

Project Choice ReportCard

Vol. 6, No. 1

Winter 1996

Sisterly Love

As sisters do, Cynthia Moore and **Jamilla Johnson** (Westport 95/Longview) have laughed, cried, hung out and hung in there with each other since April of this year.

Despite a substantial difference in their ages, they share similar taste in movies, food and clothes. And they both LOVE to talk on the phone.

They do many of the things sisters normally do. The only real distinction in their kinship is that they do not share the same parents. Their sisterhood is a product of matching efforts by Big Brothers/Big Sisters of Greater Kansas City.

Ignoring initial doubts about her qualifications to become a Big Sister, Moore began the two-month interview process in early 1995.

"I had a lot of time on my hands," said Moore. "I wanted to fill time, but I wasn't sure if mentoring was what I wanted to do. I always figured a mentor was someone who had a degree and was successful. I only finished two years (of college). I didn't consider myself a role model."

Big Brothers/Big Sisters had a different take on Moore's ability to accept the challenge, and accepted her as a volunteer. A little surprised but happy, Moore specifically requested that she be

paired with a teenager. In April, she met Johnson.

"We hit it off well from day one," said Moore.

These days, Moore and Johnson find it tough to squeeze quality time together into their busy schedules. Johnson's busy college schedule and Moore's busy work and volunteer agenda do not allow as much freedom to indulge as they would like, but still they communicate regularly.

"Because Jamilla is 18 now, she has her own life and friends," said Moore. "She's just looking for an adult friend as well."

Moore finds contentment in being that adult friend, and she is there whenever needed.

"Big Brothers/Big Sisters asks that you spend a few hours each week," Moore said. "I'm glad to do that. To me, it's not a lot of time to commit. And we have fun whenever we can both find the time."



Jamilla Johnson (left) and her big sister Cynthia Moore.

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Project Choice ReportCard

Vol. 5, No. 4

Summer 1995

The Rainbow's End

Exuberant. Exhilarated. Exciting. Excellent. Exceptional. Exclamatory. Exemplary. Exquisite. Exultant. Extraordinary. Did I miss any of the explanatory adjectives that describe the exceedingly energetic and extra special Project Choice Class of 1995? If I did, please *ex-cu-u-se* me!

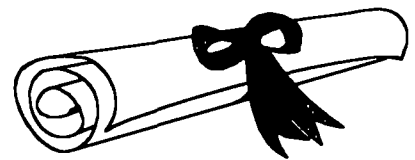
Once again this year, pomp and circumstance wedded zest and revelry at the commencement exercises of the Project Choice schools that included Harmon, Schlagle, Sumner, Washington, Westport, Wyandotte and the Career Learning Center. Tears of joy flowed freely over broad smiles; moments of quiet introspect gave way to whoops of laughter and merriment. High school diplomas now earned, 153

Project Choice students are on their way and looking forward to bigger challenges.

This issue of *ReportCard* is a notably special one because it celebrates the time spent, friendships forged and the many successes enjoyed by students and their families, school staff and Project Choice associates over the years. We, at Project Choice, are so proud and pleased



end. Together we will explore triumphs of the past year and rejoice with the Project Choice Class of 1995.



to have had the opportunity to get to know so many wonderful people. Relationships have been formed that can never be put asunder, and for that we are appreciative.

We invite you to take this walk down memory lane to the rainbow's



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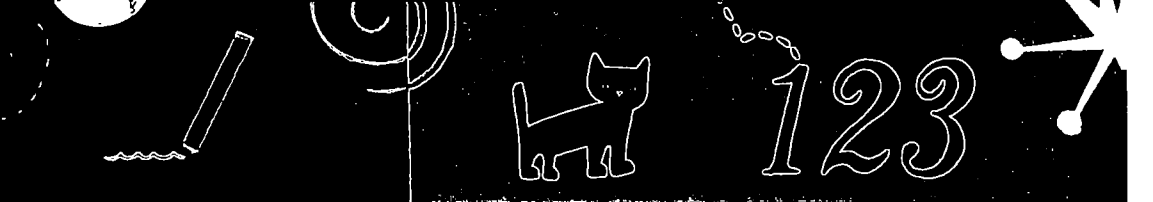
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WORDS TO LIVE BY

10

Commitments for Parents

1 I will always love and respect my child for who he is and not for who I want him to be.

2 I will not burden my child with emotions and problems she is not equipped to deal with, remembering that I am the parent and she is the child.

3 I will, when discipline is necessary, let my child know that I disapprove of what he does, not who he is.

4 I will set limits for my child and help her find security in knowing what is expected of her.

5 I will make time for my child and cherish our moments together, realizing how important—and fleeting—they are.

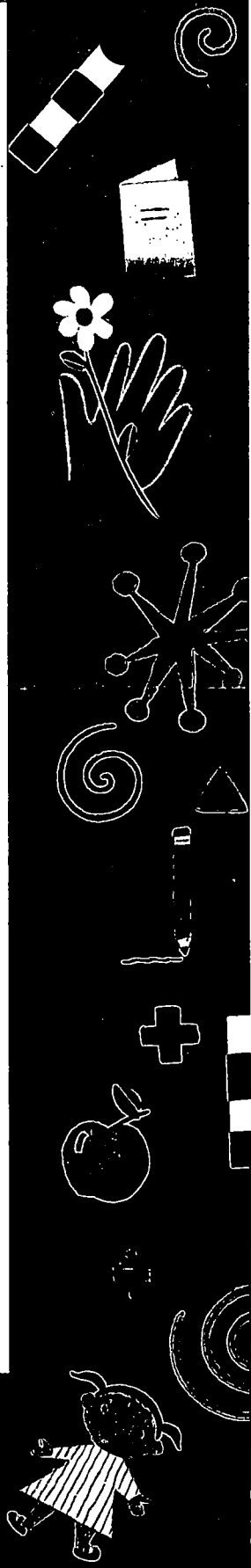
6 I will create a loving home environment and show my child that she is loved, whenever and however I can.

7 I will be sure to give my child space—to grow, to dream, to succeed, and even to fail.

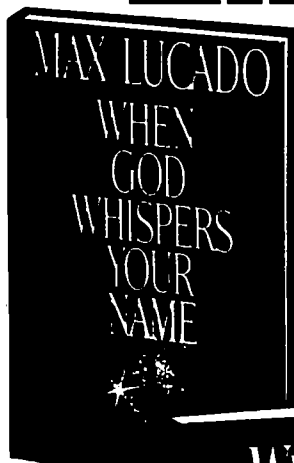
8 I will encourage my child to experience the world and all its possibilities, guiding her in its ways and taking pains to leave her careful but not fearful.

9 I will take care of myself physically and emotionally, so that I can be there for my child when he needs me.

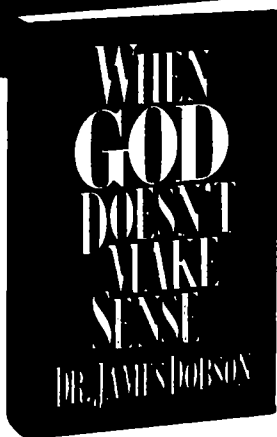
10 I will try to be the kind of person I want my child to grow up to be—loving, fair-minded, moral, giving and hopeful.



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20 Ideas That Can Make America great

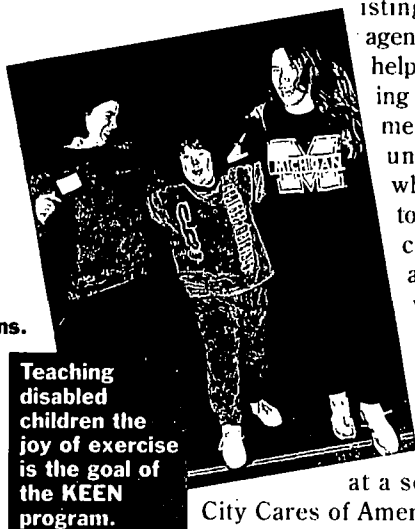


To find the best programs that are working to solve the problems facing our society, we polled 103 community and government leaders across the country. For this report we've chosen 20 outstanding examples: programs that deal with problems ranging from latchkey kids and families in crisis to neighborhood crime and the needs of senior citizens. Each listing (they're in alphabetical order) includes someone to contact for more information—because each program could make a difference where you live.

A Better Chance for Babies

(ABC's for Babies) is a free six-week literacy program for pregnant teens and teen mothers in Dayton, Ohio. Volunteers teach the teens the basics of good parenting, as well as how to read to their babies, play games and communicate with them. Participants do better in school and attend classes more regularly than those who are not involved. *Contact: Carolyn Rathweg, A Better Chance for Babies, 1024 Brown St., Dayton, OH 45409-2858; 513-293-2400.*

Children's Line 10 is a hotline for elementary-school latchkey kids that is run by and operates out of San Diego Children's Hospital. The 800-line (1-800-962-1010) operates Monday to Friday, from 2:30 to 5:30 p.m. PST, and is available to all children living in San Diego County (the line gets about 30 calls a day). The volunteers who staff the phones are trained in reflective listening, counseling and child development. *Contact: Cheri Fidler, Community Relations Director, Children's Line 10, Children's Hospital and Health Center, 3020 Children's Way, San Diego, CA 92123; 619-495-7748.*



Teaching disabled children the joy of exercise is the goal of the KEEN program.

Hands on Miami, a nonprofit organization begun in November 1993, matches volunteers, mainly in their 20's and 30's, with existing community

agencies that need help. After attending an orientation meeting, the volunteers decide what they want to do—say, take children from a shelter to visit the zoo, help Habitat for Humanity build a house or serve meals

at a soup kitchen.

City Cares of America is the national umbrella organization that provides information on how to start similar programs. *Contact: Shari Lyons, Program Associate, City Cares of America, 1737 H St. NW, Washington, DC 20006; 202-887-0500.*

Kids Cafe serves meals to hungry children before and after school, on weekends and during school holidays. Volunteer groups (churches, civic organizations, charities) or corporations form a partnership with Second Harvest, a national network of food banks, to run the program. Second Harvest is actively seeking groups to develop Kids Cafes across the nation. *Contact: Chris Rebstock, Kids Cafe, Second Harvest, 116 S. Michigan Ave., Suite 4, Chicago, IL 60603-6001; 312-263-2303.*

Kids Enjoying Exercise Now (KEEN)

is a free sports program for disabled children that takes place on Sundays at the Tilden Middle School in Rockville, Maryland (KEEN rents space from the school). Adult and child volunteers play team or individual sports, or simply walk, run ▶▶▶▶▶▶▶▶

Homesharing for Seniors

From all outward appearances, Alice Clark, 86, and Helen Stanwell, 50, could be perfectly cast in a female version of *The Odd Couple*. Helen is a morning person; Alice is not. Alice is a homebody; Helen is constantly on the go. But the housemates say they get along well because they respect each other's differences.

The two got together four years ago through a program called Homesharing for Seniors, which matches Seattle residents who are at least 55 years old with an older or younger person who performs agreed-upon household chores in exchange for free or reduced rent. A social worker told Alice about the program after she injured her back while gardening in the fall of 1990. Helen signed up because she wanted to relocate from the suburbs but was having trouble finding affordable housing.

Roughly 3,000 people have been matched

“Helen and Alice not only share a home, they also share their lives—holidays, family events, even travel.”



through Homesharing for Seniors since the program was established in Seattle in 1978. *Contact: Margaret Harmon, Executive Director, National Shared Housing Resource Center, 321 E. 25th St., Baltimore, MD 21218; 410-235-4454.*

—Kathy Wilson

You can replicate any of these programs in your town.

Adopt-a-Family

Feeling hopeless and alone, 31-year-old Jackie Hutton walked into the Salvation Army shelter in Fort Worth, Texas, in June of 1993 with 6-month-old Nathan in her arms. Separated from her husband, she had nowhere else to go.

Counselors told Jackie about Adopt-a-Family, a two-year transitional housing program sponsored by local churches, businesses and service organizations. She enrolled, and her prayers were answered just before Thanksgiving, when she moved into a three-bedroom, furnished house stocked with food.

Since its inception in May 1990, Adopt-a-Family has placed more than 375

Financially, Jackie is still struggling, but her goal is to keep working and buy a home of her own.



families in houses that had been foreclosed by the U.S. Department of Housing and Urban Development. "So far, 91 percent of the families in the program have moved into permanent homes," says Jan Johnson, executive director of the Community Enrichment Center, which administers the program. **Contact:** Adopt-a-Family, c/o Community Enrichment Center, 6350 NE Loop 820, North Richland Hills, TX 76180-7899; 817-281-1164. —Kathleen Rogers

▶▶▶▶▶▶▶ From page 63

or hang out with participants. **Contact:** Elliott Portnoy, KEEN, 11305-202 Commonwealth Dr., North Bethesda, MD 20852; 202-775-5736.

