines differed from the other two media in being much more pro-Wilkie than anti-Roosevelt. "This pro-Wilkie material consisted largely of biographies and sketches of the candidates, and was hence a 'natural' for the American mass magazines... The careers and personalities of 'interesting' people of the day are always being described in such magazines, and Wilkie's story fitted this formula perfectly." In fact the popular magazines contained relatively more material on Wilkie's character and career than newspaper and radio combined. 2

Blythe made a study which is distinctive for its comparison of different "quality levels" dealing with American history: it investigated the extent to which the basic findings of research monographs were incorporated in secondary school texts on American history. About thirty new viewpoints, emphases, and discoveries in historical scholarship from 1893 to 1928 were checked... The typical finding was incorporated in only one

1 Berelson, 39.
2 Ibid., p. 41-42.
third of fifteen then-recent texts, and individual texts included only from five to nineteen of the findings. On the average it took about six years for a development from historical research to find its way into history textbooks for secondary schools.¹

In each case the comparative dimension adds a good deal to the total analysis. Because different groups of people read and listen to different kinds of communications on the same subject, this application has considerable potential value as a method for describing the differences in content to which they are exposed. In addition, it is particularly useful in comparing different "levels of communication content. In this connection, content analysis provides one promising channel for the establishment of standards for mass communication, by comparing the content of some channels with others, with a profile constructed from all or with expert communication.²

Summary of Related Literature.— The review of related literature concerning content analysis contributed the following understanding; content analysis assumes that inferences about the relationship between intent and content or between content and effect can validly be made or the actual relationship established.³ The growth of children's magazines has brought many changes in content, style and appearance since their beginning in 1789. In reviewing studies pertinent to the present one the writer found several which analyzed the content of a number of children's magazines, a study of the circulation and reading of newspapers and magazines, a comparative study of the "quality levels" dealing with American

¹Berelson, p. 42.
²Ibid., p. 43.
³Ibid., p. 20.
History, and a questionnaire study of the types of comics which boys and girls prefer.

The related literature made two distinct contributions to the present study:

1. It furnished the background for the study, thereby influencing selection of instruments and basic implications drawn from the findings.

2. It identified certain points at which the present study might depart from previous designs and make more or less novel contributions. Specifically, the present study has placed emphasis upon an analysis of the comparison and relationships between characteristics of the selected magazines and the extent to which the pupils accept or reject the publications possessing them.
CHAPTER II

AN ANALYSIS OF THE CONTENTS OF A SELECTED NUMBER OF CHILDREN'S MAGAZINES AND EVALUATION ACCORDING TO ESTABLISHED CRITERIA

Introductory Explanation.-- This chapter has as its main purpose to critically review the contents of the following magazines: Child Life, Humpty Dumpty, Highlights for Children, Junior Natural History, and American Junior Red Cross News. The first three magazines have been identified under the classification of "General" as pertains to children's magazines. The last two magazines have been identified under the classification of "Special Group Interest" as pertains to children's magazines.

These magazines will be analyzed with the following as a guide.
Criteria set up by Laura K. Martin and reviewed in Chapter I.

Interpretative Analysis of Child Life

Format.-- In analyzing this magazine it was revealed that:

Child Life is eight inches wide and eleven inches long. It is an easily handled magazine. The picture on the cover conveys the idea of spaciousness. It is in contrasting colors and the main theme is displayed with smaller items in the background. The paper is off-white in color. It has a semi-glossy finish. The words are well spaced and the contents of the magazine are printed in heavy black 12 point pica type. It is exceptionally clear.

The magazine, Child Life conveys the feeling of ample picture space. The paper was given the rating of fair because of its finish. It has been established that a dull finish paper is easier on the eyes.

**Appearance and Organization.**—With regard to appearance and organization it was found that the pictures on the cover and in the magazine are imaginative. They are large. Many of these pictures are in black and white. A few use only one color. The entire object or objects appear in this color. An example: little boy with yellow face, clothes hands, and shoes. A parrot in the same picture is also completely yellow. The different departments of Child Life are presented in a unique way. The poems are illustrated with simple color sketches. The puzzles have as their background suggestive picture clues. The cover has interest and appeal for a wide age group as the pictures are life-like drawings of children or animals in various activities. The pictures are not extremely juvenile.

**Activities and Special Features.**—An analysis of this department of the magazine revealed the following attractions: an animal crossword puzzle, jingles, items to make from pipe cleaners and spools, simple recipes, safety projects, and letters from readers. The various "Things to Do" are clearly stated. Material used in the activities are either simple household objects or inexpensive dime store objects. At least one feature brings in the broad aspect of community responsibility.

**Literary Content.**—In literary content, it was found that this magazine is published monthly, except bi monthly June-July and August-September, by Child Life Inc., Boston, Massachusetts. The editor is Adelaide Field. Under the heading of "Story Time" there are several stories only one page in length which may be termed "easily read" for
the nine to twelve age group for whom this magazine is written. This section contains one continuous story and several stories of two pages in length. The action in these stories deals with everyday experiences of animals of the forest, pets and community friends.

The poems in Child Life are not particularly rhythmical. This is understandable as many of these poems are the contributions of readers. This magazine does not contain any jokes.

Interpretative Analysis of Humpty Dumpty

Format.-- The analysis of the format of Humpty Dumpty began with the fact that this magazine is five and three-fourths inches in width and seven and one-half inches in length. The front cover is done in lively, bright colors. Each month the drawing on the cover features the mythical character, Humpty Dumpty in an intriguing experience. The title of the magazine is clearly displayed in a contrasting color in boldface type. The magazine is printed on light green paper. It has a dull finish and is not smooth.

Appearance and Organization.-- This analysis revealed that the pictures in Humpty Dumpty are large and clear. Most of the pictures in the magazine use one color and black or white or black and white. The individual departments are introduced through the use of attractive pictures and "catchy" sub-titles. The expressions on the faces of the characters in the illustrations are suggestive of the action in the story.

Activities and Special Features.-- This department contains numerous games, puzzles, pictures to color, stories in word and picture and a song. The majority of these activities do not need any parental aid.
The materials to be used are usually crayon, scissors, and paste.

Literary Content. It was found that Humpty Dumpty Magazine is published monthly, except June and August, by Humpty Dumpty, Inc., a subsidiary of the publishers of Parents' Magazine. The publication office is in Nashville, Tennessee. There are several "read aloud" stories in this magazine. They are easy to read. This magazine addresses itself to the five to seven years age group. However, older boys and girls may enjoy reading it as it does not use extremely juvenile plots or language.

Interpretative Analysis of American Junior Red Cross News

Format. The analysis of the format of this magazine revealed that: the American Junior Red Cross News magazine is eight inches wide and eleven and one-fourth inches long. The first three words of the title are in script and the word, "News" is in bold face type. This title is placed on the upper one-fourth section of the front cover of the magazine. The feature front picture covers the remaining portion of the cover. This picture is large and colorful, displaying the realistic action of persons or animals in seasonal activities. The American Junior Red Cross News magazine is written on off-white paper. This paper has a smooth semi-gloss finish. The stories and articles in this magazine are in heavy black eleven point pica type.

Appearance and Organization. In the analysis of department it was found that the pictures in the magazine are photographs of the activities of the Junior Red Cross members participating in various activities. The other pictures are colorful sketches portraying the action of the accompanying stories.
Activities and Special Features.— The American Junior Red Cross Magazine does not have the section identified as Activities and Special Feature Department. However, the May 1959 issue contained a nature quiz.

Literary Content.— Concerning the literary content of this magazine the analysis revealed that one or more stories or articles found in the magazine each month relate the customs of people of other lands. There is an article to alert the reader to the importance of safety first with reference to fire, water sports, bicycle riding, play areas and home accidents. If there is a national holiday in the month a story is devoted to it. This magazine is published monthly, October through May, except January, by the American National Red Cross, Washington, D. C.

There are poems from readers in this magazine. The selection is good and these verses display clear thought and systematic rhythm.

Interpretative Analysis of Highlights for Children

Format.— The analysis of the format of the magazine Highlights for Children revealed the following: This magazine is nine inches in width and twelve inches in length. It carries these sub-titles on its format "The Monthly Book," which is in smaller print than the title and "Fun With A Purpose." The cover is done in a modernistic block design using subdued complimentary colors. The word Highlights is always in white whereas the other words carry the color scheme of the cover. In the lower right hand there is a clever child-like sketch of a child, animal or imaginary being in some action which portrays the theme of the month. The magazine is printed on dull finish off-white paper. The size of this magazine lends itself to large drawings which are plentiful throughout. This magazine is printed in eleven point pica type. The print is clear
and easily read.

The paper on which this magazine is written does not tear easily, and it lies flat when the magazine is opened. The paper does not feel smooth to the touch.

**Activities and Special Features.** An analysis of this department of the magazine revealed the following information. A variety of puzzles, matching games, hidden pictures, original pictures and poems, things to make, and fun with phonics are presented. These activities are introduced by attractively colored pictures. For the very young child the pictures accompanying his "stories" are so illustrative that he can "read them."

The "Things to Do" department has clearly stated directions. Most of the activities can be done alone by the older child. The younger child can follow the guidance of an adult or older child. The items used in making things are simple household and schoolroom objects and materials.

*Highlights for Children* is a well planned magazine with appropriately introduced departments.

**Appearance and Organization.** The illustrations in *Highlights for Children* are above average. They are colorful and expressive. There are many pictures in this magazine. The various departments are appropriately introduced by pictures.

This magazine does not accept any advertisements. The cover is appealing to a wide age range.

**Literary Content.** The analysis of the content revealed an excellent variety of stories, poems and articles. There are several short picture stories for the very young child, also short stories from the readers, a Biblical story, and a factual article which discusses such topics as
the solar system, and the life and work habits of animals. This magazine presents a story of the life of a famous composer and a selection from his works. There are short picture stories which relate everyday courtesy at home and in the community.

In addition to the usual Table of Contents, *Highlights for Children* contains a Guide for Parents and Teachers. This is a chart which shows by means of a check what is emphasized in each feature presented in a particular issue.

The poetry in *Highlights for Children* is simple, as the majority of the verses are by children. They expressed their feelings about their environment.

Every issue of this magazine does not present humorous features. However, some were found in a few. Generally these sayings are not completely independent of childish pranks. They do not tease or ridicule.

*Highlights for Children* is published monthly except June and August by *Highlights for Children Inc.*, Columbus, Ohio. The editor is Garry C. Myers.

**Junior Natural History**

**Format.**— The analysis of the magazine, *Junior Natural History* revealed the following concerning the format: This magazine is six and three-fourth inches in width and ten inches in length. Generally a wildlife photograph or drawing, a picture of plants or other scenes from nature are on the front cover. The title is displayed against a white background in dark bold-faced print, in the top border.

*Junior Natural History* is written on paper that is off-white in color. The paper has a semi-gloss finish. The print is a dull dark green. It is
eleven point pica type. This type is not adequately spaced.

**Appearance and Organization.**—With regard to the appearance and organization of the magazine the writer found that the pictures in *Junior Natural History* are actual photographs of wildlife, or plants. These pictures are excellent because of their realistic value.

**Activities and Special Features.**—There is no division of departments. However, the contents fall loosely under these headings: Articles and Stories, Animal News, Pen Pals Puzzles and Book Reviews. Puzzles and Pen Pals are the only activities found.

**Literary Content.**—Concerning the literary content the analysis revealed articles on birds, animal lore, plants and the life and customs of people in other countries. There is wide variety in the use of words. Scientific names are frequently given. The text of this magazine is so mature that only a boy or girl reading on advanced fourth grade level and above can handle it profitable.

