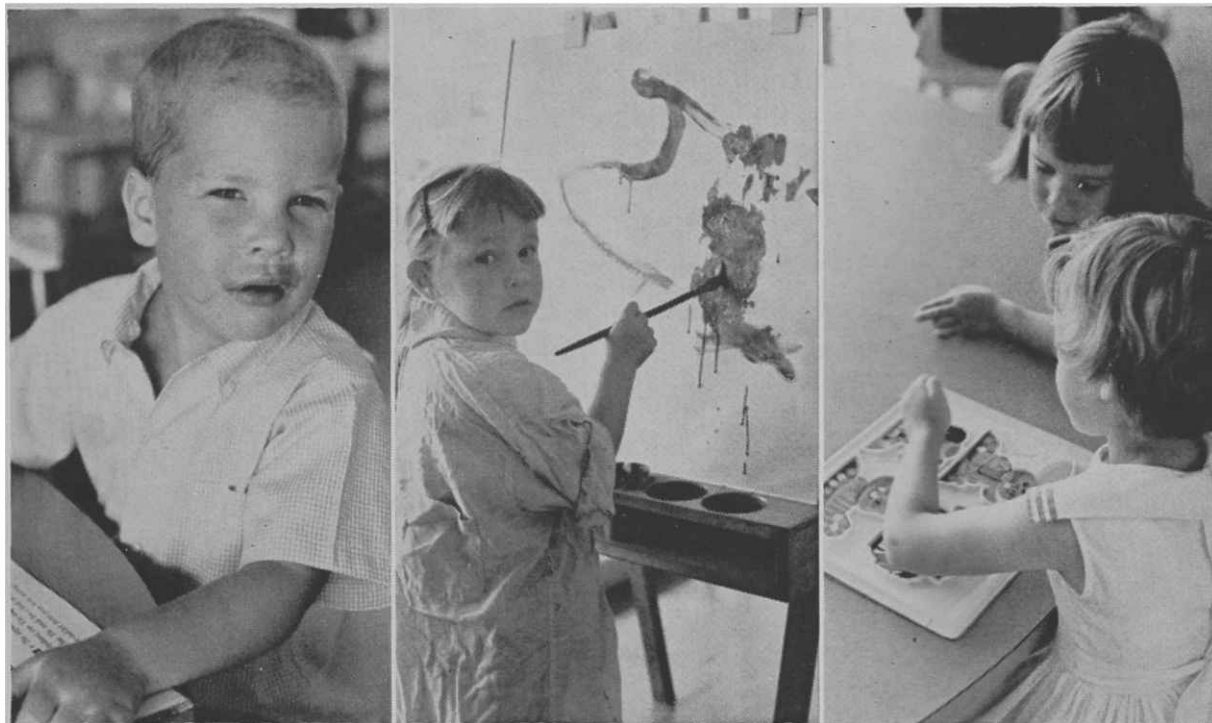


# Just Within the Family



## What... Should... I Do?

**Frances Stromberg**

What do you do when you are faced with a problem? What does your child do when *he* is confronted with difficulty? All of us and all of our children are faced continually with problems

which must be solved, and difficult situations which cause stress and strain for us because we don't know exactly what to do.

If we could look into the future perhaps we could train our children

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There were some changes in the volume of sales that could not be explained by advertising. In fact, there was greater variation between the weeks of the month than there was between featured and nonfeatured items. This is apparently caused by the availability of money with which to purchase steaks, chops, etc. following pay days.

The display space at four stores (one high-volume and one low-volume store for each of two chains) used to display fresh beef, fresh pork, cured pork, fresh poultry, fresh lamb

and mutton and fresh veal were measured twice a week for four weeks, and this information related to the respective food ads appearing in the two Tucson newspapers. We found that each of the four stores had different policies regarding stocking of display counters.

Meat, poultry and sea food were important items in the retail food ads. Beef and calf, lamb and mutton, pork and poultry were advertised rather regularly without relationship to wholesale price. Advertising appeared to have some effect on volume of sales, but the week of the month appeared to have a greater effect. Results of the display space study were not conclusive.

to know the best means for coping with their problems, but we cannot predict all of the specific problems that we shall face in the next three years, much less those which will confront our children in the next 30 or 60 years.

Certainly, however, the problems and difficulties will arise, and the ability to cope with difficulty may be one of the most important factors in successful living in the future. It may be more important than IQ in determining a child's success in school. In our scientists, this ability to cope with difficulty may be the key to our survival. Certainly neither individuals nor families can achieve personal satisfaction and happiness unless they are able to cope with most of their difficulties in a satisfactory manner.

Have you, perchance, been taught that an immediate, direct attack is the best method for approaching a difficult problem? Many times it is, but recent research by students of human behavior has indicated that there are many patterns of responding to difficulty which may be just as productive as immediate, direct attack.

Sometimes a child finds ways to stall for time or to change the subject when he is faced with difficulty, but this does not necessarily mean that he cannot cope with the problem. It may mean only that he needs awhile to figure out "What should I do?"