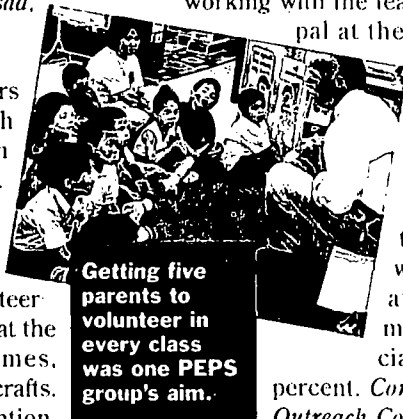
Linking Generations pairs elderly volunteers with preschool-age children in licensed child-care centers. The senior citizens, who are screened and undergo a half-day orientation program, are expected to volunteer at least three hours a week at the same center—playing games, reading aloud and making crafts. The kids get love and attention, and the elderly gain the satisfaction of making a difference in a youngster's life. **Contact:** Eugene A. Walsh, Coordinator, Linking Generations, 1075 S. Euclid Ave., Sarasota, FL 34237; 813-952-9533.

North Carolina Center for Creative Retirement (NCCCR) matches senior citizens with schools, hospitals, prisons, day-care centers, libraries and community groups that can use their expertise. Retired engineers help in science classes, teachers instruct in reading and writing, and businesspeople help charitable organizations plan fund-raisers or balance their books. The program's philosophy is that communities have "untapped, underutilized" resources in their retirees. **Contact:** Ronald J. Manheimer, Executive Director, NCCCR, 116 Rhoades Hall, University of North Carolina at Asheville, Asheville, NC 28804-3299; 704-251-6140.

Odyssey of the Mind, an extracurricular activity, encourages elementary-school to college-age students to think creatively. Children are given situations that they must work together to resolve. They may be asked to solve an on-the-spot problem, such as getting a basketball in a net without using their hands, or a long-term problem, like designing and building a structure of balsa wood. Each year there is an international competition. **Contact:** Janet Vincz D'Alessandro, Assistant Director, Odyssey of the Mind, OM Association, Box 547, Glassboro, NJ 08028-0547; 609-881-1603, ext. 14.

Partnership Education in Public Schools (PEPS) instructs teams of parents, teachers and principals in how to

increase parent participation in South Central and East Los Angeles schools. After attending workshops, the parents begin working with the teachers and the principal at their child's school on



Getting five parents to volunteer in every class was one PEPS group's aim.

a project of the group's choosing. At Corona Elementary School, attendance at parent meetings doubled after the first PEPS workshop, and parent attendance at Rosemont Elementary special events is up by 50 percent. **Contact:** Hattie Barnett, Outreach Coordinator, PEPS, Mar Vista Family Center, P.O. Box 5414, Culver City, CA 90230; 310-390-9607.

Planned Lifetime Assistance Network (PLAN) helps families of mentally disabled children and adults arrange for the future care of their loved one when they no longer can (PLAN also provides respite care). Caregivers—usually a parent or sibling—leave detailed instructions on the day-to-day activities and needs of their charges. When it becomes necessary, PLAN employees carry out their instructions (caregivers must set aside money for this service; PLAN is a nonprofit organization). **Contact:** Carol Caruso, PLAN of PA, 110 W. Lancaster Ave., Wayne, PA 19087; 610-687-4036.

Project Debby Inc. finds temporary shelter in local hotels for women and their children who are fleeing abusive homes. Participants are referred by local domestic-violence hotlines and agencies. To protect the families, the names of the participating hotels are kept secret. The hotels also donate beds, furniture, linens and towels for the women to use in setting up permanent residences. **Contact:** Naomi Berman, Executive Director, Project Debby Inc., c/o Ramada Hotel, 630 Clearwater Park, West Palm Beach, FL 33401; 407-833-1234.

Reach Out and Read (ROAR) is designed to promote reading as an activity in family child-care centers. A library worker visits the licensed day-care homes once a month and reads to the children, encourages them to act out stories, and runs book-related craft projects. On each visit she leaves books and follow-up activities with the family day-care provider. ▶▶▶▶▶▶▶

You don't need much money to improve your community.

▶▶▶▶▶▶▶▶ From page 64

ROAR is an outreach program of the District of Columbia public library. *Contact: Maria Salvadore, Washington, D.C. Public Library, 901 G St. NW, Room 432, Washington, DC 20001; 202-727-1151.*



Corn Mother, Sky Father, a Pueblo Indian figure, painted by children in Working Classrooms.

Teachers Involve Parents in School-work (TIPS) promotes student interaction with parents on homework. Based on the theory that children learn and achieve more when parents are involved in education, TIPS requires students to talk to their parents

about what they are learning, or to interview them about a time in history that the parent lived through.

Contact: Joyce Epstein, Co-Director, The Johns Hopkins University Center on Families, Communities, Schools and Children's Learning, 3505 N. Charles St., Baltimore, MD 21218; 410-516-0370.

The Sharing Community, Inc., in Yonkers, New York, trains homeless people to work in the food-service industry. In the first month of the three-month program, participants learn basic skills in cooking, nutrition and sanitation. Next, they prepare meals at shelters and soup kitchens; finally, they intern at businesses. The program serves seven students at a time and has a 100 percent employment success rate. *Contact: Janet Stewart, Sharing Community, 118 New Main St., P.O. Box 657, Yonkers, NY 10702; 914-963-2626, ext. 22.*

Women's Transit Authority (WPA), a 21-year-old nonprofit organization, provides free rides in private cars—at night—for women and children who live within a four-mile radius of downtown Madison, Wisconsin. The goal is to reduce incidents of sexual assault among women and increase their mobility. About a year ago, WTA began offering daytime service to low-income women so that they could get to health and human service appointments. *Contact: Norah Cashin, Executive Director, Women's Transit Authority, 306 N. Brooks St., Madison, WI 53715; 608-256-3710.*

Working Classrooms is a nonprofit group based in Albuquerque, New Mexico, that uses art, theater and writing to promote self-esteem, leadership and academic achievement in low-income youth. The youngsters who join this after-school program work on a variety of creative projects. Recently, some painted a mural at a health clinic, and others wrote a play about AIDS. *Contact: Nan Elsasser, Executive Director, Working Classrooms, 207 Gold SW, Albuquerque, NM 87102; 505-242-9267.*

Wyoming PARENT (Promoting Awareness, Resources, Education, Networking and Training)—a nonprofit group based in Laramie, Wyoming—operates a statewide phone line, staffed by child-care professionals, that parents can call Monday through Friday, from 8 A.M. to 5 P.M. MST, to ask questions about parenting. The two-year-old organization also operates a community-resource referral service and runs an information clearinghouse. *Contact: Mike Moe, Executive Director, Wyoming PARENT, 1050 N. Third St., Suite L, Laramie, WY 82070; 307-745-0990.* ■

PA CleanWays

Imagine more than 193 tons of trash and garbage strewn along a country road. That was the situation in March 1994 on tree-shaded Murray Hill Road—which runs for one mile from Seward Borough through St. Clair Township in rural Pennsylvania. Now, seven months later, the only debris in sight is two discarded soda cans awaiting pickup by volunteers Wes and Marylou Walker, who regularly patrol the road.

The change came about thanks to a nonprofit group called PA CleanWays, community officials, and the efforts of Sandy Mitchell, 50, of Seward Borough and Pat Solich, 44, a township resident. Under guidance from Sue Wiseman,

“ Signs identify each PA CleanWays road to warn litterbugs that the area is being watched. ”



executive director and co-founder of CleanWays, Mitchell and Solich marshaled volunteers to help with the cleanup of the area.

CleanWays trains people to identify illegal dumpers and provides instruction in reporting and prosecuting them. *Contact: Sue Wiseman, Executive Director, PA CleanWays, R.D. 11, Box 631, Greensburg, PA 15601; 412-925-9653.*

—Marian Nicely

10 Ways to Make Your Neighborhood Great

Join the crowd. Form committees and recruit volunteers who can spread your message and help raise funds. Build coalitions with other organizations.

Tell a friend or two or three. Create fliers, banners, pamphlets and brochures about your cause. Distribute materials at shopping malls, fairs and special events as well as door-to-door in the neighborhood.

Speak up! Testify at public hearings to show your council members the concern that exists in your community. Bring petitions and documentation of the problem and offer concrete solutions.

Give the council members news they can use. Tell reporters about your effort and keep them updated. Meet with editorial-page writers; hold special events and news conferences that offer photo opportunities for TV and newspaper reporters.

Say cheese! A camcorder is the perfect medium to illustrate your message. Record the problem and distribute the tape to the media and local legislators.

Explore the power of the pen. Write letters to town council members, legislators, newspaper editors and company executives.

Get fired up! Have a rally or

sit-in to gain support. Present a special play or concert. Set up an information booth at community fairs and carnivals.

Fill the till. Hold a bake sale or a marathon. Sell T-shirts, bumper stickers and other merchandise that carry your message. Apply for grants.

Meet and greet. Let your legislators know who you are and what you stand for. Invite them to events and town meetings. Monitor their votes and send them follow-up letters so they know you're paying attention to them.

Support democracy. Voting is the simplest and best way to get your message across.

—Diane MacEachern

"I Switched To Lowest Tar."

*Maybe you're like me...
I used to think I'd have
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**Our
Experts'
Guide to
Nurturing
in the
90's**

Baby

We devote the next nine pages to helping you and everyone else who cares about your children. What makes our guide so special: We outline your child's major milestones, from birth to age 5, and offer advice from today's leading child-care experts—**T. Berry Brazelton, M.D., Benjamin Spock, M.D., Penelope Leach, Ph.D., and Stanley Greenspan, M.D.**—on how you can best respond to each developmental step.

Moments That Matter

Learning to be a parent is one of the most challenging jobs anyone can undertake. Since babies do not come with how-to manuals, most parents are anxious, tense and full of questions about their baby's growth and development—and their own role in fostering it. Few adults have had enough experience in nurturing small children to be prepared for their new roles.

When I see parents-to-be in a prenatal visit, they always say, "I don't want to repeat mistakes *my* parents made." And yet we both suspect they will. These "ghosts from your own nursery" will inevitably shape your reactions to your children's behavior, for they constitute a vital part of your sense of self. Learning to recognize the power of these memories—and to bring them to consciousness when you are stuck in a conflict with your child—can actually free you to make more objective decisions.

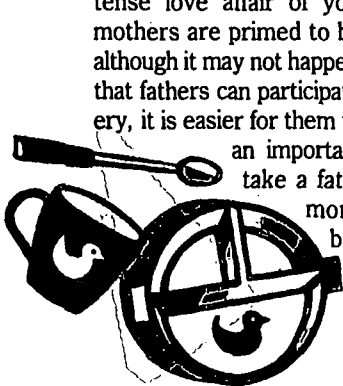
After you've faced and conquered the first few crises of parenting—pregnancy, delivery and the experience of feeding your new baby—you are ready for the most intense love affair of your life. Generally, mothers are primed to bond, to fall in love, although it may not happen immediately. Now that fathers can participate in labor and delivery, it is easier for them to feel that they play an important part, but it may take a father weeks or even months to feel "this baby is mine, and she knows me."

During pregnancy parents dream of three babies: a perfect baby, an impaired baby and the real baby. The "perfect" dream baby, who is like a 3-month-old, smiles and coos, giving Mom and Dad the reassurance they need to feel confident. The second image is one of an impaired baby. Every expectant mother and father worry about whether or not their baby will be born healthy, and whether or not they could ever parent an imperfect child. The anxiety that builds over the last months of pregnancy as they try to reconcile these two imaginary infants can be seen as an "alarm reaction," a term used in physiology to describe the increased flow of blood and oxygen to the brain that makes it possible for a person in a stressful situation to cope more effectively. Obviously, this reaction will help the parents-to-be face their new roles.

Since they know their baby is likely to be somewhere in between the perfect and the impaired, parents will try valiantly to understand the third baby, the real one—paying attention to every movement, every response in utero. They are really trying to connect with that baby, which is the work of the last trimester. This buildup peaks at delivery: "Is it a boy or a girl?" "Does

Contributing editor T. Berry Brazelton, M.D., is professor emeritus of pediatrics at Harvard Medical School.

Illustrations by Jeanne Fisher. Photo by Ariel Skelley.





PETS AND WILDLIFE

Caring for the Birds

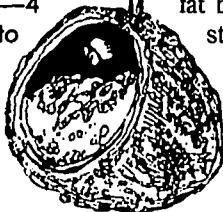
**Welcome your
skyborne
visitors with
food, water
and kindness.**

Easy Food Pouch

● Fill a mesh onion bag with suet or suet food; tighten drawstring and hang on a tree branch—then reach for your binoculars and watch!