One humorous item concerning animals was found. This magazine does not present any poems.

*Junior Natural History* is published and copyright monthly, 1959, by the American Museum of Natural History, New York, N. Y., from January to May, with one issue for June, July and August, then monthly September to December. Marion B. Carr is the Editor, Nelson R. Perry is the Field Reporter and Photographer.

**General Summary of Analyses**

From the foregoing analyses the writer concluded that:

1. In format all magazines had high standards of production, with the structural differences being appropriate to the purposes
and basic appeal of the publications.

2. In organization the publications maintained a high degree of accuracy, adhering to the criteria of a realistic approach, except for one deviation.

3. In Activities and Special Features all magazines under the classification of General had high standards of production. The magazines under the classification of Special Group Interest did not possess this quality. However, this difference may be considered appropriate to the inherent characteristics of these magazines.

4. In literary content all magazines had high standards of production. The contents attained the level of vital literature.
CHAPTER III

PRESENTATION AND ANALYSIS OF DATA

Introductory Explanation.— Through its presentation and analysis of data this chapter answers two main purposes of the study which involved:

1. Finding out the likes and dislikes of thirty members of the Atlanta Day Camp Organization, with a grade range of fourth through seventh, to the contents of two types of magazines for children.

2. The contextual comparison of the elements of analysis and the respective reactions.

Data for presentation in this chapter were secured by use of the questionnaire, personal interview and content analysis. Thirty boys and girls were used in this study. The pupils' ages ranged from nine to twelve years. The responses of pupils to queries on the questionnaire were recorded in tables showing the number of "Yes" and "No" answers and the per cent of "Yes" and "No" answers.

The present chapter adheres to the following organization:

1. Basic Data Regarding Pupils Used in the Study.

2. The Reactions of Pupils to A Selected Number of Magazines for Children.

Basic Data Regarding Pupils Used in This Study

The Stanford Intermediate Reading Test was administered to a group of fifty boys and girls attending the Atlanta Day Camp, sponsored by the YMCA and the YWCA, respectively, of Atlanta, Georgia. The Stanford
Intermediate Reading Test was given for the purpose of screening the group of fifty day campers. It was felt that boys and girls with an average reading score of 4.0 and above would be discriminatory in their use of the magazines selected for use in this study.

Table 1 reports these findings. Of the fifty boys and girls who took the test, thirty made scores of 4.0 or above. These thirty boys and girls ranged in age from nine to twelve years. This group included nine members, ten years of age; six members, nine years of age; five members eleven years of age; ten members, twelve years of age.

Table 1 shows the average reading score, grade and age of the thirty boys and girls used in this study.

One fifth grade pupil or 3.33 per cent of the group of thirty boys and girls in the Atlanta Day Camp Organization obtained a reading score on the Stanford Intermediate Reading Test above his grade level.

Five pupils or 16.67 per cent of the group of boys and girls made scores on their grade level. Three of these pupils were in the fifth grade. They scored 5.0, 5.4, and 5.5. The other two were in the fourth grade. Their scores were 4.0 and 4.5.

Ten members of this group had an average reading score that was one grade below their actual grade level. Table 1 shows that 33.33 per cent of the group of thirty campers had scores one grade below their actual grade level.

Nine pupils had an average reading score that was two grades below their actual grade level. Nine or 29.99 per cent had scores which were two grades below their grade level.

Five members or 16.67 per cent of the group had average reading scores which were three grades below their actual grade level.
### TABLE 1
**DISTRIBUTION OF THE AVERAGE READING SCORES, CHRONOLOGICAL AGES AND GRADE PLACEMENT OF THIRTY PUPILS FROM THE ATLANTA DAY CAMP ORGANIZATION**

<table>
<thead>
<tr>
<th>Reading Score</th>
<th>Grade</th>
<th>Age</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.6</td>
<td>5</td>
<td>9</td>
</tr>
<tr>
<td>6.3</td>
<td>7</td>
<td>12</td>
</tr>
<tr>
<td>5.8</td>
<td>7</td>
<td>12</td>
</tr>
<tr>
<td>5.7</td>
<td>7</td>
<td>11</td>
</tr>
<tr>
<td>5.4</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td>5.3</td>
<td>7</td>
<td>11</td>
</tr>
<tr>
<td>5.3</td>
<td>6</td>
<td>10</td>
</tr>
<tr>
<td>5.0</td>
<td>6</td>
<td>12</td>
</tr>
<tr>
<td>5.0</td>
<td>6</td>
<td>10</td>
</tr>
<tr>
<td>5.0</td>
<td>6</td>
<td>10</td>
</tr>
<tr>
<td>5.0</td>
<td>5</td>
<td>9</td>
</tr>
<tr>
<td>4.9</td>
<td>6</td>
<td>10</td>
</tr>
<tr>
<td>4.8</td>
<td>6</td>
<td>12</td>
</tr>
<tr>
<td>4.8</td>
<td>6</td>
<td>10</td>
</tr>
<tr>
<td>4.7</td>
<td>5</td>
<td>9</td>
</tr>
<tr>
<td>4.6</td>
<td>7</td>
<td>12</td>
</tr>
<tr>
<td>4.5</td>
<td>7</td>
<td>12</td>
</tr>
<tr>
<td>4.5</td>
<td>4</td>
<td>9</td>
</tr>
<tr>
<td>4.5</td>
<td>6</td>
<td>11</td>
</tr>
<tr>
<td>4.4</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td>4.2</td>
<td>7</td>
<td>12</td>
</tr>
</tbody>
</table>
Throughout the distribution, however, the scores adhered to the criterion that subjects should have reading averages on or above fourth grade level.

**The Reactions of Pupils to A Selected Number Of Magazines for Children**

This section reports reactions to format, organization, activities and literary content of the respective magazines.

**Reactions Concerning Format**

**Child Life.**— Table 2 presents the responses of thirty boys and girls of the Atlanta Day Camp to the questions concerning the format of *Child Life* magazine. To the question, "Do you like the size of this
### TABLE 2

**DISTRIBUTION OF THE RESPONSES OF THIRTY PUPILS OF THE ATLANTA DAY CAMP ORGANIZATION, ATLANTA, GEORGIA, REGARDING THE FORMAT OF THE MAGAZINE, CHILD LIFE**

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you like the size of this magazine?</td>
<td>29</td>
<td>1</td>
<td>96.67</td>
</tr>
<tr>
<td>Is it too large?</td>
<td></td>
<td></td>
<td>100</td>
</tr>
<tr>
<td>Is it too small?</td>
<td>1</td>
<td>29</td>
<td>3.33</td>
</tr>
<tr>
<td>Is the print too small for you to read easily?</td>
<td>5</td>
<td>25</td>
<td>16.67</td>
</tr>
<tr>
<td>Do you think there is enough space between each word?</td>
<td>26</td>
<td>4</td>
<td>86.66</td>
</tr>
<tr>
<td>Do you think this magazine is written on paper that is (a) good in quality?</td>
<td>19</td>
<td>11</td>
<td>63.33</td>
</tr>
<tr>
<td>(b) fair in quality?</td>
<td>10</td>
<td>20</td>
<td>33.33</td>
</tr>
<tr>
<td>(c) poor in quality?</td>
<td>1</td>
<td>29</td>
<td>3.33</td>
</tr>
</tbody>
</table>

magazine?" the boys and girls answered with 29 or 96.67 per cent "Yes" and one or 3.33 per cent "No" response.

To the question, "Is it too large?" the thirty campers gave 30 or 100 per cent "No" as their response. One camper or 3.33 per cent of the group found Child Life too small. However, 29 or 96.67 per cent of the group gave "No" as their response to the question, Is it too small?

To the question, "Is the print too small for you to read easily?" 5 or 16.67 per cent of the campers answered "Yes" while 25 or 83.33
per cent of the campers answered "No." Twenty-six or 86.66 per cent of
the campers found there was enough space between each word while ¼ or
13.33 per cent of the boys and girls answered, "No" to this question.

To the question, "Do you think this magazine is written on paper
that is good, fair or poor in quality?" 19 or 63.33 of the campers
answered "Yes." Eleven or 36.67 per cent answered "No;" they did not
rate the paper in Child Life as good. Ten or 33.33 per cent of the boys
and girls judged the paper to be fair in quality, whereas 66.67 per cent
did not like the rating of fair for the paper.

In noting the degree of relationship in the responses of the boys
and girls of the Atlanta Day Camp Organization and the examination
according to the established criteria the main difference concerning
the format is the rating given the paper on which Child Life magazine
is written. In an interview with the boys and girls in this study the
reasons for their answers to the question concerning the quality of the
paper of the magazine disclosed that 96.67 per cent who rated the paper
as good liked it because it was smooth, it looked new, it looked good
and it would turn easily. It is apparent from their answers that the
boys and girls were not conscious of a glare from this paper as they
read the stories.

Humpty Dumpty.-- Table 3 presents the responses of the day campers
to the questions concerning the format of Humpty Dumpty. To the question:
"Do you like the size of this magazine?" the Atlanta Day Campers responded
with 25 or 83.33 per cent "Yes" and 5 or 16.67 per cent "No." Whereas
to the question: "Is the magazine too large?" the group of thirty day
campers responded with 2 or 6.67 per cent "Yes" and 28 or 93.33 per cent
"No." To the question: "Is it too small?" the boys and girls of the
### Table 3

DISTRIBUTION OF THE RESPONSES OF THIRTY MEMBERS OF THE ATLANTA DAY CAMP ORGANIZATION, ATLANTA, GEORGIA, REGARDING THE FORMAT OF THE MAGAZINE, HUMPTY DUMPTY

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you like the size of this magazine?</td>
<td>25</td>
<td>5</td>
<td>83.33</td>
<td>16.67</td>
</tr>
<tr>
<td>Is it too large?</td>
<td>2</td>
<td>28</td>
<td>6.67</td>
<td>93.33</td>
</tr>
<tr>
<td>Is it too small?</td>
<td>7</td>
<td>23</td>
<td>23.33</td>
<td>76.67</td>
</tr>
<tr>
<td>Is the print too small for you to read easily?</td>
<td>3</td>
<td>27</td>
<td>10</td>
<td>90</td>
</tr>
<tr>
<td>Do you think there is enough space between each word?</td>
<td>25</td>
<td>5</td>
<td>83.33</td>
<td>16.67</td>
</tr>
<tr>
<td>Do you think this magazine is written on paper that is</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(a) good in quality?</td>
<td>15</td>
<td>15</td>
<td>50</td>
<td>50</td>
</tr>
<tr>
<td>(b) fair in quality?</td>
<td>8</td>
<td>22</td>
<td>26.67</td>
<td>73.33</td>
</tr>
<tr>
<td>(c) poor in quality?</td>
<td>7</td>
<td>23</td>
<td>23.33</td>
<td>76.67</td>
</tr>
</tbody>
</table>

Atlanta Day Campers Organization responded with 7 or 23.33 per cent "Yes," and 23 or 76.67 per cent "No."

To this question concerning the print in the magazine, *Humpty Dumpty*:

"Is the print too small for you to read easily?" 3 or 10 per cent of the Atlanta Day Campers responded "Yes," and 27 or 90 per cent responded "No."