Sometimes a child will criticize himself, "I don't know why I am so dumb!" or criticize the material which is hard for him to use, "These silly numbers just won't divide!" or "This puzzle is stupid!" He may really be saying "What should I do?"

### They Have Their Ways

Some children can admit, as a casual statement of fact, that a problem is too difficult but this may not mean that they are accepting defeat; it may be a way of making it easier for them to ask "What should I do?" An active protest such as "I just don't want to do it, and I'm not going to!" may be the child's way of indicating that he does not know what to do in the situation.

Over-meticulous attention to detail, using humor to cover up embarrassment, bravado, excusing failure, seeming not to hear, making nonsense noises, and rubbing, patting, or fingering his own body or some material, are responses to difficulties which, numerous times, you probably have been annoyed by. Irritating as these may be, results of observational studies of a large number of children suggest that almost all children resort

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## WHAT SHOULD I DO?

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to some of these patterns of behavior some of the times when they are threatened by difficulty.

Careful consideration of the behavior of the children who were studied over a period of time suggests that these responses to difficulty may not be wholly undesirable, but may serve a very worthwhile purpose by giving the child time and courage to mobilize the forces he has for coping with the difficulty.

### Some Can Cope Early

There are some children who seem to develop a number of desirable patterns for coping with difficulty at a very early age. Sometimes these patterns seem to be a reflection of the child's personality, and sometimes these desirable patterns develop as a result of teaching or training.

From whichever source they arise, some of the coping patterns which have been observed in children and which seem good to encourage are: calling on past experience to meet a challenge; talking about the problem; classifying and comparing different aspects of the problem; planning solutions; being able to accept substitute solutions; being able to develop warm relations with other people; being able to accept help from other people; using humor to ease tension; and being able to identify, or feel some close relation, with family, friend, or co-worker who has been successful.

When a child's words or his actions say to us, "What should I do?", here are some suggestions for helping him:

Guide him to ask himself what he must do or why he must do what he has been asked. Don't solve his problems for him. Remember that children are great mimics, so set a good example.

### A Pat on the Back

Tell him when he has done a good job.

Help him feel that he is an important, responsible member of his family.

Show him each step in solving the problem, if he needs this much help, so that he may feel capable and confident.

Remember, children learn by doing, so help them practice their skills in coping with difficulty.

There are many ways for a child to ask, "What should I do?" and many of these ways may be "good" if they help the child cope satisfactorily with difficulty.

## 3 New Safflowers Available

Robert Dennis

Three new experimental safflower lines are now available to growers for further on-farm evaluation. These lines are A 104, A 12417 and A 101. Dr. D. F. McAlister, Assistant Director of the Arizona Agricultural Experiment Station, cautions that a general recommendation for the use of the three new lines in commercial plantings is not made at this time because additional field experience is necessary. However, certified seed of each is available from Arizona seed dealers for on-farm observation.

All three lines were developed at the Arizona Agricultural Experiment Station by University of Arizona and U. S. Department of Agriculture personnel. Leaders in this breeding program were Dr. David D. Rubis, Norris W. Gilbert and Donald G. Lorance.

A 104 has more frost tolerance than Gila. It is suggested especially for trial use in early plantings. Yields obtained for A 104 have been comparable to those from Gila. The seed has a normal hull, is white in color with gray stripes and contains slightly more oil than Gila.

The lines A 101 and 12417 both have a brown striped hull. The seeds are brown to purple in color and have an oil content of 45 to 50 percent as compared to Gila at 35 to 38 percent, dry weight basis. In 1964 yield tests, A 101 averaged 80 to 85 percent as great a seed yield as Gila. The yield of A12417 has varied more than that of A 101 but has averaged about 80% of Gila. This line also appears to be

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more susceptible to a disease known as the "yellows." Because of results of preliminary tests it is believed that the cost of refining oil of the brown striped hull lines A 101 and A 12417 may be slightly higher than for Gila due to pigments in the seed.

The vegetative growth of plants of all three lines is similar to Gila but flower color varies somewhat from Gila. The yellow flowers of Gila plants mature to a bright orange while those of A 104 dry to a yellowish brown. Flower color of A 12417 is similar to that of Gila. For A 101, flowers are orange or white.

There is an ample supply of seed of A 104 and some seed of A 101 and A 12417 for on-farm comparison test plantings this year. Since the brown striped lines usually yield less than Gila they should not be grown unless a substantial price differential is paid. Some oil mills now offer contracts which carry a higher price for these brown striped lines.

The new experimental lines may help to improve the per acre yield of safflower oil in Arizona. The early release this year will help Arizona growers determine quickly if any or all of them are superior to the presently recommended variety, Gila. Agricultural Extension Agents in Maricopa, Pima, Pinal and Yuma Counties will follow closely the performance of on-farm plantings this year.

Regardless of the variety or line of safflower used, it is well to keep in mind that date of planting, irrigation, fertilization and several other crop production practices will play significant roles in determining the yield of safflower. These practices usually will dwarf the influence of variety.