Simple Coconut Shell Cups

● You can get two charming feeders out of one fresh coconut. Cut shell in half with a hacksaw and pry out meat with a blunt knife. Next, for each cup, drill a hole a half inch in from rim, put a thick knot in end of a strong hanging cord and pass cord through hole from inside, as below. Fill each cup with snacks—fruit, raisins, nuts, seeds—or pack with suet foods and hang from a tree. Bonus bird snack: Grate the coconut meat, stir into warmed vegetable shortening, lard or rendered suet—4 cups coconut to 2 cups fat—chill. Use to fill cups or log feeder.



More useful suggestions for nurturing backyard birds from Helen and Dick Witty, whose informative bird article—"The Pleasure of Their Company"—starts on page 84.

Birdbaths

Clean drinking and bathing water will bring more birds to your yard than any food you could offer. After sipping, first-timers almost always stay around (or come back) to sample your cuisine. The simplest spa? A 15- to 18-inch terra-cotta (or plastic) potted-plant saucer or even an inverted garbage-can lid. Scatter several on the ground around your yard. To keep water from freezing, use a birdbath immersion heater—they aren't expensive, use very little electricity and are perfectly safe. Robins are especially grateful for drinks during freeze-ups or drought; they'll come to drink and bathe more often than to eat. Try enticing them with suet mixtures, fruit, soaked raisins, peanuts and baked goods. Woodpeckers and flickers, also thirsty drinkers, will be tempted by a similar menu—including grains and seeds.

Nectar Feeders

Hummingbirds and orioles will appreciate a supply of sugary water dispensed from a nectar feeder. Purchase one or improvise—a small vial filled to the brim and hung from a stake among "hummingbird" (red or pink) flowers works fine. To make nectar: boil 2 cups of water, stir in ½ cup of granulated sugar, return to boiling, then cool, uncovered. Store in fridge. Stick to the 4 parts water to 1 part sugar proportions—don't be tempted to make your nectar sweeter, as more sugar may be harmful to hummers. And never use honey—it can make the birds sick. Keep your nectar feeder immaculate to prevent formation of molds. Wash, rinse and refill feeders often—at least every 2 or 3 days. Change daily if possible. Once a week, scrub feeder using a mild vinegar solution and a small bottle brush to reach into crevices that may harbor mold.

Nutritious Suet-food Recipes

Suet is the solid fat from a beef carcass and is our best ally in making friends among tree-clinging and insect-eating birds. You can stuff a feed bag with fresh suet or wedge it in the fork of a tree branch. Try this recipe made with rendered fat. To render: chop 2 pounds raw suet in a meat grinder, place in pot with half inch of water, cover with lid, place in 350° oven, and stir occasionally. Set lid ajar after fat begins to run. Count on 2 to 3 hours cooking time; strain liquid fat. Basic suet muffins: To 2 cups warm rendered suet add 1 can dog food or 2 cups raisins, 2 cups rolled oats, 1 cup dry crumbs, 1 cup peanut butter. Pour in cupcake pan, chill. Hang cakes in bird feed bag or fasten with string to a tree.

Log Feeder for Tree- clingers

● This drilled log is simple to make, and what's more, it looks like part of the natural setting. Raid your own woodpile or a firewood dealer's for a log or tree limb with rough bark that birds can hang on to. Pick a log about 4" thick and 20" long. Drill holes an inch or more in diameter and an inch or more deep, spaced about 3 inches apart. Use an electric drill and a 1-inch drill bit—each hole takes just a minute to drill out. If you don't have a drill, make a number of deep diagonal cuts in the bark (as wide as you can) with a hacksaw. Finally, insert an eye screw into one end of the log and attach a wire for hanging it up. Pack rendered suet (or any suet-y or peanut-buttery mixture) into holes or gashes and hang log from a tree or porch railing. To refill: simply unhook log and repack it with fresh food, using a spatula or your fingers.

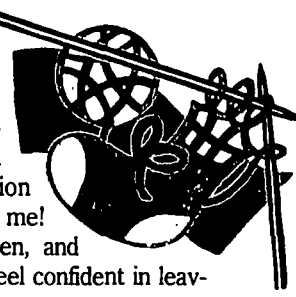


Squirrel Foolers

● If your bird feeders are being pillaged by furry marauders, divert their attention with this simple ploy. Hang dried ears of corn—a favorite food—from a tree some distance away from your bird offerings. Other squirrel defenses: Hang feeders from fishing line (hard for little paws to get a grip on); install a plastic barrier on hangline or post.

Love

to feel it's all worth it. But they need another four weeks to feel safe in the conviction that "She's smiling at me! She knows me!" Then, and only then, can they feel confident in leaving her with another person.



In my work with parents, I have found that there are special times in a small child's developmental progress—I call them "touchpoints"—when I can be of special help in the understanding of their baby and of the processes

she look like me?" "Does she have all her fingers and toes?" These questions are signs of parents' efforts to see their baby as a person they can understand and care for.

In my research at Children's Hospital in Boston, I find that demonstrating a newborn's behavior to eager new parents is magical. As she fixes her gaze on a red ball to follow it, or turns to the human voice, or follows the human face with her brand-new eyes in an intent stare, parents say, "I can't believe it!" If she chooses her mother's and then her father's voice in preference to mine, they say, "It's a miracle! She knows me already!" Their bonding is complete, enhanced by the baby's behavior.

A baby contributes so much to the success (or failure) of your parent-infant interaction. Her temperament may be critical in helping you relate to her. If she's an intense, driving baby who can pay attention only for short periods before she overloads, you can learn to provide her with a low-keyed, respectful environment. If she's a quiet, watchful baby, you may need to learn to wait, to be patient, until she gives you cues that she is ready to be played with or talked to. You will probably be overanxious for your baby to respond to your overtures. But understanding her as a person, with a unique style all her own, is one of the first steps toward bonding with her.

You may have to try all kinds of techniques (talking, singing, rocking), until you find the way that works best for her. Don't get discouraged—she may not be able to accept all this stimulation at once. But what a reward it is when she looks up at you to grin and to devour you with hungry eyes. You begin to fall in love!

I have been fighting for Federal legislation that would allow a period of unpaid, job-protected parental leave around the time of the birth of a new baby or an adoption. Both parents need time to be free of other commitments so they can begin the process of adapting to and getting to know their baby as a person.

The first three months are overwhelming. Most new mothers feel depressed. They are likely to feel overwhelmed by responsibility, by too many feedings and no sleep. Fathers are likely to feel shut out, jealous.

Parents need time and energy to devote to the baby and to their own psyches in these first months. At 8 weeks, as smiling and vocalizing occurs, they can begin

that energize her. These touchpoints occur at predictable times throughout early childhood; they follow a definite pattern. Just before she takes a growth spurt—either in motor, cognitive, developmental or emotional behavior—she will "fall apart" for a short period, say a week or so. It is as if she needs to regress and her behavior to disintegrate before she can gather the steam she needs to master the next big step.

Right before she learns to walk, for example, she'll wake at night and be increasingly demanding during the day. You become frustrated and disintegrate with her. You get angry. You are sleep-deprived and stressed out; you feel like failures. As a result, you are likely to put her under more pressure at the very time when she is searching for independence—the independence of walking.

However, if you can understand that this period is short-lived, and that it leads to a new achievement, the whole family can relax. Everyone can practice with her. And when the task is finally mastered, all of you can feel a sense of success. Each victorious step in development is hers—and yours.

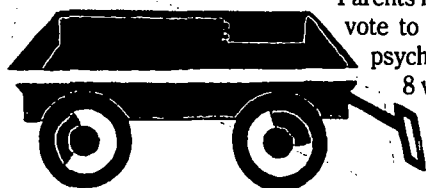
Each new developmental stage presents a challenge—to you and to your child. When a 10-month-old can conceive of standing alone, she stands at her cribside, screaming with frustration because she can't let go. She wakes up two or three times a night with pent-up frustration left over from her daytime efforts. The peace of everyone around her is endangered by her protests. But when she finally learns to stand alone, her achievement is total. She is triumphant. She has achieved a sense of mastery that will serve her the rest of her life. Such milestones contribute to her own self-image, and every child needs a positive self-image—of herself as a competent, successful being.

Helping your child gain this sense of mastery prepares her for her own independence. Parenting can be thrilling and rewarding if you understand and respect the drive behind development in your child. —*T. Berry Brazelton, M.D.*

Dr. Brazelton has recently completed a series of three "Touchpoints" videos. For information, call 1-800-437-2625.

A Call for Action

As a cofounder of Parent Action—a group designed to do for families what AARP has done for the elderly—I'd like to enlist all parents to become child advocates. Write: Parent Action, P.O. Box 1719, Dept. FC, Washington, DC 20013.





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CHILD

PARENT

PHYSICAL	● Breast milk is ideal for me—it provides immunity and is less likely to cause allergic reactions, although formula also gives me proper nourishment. I'll want to eat every two or three hours (10 to 20 minutes per breast or 2 to 4 ounces of formula), but soon I'll sleep for four hours without feeding. ● I may cry or fuss for hours at the end of each day.	● Breast or bottle is a personal choice, each with advantages and disadvantages. Don't let feedings go below 6 per 24 hours. ● About 85 percent of babies cry every evening; try to see it as their way of letting off steam. Only when they're overloaded do they get colic, which starts at 3 weeks and lasts until baby is 12 weeks.
DEVELOPMENTAL	● The way I move from sleep to awake states (either gradually or suddenly) will clue you in to my temperament. I may cry heartily when I wake up, unlike my sister who always woke up happy and alert. ● I can take just so much stimulation; at a point I become overloaded. Then I'll cry or try to go to sleep; I'm telling you I've had enough. ● I sleep in cycles of three or four hours at night, moving from a light, dreamy state to deep sleep, then back to light again. At regular intervals I come to a semiconscious, semialert state when I may suck, cry out, fuss, then settle back down.	● If you learn whether your baby is active, quiet or average, you can view his behavior not as your fault but merely his style. ● Each baby has a threshold—when reached, he'll need your help to quiet down (use swaddling, holding or a soothing, gentle voice). ● If you respond to his awakenings, you will become an integral part of the pattern of getting him back down. Be there to comfort him, but allow him to fall asleep on his own. If given this opportunity, he'll learn to sleep through the night.
EMOTIONAL	● I'm learning how to be attentive and focus my senses as I discover more about the world and my relationship with you. ● I'll look into your eyes, be absorbed by your voice and expressions and may even imitate your facial movements. I'm falling in love with you. ● When I cry I want you to pick me up, even if you think I'm crying for no apparent reason.	● Baby calms himself by taking an interest in your face, listening to your voice and responding to your touch. ● By 2 or 3 months he'll smile and respond to your joy in him with his own joy in you. You'll be falling in love. ● You can't spoil your baby now; he needs to feel your support so he can develop his own abilities.
COGNITIVE	● I'm learning to use behavior to communicate; crying is my "language." ● I sleep as long as my built-in clock tells me to. I'm not particularly aware of my surroundings and can tune noise out, so I can sleep anywhere. ● I can recognize my mommy's and daddy's voices and faces. I'm starting to expect to be excited when I see Daddy, to be comforted when I see Mommy.	● Cries of pain, hunger and fear are distinctive in time, duration and rhythm. As you learn them, you'll become more confident. ● If he stays awake it's because he does not need to sleep. Don't keep the house too quiet, or he will demand this later on. ● Have conversations with him, using different tones and inflections.

Illustration by Robbin Gourley. For complete photo credits in this section, see page 111.

Recognize that your own emotions may interfere with **bonding**. Once you understand your feelings, you'll be able to reach out to your baby.