"Do you think there is enough space between each word?" 25 or 83.33 per cent of the group of thirty day campers responded "Yes," and 5 or 16.67 per cent responded "No."
To this question concerning the paper on which the magazine Humpty Dumpty is written: "Do you think this magazine is written on paper that is (a) good in quality, (b) fair in quality, or (c) poor in quality?"
The Atlanta Day Campers responded with 15 or 50 per cent "Yes," good in quality, 15 or 50 per cent "No." However, to fair in quality, 8 or 26.67 per cent of the Atlanta Day Campers responded "yes" and 22 or 73.33 per cent responded "No." To poor in quality, 7 or 23.33 per cent of the members responded yes and 23 or 76.67 per cent responded "No."

Highlights for Children.— Table 4 presents the responses of the Atlanta Day Camp members to the questions concerning the format of the magazine, Highlights for Children.

To the question: "Do you like the size of this magazine?" Nineteen or 63.33 per cent of the boys and girls made a "Yes" response. However, 11 or 36.66 per cent responded with "No." To the question: "Is it too large?" 9 or 30 per cent gave the response of "Yes." Whereas 30 or 70 gave the response of "No." To the question: "Is it too small?" the boys and girls responded with 2 or 6.67 per cent "Yes" and 28 or 93.33 No. To the question: "Is the print too small for you too read easily?" 3 or 10 per cent responded with "Yes," and 27 or 90 per cent responded "No." To the question: "Do you think there is enough space between each word?" The boys and girls responded with 26 or 86.67 per cent "Yes," and 4 or 13.33 per cent "No."

To the questions concerning the quality of paper on which the magazine is written the thirty boys and girls of the Atlanta Day Camp Organization responded with 18 or 60 per cent "Yes," for paper of good quality, 12 or 60 per cent of the boys and girls did not find the paper to be of good quality. To the question: "Do you think this magazine is written
TABLE 4

DISTRIBUTION OF THE RESPONSES OF THIRTY MEMBERS OF THE ATLANTA DAY CAMP ORGANIZATION, ATLANTA, GEORGIA, REGARDING THE FORMAT OF THE MAGAZINE HIGHLIGHTS FOR CHILDREN

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
<th>Per Cent</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you like the size of this magazine?</td>
<td>19</td>
<td>11</td>
<td>63.33</td>
<td>36.66</td>
<td></td>
</tr>
<tr>
<td>Is it too large?</td>
<td>9</td>
<td>21</td>
<td>30</td>
<td>70</td>
<td></td>
</tr>
<tr>
<td>Is it too small?</td>
<td>2</td>
<td>28</td>
<td>6.67</td>
<td>93.33</td>
<td></td>
</tr>
<tr>
<td>Is the print too small for you to read easily?</td>
<td>3</td>
<td>27</td>
<td>10</td>
<td>90</td>
<td></td>
</tr>
<tr>
<td>Do you think there is enough space between each word?</td>
<td>26</td>
<td>4</td>
<td>86.67</td>
<td>13.33</td>
<td></td>
</tr>
<tr>
<td>Do you think this magazine is written on paper that is good in quality?</td>
<td>18</td>
<td>12</td>
<td>60</td>
<td>40</td>
<td></td>
</tr>
<tr>
<td>Fair in quality?</td>
<td>10</td>
<td>20</td>
<td>33.33</td>
<td>66.67</td>
<td></td>
</tr>
<tr>
<td>Poor in quality?</td>
<td>2</td>
<td>28</td>
<td>6.67</td>
<td>93.33</td>
<td></td>
</tr>
</tbody>
</table>

on paper that is fair in quality?" 10 or 33.33 per cent of the group responded with yes. Whereas 20 or 66.67 per cent of the boys and girls did not find the paper to be of fair quality and responded "No." To the question: "Is the paper on which the magazine is written poor in quality?" 2 or 6.67 per cent of the group of boys and girls responded "Yes." Whereas 28 or 93.33 per cent of the Atlanta Day Campers responded "No."

Junior Natural History.-- Table 5 presents the data secured with regard to the format of the magazine Junior Natural History. To the
TABLE 5
DISTRIBUTION OF THE RESPONSES OF THIRTY MEMBERS OF THE ATLANTA DAY CAMP ORGANIZATION, ATLANTA, GEORGIA, REGARDING THE FORMAT OF THE MAGAZINE JUNIOR NATURAL HISTORY

<table>
<thead>
<tr>
<th>Question</th>
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<th>No</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you like the size of this magazine?</td>
<td>21</td>
<td>9</td>
<td>70</td>
</tr>
<tr>
<td>Is it too large?</td>
<td>30</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Is it too small?</td>
<td>8</td>
<td>22</td>
<td>26.67</td>
</tr>
<tr>
<td>Is the print too small for you to read easily?</td>
<td>18</td>
<td>12</td>
<td>60</td>
</tr>
<tr>
<td>Do you think there is enough space between each word?</td>
<td>10</td>
<td>20</td>
<td>33.33</td>
</tr>
<tr>
<td>Do you think this magazine is written on paper that is good in quality?</td>
<td>23</td>
<td>7</td>
<td>76.67</td>
</tr>
<tr>
<td>Fair in quality?</td>
<td>3</td>
<td>27</td>
<td>10</td>
</tr>
<tr>
<td>Poor in quality?</td>
<td>4</td>
<td>26</td>
<td>13.33</td>
</tr>
</tbody>
</table>

question: "Do you like the size of this magazine?" the members of the Atlanta Day Camp Organization responded with 21 or 70 per cent "Yes," and 9 or 30 per cent "No." Whereas to the question: "Is the magazine too large?" 30 or 100 per cent of the group of thirty day campers responded "No." To the question: "Is the magazine too small?" the boys and girls of the Atlanta Day Camp responded with 8 or 26.67 per cent "Yes," and 22 or 73.33 per cent "No."

To this question concerning the print in the magazine, Junior Natural
History: Is the print too small for you to read easily? 18 or 60 per cent of the Atlanta Day Campers responded "Yes," and 12 or 40 per cent responded "No." To the question: "Do you think there is enough space between each word?" 10 or 33.33 per cent of the group of thirty day campers responded "Yes," and 20 or 66.67 per cent responded "No."

To this question concerning the paper on which the magazine _Junior Natural History_ is written: "Do you think this magazine is written on paper that is (a) good in quality? fair in quality? or poor in quality?" The Atlanta Day Campers responded 23 or 76.67 per cent "Yes," good in quality, 7 or 23.33 per cent "No." However, to fair in quality 3 or 10 per cent of the Atlanta Day Campers responded "Yes," and 27 or 90 per cent responded "No." To poor in quality, 4 or 13.33 per cent of the members responded "Yes," and 26 or 86.67 responded "No."

American Junior Red Cross.— Table 6 presents the responses of the Atlanta Day Camp members to the questions concerning the format of American Junior Red Cross News magazine. To the question: "Do you like the size of this magazine?" the members of the Atlanta Day Camp Organization responded with 20 or 66.67 per cent "Yes," and 10 or 33.33 per cent "No."

Whereas to the question: "Is the magazine too large?" the group of thirty Day Camp members responded with 5 or 16.67 per cent "Yes," and 25 or 83.33 per cent "No." To the question: "Is it too small?" the boys and girls of the Atlanta Day Camp Organization responded with 5 or 16.67 per cent "Yes," and 25 or 83.33 per cent "No."

To this question concerning the print in the magazine, _American Junior Red Cross News:_ "Is the print too small for you to read easily?" 6 or 20 per cent of the members responded "Yes," and 24 or 80 per cent responded "No." To the question: "Do you think there is enough space
### Table 6

DISTRIBUTION OF THE RESPONSES OF THIRTY MEMBERS OF THE ATLANTA DAY CAMP ORGANIZATION, ATLANTA, GEORGIA, REGARDING THE FORMAT OF THE MAGAZINE, AMERICAN JUNIOR RED CROSS NEWS

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you like the size of this magazine?</td>
<td>20</td>
<td>10</td>
<td>66.67</td>
<td>33.33</td>
</tr>
<tr>
<td>Is it too large?</td>
<td>5</td>
<td>25</td>
<td>16.67</td>
<td>83.33</td>
</tr>
<tr>
<td>Is it too small?</td>
<td>5</td>
<td>25</td>
<td>16.67</td>
<td>83.33</td>
</tr>
<tr>
<td>Is the print too small for you to read easily?</td>
<td>6</td>
<td>24</td>
<td>20</td>
<td>80</td>
</tr>
<tr>
<td>Do you think there is enough space between each word?</td>
<td>23</td>
<td>7</td>
<td>76.67</td>
<td>23.33</td>
</tr>
<tr>
<td>Do you think this magazine is written on paper that is good in quality?</td>
<td>21</td>
<td>9</td>
<td>70</td>
<td>30</td>
</tr>
<tr>
<td>Fair in quality?</td>
<td>6</td>
<td>24</td>
<td>20</td>
<td>80</td>
</tr>
<tr>
<td>Poor in quality?</td>
<td>3</td>
<td>27</td>
<td>10</td>
<td>90</td>
</tr>
</tbody>
</table>

... between each word... 23 or 76.67 per cent of the group of thirty day campers responded "Yes," and 7 or 23.33 per cent responded "No."

To this question concerning the paper on which the magazine American Junior Red Cross News is written: "Do you think this magazine is written on paper that is (a) good in quality? (b) fair in quality? or (c) poor in quality? The Atlanta Day Campers responded with 21 or 70 per cent, good in quality, and 9 or 30 per cent answered "No." Whereas to fair in quality, 6 or 20 per cent responded "Yes," and 24 or 80 per cent responded...
"No." To (c) poor in quality? 3 or 10 per cent of the members of the Atlanta Day Camp Organization responded "Yes," and 27 or 90 per cent responded "No."

Reactions Concerning Appearance and Organization

Child Life.— Table 7 presents the responses of the group of campers to the questions concerning the appearance and organization of the magazine Child Life.

To the question: "Do you think the pictures on the cover and those in the magazine are original?" The members of the camp responded with 26 or 86.67 per cent "Yes," and 4 or 13.33 per cent "No." To the question: "Do you think the magazine has enough pictures?" 25 or 83.33 per cent of the group of thirty day camp members responded "Yes," and 5 or 16.67 per cent responded "No." To the question: "Is there enough color in the pictures?" 19 or 63.33 per cent of the members responded "Yes," and 11 or 36.67 per cent responded "No." To the question: "Would you like to look through the magazine merely to enjoy the pictures?" the boys and girls of the day camp responded with 18 or 60 per cent "Yes," and 12 or 40 per cent responded "No." To the question: "Do you think the illustrations are of good quality?" 20 or 66.67 per cent responded "Yes," and 10 or 33.33 per cent responded "No."