—Stanley Greenspan, M.D., author of *First Feelings* and *The Essential Partnership*



3-6 Months

CHILD

PARENT

PHYSICAL	● After 4 months, I'll show you signs that I'm ready for solid foods: I'll be taking in more than 40 ounces of milk a day, drooling a lot, have learned to swallow instead of suck, and my first tooth will soon appear. ● I may develop a congested nose, or skin allergies to food or milk. ● At 4 to 5 months I'd rather take in my surroundings than eat.	● Rice cereal is a good first solid. After 3 weeks, start pureed veggies and fruits, one at a time. ● Watch for recurring watery eyes, breathing difficulty, runny nose, coughing, fitful sleep. Eliminate foods to determine which may be the cause. ● You may need to feed her in a dark, quiet place to lessen distractions.
DEVELOPMENTAL	● I love having you play with me, especially when you pull me up to stand, but I also like watching my mobile, playing with my hands and looking in my crib mirror. I can reach for objects, bat at my cradle gym with both hands. I can make noise by hitting a string of toys, and I remember how to do it and try it over and over again. I'm cooing and gurgling quite a bit. I'm showing you that I'm becoming aware of myself. ● I can be sensitive to excitement and any change in my routine, but I need you to take me different places and allow me to experience the world.	● In the third month, your baby's need for crying lessens, possibly because of her increased capacity to participate in the world. She isn't as dependent on you; she begins to be able to wait and make her own fun. ● If you get too distressed when she becomes upset over being in an unfamiliar place, you may compound and prolong the problem. Take her out so she becomes conditioned to different places and can eventually assimilate these new experiences without getting upset.
EMOTIONAL	● When you look at, smile or talk to me, I'll smile, open my eyes wide and focus my attention on you. I'm learning to relate to and interact with others. I can recognize my mommy and daddy. ● If you jump every time I whimper, without regard for the reason, you'll strip me of my budding independence. ● I have a favorite toy that makes me feel good when I hold it.	● "Woo" your baby: Smile, talk, cuddle—but not all at once, for she may get overwhelmed. ● The frustration she may feel when you don't respond to every call can help her to learn things for herself. ● Early attachment to a "love" is a sign that she's beginning to take interest in things outside of herself.
COGNITIVE	● At first I thought the world consisted only of things I could see. But now I know that you exist even if I can't see you. Soon I'll look for my toy if I drop it. ● I used to go to anybody, but now I get scared if Grandma holds me or Aunt Jane gets too close. Because I'm becoming more aware of each new noise and sight, I fall apart easily when a stranger is around.	● Your infant discovers that objects continue to exist when they're out of sight (object permanence). Games like peek-a-boo foster understanding. ● As she gains a new awareness of the differences between people, she may exhibit stranger anxiety and act unfriendly toward others. All you can do is be prepared for this reaction.

Babies need a positive personal relationship even when you can't be there. Keep this in mind when you choose a sitter or **child-care** service.

—Penelope Leach, Ph.D., host of *Your Baby and Child With Penelope Leach* (Lifetime)





Moments That Matter

6-12 Months

CHILD

PARENT

PHYSICAL	● At 8 months, I'll weigh between 14½ and 17½ pounds (if I'm a girl, about a half pound less). By my first birthday, I'll be about 28 to 32 inches long. Once I can sit up, give me finger foods one at a time, so I can learn to feed myself. I like to play with food almost more than I like to eat—especially when I can grasp a spoon. I'm starting to drink from a baby cup with a cap.	● Most calories still come from milk products or formula. (In children age 2 and under, fat is essential for normal growth, so don't give skim or low-fat milk.) Baby's rate of growth slows around 8 months, so he needs fewer calories and may refuse to eat. Let him experiment with food, although it will be messy.
DEVELOPMENTAL	● Long before I master an act like walking, I practice each bit and piece. Then, when I'm ready, I put all the pieces together, and I'll be able to walk. ● I amuse myself by using my hands to grab objects and put them in my mouth. I like to push a toy out of reach and then go get it. Then I explore it, watching my hand as I pick up something, drop it and pick it up again. ● When I can't do something, like get down from a standing position, it makes me very frustrated. But once I've learned how, it's so rewarding that nothing you can do for me can replace it.	● A baby will sit, stand or walk when he is ready and not one moment before; each has his own pace. He'll exhibit an unwillingness to be distracted when he's perfecting a skill—that's all he will want to do. ● Your child is developing his pincer grasp—using thumb and forefinger to reach for an object. ● At 8 to 10 months, he'll relive his latest developmental task at night during his light sleep state. You'll see his frustration in his sleep patterns, which become disrupted.
EMOTIONAL	● I reach out to be picked up. I'll point to a toy and take it when you hand it to me; I will coo at you when you give it to me. I'm learning that my actions can get you to do something, that what I feel and do makes a difference to you. I can let go of a toy and anticipate getting it back; I can crawl out of the room and return. I'm beginning to learn that when Mommy leaves, she'll come back.	● Return his smile, reach out to him when he reaches out to you. His capacity to respond takes on a new quality of intent. You aren't just vocalizing or smiling at each other randomly; you're responding to each other's signals. Games like tossing a ball back to him when he drops it help foster this understanding.
COGNITIVE	● I want to open that door, and I don't understand why I can't so I'll cry. ● I'm not satisfied doing the same thing over and over. I want to see where my toy goes when I drop it. ● I'm beginning to build up expectations about people I know and my daily routine. But when something is different, I get scared. I'm anxious with strangers and if I'm separated from you.	● Crying from helplessness lessens, but crying from anger and frustration replaces it. ● His play may seem random, but it's his way of finding out how the world works. ● Stranger anxiety now is related to a burst in cognitive awareness. He can tell the difference between familiar and unfamiliar situations.

In the past, **fathers** didn't show their emotions. But taking an active role in child care helps you express feelings and be sensitive to others.

—Benjamin Spock, M.D., co-author, *Dr. Spock's Baby and Child Care* (revised 6th edition)



Other companies use a lot of nice words to describe their baby care products. But none are as endearing as these.

You'll find words like "gentle" and "mild" in just about every ad for baby care products.

You won't, however, find the words you see here.

Because Baby Magic is the only leading brand that's actually tested to be hypo-allergenic.

Our baby bath and lotion are chosen by more hospitals than any other brand.

Which isn't surprising, since they're

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And our baby lotion is completely soap-free, with moisturizers that work like your baby's own natural skin oils.

While most baby shampoos are "tear-free," ours is also dye-free and protects against static fly-away.

And only Baby Magic baby powder has natural oatmeal, which is more absorbent than talc or corn-

starch. So it keeps your baby drier, and creates less dust, too.

Of course, we realize that "hypo-allergenic," "hospital-preferred," and "dye-free" aren't the most emotional words we could use.

But to a mother, we just don't think there are any that are as meaningful.

hypo-
ALLERGENIC

Baby Magic is the only leading brand of baby care products that's hypo-allergenic.

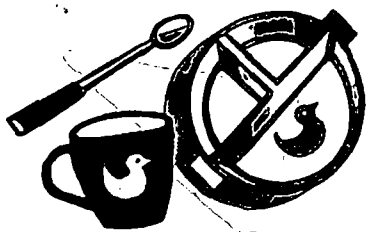


More hospitals choose our bath and lotion than any other brand.



Baby Magic. A child can tell the difference.

by MENNEN



Moments That Matter

1-2 Years

CHILD

PARENT

PHYSICAL

● I lack the self-control to express my anger and frustration in words and may turn to hitting, biting or hair-pulling. ● I can use a spoon and fork easily, but I really like to fling food and play games with it. ● I may turn away from foods I used to love and resist coming to the table. I'm more active now, but I'm growing more slowly too, so I need less food.

● Use physical play as an outlet for **aggressive behavior**. Help her label her emotions. ● She needs to **feed herself**, although it's messy; or she may refuse to eat despite being hungry. ● **Don't force-feed**. Each day she needs a minimum of 1 pint milk, 2 ounces protein with iron, 1 ounce fruit or juice, and a multivitamin.

DEVELOPMENTAL

● Doing things by myself, and when I want to do them, is important to me. I'll begin to test you—I may climb out of my crib or hide in closets. I'm trying to learn how to balance my need for security with my desire for autonomy. In my struggle for independence, I'm having a difficult time making decisions—sorting out "Do I want to, or don't I?" The tension I feel from this frustration makes me wake up at night. ● When I act out now, removing me from the situation or trying to distract me with something else is no longer as effective as it used to be.

● You can't help your child master her struggle for independence, but you can **set firm limits** and **allow her to make choices** when possible. Reinforce the use of a "lovey" during the day. ● When tantrums occur, you need to break the cycle by using "**time out**," but what's really important is what she learns about self-control as a result. Be **consistent**—what you convey to her over time is necessary for your child to develop her own self-discipline; otherwise, tantrum behavior will only escalate.

EMOTIONAL

● I'll carry my "security blanket" everywhere. ● I can tell what mood you're in. I know that my behavior affects your behavior; I'm learning to be manipulative. ● I'll throw temper tantrums when I'm unable to master a task, communicate a desire or understand something. ● I may cry or behave badly because I'm afraid, especially if my routine changes.

● A **lovey** helps your child feel secure. ● Communicate clearly through voice, touch and facial expressions. ● Don't respond angrily. Encourage her to **express feelings through "pretend" play**. ● Fears are normal at this age. **Reassure her** and provide extra opportunities for closeness.

COGNITIVE

● I'm able to follow simple commands and use two- to four-word sentences. I recognize the names of familiar people, objects and body parts, and I can put things where they belong. ● No is my favorite word. I'm possessive about my toys and clothes. You and I will become locked in a battle of wills. ● I'll follow you around the house and do whatever you do.

● **Repeating experiences** will improve your child's memory. ● **Negativism** is part of her developing self-esteem. She's learning that she has some control over herself and that she is a separate being. ● **Imitation** is a form of learning. She wants and needs your approval, so be generous.

Many parents are afraid to be firm about **discipline**. But children need you to lead them. You don't have to be disagreeable, just sure.

—Benjamin Spock, M.D.



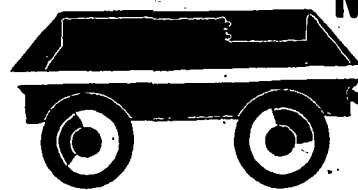


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isn't childhood without it.**



Moments That Matter

2-3 Years

CHILD

PARENT

PHYSICAL	● I'll grow about 2½ inches and gain about 4 pounds each year. I can drink from a cup with one hand, and eat finger foods. I might not want to try new foods; I'd rather eat peanut butter and jelly sandwiches every day. ● My energy level is high, so I'm continually on the go. When I'm frustrated, I'll behave aggressively, but that's normal at my age.	● Don't force foods at mealtime. Offer what you're having; he'll learn to eat a rounded diet by imitating you. ● Monitor him closely; his energy may put him in danger—for example, he may run into the street. Help him channel anger by distracting him from aggressive behavior with another activity.
DEVELOPMENTAL	● I want to be dry and clean, and I'm learning the right words to say when I'm peeing and pooping. I think I'm ready to use the potty. ● Sharing is new for me. I know what belongs to someone else and what belongs to me, and I'm very protective of my things. I'm afraid that if I let others play with my toys, I'll never get them back. ● I may have problems sleeping because I'm reliving important events of the day. These sleep disruptions help to discharge fears, anxiety and even pleasure. I'm trying to learn how to get myself back to sleep without your help.	● Not all children are ready to be toilet-trained at the same time, so take cues from your child. Don't force it; when he's ready, he'll show you. ● Explain the idea of giving and receiving. If he can share, it shows inner security and self-esteem. ● If you try to help your child get back to a deep sleep, it will absolve him of responsibility and increase his dependency when independence should be well on the rise. By settling his own struggles, he learns that he has the ability to do so.
EMOTIONAL	● I want my own way. I may fuss about what to wear or eat; I may cry when it's time to leave a friend's house, or I may throw a tantrum at bedtime. I want to be the boss and feel as though I have control over my world. ● I like to play in the company of other children my age, but it will take a little time before we are actually playing <i>together</i>.	● Your child is testing his independence. To prevent power struggles, give him love, some autonomy and firm limits. ● He will engage in parallel play with another child. They'll sit next to each other and, by using peripheral vision, imitate each other, but they won't interact. Soon they'll play together.
COGNITIVE	● To understand a concept—the idea of dogs, for instance—I have to put all dogs (real, picture-book and toys) in one category in my mind. Although I know that each one is different, they're more like each other than they are anything else. ● I'm beginning to speak in short sentences, and I can use the words "I," "me" and "mine." I might begin to stutter.	● Once your child's thinking reaches this stage, he'll spend a lot of time sorting and classifying during his play. ● It's normal if he stutters at about age 3—the period when speech and language are developing rapidly. Most kids will gradually stop as they get older. Be patient. Let him work through sentences himself.

Illustration by Jeanne Fisher

Make time for family, even with all the **stress** of daily life. Language is magic—talk and listen to your children. Laugh gently at yourself.

—Penelope Leach, Ph.D.





Dimetapp.[®] Works as good as it tastes.

Most kids think that cold medicine has to taste bad to be any good. But there's one cold medicine that works as good as it tastes. So it relieves both kids and colds. Grape flavored Dimetapp Elixir. And for colds with coughs, there's Dimetapp DM with an effective cough suppressant.

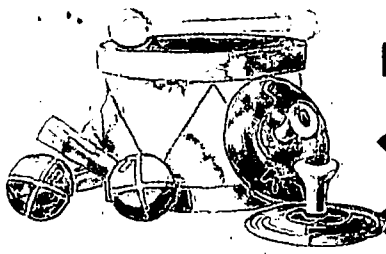
Pediatricians and pharmacists recommend Dimetapp more than any other liquid cold medicine for fast, effective relief. And, best of all, kids like it. (After all, a cold medicine can't work if you can't get it down.)

So, at the first sign of sniffing, sneezing or coughing, give your child Dimetapp Elixir or Dimetapp DM. Use only as directed.



**Recommended most by
doctors, pharmacists and kids.**

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Moments That Matter

3-5 Years

CHILD

PARENT

PHYSICAL	● During my third year I'll gain about 5 pounds and grow 3½ inches. During my fifth year, I'll gain 4½ pounds and get 2½ inches taller. I'm gaining more control of my muscles. ● I need 10 to 12 hours of sleep each night. I may have nightmares or night terrors—I'll scream in bed with my eyes open, but I won't seem to notice you when you come in to calm me.	● Your child will look taller and skinnier, and she'll gain muscles, but she won't have a growth spurt until adolescence. ● If she has a nightmare, stay with her and talk about it until she's calm. For night terrors, hold and reassure her; help her get herself back to sleep. In the morning she won't remember it.
DEVELOPMENTAL	● I can draw a picture of a man, catch a ball, ride a tricycle or a bike with training wheels. I like to hop, skip and jump. ● Friends are important to me. I'm discovering what social relationships are all about. I'm learning how to take turns and play games like follow-the-leader. ● I may explore my private parts, get undressed in front of other kids and play doctor with them. I am fascinated with my opposite-sex parent. ● As my attention span increases, I'm able to play more independently. I can be apart from you now without becoming too upset. I think I know everything.	● Give her the chance to test herself. If you greet every fall with concern, she may learn a fear of injury, which will conflict with the courage to experiment. ● She needs social contact with her peers, so take her to the playground; make playdates. She'll still need your supervision, however. ● Exploring her own body, and with other kids, is her way to learn about sex differences. Masturbation is normal. ● She has a newfound sense of self. Her "know-it-all" attitude is an indication of this self-identity.
EMOTIONAL	● When I'm apart from you, I can make myself feel better by picturing you in my mind. ● I'm becoming more caring and less selfish because at age 4 and 5 I can imagine how I'd feel if someone hurt my feelings. ● I have an imaginary friend who is always around when I want him to be. He comforts me, plays with me and takes the blame whenever I do something wrong.	● When you empathize with her, she has a chance to verbalize her feelings about being apart from you. ● She's beginning to realize that her actions can affect others. ● An imaginary friend is valuable in enriching her private world and helping her deal with reality. Gradually, she will comprehend that he is only "pretend."
COGNITIVE	● If I'm a girl, I'll dream about marrying Dad. If I'm a boy, it will be Mom. I may not come right out and say so, but I'll misbehave to mask my feelings. I'll pick fights with my same-sex parent in hopes that the response will somehow wipe away my mixed-up feelings. ● At 3, I will be able to talk in five-word sentences. I'll constantly ask questions that begin with "why."	● She feels guilty about misbehaving and wants your help sorting out her emotions. You can't really help, but after age 5 she'll begin to identify more with her same-sex parent, and move beyond the Oedipus complex. ● Sometimes she wants answers, but often she just wants your attention. Give answers, but keep it simple.

When you interfere in **sibling rivalry**, you polarize the children even more. Try to stay out of fights as long as there's no physical harm.

—T. Berry Brazelton, M.D.



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the 1994 parent
answer **book**



the best care for your **Child**

Eleven million American children under age 6 need child care for all or part of their day. Another 18 million 6- to 13-year-olds need after-school care. How can you provide a loving, nurturing environment when you can't be there? We

asked T. Berry Brazelton, M.D., our contributing editor; Edward Zigler, Ph.D., Sterling Professor of Psychology at Yale University and a co-founder of Head Start, and Barbara Reisman, executive director of The Child Care Action Campaign to help us devise the ultimate guide to making sure your child has consistent, dependable care. Whether your

husband, mother, sitter, family or day-care center is minding your child, our special section offers an in-depth look at what's best for kids—from figuring out your parenting style to asking the right questions to determine if your sitter knows exactly what your child needs. We've also included 10 lifesaving questions any baby sitter should be able to answer.

National
Parenting
Test

what's your parenting style?

By T. Berry Brazelton, M.D.

each mother has her own way of bringing up her children. Although one parent's style is not necessarily better than another's, what is best for your child is consistency in child rearing. That's why it's so important that the person who cares for your child when you're not there—your mother, your husband, your neighbor or day-care provider—raises your child in the same fashion as you do. I have defined four distinct parenting styles. Which most resembles yours?

The scene is the floor of my waiting room. Four toddlers are playing while their mothers watch from the sidelines. As the children become more familiar with one another, the intensity of their play increases. The scene grows quite chaotic, and each mother begins to react.

HOW WOULD YOU HANDLE IT?

The Protective Parent Todd's mother rushes over to extract her son from the tangle of arms and legs. She attempts to soothe him, but he keeps thrashing about. She then envelops him in her arms and waits for him to simmer down. *Vigilant and at times overcontrolling, protective parents are quick to take action. They are methodical and rule-oriented. They want a child to do things their way, and seldom tolerate any deviation from the routine.*

The Laid-Back Parent Frederick's mother calmly watches the melee in an almost detached way. She makes no move to separate the wrestling boys, and looks on unperturbed as Frederick lies on the floor sobbing in frustration at having lost a roughhousing

To be able to establish her own autonomy, a child must "know" and understand her mother's particular style of parenting.

partner. When he throws her an angry look, she smiles back reassuringly. He continues to wail. *Laid-back parents tend to observe a situation while allowing their children to find their own solutions. They generally don't intervene unless their children are in danger.*

The Demonstrative Parent Monica's mother urges her daughter to go comfort Frederick. The mother walks over to him and says, "Monica is right here. She wants to play with you." As she encourages her daughter to participate, the curly-haired little girl pulls back, cringing in a corner of the room. *Demonstrative parents, who are often outgoing and exuberant themselves, tend to get very excited about their children and can get over-involved in their lives. They are perfect activist role models.*

The Reserved Parent Susan's mother puts her arm around her daughter, who has sidled over to cling to her knee. Only Susan's eyes, which sparkle as she watches the two boys' tantrums, reveal how much she would like to run over to them. Her mother pats her, saying, "Don't worry, I'm here. You don't need to get into all that. They're too noisy for us." *Quiet and low-key, reserved parents are often restrained in their actions and project the message that they are a refuge for their children.*

parent action
A national membership association co-founded by T. Berry Brazelton, M.D., Parent Action provides information, resources and referrals to parents. For more information, write to: Parent Action, 2 N. Charles St., Baltimore, MD 21201; or call 410-PARENTS.

Contributing editor T. Berry Brazelton, M.D., is professor emeritus of pediatrics at Harvard Medical School.



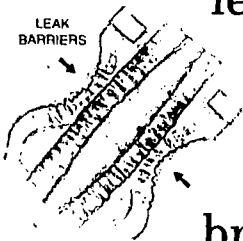
Photos: (top) Kate Connell; (middle left) Elyse Lewin/The Image Bank; (right) Kate Connell.

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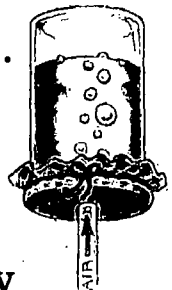
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parent quiz

t

ake our test below to discover your own individual style—there are no correct answers, just personal preferences. Then discuss your feelings with whoever helps you take care of your child. Later, you'll find age-specific questions regarding your child's needs. Talk about these with your caregiver as well—remember, communication is vital!

1 When your 3-month-old baby cries, do you:

- A. drop what you are doing and immediately go pick her up?
- B. allow her to vent for a few minutes while you complete your task and then go and comfort her?
- C. let her cry until she calms down by herself?

2 If your 3-year-old refuses to eat what you've prepared for lunch, do you:

- A. force him to sit there until his plate is clean?
- B. allow him to eat only what he wants?
- C. threaten to take away a privilege (like watching TV or an afternoon snack) unless he eats?

3 Your 6-year-old and 8½-year-old cannot agree on a TV show to watch during their allotted television time. You hear them fighting, and it's beginning to get nasty. Do you:

- A. tell them that if they cannot agree on a show to watch together, you'll shut the television off?
- B. allow the oldest to choose a show to watch first, then give the 6-year-old a turn?
- C. let them each watch the program of their choice on separate television sets?

4 Your toddler is playing nicely in the playground sandbox, when another child takes his shovel. Your son starts to cry. Do you:

- A. ignore the behavior and allow the children to work it out for themselves?
- B. go to the child and take your son's shovel back?
- C. find the child's mother and ask her to intervene?

5 Your 6-month-old baby is taking a long afternoon nap peacefully in his crib, when your 4-year-old daughter starts tickling him. He wakes and starts crying. Do you:

A. scold your daughter for waking the baby?

B. put your son back to sleep, then talk to your daughter about how important it is not to disturb the baby's sleep?

C. pick the baby up—since after all, he's had a nap—and discuss it with your daughter later?

6 Your 5-year-old skins his knee while playing tag with his friends. The wound is not bleeding, but he is hysterical. Do you:

A. give him a hug, let him continue to play and tend to the scrape later?

B. clean the wound and make him rest a while?

C. tell him he's a big boy and that he shouldn't cry while you clean the cut?

7 After repeatedly reminding your 4-year-old to use the toilet before going out to play, she adamantly refuses; then she has an accident. Do you:

A. change her and send her to her room for not listening to you?

B. discuss what happened while you and your daughter rinse out her clothes?

C. help her change into dry clothes and basically ignore the incident?

8 You allow your 3-year-old daughter to play freely on your backyard jungle gym. However, your friend, whose daughter is two months younger, won't allow her child on the gym and thinks you are much too lenient. When this child comes to play at your house, do you:

A. keep both children indoors?

B. allow your child to play at will?

C. let the children play outside but tell your child not to go on the gym because her friend can't?

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What Your infant Really Needs

empathy and warmth are the most critical qualities you'll want in a caregiver for your infant. Your baby will thrive with someone who offers her consistency, who has an emotional investment in her and who respects her individuality.

a safe place

Check your home or day-care facility for these vital safety features:

- Electrical outlets and heaters are covered.
- Stairs have gates.
- Indoor and outdoor play surfaces are cushioned.
- Equipment and toys are kept in good condition.
- There is enough play space both indoors and outdoors.
- There are fire extinguishers and working smoke detectors.
- Cleaning fluids, medicines and other harmful substances are stored in locked cabinets out of children's reach.
- Doors and windows are secured. —Angela Ebron

Temperament Some babies are intense and driving, while others are more quiet and watchful. Your infant's caregiver should respond positively to her temperament and be sensitive to her rhythms.

Crying and Fussing Crying is an infant's language, and the only way she can let off steam. Later, crying from helplessness lessens, but crying from anger and frustration replaces it. If her caregiver jumps every time your baby whimpers, without regard for the reason, it will strip your child of her budding independence.

Communication Those smiles and gurgles are your baby's way of communicating. She needs someone who'll read her cues as she learns to relate to others.

Playful interaction while feeding, diapering and bathing is as important as getting down on the floor to play with her.

Learning As your infant becomes more aware of herself, she'll start playing with her hands and reaching for objects at 3 to 4 months. By 5 or 6 months, she'll want someone to teach her games like peekaboo. She'll begin to play independently, and needs opportunities to do so, but she shouldn't be left alone in a crib for long periods. As she learns to crawl and walk by 9 to 14 months, she may become increasingly demanding. She'll get frustrated when she can't do something, like get down from a standing position. She'll exhibit an unwillingness to be distracted when she's perfecting a skill; her caregiver needs to encourage her, but also to respect her need to try things on her own.

Sleeping and Naptime Your baby needs to learn how to settle herself down, so make sure she's put into her crib before she falls asleep. Let her have a long afternoon nap so she'll be able to stay up with you in the evening.

Feeding Loving messages that go with feeding are as important as the food itself for your baby's well-being and emotional nourishment. Holding her is crucial; she shouldn't be left alone propped up with a bottle. ■

Q I can't afford an in-home sitter for my baby when I go back to work. What's my best option?

A Family day care offers a "home-like" setting, where ideally one person cares for up to six children in her home (but not more than two under age 2).

caregiver

1 What do you think a 3-month-old prefers to look at—a face, a colorful toy or a teddy bear?

2 How important do you think it is to take a baby outside during the day? Is it better for a baby to stay inside with her toys?

3 How do you envision a typical day for my baby? Describe what it would be like with you.

4 How should a baby be put to sleep—on her tummy, back or side? Should she be put to sleep with a bottle? What should it be filled with?

5 What are the three reasons that a baby cries? How can you tell the difference?

6 What would you do if my baby started crawling toward something dangerous, like an electrical cord, or put something she shouldn't into her mouth? What if she did it a second time?

7 What kinds of games are good for babies? What songs do you know that babies enjoy?

8 If the phone rang, where would it be O.K. to leave the baby while you answered it?



What Your toddler Really Needs

as your toddler learns how to balance the need for security with his desire for autonomy, negativism surfaces. "No" is his favorite word as he strives to establish an independent identity from you. Temper tantrums reflect the intensity and passion your toddler feels about each and every decision. You and his caregiver need to recognize and accept this negative behavior as part of the way he develops self-esteem, but also help him learn to contain it.