To the question: "Do you think the various departments of this magazine are well planned?" the members responded with 24 or 80 per cent "Yes," and 6 or 20 per cent No. To the question: "Do you think the various departments in this magazine are presented in an interesting way?" 25 or 83.33 per cent of the day camp members responded "Yes," and 5 or 16.67 per cent of the group responded "No." To the question: "Do you think the various
TABLE 7
DISTRIBUTION OF THE RESPONSES OF THIRTY MEMBERS OF THE ATLANTA DAY CAMP ORGANIZATION, ATLANTA, GEORGIA, REGARDING THE APPEARANCE AND ORGANIZATION OF THE MAGAZINE, CHILD LIFE

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you think the pictures on the cover and those in the magazine are original?</td>
<td>26</td>
<td>4</td>
<td>86.67</td>
</tr>
<tr>
<td>Do you think the magazine has enough pictures?</td>
<td>25</td>
<td>5</td>
<td>83.33</td>
</tr>
<tr>
<td>Is there enough color in the pictures?</td>
<td>19</td>
<td>11</td>
<td>63.33</td>
</tr>
<tr>
<td>Would you like to look through the magazine to enjoy the pictures?</td>
<td>18</td>
<td>12</td>
<td>60</td>
</tr>
<tr>
<td>Do you think the illustrations are of good quality?</td>
<td>20</td>
<td>10</td>
<td>66.67</td>
</tr>
<tr>
<td>Do you think the various departments of this magazine are well planned?</td>
<td>24</td>
<td>6</td>
<td>80</td>
</tr>
<tr>
<td>Not planned?</td>
<td>6</td>
<td>24</td>
<td>20</td>
</tr>
<tr>
<td>Presented in an interesting way?</td>
<td>25</td>
<td>5</td>
<td>83.33</td>
</tr>
<tr>
<td>Show variety in the use of words?</td>
<td>26</td>
<td>4</td>
<td>86.67</td>
</tr>
</tbody>
</table>

of this magazine show variety in the use of words?" 26 or 86.67 per cent of the boys and girls responded "Yes," and 4 or 13.33 per cent responded "No."

Humpty Dumpty.— Table 8 presents the responses of thirty boys and
TABLE 8

DISTRIBUTION OF THE RESPONSES OF THIRTY MEMBERS OF THE ATLANTA DAY CAMP ORGANIZATION, ATLANTA, GEORGIA, REGARDING THE APPEARANCE AND ORGANIZATION OF THE MAGAZINE, HUMPTY DUMPTY

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you think the pictures on the cover and those in the magazines are original?</td>
<td>18</td>
<td>12</td>
<td>60</td>
<td>40</td>
</tr>
<tr>
<td>Do you think the magazine has enough pictures?</td>
<td>25</td>
<td>5</td>
<td>83.33</td>
<td>16.67</td>
</tr>
<tr>
<td>Is there enough color in the pictures?</td>
<td>15</td>
<td>15</td>
<td>50</td>
<td>50</td>
</tr>
<tr>
<td>Would you like to look through the magazine to enjoy the pictures?</td>
<td>20</td>
<td>10</td>
<td>66.67</td>
<td>33.33</td>
</tr>
<tr>
<td>Do you think the illustrations are good quality?</td>
<td>25</td>
<td>5</td>
<td>83.33</td>
<td>16.67</td>
</tr>
<tr>
<td>Do you think the various departments of this magazine are well planned?</td>
<td>25</td>
<td>5</td>
<td>83.33</td>
<td>16.67</td>
</tr>
<tr>
<td>Not Planned?</td>
<td>5</td>
<td>25</td>
<td>16.67</td>
<td>83.33</td>
</tr>
<tr>
<td>Presented in an interesting way?</td>
<td>23</td>
<td>7</td>
<td>76.67</td>
<td>23.33</td>
</tr>
<tr>
<td>Show variety in the use of words?</td>
<td>28</td>
<td>2</td>
<td>93.33</td>
<td>6.67</td>
</tr>
</tbody>
</table>

Girls to the appearance and organization of the magazine Humpty Dumpty.

To the question: "Do you think the pictures on the cover and those in the magazine are original?" the members responded with 18 or 60 per cent "Yes," and 12 or 40 per cent "No." To the question: "Do you think the magazine has enough pictures?" 25 or 83.33 per cent responded "Yes," and
5 or 16.67 responded "No." To the question: "Is there enough color in
the pictures?" 15 or 50 per cent of the members responded Yes and 15 or
50 per cent responded "No." To the question: "Would you like to look
through the magazine merely to enjoy the pictures?" the boys and girls
of the day camp responded with 20 or 66.67 per cent 'Yes," and 10 or
33.33 per cent responded "No." To the question: "Do you think the
illustrations are of good quality?" 25 or 83.33 per cent of the members
of the Atlanta Day Camp responded "Yes," and 5 or 16.67 per cent responded
"No."

To the question: "Do you think the various departments of this maga-
zine are well planned?" the members responded with 25 or 83.33 per cent
"Yes," and 5 or 16.67 per cent "No." To the question: "Do you think
the various departments in this magazine are presented in an interesting
way?" 23 or 76.67 of the day camp members responded "Yes," and 7 or
23.33 per cent "No." To the question: "Do you think the various depart-
ments of this magazine show variety in the use of words?" 28 or 93.33
per cent of the boys and girls of the Atlanta Day Camp responded Yes,
whereas 2 or 16.67 per cent responded "No."

Highlights for Children.— Table 9 presents the responses of the
camp members to the questions concerning the appearance and organization
of the magazine Highlights for Children.

To the question: "Do you think the pictures on the cover and those
in the magazine are original?" the Atlanta Day Camp members responded
with 25 or 83.33 per cent "Yes," and 5 or 16.67 per cent "No." To the
question: "Do you think the magazine has enough pictures?" 20 or 66.67
per cent of the thirty day camp members responded "Yes," and 10 or 33.33
per cent responded "No." To the question: "Is there enough color in
TABLE 9

DISTRIBUTION OF THE RESPONSES OF THIRTY MEMBERS OF THE ATLANTA DAY CAMP ORGANIZATION, ATLANTA, GEORGIA REGARDING THE APPEARANCE AND ORGANIZATION OF THE MAGAZINE, HIGHLIGHTS FOR CHILDREN

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you think the pictures on the cover and those in the magazine are original?</td>
<td>25</td>
<td>5</td>
<td>83.33</td>
<td>16.67</td>
</tr>
<tr>
<td>Do you think the magazine has enough pictures?</td>
<td>20</td>
<td>10</td>
<td>66.67</td>
<td>33.33</td>
</tr>
<tr>
<td>Is there enough color in the pictures?</td>
<td>21</td>
<td>9</td>
<td>70</td>
<td>30</td>
</tr>
<tr>
<td>Would you like to look through the magazine to enjoy the pictures?</td>
<td>25</td>
<td>5</td>
<td>83.33</td>
<td>16.67</td>
</tr>
<tr>
<td>Do you think the illustrations are of good quality?</td>
<td>25</td>
<td>5</td>
<td>83.33</td>
<td>16.67</td>
</tr>
<tr>
<td>Do you think the various departments of this magazine are well planned?</td>
<td>28</td>
<td>22</td>
<td>93.33</td>
<td>6.67</td>
</tr>
<tr>
<td>Not planned?</td>
<td>2</td>
<td>28</td>
<td>6.67</td>
<td>93.33</td>
</tr>
<tr>
<td>Presented in an interesting way?</td>
<td>29</td>
<td>1</td>
<td>96.33</td>
<td>3.33</td>
</tr>
<tr>
<td>Show variety in the use of words?</td>
<td>30</td>
<td>100</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

the pictures?" 21 or 70 per cent of the members responded with "Yes," and 9 or 30 per cent responded with "No." To the question: "Would you like to look through the magazine merely to enjoy the pictures?" the boys and girls of the day camp responded with 25 or 83.33 per cent "Yes,"
and 5 or 16.67 per cent "No." To the question: "Do you think the illustrations are of good quality?" 25 or 83.33 per cent of the members responded with "Yes," and 5 or 16.67 per cent with "No." To the question: "Do you think the various departments of this magazine are well planned?" the members of the Atlanta Day Camp Organization responded with 28 or 93.33 per cent "Yes," and 2 or 6.67 per cent "No." To the question: "Do you think the various departments in this magazine are presented in an interesting way?" 29 or 96.33 per cent of the day camp members responded "Yes," and 1 or 3.33 per cent responded "No." To the question: "Do you think the various departments in this magazine show variety in the use of words?" 30 or 100 per cent of the Campers responded "Yes."

**American Junior Red Cross.**—Table 10 presents the responses of the thirty boys and girls of the Atlanta Day Camp Organization to the questions concerning the appearance and organization of the magazine **American Junior Red Cross News:** To the question: "Do you think the pictures on the cover and those in the magazine are original?" Members responded with 22 or 73.33 per cent "Yes," and 8 or 26.67 per cent "No." To the question: "Do you think the magazine has enough pictures?" 20 or 66.67 per cent of the day camp members responded with "Yes" and 10 or 33.33 per cent responded with "No." To the question: "Is there enough color in the pictures?" 13 or 43 per cent responded "Yes," and 17 and 56.67 per cent responded "No." To the question: "Would you like to look through the magazine to enjoy the pictures?" the boys and girls of the day camp responded with 15 or 50 per cent "Yes," and 15 or 50 per cent "No." To the question: "Do you think the illustrations are of good quality?" 28 or 93.33 per cent of the camp members responded with "Yes," and 2 or 6.67 per cent responded with "No." To the question: "Do you think the
<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you think the pictures on the cover and those in the magazines are original?</td>
<td>22</td>
<td>8</td>
<td>73.33</td>
<td>26.67</td>
</tr>
<tr>
<td>Do you think the magazine has enough pictures?</td>
<td>20</td>
<td>10</td>
<td>66.67</td>
<td>33.33</td>
</tr>
<tr>
<td>Is there enough color in the pictures?</td>
<td>13</td>
<td>17</td>
<td>43.33</td>
<td>56.67</td>
</tr>
<tr>
<td>Would you like to look through the magazine to enjoy the pictures?</td>
<td>15</td>
<td>15</td>
<td>50</td>
<td>50</td>
</tr>
<tr>
<td>Do you think the illustrations are good quality?</td>
<td>28</td>
<td>2</td>
<td>93.33</td>
<td>6.67</td>
</tr>
<tr>
<td>Do you think the various departments of this magazine are well planned?</td>
<td>16</td>
<td>14</td>
<td>53.33</td>
<td>46.67</td>
</tr>
<tr>
<td>Not planned</td>
<td>14</td>
<td>16</td>
<td>46.67</td>
<td>53.33</td>
</tr>
<tr>
<td>Presented in a interesting way?</td>
<td>24</td>
<td>6</td>
<td>80</td>
<td>20</td>
</tr>
<tr>
<td>Show variety in the use of words?</td>
<td>27</td>
<td>3</td>
<td>90</td>
<td>10</td>
</tr>
</tbody>
</table>

the various departments of this magazine are well planned?"  the members responded with 16 or 53.33 per cent yes. and 14 or 46.67 No. To the question: "Do you think the various departments in this magazine are presented in an interesting way?" 24 or 80 per cent of the day camp
members responded "yes," and 6 or 20 per cent of the members responded "No."
To the question: "Do you think the various departments in this magazine show variety in the use of words?" 27 or 90 per cent of the Atlanta Day Campers responded "Yes," and 3 or 10 per cent responded "No."