Consistency is key.

Learning A toddler's thrust toward independence carries with it an energy for exploration. He'll thrive with a caregiver who'll encourage him to try new things on his own without being too overprotective. Play remains his most powerful way of learning.

Tantrums Although you or his caregiver may trigger temper tantrums, they come from your child's own inner turmoil and are necessary for him to develop self-discipline. He needs space to resolve his feelings;

efforts to stop him will only prolong the tantrum. Just make sure he's in a place where he cannot hurt himself.

Discipline A toddler will explore the limits of tolerance with the various adults in his life, and the methods of

discipline you and his caregiver use should be consistent. Remember, discipline means teaching, not punishment. How you or his caregiver react to any single incident is not as important as what you teach him.

Temperament When frustrated, a toddler will often behave aggressively and hit, bite or pull hair. He still lacks self-control and needs help channeling his anger. He'll need to be monitored closely, since his high energy level may put him in danger (for example, he may run into the street). Although he likes to play with other children his age, he has a hard time sharing and won't interact with them until he's a bit older.

Toilet Training Don't push it. When he's ready, he'll show you. Agreement on timing and method between you and the caregiver is most important.

Food Mealtimes may become a battleground. He may eat less or refuse foods. Don't force him to eat, but have his caregiver eat with him—he may try to imitate her.

dealing with differences

Chances are you and your caregiver won't always see eye-to-eye. The best way to resolve a problem is through open communication. First, set up a time to talk privately. "Even if your concerns are the result of a complaint from your child, you and the provider should discuss it alone so that your child doesn't feel guilty," advises Ann Muscari, a vice president at KinderCare Learning Centers. "If you can communicate honestly, build a bridge and establish a line of trust with your caregiver, any problem can usually be resolved."—Angela Ebron

Q I want my son taken out but his sitter keeps him indoors all day. What should I do?

A Tell her that you think it's good for your son to get fresh air everyday. Suggest places to take him and be specific about how long to keep him outdoors.

caregiver quiz

1 What's the best way to help my child get over a temper tantrum: Hold him in your arms? Yell at him? Walk away and ignore him? Throw cold water on him?

2 When and how do you think toilet training should be introduced?

3 If you gave my child a new puzzle, would you show him how to put it together first or let him try it on his own until he became frustrated?

4 My son and his friend are playing trucks on

the floor when he suddenly bites his playmate. How would you respond? What if my son bit you?

5 My toddler won't eat his lunch. What would you do?

6 If you gave my baby pieces of banana to eat, what would you do if he squished them in his hand and started smearing them all over his high-chair tray?

7 What would you do if my son begged to watch the same videotape over and over again?



What Your preschooler Really Needs

Your 3- to 5-year-old needs someone who will foster her courage to try new things—physically, socially and intellectually. She'll need help in learning to make friends, since she is just discovering and trying to master what social relationships are all about. She'll also need help developing her newfound sense of self, which she will express through a know-it-all attitude.

This sense of self is influenced by the way others treat her, so her caregiver should know how to give constructive criticism gently. She desperately wants to please and will seek reassurance constantly. She'll need help expressing her feelings verbally. She'll constantly ask "Why?" and will thrive with someone who has abundant patience. But most of all she needs someone who will sincerely pay attention to her.

Meals Your preschooler is ready to eat only at mealtimes,

although an afternoon snack is fine. She needs to look forward to the conversation and the fun of family meals. Setting up her day so that this can occur is important.

Q I don't want my sitter to tell me if I miss my child's "first" anything. Am I wrong?

A No. Tell your caregiver that you'd rather experience your child's milestones firsthand. Then you can both take pride in his "firsts."

Toilet Training Regression can occur during a stressful period, such as the birth of a sibling. Accidents will make your child feel bad; it's important not to make her feel guilty. Repeated mistakes are likely because of pressure she feels from others, or because she is just not ready to be trained. Pressure will only make her feel inadequate.

Fears Her widening world will bring new fears. She may worry about loud noises, barking dogs or strange places. These fears may be based in reality, and she may need help in sorting out and expressing her feelings.

Imagination and Fantasy

She may develop an imaginary friend, who is valuable in enriching her private world and helping her deal with reality. She'll need someone who will respect her fantasy life.

Peers Not only can your child learn behavior patterns from her peers, she can test her social skills with them as well.

care lessons

School isn't the only place where children learn. "In any quality child-care setting, children will learn all kinds of social and behavioral skills—for example, how to take turns and interact with others," says Edward Zigler, Ph.D., a co-founder of Head Start. "Also, reading aloud to youngsters fosters reading readiness and literacy, skills needed for kindergarten." And in a group setting kids learn how to pay attention and follow directions. All of this enables them to make a smooth transition to school and gives them a sense of empowerment. "They begin to think, 'I can do this,'" says Dr. Zigler. —Angela Ebron

caregiver quiz

1 How would you react when my child blames his imaginary friend whenever he himself does something wrong?

2 My son is playing with two friends in his room. You walk in and find them "playing doctor." What would you do?

3 Where should the emphasis be now, on learning letters or on getting along with others?

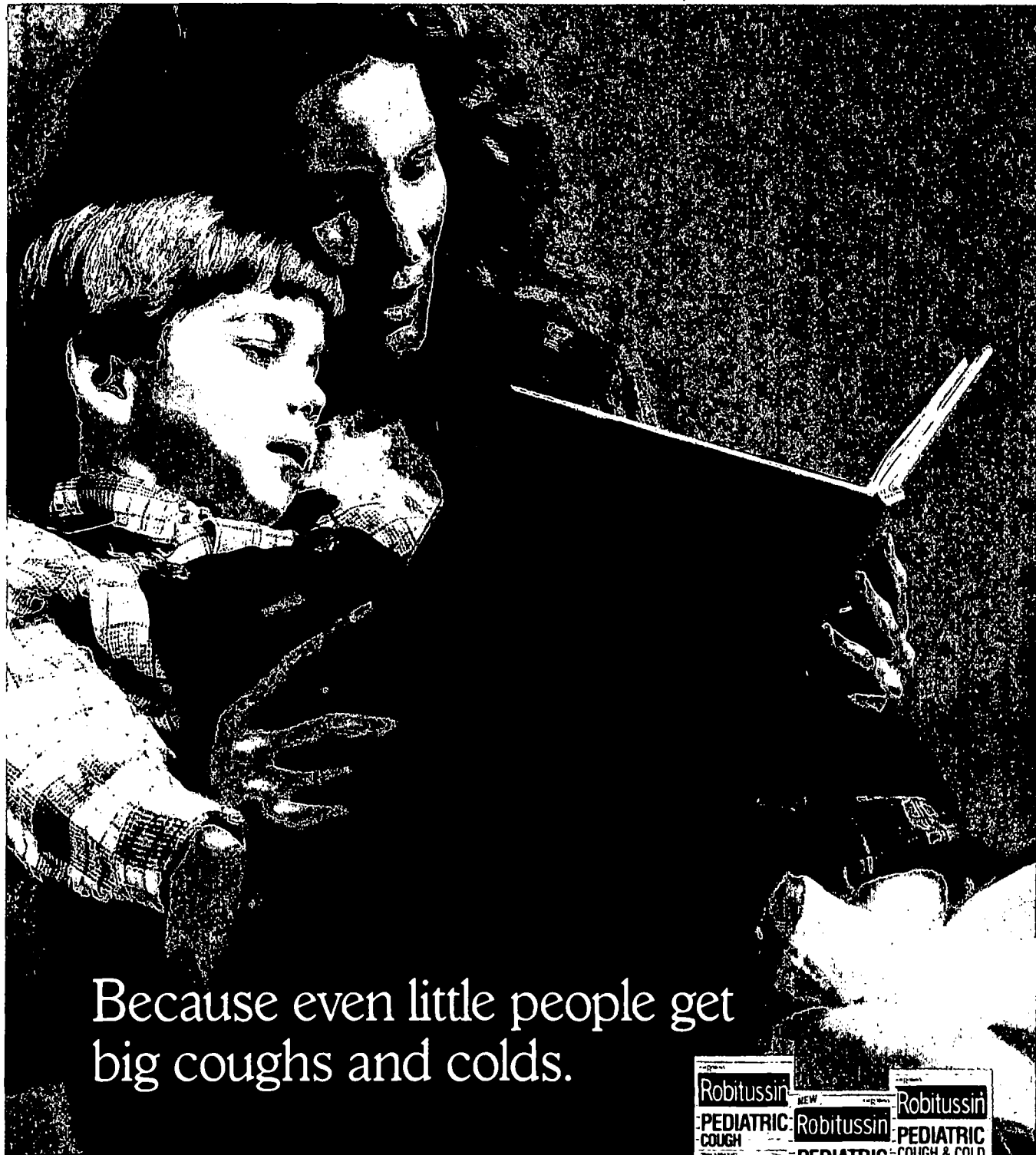
4 How would you handle my son's daily request for peanut butter and jelly at lunch?

5 My son loves going to his play group but hates sharing his toys with the other children. He starts wailing when another child takes one of his trucks. What would you say to him?

6 My daughter is constantly on the go. She loves to play catch, ride her tricycle, run around. How much activity should be encouraged at her age? How would you get her to relax?

7 At the playground, my daughter wants to go on the swings, but another girl cuts in first. My daughter has a fit. What would you do?

Laura Dwight

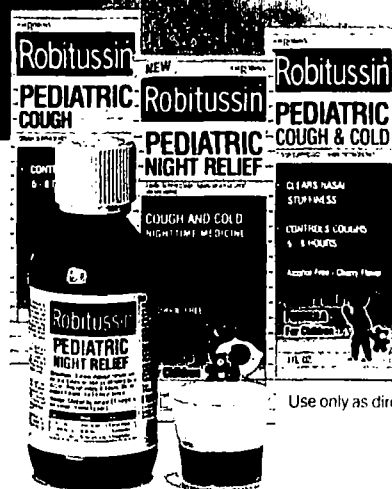


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What Your school-age child Really Needs

Your grade-school child has a keen appetite for competition and independence, yet also a continuous and enormous need for security, closeness and love. The years from age 5 to 12 are a critical period in your child's psychological growth, as he begins to internalize a sense of morality and develops a conscience. He learns how to

empathize with others, how to make friends and negotiate the complexities of his peer group. In his new book *Playground Politics*, Stanley Greenspan, M.D., outlines three phases through which children move during this period. Dr. Greenspan defines a 5- to 7-year-old as being in "The World Is My Oyster" stage, when the child's world centers on himself, his rich fantasy life and his family. Ages 8 to 10 go through "The World Is Other Kids" phase, when the politics of the playground predominate.

Next, 10- to 12-year-olds enter "The World Inside Me" period, when children begin to develop a stronger internal sense of who they are.

After-School Care Your grade-school child doesn't want

to be treated like a little kid and will rebel if he feels you're treating him this way. That's why a flexible, relaxed after-school program will be more readily accepted than a rigid one. Your child needs to be involved in planning activities and to be given freedom to choose what he wants to do. But he still needs supervision when it comes to homework and TV. Make sure he has a quiet space in which to do his work and that he has someone to guide and encourage him to get it done. Often he'll want to get involved in special interests and activities (sports, art, music); or maybe he'll prefer to hang out with his friends. He'll thrive in a safe, protected environment where he can relax

and be himself, with people who listen to him, respect him and offer him a variety of interesting programs; then he won't waste all his afternoons sitting in front of the TV. ■

mother knows best

You believe in "time out"; your mom believes in spanking. You don't mind a little "back talk" from your kids; your dad thinks it's disrespectful. "Young parents are struggling with issues of separation from their own parents," says FC contributing editor T. Berry Brazelton, M.D. "To find their own identity, it's necessary for them to try to disassociate themselves from their parents. But it's hard. Try to get beyond your differences. Tell your mom that you appreciate her advice when it's requested; that you're bound to make mistakes—it's the way you learn to be a parent."

—Angela Ebron

Q My 10-year-old wants to stay home by himself after school. Is he too young for self-care?

A Yes. Try to find an alternative. Enroll him in an after-school activity (with a friend if possible), or have him stay with a relative or neighbor.

caregiver quiz

1 My two daughters, ages 9 and 6, are arguing, each claiming the other one messed up her art project. How would you settle it?

2 My child complains that he does not understand how to do his math homework. How would you help him?

3 How would you react to my child coming out of school feeling low because he had a fight with a classmate?

4 How would you make the setting warm and

inviting? Are there different activity areas—quiet space for homework; places for creative arts and socializing; open areas for group activities?

5 Is the focus on formal academics?

6 Are the activities staff initiated or child initiated? Does the schedule reflect the needs of both my 6-year-old and my 11-year-old?

7 Are visitors to the facility screened? Is my child allowed to leave on his own or only with an authorized person?



**Aunt
Jemima**

**Oatmeal
Waffles**



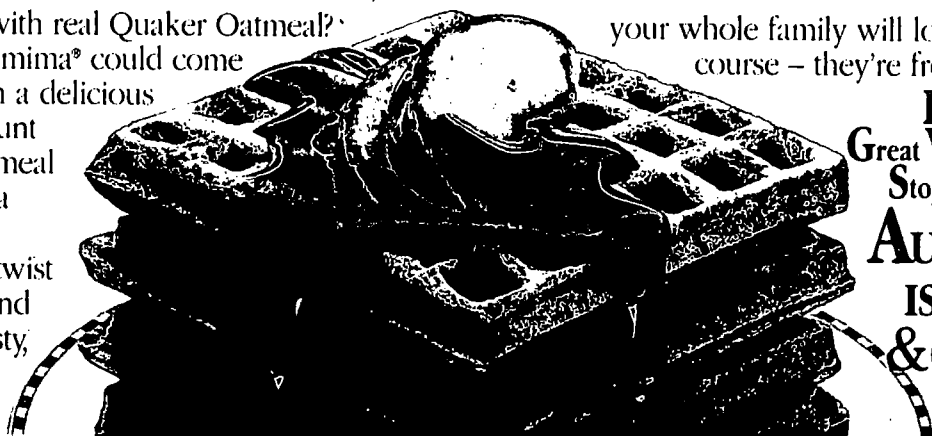
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10 questions that can save your child's life

You'll want to be sure that whoever is caring for your child knows what to do should your child get hurt or an emergency situation arise. But you also need to know what kind of person he or she is. Where did she grow up? What kind of childhood did he have? What is her family life like? These and the other questions below will help you find out if she is the right caregiver for your family.

1 What would you do if my son choked on a piece of meat? Have you ever taken a class in first-aid techniques (including the Heimlich maneuver and CPR)? Who would you call in case of emergency?

2 What do you consider a safe environment for my child? How would you keep toys and other equipment clean? What are your diapering and toileting routines? How and what would you prepare for meals and snacks? Which foods should never be given to children under age 3? (For out-of-home care: Is your facility free of environmental hazards? Has the drinking water been tested? Have all painted surfaces been tested for lead content? What is the pest-control policy?)

3 When was the last time you had a physical exam, and may I see a copy of your medical records? What medications do you take regularly? Do you smoke cigarettes? Have you ever had a substance-abuse problem?

4 Do you own a driver's license? Have you had any driving violations or tickets (except for parking) in the past five years? Have you ever been arrested? Explain the rules you would adhere to when driving my child in a car.

5 My 8-month-old daughter sees a balloon and wants to play with it. Would you let her? What kind of toys are not appropriate for children under age 3? For older kids?

6 What is your favorite television show? What was the last book you read? What do you do in your leisure time? What are your hobbies? How do you relax?

7 My two children are playing with you in the family room, when you suddenly smell smoke. You think it's coming from the basement. What would you do?

8 It's time to put my infant down for his afternoon nap. Would you put him in his crib on a pillow?

9 How do you view discipline—as punishment or as teaching? What is the method of discipline you use? Have you ever heard of shaken baby syndrome? How would you comfort a child who falls apart or just gets cranky at day's end? In a group setting: How would you accommodate my child's individual needs? What happens if he doesn't want to do what the other children are doing?

10 Do you like children? Why have you decided to go into the child-care profession? Where do you get most of your child-rearing knowledge? What books or magazine articles on child development have you read recently? How much experience have you had taking care of children? (For family day care: How many children are in your care, and what are their ages? Are you licensed with the state? When was your home last inspected? For center-based care: Are you licensed? What is the ratio of staff to children? What about group size? What credentials do the teachers have? What is the staff turnover rate?) ■

when to worry

If you see any of the following situations in your child's day-care setting, seriously consider changing your arrangements:

- a provider spanking, hitting or shaking a child
- a crying baby or child left unattended
- a child banished to another room as punishment
- a baby left in a crib, infant seat or playpen for a long time
- a baby not being held while being fed
- a provider forcibly potty-training a child
- a provider making fun of a child

- children running around without supervision
- children fighting without adult intervention
- a provider giving a young child food he could choke on
- a child left in a wet or dirty diaper too long

If your child exhibits any of the following signs, take a closer look at her day care:

- suddenly becomes withdrawn or too quiet
- has frequent bouts of sleeplessness or nightmares
- abruptly changes her sleeping, eating or talking patterns
- doesn't want to go to day care, be near provider or look him or her in the face
- arches away from you when you go to hold her
- regresses to a previous stage of development for longer than a week.



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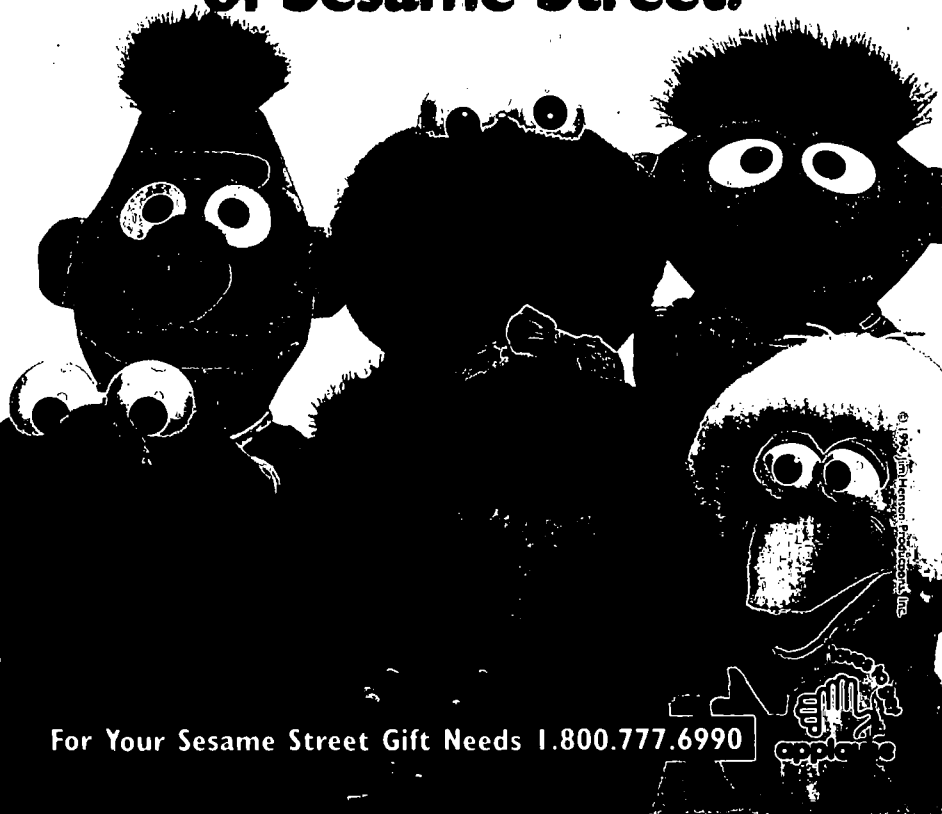
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the 1994 parent answer book

From page 80

resources

BOOKS

- *Touchpoints*, by T. Berry Brazelton, M.D. (Addison-Wesley, \$24.95)
- *Child Care Choices*, by Edward F. Zigler and Mary E. Lang (The Free Press, \$24.95)
- *The Complete Guide to Choosing Child Care*, by Judith Berezin (Random House, \$12.95)

BOOKLETS

- *The Right Place at the Right Time: A Parent's Guide to Before- and After-School Child Care*. Send \$3 to: National Association of Elementary School Principals Educational Products, 1615 Duke St., Alexandria, VA 22314-3483.
- *Child Care: What's Best for Your Family*. Send a self-addressed stamped envelope (SASE) to: American Academy of Pediatrics, Dept. C-Child Care Brochure, P.O. Box 927, Elk Grove Village, IL 60009-0927.
- *How to Choose a Good Early Childhood Program*. Send an SASE to: National Association for the Education of Young Children, Box HC, 1509 16th St. NW, Washington, DC 20036.
- *Give Your Child Something That Will Last a Lifetime...* Call Child Care Aware: 1-800-424-2246.

ASSOCIATIONS

- **Child Care Action Campaign.** A national not-for-profit public education and advocacy organization for quality child care. For information, send an SASE to: CCAC, Box FC, 330 Seventh Ave., 17th Floor, New York, NY 10001.
- **National Parenting Association.** For membership (\$12 per year), write: 65 Central Park West, Suite 1D, New York, NY 10023.

—Laurie Greenwald Saloman

For reprints of this section, send \$3 (\$2 for checklists only) and an SASE (two 29-cent stamps) to: FC Reprints, 110 Fifth Ave., New York, NY 10011.

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After Rafael died, his classmates decorated his desk with a wreath made out of construction paper, and planted a baby plum tree in his memory at a special ceremony. The whole school turned out. His mother and grandparents came as well. Everyone held hands as the principal said a prayer, thanking God for the brief time they knew Rafael. Some classmates wrote a poem to him and were going to read it at his funeral, but there was a mix-up and his aunt read it, which was O.K. with them. The children took up a collection and bought a book that they placed in the library in his memory. They wrote letters to him and put them in a box that they buried in front of the school near the hole they dug for the tree. It was a way for them to mourn their friend Ralph, who they now understood would not be returning from summer vacation after all.

On a brisk March afternoon, at the end of spring break last year, Charity Metz, a 17-year-old senior at Jasper High School in Harrison County, Indiana, left her father at a friend's house and told him she would see him back at the farm. He never saw her alive again. She drove home, walked out to the barn, knelt down on a blanket and shot herself with a .22-caliber revolver she got from her father's truck.

Two months earlier, Kurt Witte, a 15-year-old sophomore at Jasper High who liked hunting rabbit and worked part time on a farm, took his father's pistol and shot himself in the woods behind his family's house. The previous August, Scott Schneider, quarterback of the high

school football team and a member of the student council, shot himself in his bedroom two days before school started.

Of all the ways a child can die, suicide may be the most perplexing. *Every six hours, someone under 19 commits suicide with a firearm.* Jasper has certainly had more than its share in the past two years. The sorrowful trilogy of suicides has torn at this rural town of German Catholics; where everybody knows everyone and people work hard and are devoutly religious. Deer and squirrel hunting are seasonal rituals there, and guns were something you always just took for granted. There is no evidence that three suicides in a row were anything but coincidence, but people here are questioning whether they may have been too hard on their children, whether they expected too much or pressed too hard for good grades and perfection, and whether the pressures of a world with AIDS and drugs and violence were just too much to bear.

It got to the point that Jeff Jessee, assistant principal at Jasper High School, began dreading any more news. "I'm a little jumpy when my phone rings in the morning," he says. "I don't know if it's a teacher calling in sick or another call telling me a student has committed suicide."

To those who knew Charity Metz, she was a cheerful, down-to-earth teenager. She let her light brown hair hang down around a pretty face that was rarely made up. She talked of becoming a nurse or an anesthesiologist. "She was just the greatest person I ever knew," said Rachel Wessel, her best friend. Charity liked romance novels, historical ones. She liked fishing (*Continued on page 92*)

DEFEND YOURSELF: STRATEGIES FOR SAFETY

By Deborah Prothrow-Stith, M.D.

When I was working at Brigham Hospital about 16 years ago, a young man I had just stitched up told me to be prepared to do more work, because as soon as he left, he was going to beat up the guy who had cut him. I realized then that as a health professional with a responsibility for treating and preventing illness, I also had a responsibility to prevent violence.

The Violence Prevention Curriculum for Adolescents, which I wrote in 1987, is used in schools nationwide to teach young people how to understand anger and settle conflicts. Parents of Murdered Children, Inc., has a new program, *Murder Is Not Entertainment (MINE)*, which aims to reduce violence on television and in movies, as well as in books, games and toys. Contact Parents of Murdered Children at 513-721-5683 (100 E. Eighth St., Cincinnati, OH 45202).

Other ways to keep kids safe:

1. **Disarm.** Don't keep a gun.
2. **If you feel you must have a gun, keep it safe.** Unload it and lock it up. Store bullets in a separate place.
3. **Remember, kids will be kids.** Children are curious by nature and explore their environment. Explain that guns are dangerous and that they should never touch guns or remain in a house where a gun is accessible.
4. **Encourage straight talk.** Get your teenager to ex-

press his or her feelings. Even the best-behaved teenager might try to handle a gun when afraid, angry, depressed or under the influence of alcohol or drugs.