**Junior Natural History.**—Table 11 presents the responses of the boys and girls used in this study to the appearance and organizations of the magazine *Junior Natural History.*

To the question: "Do you think the pictures on the cover and those in the magazine are original?" the Atlanta Day Camp members responded with 26 or 86.67 per cent "Yes," and 4 or 13.33 per cent "No." To the question "Do you think the magazine has enough pictures?" 18 or 60 per cent of the day camp members responded with Yes and 12 or 40 per cent responded with No. To the question: "Is there enough color in the pictures?" 8 or 26.67 per cent responded with Yes and 22 or 73.33 with No. To the question would you like to look through the magazine merely to enjoy the pictures?" the boys and girls responded with 5 or 16.67 per cent "Yes," and 25 or 83.33 per cent No. To the question: "Do you think the illustrations are of good quality: 20 or 66.67 per cent of the members responded with "Yes," and 10 or 33.33 per cent responded with "No." To the question: "Do you think the various departments of this magazine are well planned?" 7 or 23.33 per cent of the members of the Atlanta Day Camp Organization responded with "Yes," and 23 or 67 per cent responded with "No." To the question: "Do you think the various departments in this magazine are presented in an interesting way?" 8 or 26.67 per cent of the day camp members responded "Yes," and 22 or 73.33 per cent responded "No." To the question: "Do you think the various departments in this magazine show variety in the use of words?" 30 or 100 per cent of the campers
### TABLE 11

DISTRIBUTION OF THE RESPONSES OF THIRTY MEMBERS OF THE ATLANTA DAY CAMP ORGANIZATION, ATLANTA, GEORGIA REGARDING THE APPEARANCE AND ORGANIZATION OF THE MAGAZINE, JUNIOR NATURAL HISTORY

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you think the pictures on the cover and those in the magazine are original?</td>
<td>26</td>
<td>4</td>
<td>86.67</td>
</tr>
<tr>
<td>Do you think the magazine has enough pictures?</td>
<td>18</td>
<td>12</td>
<td>60</td>
</tr>
<tr>
<td>Is there enough color in the pictures?</td>
<td>8</td>
<td>22</td>
<td>26.67</td>
</tr>
<tr>
<td>Would you like to look through the magazine to enjoy the pictures?</td>
<td>5</td>
<td>25</td>
<td>16.67</td>
</tr>
<tr>
<td>Do you think the illustrations are of good quality?</td>
<td>20</td>
<td>10</td>
<td>66.67</td>
</tr>
<tr>
<td>Do you think the various departments of this magazine are well planned?</td>
<td>7</td>
<td>25</td>
<td>23.33</td>
</tr>
<tr>
<td>Not planned?</td>
<td>23</td>
<td>7</td>
<td>76.67</td>
</tr>
<tr>
<td>Presented in an interesting way?</td>
<td>8</td>
<td>22</td>
<td>26.67</td>
</tr>
<tr>
<td>Show variety in the use of words?</td>
<td>30</td>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>

responded Yes.

Reactions Concerning Activities and Special Features

**Child Life**— Data secured with regard to the Activities and Special
Feature Department in the magazine Child Life revealed that the preponderance of the Atlanta Day Camp Members considered the Activities and Special Feature Department well planned. Data pertinent to this conclusion are found in Table 12.

To the question: "Do you consider the Activities and Special Feature Department (a) interesting?" 22 or 73.33 per cent of the Atlanta Day Camp members responded "Yes," whereas 8 or 26.67 per cent responded "No." To the question: (b) "Are the directions in this department stated clearly?" 25 or 83.33 per cent of the members responded "Yes," whereas 5 or 16.67 per cent of the camp members responded "No." To the question: (c) "Are there suggestions in this department which you would like to try?" 17 or 56.67 per cent of the thirty day camp members responded "Yes," whereas 13 or 43.33 per cent responded "No." To the question: "Are there suggestions in this department which you do not like?" 13 or 43.33 per cent of the members responded "Yes," whereas 17 or 56.67 per cent of the members responded "No."

_Humpty Dumpty._— Data secured with regard to the Activities and Special Feature Department indicated that the majority of the thirty boys and girls from the Atlanta Day Camp Organization found this department in the magazine Humpty Dumpty interesting. Data pertinent to this conclusion are found in Table 13.

To the question: "Do you consider the Activities and Special Feature Department (a) interesting?" 26 or 86.67 per cent of the thirty day camp members responded with "Yes," whereas 4 or 13.33 per cent responded with "No." To the question: (b) "Are the directions in this department stated clearly?" 20 or 66.67 per cent of the Atlanta Day Camp members responded "Yes," whereas 10 or 33.33 per cent responded "No." To the question"
Table 12

DISTRIBUTION OF THE RESPONSES OF THIRTY MEMBERS OF THE ATLANTA DAY CAMP ORGANIZATION, ATLANTA, GEORGIA, REGARDING THE ACTIVITIES AND SPECIAL FEATURE DEPARTMENT OF THE MAGAZINE, CHILD LIFE

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you consider the Activities and Special Feature Department interesting?</td>
<td>22</td>
<td>8</td>
<td>73.33</td>
</tr>
<tr>
<td>Are the directions in this department stated clearly?</td>
<td>25</td>
<td>5</td>
<td>83.33</td>
</tr>
<tr>
<td>Are there suggestions in this department which you would like to try?</td>
<td>17</td>
<td>13</td>
<td>56.67</td>
</tr>
<tr>
<td>Are there suggestions in this department which you do not like?</td>
<td>13</td>
<td>17</td>
<td>43.33</td>
</tr>
</tbody>
</table>

"Are there suggestions in this department which you would like to try?"
12 or 40 per cent of the boys and girls from the day camp responded
"Yes," 18 or 60 per cent responded "No." To the question: "Are there suggestions in this department which you do not like?" 18 or 60 per cent responded "Yes," and 12 or 40 per cent responded "No."

Highlights for Children.— Data secured with regard to the Activities and Special Feature Department in the magazine Highlights for Children indicated that the preponderance of the Atlanta Day Camp members considered the activities and special feature department well planned. Data pertinent to this conclusion are found in Table 14.

To the question: "Do you consider the Activities and Special Feature..."
TABLE 13

DISTRIBUTION OF THE RESPONSES OF THIRTY MEMBERS OF THE ATLANTA DAY CAMP ORGANIZATION, ATLANTA, GEORGIA, REGARDING THE ACTIVITIES AND SPECIAL FEATURE DEPARTMENT OF THE MAGAZINE, HUMPTY DUMPTY

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
<th>Yes</th>
<th>No</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you consider the Activities and Special Feature Department interesting?</td>
<td>26</td>
<td>4</td>
<td>80.67</td>
<td>13.33</td>
<td></td>
</tr>
<tr>
<td>Are the directions in this department stated clearly?</td>
<td>20</td>
<td>10</td>
<td>66.67</td>
<td>33.33</td>
<td></td>
</tr>
<tr>
<td>Are there suggestions in this department which you would like to try?</td>
<td>12</td>
<td>18</td>
<td>40</td>
<td>60</td>
<td></td>
</tr>
<tr>
<td>Are there suggestions in this department which you do not like?</td>
<td>18</td>
<td>12</td>
<td>60</td>
<td>40</td>
<td></td>
</tr>
</tbody>
</table>

Department (a) interesting?" 30 or 100 per cent of the thirty day camp members responded "Yes," To the question: (b) "Are the directions in this department stated clearly?" 28 or 93.33 per cent of the Atlanta Day Camp members responded with "Yes," whereas 2 or 6.67 per cent responded with "No." To the question: "Are there suggestions in this department which you would like to try?" 26 or 66.67 per cent of the Atlanta Day Camp members responded "Yes," whereas 4 or 13.33 per cent responded "No." To the question: (d) "Are there suggestions in this department which you do not like?" 6 or 20 per cent of the Atlanta Day Camp members responded "Yes," whereas 24 or 80 per cent of the group responded "No."
Table 14

DISTRIBUTION OF THE RESPONSES OF THIRTY MEMBERS OF THE ATLANTA DAY CAMP ORGANIZATION, ATLANTA, GEORGIA, REGARDING THE ACTIVITIES AND SPECIAL FEATURE DEPARTMENT OF THE MAGAZINE, HIGHLIGHTS FOR CHILDREN

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you consider the Activities and Special Feature Department interesting?</td>
<td>30</td>
<td>100</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are the directions in this department stated clearly?</td>
<td>28</td>
<td>2</td>
<td>93.33</td>
<td>6.67</td>
</tr>
<tr>
<td>Are there suggestions in this department which you would like to try?</td>
<td>26</td>
<td>4</td>
<td>86.67</td>
<td>13.33</td>
</tr>
<tr>
<td>Are there suggestions in this department which you do not like?</td>
<td>6</td>
<td>24</td>
<td>20</td>
<td>80</td>
</tr>
</tbody>
</table>

Reactions Concerning Literary Content

**Child Life.**—Table 15 presents the responses of the day camp members to the questions concerning the literary content of *Child Life*.

To the question: "Would you like to read stories from this magazine?" 24 or 80 per cent of the thirty day camp members responded with "Yes," and 6 or 20 per cent of the group responded with "No." To the question: "Did you enjoy the stories that you read?" the day camp members responded with 23 or 76.67 per cent "Yes," and 7 or 23.33 per cent "No." To the question: "Did you find stories in this magazine that encourage good citizenship?" 18 or 60 per cent of the members responded with "Yes," and 12 or 60 per cent with "No." To the question: "Did you find stories that
### TABLE 15

**DISTRIBUTION OF THE RESPONSES OF THIRTY MEMBERS OF THE ATLANTA DAY CAMP ORGANIZATION, ATLANTA, GEORGIA, REGARDING THE LITERARY CONTENT OF THE MAGAZINE, CHILD LIFE**

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
<th>% Yes</th>
<th>% No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Would you like to read stories from this magazine?</td>
<td>24</td>
<td>6</td>
<td>80</td>
<td>20</td>
</tr>
<tr>
<td>Did you find the stories in this magazine that encourage good citizenship?</td>
<td>18</td>
<td>12</td>
<td>60</td>
<td>40</td>
</tr>
<tr>
<td>Did you enjoy the stories that you read?</td>
<td>23</td>
<td>7</td>
<td>76.67</td>
<td>23.33</td>
</tr>
<tr>
<td>Did you find stories that would not help boys and girls to become good citizens?</td>
<td>30</td>
<td></td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Did you find any poems in this magazine?</td>
<td>30</td>
<td></td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Did you enjoy reading the poems?</td>
<td>16</td>
<td>14</td>
<td>53.33</td>
<td>46.67</td>
</tr>
<tr>
<td>Did you find any jokes in this magazine?</td>
<td>30</td>
<td></td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Did you enjoy the jokes?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

would not help boys and girls to become good citizens? 30 or 100 per cent responded No.

To the question: "Did you find any poems in this magazine?" 30 or 100 per cent responded with "Yes." To the question: "Did you enjoy the poems?" the day camp members responded with 16 or 53.33 per cent "Yes,"
and 14 or 46.67 per cent "No." To the question: Did you find any jokes in this magazine? 30 or 100 per cent responded with "No."

Humpty Dumpty.— Table 16 presents the responses of the day camp members to the literary contents of Humpty Dumpty.

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Would you like to read stories from this magazine?</td>
<td>16</td>
<td>14</td>
<td>53.32</td>
<td>46.67</td>
</tr>
<tr>
<td>Did you enjoy the stories that you read?</td>
<td>20</td>
<td>10</td>
<td>66.67</td>
<td>33.33</td>
</tr>
<tr>
<td>Did you find stories in this magazine that encourage good citizenship?</td>
<td>15</td>
<td>15</td>
<td>50</td>
<td>50</td>
</tr>
<tr>
<td>Did you find stories that would not help boys and girls to become good citizens?</td>
<td>30</td>
<td></td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Did you find any poems in this magazine?</td>
<td>28</td>
<td>2</td>
<td>93.33</td>
<td>6.66</td>
</tr>
<tr>
<td>Did you enjoy reading the poems?</td>
<td>25</td>
<td>5</td>
<td>83.33</td>
<td>16.67</td>
</tr>
<tr>
<td>Did you find any jokes in this magazine?</td>
<td>30</td>
<td></td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

To the question: "Would you like to read stories from this magazine?" 16 or 53.32 per cent of the thirty day camp members responded with "Yes,"
and 14 or 46.67 per cent of the group responded with "No." To the question: "Did you enjoy the stories that you read?" The Atlanta Day Camp members responded with 20 or 66.67 per cent "Yes," and 10 or 33.33 per cent "No." To the question: "Did you find stories in this magazine that encourage good citizenship?" the members responded with 15 or 50 per cent "Yes," and 15 or 50 per cent responded with "No." To the question: "Did you find stories in this magazine that would not help boys and girls to become good citizens?" 30 or 100 per cent of the group of thirty camp members responded "No." To the question: "Did you find any poems in this magazine, 28 or 93.33 per cent of the day camp boys and girls responded "Yes," and 2 or 6.66 per cent responded "No." To the question: "Did you enjoy reading the poems?" 25 or 83.33 per cent of the members responded "Yes," and 5 or 16.67 per cent responded "No." To the question: "Did you find any jokes in this magazine?" 30 or 100 per cent of the thirty boys and girls responded "No."

Highlights for Children.— Table 17 presents the responses of the boys and girls of the Atlanta Day Camp to the question concerning literary content.

To the question: "Would you like to read stories from this magazine?" 27 or 90 per cent of the thirty members of the Atlanta Day Camp Organization responded with "Yes," and 3 or 10 per cent of the group responded with "No." To the question: "Did you enjoy the stories that you read?" 27 or 90 per cent of the day camp members responded with "Yes," and 3 or 10 per cent responded with "No." To the question: "Did you find stories in this magazine that encourage good citizenship?" 25 or 33.33 per cent of the Atlanta Day Camp members responded with "Yes," 5 or 16.67 per cent responded "No." To the question: "Did you find stories that
TABLE 17

DISTRIBUTION OF THE RESPONSES OF THIRTY MEMBERS OF THE
ATLANTA DAY CAMP ORGANIZATION, ATLANTA, GEORGIA, REGARDING THE LITERARY CONTENT OF THE MAGAZINE,
HIGHLIGHTS FOR CHILDREN

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Would you like to read stories from this magazine?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>27</td>
<td>3</td>
<td>90</td>
<td>10</td>
</tr>
<tr>
<td>Did you enjoy the stories that you read?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>27</td>
<td>3</td>
<td>90</td>
<td>10</td>
</tr>
<tr>
<td>Did you find stories in this magazine that encourage good citizenship?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>25</td>
<td>5</td>
<td>83.33</td>
<td>16.67</td>
</tr>
<tr>
<td>Did you find stories that would not help boys and girls to become good citizens?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>30</td>
<td>1</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Did you find any poems in this magazine?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>29</td>
<td>1</td>
<td>96.67</td>
<td>3.33</td>
</tr>
<tr>
<td>Did you enjoy reading the poems?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>29</td>
<td>1</td>
<td>96.67</td>
<td>3.33</td>
</tr>
<tr>
<td>Did you find any jokes in this magazine?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>26</td>
<td>4</td>
<td>86.67</td>
<td>13.33</td>
</tr>
<tr>
<td>Did you enjoy the jokes?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>26</td>
<td>4</td>
<td>86.67</td>
<td>13.33</td>
</tr>
</tbody>
</table>

30 or 100 per cent of the boys and girls responded "No."

To the question: "Did you find any poems in this magazine?" 29 or 96.67 per cent of the thirty day camp members responded with "Yes". 1 or 3.33 per cent responded with "No." To the question did you enjoy the
poems? 29 or 96.67 per cent responded with "Yes," and 1 or 3.33 per cent responded with "No."

To the question: "Did you find any jokes in this magazine?" 26 or 86.67 per cent of the day camp members responded "Yes" and 4 or 13.33 per cent responded "No." To the question: "Did you enjoy the jokes?" 26 or 86.67 per cent of the Atlanta Day Camp members responded with "Yes," and 4 or 13.33 per cent of the group responded with "No."

American Junior Red Cross.— Table 18 presents the responses of the camp members to the questions concerning literary content of American Junior Red Cross. The data pertinent to this conclusion is found in Table 18.

To the question: "Would you like to read stories from this magazine?" the thirty members of the Atlanta Day Camp responded with 23 or 76.67 per cent "Yes," and 7 or 23.33 per cent "No." To the question: "Did you enjoy the stories that you read?" 26 or 86.67 per cent of the members of the Atlanta Day Camp responded "Yes," and 4 or 13.33 per cent responded "No." To the question: "Did you find stories in this magazine that encourage good citizenship?" 27 or 90 per cent of the day camp members responded "Yes," and 3 or 10 per cent responded "No." To the question: "Did you find stories that would not help boys and girls to become good citizens?" the thirty day campers responded with 30 or 100 per cent "No." To the question: "Did you find any poems in this magazine?" 20 or 66.67 per cent of the boys and girls responded with "Yes," and 5 or 16.67 per cent responded with "No." To the question did you enjoy reading the poems? 16 or 53.33 per cent of the thirty day camp members responded "Yes," and 14 or 46.67 per cent responded "No." To the question: "Did you find any jokes in this magazine?" 30 or 100
<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Would you like to read stories from this magazine?</td>
<td>23</td>
<td>7</td>
<td>76.67</td>
</tr>
<tr>
<td>Did you enjoy the stories that you read?</td>
<td>26</td>
<td>4</td>
<td>86.67</td>
</tr>
<tr>
<td>Did you find stories in this magazine that encourage good citizenship?</td>
<td>27</td>
<td>3</td>
<td>90</td>
</tr>
<tr>
<td>Did you find stories that would not help boys and girls to become good citizens?</td>
<td>30</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Did you find any poems in this magazine?</td>
<td>20</td>
<td>5</td>
<td>66.67</td>
</tr>
<tr>
<td>Did you enjoy reading the poems?</td>
<td>16</td>
<td>14</td>
<td>53.33</td>
</tr>
<tr>
<td>Did you find any jokes in this magazine?</td>
<td>30</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Did you enjoy the jokes?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

per cent of the members responded with "no."

_Junior Natural History._ Table 19 presents the responses of the Atlanta Day Camp members to the questions concerning the literary content of the magazine _Junior Natural History_. Data pertinent to this conclusion are found in Table 19.

To the question: "Would you like to read stories from this magazine?"
DISTRIBUTION OF THE RESPONSES OF THIRTY MEMBERS OF THE ATLANTA DAY CAMP ORGANIZATION, ATLANTA, GEORGIA, REGARDING THE LITERARY CONTENT OF THE MAGAZINE, JUNIOR NATURAL HISTORY

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Would you like to read stories from this magazine?</td>
<td>18</td>
<td>12</td>
<td>60</td>
</tr>
<tr>
<td>Did you enjoy the stories that you read?</td>
<td>11</td>
<td>19</td>
<td>36.67</td>
</tr>
<tr>
<td>Did you find stories in this magazine that encourage good citizenship?</td>
<td>10</td>
<td>20</td>
<td>33.33</td>
</tr>
<tr>
<td>Did you find stories that would not help boys and girls to become good citizens?</td>
<td>30</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Did you find any poems in this magazine?</td>
<td>30</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Did you enjoy reading the poems?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Did you find any jokes in this magazine?</td>
<td>30</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Did you enjoy the jokes?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

18 or 60 per cent of the thirty day camp members responded with "Yes," and 12 or 40 per cent responded with "No." To the question: "Did you enjoy the stories that you read?" 11 or 36.67 per cent of the Atlanta Day Camp members responded with "Yes," and 19 or 63.33 per cent responded "Yes," whereas 20 or 66.67 per cent responded "No." To the question: "Did you find stories that would not help boys and girls to become good
citizens?" 30 or 30 per cent responded "No."

To the question: "Did you find any poems in this magazine?" the Atlanta Day Camp Organization members responded with 30 or 100 per cent "No." To the question did you find any jokes in this magazine?" 30 or 100 per cent of the group responded with "No."
CHAPTER IV

SUMMARY, CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS

General Summary of the Design of the Study.-- This study was concerned with an analysis of selected types of magazines for children and of the reactions which fourth, fifth, sixth and seventh grade pupils expressed toward them.

Notwithstanding the attractiveness of other recreational interests and means of communication in these modern times, reading apparently continues to hold a fairly important place in children's leisure-time activities. Mauck and Sweson\(^1\) reported in a study of pupils in grades four through eight that reading ranked fourth among the major recreational interests. This interest in reading must not be slighted by parents or educators. In securing books for children they must think of all types of appropriate materials, with considerable attention to subscriptions to good magazines. The fact that children read a good many of their parents' magazines suggests that periodical literature may have a place in their reading lives as it does in adult life.\(^2\)

Descriptions of content most frequently employ the usual subject divisions of knowledge, which distinguish books on psychology from books


61
on the economics of money.¹

At best however they are not directly applicable to the major problems under discussion. They reveal what the publication is about, but they do not reveal what the publication is likely to do to the reader: they do not identify the various pressures upon his sympathies and appeals to his intelligence.

The analytic description of such pressures and appeals should be recognized as a major area in the general field of research herein described.

The description of publications, then may range from a simple account of what the publication is about to a detailed, subtle analysis of the psychological and social pressures which it exerts upon reader's of distinguishable characteristics.²

Data on the production of print indicate the areas in which publications exercise rather more than less influence. Data on the stylistic features of publications reflect differences in readers' preference and also reveal the techniques by which the content may be variously slanted. Data supplied by the analysis of content of the publications reveals the nature of the stimuli to which the reader is exposed.³

The problem involved in this study was to analyze five magazines for children, two of which were classified as "Special Group Interest" and three of which were classified as "General" and to draw comparisons and

¹ Douglas Waples and Bernard Berelson and Franklyn R. Bradshaw, What Reading Does to People (Chicago: The University of Chicago Press, 1940), p. 70.
² Ibid., pp. 71-75.
³ Ibid., p. 74.
relationships among characteristics of the magazines and then determine
the extent to which the pupils accepted or rejected the publications
possessing them.

The specific purposes of the study were to answer the following
questions:

1. How did the two types of magazines selected for study compare
   in terms of format, organization, special features and literary
   content?

2. How did these two types of magazines differ in terms of format,
   appearance, organization, special features and literary content?

3. To what extent did the pupils accept or reject the factors in
   each of the two types of magazines?

4. What relationships were evident between the elements of analysis
   and the respective reactions?

5. What implications for the use of magazines by the school, home,
   and child could be derived from this study?

This study was limited to, thirty-day camp members of the Y W C A
and the West Side Day Camp for Boys, Atlanta, Georgia. The study was
limited to five magazines for children.

This study was limited also to the data obtained from a well-designed
and validated questionnaire check list. The questionnaire was designed
to fulfill the expressed purposes of the study.

The research method used by the writer was the Analytical-Descriptive
method of research, employing the techniques of the questionnaire, analysis
and interview, to gather the data.

This study was conducted at the West Side Day Camp for Boys and the
Y W C A, Atlanta, Georgia, the focal point for the collection of data.
during the summer session of 1959.

Questionnaires were distributed to thirty boys and girls. These boys and girls responded to each question concerning format, appearance and organization, activities and special features, and literary content.

The instrument used in the study was the questionnaire check-list designed and validated to fulfill the expressed purposes of the study.

The data obtained from the questionnaire were tabulated, interpreted and presented in appropriate tables, the results of which are in this thesis copy.

The criterion of reliability for appraising the data was the accuracy of the instrument used. Interviews, and replies from the subjects comprised the sources of data.

The procedural steps used for conducting this study were as follows:

1. Literature pertinent to this study was reviewed and presented in written form in this thesis copy.

2. The contents of a selected number of children's magazines were analyzed. Two types of magazines, General, and Special Group Interest, were selected for presentation to a group of thirty boys and girls in grades four through seven.

3. The magazines, Child Life, Humpty Dumpty, and Highlights for Children, classified as General were presented to the children. The magazines, Junior Natural History and American Junior Red Cross News, classified as Special Group Interest were presented to the thirty boys and girls.

4. A questionnaire was devised and presented to the group.

5. The data from the questionnaire was assembled, tabulated, analyzed and interpreted.
6. The findings were summarized and conclusions were drawn.
7. Implications and recommendations were formulated.

**Summary of Pertinent Literature.**—A survey of pertinent literature was made in three areas:

1. The Early Development of Magazines for Children.
2. The Role of Content Analysis When Used to Describe Trends in Communication Content.
3. The Use of Content Analysis to Disclose International Differences in Communication Content, and to Compare Media or Levels of Communication.

A brief summary of the three sections is as follows:

A summary of literature related to the early development of children's magazines showed that:

1. The initial venture in juvenile periodicals began in 1789 at Hartford, Connecticut where Children's Magazine was published.
2. The other children's magazines were born of the enthusiasm for the Sunday School Movement: between 1829 and 1850 the Episcopalians, Mormons, Methodist and Catholics made ventures in the field of magazines for children.
3. In the second half of the century children's magazines grew to their full status. They became of consequent for themselves. One of the most important was the Riverside Magazine, 1867-1870. Articles on the subject of children's reading and choice of books were introduced by the editor, Horace E. Scudder.
4. In 1873 St. Nicholas, the most famous of all magazines for children, began publication. The editor was Mary Maples Dodge.

A summary of literature related to the role of content analysis when
used to describe trends in communication content revealed that:

1. Scanlan in a study of one hundred most popular books of children's fiction found that nearly half of the books were written by nine authors and that twenty-eight of the one hundred books were animal stories.

2. Rankin found in his study that children felt that the Newberry Prize books were lacking in adventure and excitement and seemed over sentimental and childish.

3. Whipple found that the interest value of a book is increased by the proportion of illustrations that depict action, the size of the illustration and the extent to which the illustration deals with eventful topics as opposed to still-life topics.

A summary of literature related to the use of content analysis to disclose international differences in communication content, and to compare media or levels of communication revealed the following:

1. Studies concerned with the international differences show that the national differences of subject matters treated in the major communication media can be systematically described.

2. It has been found that different media and different levels of communication not only attract different audiences but they also treat the same topics in different ways. For these reasons the comparative analysis of communication content has taken on considerable importance.

**General Summary of Analyses.** From the analyses of *Child Life*, *Humpty Dumpty*, *Highlights for Children* and *Junior Natural History* the writer concluded that:

1. In format all magazines had high standards of production, with
structural differences being appropriate to the purposes and basic appeal of the publications.

2. In organization the publications maintained a high degree of accuracy adhering to the criteria of a realistic approach except for one deviation.

3. In Activities and Special Features all magazines under the classification of General had a high standard of production. The magazines under Special Group Interest did not possess this quality. However, this difference maybe considered appropriate to the inherent characteristics of these magazines.

4. In literary content all magazines had high standards of production. The contents attained the level of vital literature.

Chapter III contains the tabulation, interpretation, and other information obtained from the questionnaire. The findings are summarized below:

**Summary of Findings.**— Regarding the format of *Humpty Dumpty* 83.33 per cent of the group found an adequate amount of space between each word. The size was agreeable to 83.33 per cent of the group. The paper was found to be good in quality by 50 per cent of the day camp members.

The boys and girls found the size of the magazine *Child Life* was suitable to 96.67 per cent of the group. Also the print was found favorable by 83.33 per cent of the boys and girls.

The size of *Highlights for Children* was found to be agreeable to 93.33 per cent of the group. Also 86.67 per cent of the boys and girls found the space between each word to be adequate in this magazine.

Concerning *Junior Natural History* 100 per cent of the group did not find this magazine too large.

The size of *American Junior Red Cross* was agreeable to 83.33 per cent
of the group.

The day campers made the following observation concerning appearance and organization. The illustrations in *American Junior Red Cross* were thought to be of good quality by 93.33 per cent of the group. Whereas 53.33 per cent of the group found the departments in this magazine well planned.

Regarding *Junior Natural History* 86.67 per cent of the boys and girls found the pictures in the magazine and on the cover original. Whereas 23.33 per cent thought the various departments were well planned. Variety in the use of words was noted by 100 per cent of the group.

In appearance and organization regarding *Highlights for Children* 83.33 per cent found the pictures original. The various departments of this magazine were well planned to 93.33 per cent of the group. The magazine showed variety in the use of words according to 100 per cent of the group.

In *Child Life* magazine 86.67 per cent of the group found the pictures to be original. The departments were well planned according to 80 per cent of the group. Variety in the use of words was found by 86.67 per cent of the group. This analysis showed that the majority of the boys and girls used in this study found the magazines pleasing in regards to organization and appearance.

Considering the Activities and Special Feature Department of *Child Life* the preponderance, 73.33 per cent of the Atlanta Day Camp Members considered this department well planned. The majority, 86.67 per cent of the thirty boys and girls indicated that this department of *Humphry Dumpty* was well planned. The entire group or 100 per cent of the boys and girls found this department interesting in *Highlights for Children*. 
Whereas 86.67 per cent indicated that the department presented suggestions which they would like to try. The magazines, *American Red Cross* and *Junior Natural History* did not present an Activities and Special Feature Department. However, the May 1959 issue of *American Red Cross* contained a nature quiz. The findings indicated that the Activities and Special Feature department was well liked by the boys and girls.

In *literary content* 60 per cent of the group expressed the desire to read stories from *Junior Natural History*. Whereas 90 per cent wanted to read stories from *Highlights for Children* and 80 per cent wanted to read stories from *Child Life Magazine*. The stories in *Humpty Dumpty* appealed to 53.32 per cent of the group. The day campers responded with 86.67 per cent "Yes" to the question, "Did you enjoy the stories that you read?" regarding *American Junior Red Cross*.

**Conclusions.**— After careful interpretation of the information obtained through the instrument used in collecting the data the writer drew the following conclusions:

The two types of magazines selected for the study differed in the following way.

1. In terms of format the magazines classified as, General, used more color in their illustrations in the magazine and on the cover than did the magazines classified as Special Group Interest.

2. The two types of magazines selected for study differed in terms of organization in that those classified as General adhered to a definite form of organization. Whereas the magazines classified as Special Group Interest did not.

3. The magazines classified as General contained a greater variety of special features than those classified as Special Group Interest.
4. The magazines classified as General and Special Group Interest presented a high level of literary content. The difference was in the nature of the content rather than in the quality.

5. The thirty members of this group found the two types of magazines selected for study appealing in appearance.

6. The thirty boys and girls enjoyed pictures whether they were extremely colorful or not.

7. The thirty day camp members found magazines with well defined departments preferable.

8. This group of boys and girls enjoyed activities and special features such as are in the magazines.

9. The thirty boys and girls used in this study indicated a preference for a magazine which presented a variety of stories and activities as opposed to a magazine which presented stories and articles centered around one interest.

10. The data seemed to warrant the conclusion that the boys and girls used in this study liked paper which was smooth to the touch in their magazines.

Implications.--- The implications for educational theory and practice stemming from the findings of this study are as follows:

1. It did not appear that the subjects of this study had been urged to read a variety of magazines.

2. Parents and teachers should guide children in recognizing the inherent values of being regular readers of magazines.

3. Parents and teachers should guide boys and girls in learning to discern the reasons for the different features of magazines of general and specialized types.
4. The general tendency for the subjects to prefer the less specialized magazines seemed to be in agreement with characteristics of this age level when there is a tendency for boys and girls to explore and probe many areas of human experience.

5. It is possible that certain limiting reading disabilities not identified through the tests might account for the general lack of acquaintance with the magazines used in this study.

6. The boys and girls exhibited the capacity to judge with discernment in matters of format, appearance and various departments.

7. In the area of literary content, there appears to be a need for guiding pupils in the appreciation of poetry.

Recommendations.— The interpretation of the findings, conclusions and implications of the data of this study warrant that the following recommendations be made:

1. That parents and teachers promote serious reading of magazines through cooperation with the library and personal subscriptions to the best-liked ones.

2. That parents and teachers devote more time to feature-sections of children's magazines so that added interest may be cultivated.

3. That, beginning with expressed preferences voiced in this study, upper elementary grade teachers consider the possibilities of making wider use of magazines as constructive aids to reading.

4. That efforts be made to make children's and pictorial adults' magazines easily available to the pupils.

5. That further studies be made of other children's magazines, particularly of the more general type so that subscriptions and
suggestions may be more accurately geared to the interests of boys and girls.

6. That teachers shall give more attention to the literary content of magazines, with special attention to poetry and creative writing.
BIBLIOGRAPHY

Books


Periodicals


Unpublished Material


Junior Natural History

As you look at this magazine think about these things:

1. Do you like the size of this magazine?
2. What do you think about the print?
3. What about the pictures - on the cover and on the inside?
4. Do you like the stories?
5. Do you like the poems?
6. Are the jokes funny?
CHILD LIFE
QUESTIONNAIRE

Date_________________

Personal Data:

Name____________________

Age____________________

Grade____________________

Sex: Male__________

Female__________

Introduction:

You are assisting us in finding out how girls and boys like magazines. If you answer carefully and thoughtfully it may be that magazines will be more attractive to you and to other boys and girls. We hope that you have enjoyed reading the magazines and that you will give your honest opinion about them.

Directions:

Please indicate your answer by placing a check ___ in the blank.

1. Do you like the size of this magazine? Yes_______ No_______.

2. Is it too large? Yes_______ No_______.

   Is it too small? Yes_______ No_______.

3. Is the print too small for you to read easily? Yes_______ No_______.

4. Do you think there is enough space between each word? Yes_______ No_______.

5. Do you think the pictures on the cover and those in the magazine are original? Yes_______ No_______.

   (a) Do you think the magazine has enough pictures? Yes_______ No_______.
(b) Is there enough color in the pictures? Yes ____ No _____.
(c) Would you like to look through the magazines merely to enjoy the pictures? Yes ____ No _____.

6. Do you think this magazine is written on paper that is
(a) good in quality? Yes ____ No _____.
(b) fair in quality? Yes ____ No _____.
(c) poor in quality? Yes ____ No _____.
Please state a reason for your answer.

_________________________________________________________________________
_________________________________________________________________________

7. Do you think the various departments in this magazine are -
(a) well planned? Yes ____ No _____.
(b) not planned? Yes ____ No _____.
(c) presented in an interesting way? Yes ____ No ______

8. Do you consider the Activities and Special Feature Department
(a) interesting? Yes ____ No _____.
(b) Are the directions in this department stated clearly?
   Yes ____ No _____
(c) Are there suggestions in this department which you would like to try? Yes ____ No ______
(d) Are there suggestions in this department which you do not like? Yes ____ No ______

Please give a reason for your answer to the following questions:

9. Would you like to read stories from this magazine? Yes ____ No _____.

_________________________________________________________________________
10. Would you like to read some more stories from this magazine?
   Yes__________ No__________

11. Did you enjoy the stories that you read?  Yes_____ No_____

12. Did you find some stories in this magazine that encourage good citizenship? Yes__________ No__________

13. Did you find any stories in this magazine that would not help boys and girls to become good citizens? Yes_____ No_____ 

14. Did you find any poems in this magazine? Yes______ No______

15. Did you enjoy reading the poems? Yes______ No______

16. Did you find any jokes in this magazine? Yes______ No______
17. Did you enjoy the jokes?  Yes________ No________
Form For Content Analysis of Magazines For Children

Title of the Magazine

Classification

Recommended for Age Group

I. Format

A. Size of the Magazine
   1. Convenient Over-all Size
   2. Ample Picture Space

B. Quality of Paper
   1. Good
   2. Fair
   3. Poor

C. Type of Print
   1. Easily Readable Size
   2. Too Small
   3. Too Large
   4. Properly Spaced
   5. Not Properly Spaced

II. Appearance

A. Original
B. Attractive
C. Unattractive

III. Organization

A. Well-Planned
B. Not Well-Planned
C. Appropriately Introduced Departments
D. Definite Division of Departments
IV. Activities and Special Features
   A. Adequate Variety of Material
   B. Stimulating for the Intended Age Group
   C. Clearly Stated Directions
   D. Helpful Family and Group Activities
   E. Use of Inexpensive Materials

V. Literary Content
   A. Stories Presented for the Age Level Intended
   B. Poetry which cultivates understanding of the language
   C. Humor (independent of childish pranks)
   D. Stories Provocative of Good Living
Intermediate Reading Test

Name__________________ Age________ Grade______ Boy or girl____

Teacher______________ School______________ Date of birth________

City or Town______________ State______________ Date______________

<table>
<thead>
<tr>
<th>1 PAR. MEAN.</th>
<th>2 WORD MEAN.</th>
<th>AVER. READ.</th>
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<td>Grade Equiv.</td>
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<td>Age Equiv.</td>
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<td>%-ile Rank</td>
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</table>

Copyright 1952 by World Book Company. Copyright in Great Britain. All rights reserved.
DIRECTIONS: Read each paragraph below. Decide which of the numbered words at the right is best for each blank, and then mark the answer space which is numbered the same as the word you have chosen. Study the sample below, and answer the other questions in the same way.

SAMPLE: I am shorter than my sister and taller than my brother. This morning we stood beside one another. I looked down at my 51__ and 52__ at my sister.

1-2 Dick and Ann had for a pet a white mouse called Mickey. The children were fond of Mickey and took him on their vacation trips. They both took care of him. It was Dick's job to keep the cage nice and clean, and it was 1__ duty to see that the 2__ got plenty of the right kind of food.

3-4 We went up in an airplane. At first we flew near the 3__ where we could see people and animals. Later we could not see them. Our plane was flying too 4__.

5-6 A long time ago farmers used sharp sticks instead of plows to dig up the earth. Now they have steel 5__ pulled by horses or tractors. They can cultivate large fields and raise big 6__.

7-9 Insects that fly at night often make mistakes. They cannot tell the light of the moon from that given by an open fire. Sometimes these 7__ fly into a 8__ and are killed.

9-10 The so-called falling stars that we see are not really stars at all but are meteors. Occasionally they fall all the way to our earth, and sometimes they may be picked up. By far the greater number of these 9__ however, never reach the 10__ because they are burned up or broken into dust by the friction of the earth's atmosphere.

11-12 Here is the way to lay a brick walk in a garden. Dig a path 4 inches deep. Pack and roll down 2 inches of sand. Lay in place 11__ 2½ inches thick. Your finished walk will be just a little 12__ ground level.

13-14 When we become angry or afraid, our hearts begin to beat rapidly. Our muscles feel tight. Our bodies get ready to fight or run, even though we do not really need to do either. Afterward, we feel as tired as though we had actually 13__ or 14__.

Go on to the next page.
Wool is clipped from live sheep by a process called shearing. The entire mat of fleece from each animal comes off in one piece. With electric clippers one man can from 150 to 200 a day. After shearing, the is rolled up and sent to the mill.

A bottle used to be made by a glass blower with a long pipe through which he blew air into a bubble of hot liquid glass. Now the work is done by a machine which revolves a pot of melted , sucks up the amount needed, shapes it on a mold, and blows it out. A workman operating a can produce ten times as many in an hour as an old-fashioned glass blower.

A few years ago most freight was carried by railroad trains. Now such things as furniture and automobiles are sent across country on trucks. Goods sent by can go only where have been laid, but goods sent by can reach any point to which a runs.

The principal diamond fields of the world are in Africa, Brazil, and Australia. Few people know that are also found in Arkansas. More than 20,000 of these stones have been taken from the soil of that state. Experts have pronounced the gems from to be equal to the finest found elsewhere.

In certain parts of Mexico one finds maguey, a tall shrub with large spreading leaves. Fibers of the plant are used to make paper and rope. The leaves become roofs of houses. The juice is made into a fermented drink. The grows. It is of particular value because it can be used in.

A long time ago the people of Peru did not know how to write. In order to count, they tied knots in threads of different colors. Each color meant a different kind of thing. The in a thread stood for the things being .

In the 1840's and the 1850's, slavery was the leading question of the day. To keep the balance in Congress, states were often admitted in pairs, one slave and one free. The South desired the extension of the region. Southern statesmen wished the territory gained by the war with Mexico to become states, while Northern statesmen, on the other hand, worked to have it become states.
TEST 1 Paragraph Meaning (Continued)

36-38 When traveling in China, I came upon an old fort with a stone and earth wall that was twenty-four feet high and twelve feet thick. The _36_ was therefore twice as _37_ as it was _38_.

39-40 Ventriloquism is the art of making sounds so that they appear to come from a distance rather than from the speaker's own mouth. It is an ancient _39_, and many authorities believe that various phenomena such as the Greek oracles and the Egyptian speaking statues owe their explanation to the practice of _40_ by the priests.

41-42 Crude oil from wells in Texas and other Western states is now transported in pipes to refineries in such distant states as California, Illinois, and Pennsylvania. Pumping stations are located 25 to 40 miles apart along each pipe line. From storage tanks near the wells the oil passes into the _41_ and is _42_ to the refineries.

43-44-45 A common example of a chemical reaction is the rusting of iron. A gas called oxygen which is present in the air combines with the silvery metal iron to form a reddish brown substance known in chemistry as ferrous oxide, but commonly called _43_. This substance is quite different from either the _44_ or the _45_ which combined to form it.

46 During the French and Indian War more than one hundred English colonists were captured by the Indians at Deerfield, Massachusetts, and taken into the forest. Later, some were ransomed but many refused to return to _46_.

47-48 In speaking of gold, the term "carat" is used to indicate the proportion of gold in a given article. A carat is one twenty-fourth of the whole mass. Thus, a fourteen-carat ring is one with fourteen parts of pure gold and ten parts of some other metal, usually copper. A _47_-carat watch chain is pure gold. A bracelet that is half gold and half copper would be called _48_ gold bracelet.
TEST 2  Word Meaning

DIRECTIONS: In each exercise decide which of the four numbered words will complete the sentence best. Look at the number of this word. Mark the answer space at the right which is numbered the same as the word you have chosen. Study the samples.

SAMPLES:

61 The day that comes after Friday is — 1 Monday 2 Tuesday 3 Saturday 4 Sunday

62 To draw on a blackboard, use a piece of — 5 pencil 6 straw 7 eraser 8 chalk

1 A sawmill makes — 1 wire 2 boots 3 needles 4 lumber

2 A pair means — 5 many 6 one 7 two 8 three

3 Mary Smith and John Doe are cousins if they have the same —
   1 grandmother 2 mother 3 sister 4 daughter

4 To receive a letter means to — 5 mail it 6 get it 7 write it 8 see it

5 To vanish is to — 1 disappear 2 examine 3 shape 4 paint

6 Marvelous means — 5 pleasant 6 distant 7 wonderful 8 great

7 A customer is one who — 1 plants 2 works 3 buys 4 learns

8 The person who dances with another is his —
   5 guest 6 helper 7 prisoner 8 partner

9 Something made of iron is — 1 silver 2 metal 3 copper 4 gold

10 If you save things carefully, you are — 5 nasty 6 mean 7 selfish 8 thrifty

11 To learn is the same as to — 1 try 2 teach 3 find out 4 look for

12 Anyone over 21 years old is — 5 a graduate 6 an adult 7 a major 8 a patriot

13 A wide city street lined with trees is often called —
   1 an avenue 2 a highway 3 a route 4 a railway

14 A word that means to throw is — 5 bask 6 blast 7 cast 8 glare

15 A river three miles across is — 1 swift 2 narrow 3 broad 4 shallow

16 If you can identify a butterfly, you can —
   5 exhibit it 6 stuff it 7 mount it 8 recognize it

17 If things are going well, they are going — 1 fiercely 2 grimly 3 smoothly 4 generously

18 News tells about something which happened —
   5 yesterday 6 recently 7 once 8 long ago

19 An answer is — 1 a question 2 an argument 3 a reply 4 an agreement

20 If you put all your stamps together by countries, you —
   5 exchange them 6 arrange them 7 display them 8 harm them

21 Something you must do, like paying taxes, is —
   1 a custom 2 a sacrifice 3 a duty 4 an opportunity

22 A thing is gigantic if it is — 5 very important 6 huge 7 exploded 8 far away

23 A person who is suddenly surprised is — 1 calm 2 amused 3 startled 4 savage
24 A breed of dog that follows game by smelling is a — 5 hound 6 cur 7 mongrel 8 brute

25 Height, weight, and temperature are all — 1 distances 2 visible 3 feelings 4 measurements

26 An exceptional student is — 5 outstanding 6 typical 7 quaint 8 delicate

27 A car that has all the necessary things is fully — 1 modeled 2 streamlined 3 equipped 4 guaranteed

28 Groceries arranged to attract customers are — 5 displays 6 campaigns 7 evidence 8 bargains

29 To attempt a job is to — 1 condemn it 2 oppose it 3 imagine it 4 undertake it

30 Things you can see with your eyes are — 5 necessities 6 transparent 7 novelties 8 visible.

31 Animals that dig tunnels in the ground — 1 bellow 2 harrow 3 whittle 4 burrow

32 Trying to find out what makes things work is — 5 conscience 6 curiosity 7 position 8 motion

33 Things which are much alike are — 1 equal 2 handsome 3 similar 4 opposite

34 The growth and progress of a town is its — 5 development 6 vicinity 7 standard 8 founding

35 A person elected to a class office should be — 1 confused 2 pitied 3 capable 4 noble

36 A diagram is a kind of — 5 illustration 6 incident 7 monster 8 narrative

37 When you don’t sense anything that is going on about you, you are — 1 unconscious 2 sensible 3 sullen 4 prosperous

38 The greatest load an elevator can carry is its — 5 frontier 6 margin 7 capacity 8 dividend

39 The group of men who run a business are its — 1 managers 2 customers 3 salesmen 4 engineers

40 If nine tenths of the people in your town came from Ireland, your town is — 5 anti-Irish 6 slightly Irish 7 largely Irish 8 completely Irish

41 Saving some money for a “rainy day” is — 1 likable 2 industrial 3 fearful 4 advisable

42 People who write letters to each other — 5 correspond 6 translate 7 interrupt 8 interview

43 A very large ravine is called — 1 a channel 2 an elevation 3 a basin 4 a canyon

44 The dead body of a wild animal is a — 5 vestige 6 carcass 7 corpuscle 8 corruption

45 Something written about or talked about is — 1 a token 2 a topic 3 a title 4 an article

46 You would not expect a courteous person to be — 5 civil 6 abrupt 7 refined 8 congenial

47 To take a thing for granted is to — 1 apply it 2 assume it 3 approve it 4 assure it

48 Supplies, particularly food, are called — 5 preparations 6 subscriptions 7 substances 8 provisions.