5. Pass the word. Talk to adults in the homes where your child visits. Urge them to take precautions.

6. Get involved. Work with your child's school to start a violence-prevention curriculum and mediation program. Organize or join a school safety task force.

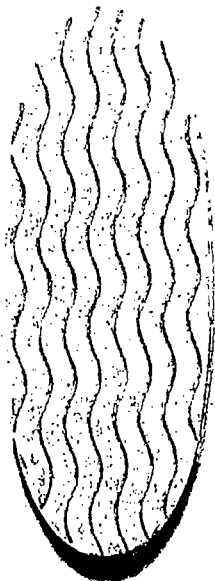
7. Show and tell. Inform your children about School Crime Stoppers (1-800-474-8477), a hotline that encourages students to report information about crime at school. Callers may get rewards for information.

8. Get political. Support local and state lawmakers who take a tough stand on guns. Write senators, care of the U.S. Senate, Washington, DC 20510; representatives, care of the U.S. House of Representatives, Washington, DC 20515.

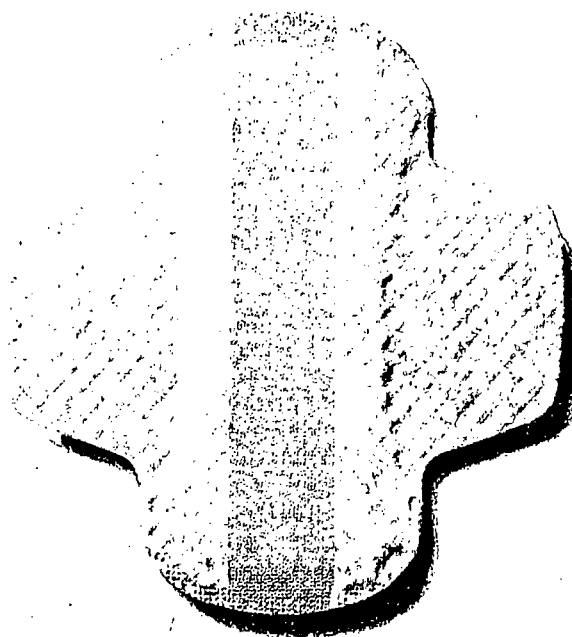
9. Tune out violence. Write your local TV stations to complain about violent shows or ads. Tell them you'd rather see shows that discourage violent behavior.

10. Tune in what's good. Contact KIDSNET, which has information on positive TV and radio programs for children. P.O. Box 56642, Washington, DC 20011. □

Deborah Prothrow-Stith is assistant dean of Government and Community Programs at the Harvard School of Public Health.



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at the little pond, where it was peaceful, and running, and listening to Reba McEntyre. "Poison" was her favorite perfume. She worked part time at the Jasper Cinemas box office. "I usually put people in the box office who've got a friendly face," says the theater manager, Debbie Sattler. "She always had a smile on her face."

What the smile concealed—and what even her closest friend did not know—was that Charity was pregnant. She wore baggy pants and tops, the style for a lot of teenagers, and nobody realized her condition or could have imagined how far along she was. The baby, which was apparently due any day, did not survive. It was a boy. He was buried in her arms.

Charity left questions that will never be answered and swatches of conversation—clues, some believe—that her friends will be deciphering for years. Rachel cannot stop thinking about the day Charity asked her what she would do if she ever got pregnant. "I'd probably kill myself," Rachel said. She never imagined how seriously her words might be taken. "So would I," Charity responded.

In 1990, the most recent year for which statistics are available, 1,474 people aged 10 to 19 killed themselves with guns. The odds that suicidal adolescents will kill themselves double when a gun is kept in the home, according to the Centers for Disease Control.

For more than a year now, there has been a suicide watch in Jasper. Some families have gotten rid of their guns. Parents are looking for signs of depression—loss of appetite, sleeping problems, lethargy—and listening for talk of death. There were counseling sessions at the school, where all the problems and fears came out. "Some of the kids feel, 'Where did my childhood go?' Jessee says. "It's kind of like opening the side door of a volcano."

Charity's friend Rachel still has a hard time understanding what went wrong. "At times when I really need her, I get angry because she's not here."

Launice Smith did not live long enough to learn to write her name or go to kindergarten or plant pumpkin seeds at Halloween with the other children in her preschool. She was alive for only four years—the length of time between Olympic Games or Presidential elections.

She lived in Fort Dupont Dwellings, a weary housing project in a battle-scarred section of Washington, D.C. Last September, she went with her mother, Angelia, to a pickup football game at the abandoned grade school near their housing complex. It was hot out, and neighbors welcomed a break. Her mother propped Launice up to see the neighborhood boys try to score their touchdowns. Suddenly, the pop-pop-pop of gunfire rang out, and bullets flew into the crowd. Launice was hit in the head. She died four days later.

The bullets were apparently intended for Kervin Brown, a 26-year-old man who died the day of the shooting from gunshot wounds to the chest, neck and back. Launice was caught in the middle. Two young men from the neighborhood, Steven Chadwick, 19, and Anthony Dawkins, 22, have been charged in the shooting.

Launice had just started at Plummer Elementary School

JOIN FORCES, FIGHT BACK

Across the country, dozens of support groups and programs are fighting violence, pushing lawmakers to enact tougher gun laws and providing mentors, training and counseling for young people.

Here are some of them:

- **Ad Hoc Group Against Crime**, 3330 Troost Ave., Kansas City, MO 64109; 816-531-0000
- **GRIEF (Gun Responsibility in Every Family)**, P.O. Box 743, Naugatuck, CT 06770; 203-729-3636
- **SOSAD (Save Our Sons and Daughters)**, 2441 W. Grand Blvd., Detroit, MI 48208; 313-361-5200
- **Yes! Atlanta**, 955 Spring St., Atlanta, GA 30309

To find out how to organize an anticrime group, contact the **National Crime Prevention Council**, 1700 K St. NW, 2d Floor, Washington, DC 20006-3817; 202-466-6272. □

that week. She had big bright eyes and wore her hair in pigtails with little barrettes at the ends. She would cry and cry when her mother left her at school. Then she would settle down to finger painting like the rest of the children.

Launice's teacher, Jacqueline Pogue, worries that she may show up to work one day and another small student will be missing. "I would be able to understand if it were just a fluke," Pogue says, "if it were not just Launice. But I could come in here tomorrow and hear it was another one of my kids. You can't promise them safety."

In 1985, 862 black children under 19 were killed by gunfire. By 1990, the number had more than doubled to 2,057. Firearm homicide is the leading cause of death for young black men, according to the National Center for Health Statistics. The F.B.I. says that although blacks made up 12 percent of the U.S. population in 1992, they were nearly half of those murdered that year.

More than most homicides, Launice's death attracted a deep soul-searching in a city worn down by gun violence. Launice became a kind of poster child for campaigns against killing. She was buried in a tiny white casket in the "babyland" section of a Washington cemetery. Dignitaries turned out to pay their respects. The Rev. Jesse Jackson spoke at her funeral. He called her "an angel" sent to wake up the country. A group of mothers whose children had been killed sat in a row up front. President Clinton sent condolences.

Launice's short life left little to eulogize. The words on her funeral program were sadly brief and innocent. "She was a spirited and beautiful child," it read. "She had an extreme love for music and dancing. She also had an extreme fondness for Barney the dinosaur and loved her doll baby very much. She was quick to smile and learn from everyone. She was extremely close to her mother. We will miss her very much."

At Launice's preschool class, the other 4-year-olds do not know exactly what happened, but they have an idea. Still, at playtime, when they finish finger painting and listening to the stories about Spot going to school, they go to their play area and make guns from their Legos and building blocks. ■



By Dan Hurley

FC

"Ma, I'm still here; the band didn't come on yet." It was 12:40 in the early hours of Saturday, December 17, 1994. Chris Mitchell was calling home from a small Brooklyn dance club. He and his friends from suburban Pearl River, New York, had bought tickets that afternoon to see a band called Life of Agony. Chris's parents, Mike and Gabriella, had felt comfortable allowing him to go: He was 18 years old, a 6-foot-1-inch, 185-pound high school senior responsible enough to hold down a part-time job at the local Shop-Rite. And because Mike had been a professional guitarist in a 70's rock band, they thought they knew what a rock concert would be like. But they were tragically mistaken.

"You're supposed to be home at 1 o'clock," Gabriella reminded her son.

"I know, but we're waiting," Chris said, "and if we come home now, we're all going to lose our money on the tickets. Please, please can I stay? We'll be home as soon as they finish playing."

Gabriella relented, glad that Chris had been thoughtful enough to call home when he knew he was late.

Once the band got on stage, the crowd packed into a "mosh pit," in which kids near the stage stand so close together it becomes almost impossible to move. But move they do—writhing, flailing, surging back and

forth in unstoppable waves. Soon the more daring kids were "crowd surfing"—rolling about on the heads and shoulders of the crowd. Then some kids began "stage diving"—climbing up onto the stage, then diving into the thick crowd of fans with a back flip or belly flop.

What every parent must know about rock concerts

Chris—never timid, but hardly the roughest of boys—joined in the fun. He managed to climb up onto the stage and dive off without incident. Then he tried his luck again. This time, according to his friends, Chris was pushed off the stage at an

awkward angle, into an area where the crowd was thin. Chris hit the floor, landing directly on his head.

Disoriented and unable to stand, he was helped outside by his buddies. Soon he began vomiting—a sign of severe head injury. By the time his parents arrived at the hospital, Chris had lapsed into unconsciousness. A CAT scan found bleeding inside his brain, and two surgeries were unable to save him. An emergency-room nurse herself, Gabriella knew all too well the meaning of "brain dead." A little over 38 hours after she had last spoken to him, Chris was pronounced dead.

Across the United States, "moshing" has become a standard activity at rock concerts—at small clubs and major arenas alike. And while it's undoubtedly fun, it's also undeniably dangerous. Whipped to a frenzy by the bands, jammed into unsafe spaces by promoters, manhandled by untrained security guards and left to fend for themselves by police officials who maintain a "hands off" policy, kids are risking broken bones, broken necks—even their lives—for a few hours in the mosh pit.

"Because it's become a fad, you'll see moshing now at shows where the music is completely noninciting," says David Relman, M.D., assistant professor of medicine at Stanford University and a volunteer with Rock Medicine, a local program that provides medical care at concerts. The result for Dr. Relman, and for concert halls everywhere, is that broken bones, severe head injuries and bloody gashes have become business as usual.

While reliable figures are impossible to come by, an annual rock-concert-safety survey issued by Crowd Management Strategies of Chicago estimates that injuries requiring medical attention have skyrocketed from about 500 in



Chris Mitchell, who died at 18, was his parents' only child.

Dan Hurley is an award-winning freelance writer specializing in social issues. He lives in Montclair, New Jersey.

Photos: top left to right: Rob Nelson/Black Star; Reina; Erica Lanzer/Black Star; Reina.

Glorious Poinsettia Quilt

Say Noel with this coverlet you appliqué with mistletoe, holly, and scarlet blossoms, then quilt all over with delicate feather motifs. Exquisite as a bed covering or wall hanging, this is a memorable gift that will be treasured forever.

Photos: Steve Cohen.
Designers: Herb sampler, Ursula Michael; quilt, Rosemary Mahan for That Patchwork Place. Silk ribbon, YLI Ribbons; Jablon fabric, Wichita Imports; Chest, Salado Fine Woodworking; Bed, Door Store; Rug, Central Carpet.

How-to's **Page 123**



Crowd-surfing, stage-diving and moshing are dangerous yet common practices at rock concerts.

1992 to 1,082 in 1993 to an alarming 7,888 in 1994—most of the latter attributed to Woodstock '94.

Last summer, three young people were paralyzed in or near mosh pits in less than two months' time: ● Keith Phillips, 27, of Remington, Ohio, was moshing at a Metallica concert in Cincinnati on June 19 when he was flipped backward into the crowd. He landed on his head and is now paralyzed, confined to a wheelchair with two fractured vertebrae. ● Ten days later, 23-year-old Brian Cross was crowd-surfing at a heavy-metal concert in Columbia, Maryland, when he was thrown down on the ground. He is now paralyzed from the neck down. ● Not long afterward, Jeremy Libby, 15, of Pittsfield, Maine, also became paralyzed from the neck down after crowd-surfing in Rhode Island at Lollapalooza, an alternative rock festival that travels across the country each summer. He fell through a gap in the crowd, and has not walked since.

From Bad to Worse

Injuries and deaths at rock concerts are nothing new, of course. The most notorious incident occurred in 1979, when 11 youths were crushed to death outside a Who concert in Cincinnati. In 1991 the surge of a crowd watching an AC/DC concert in Salt Lake City left three dead, including a 14-year-old boy attending his first concert.

Such deaths have generally been attributed to behavior associated with general-admission or "festival" seating, in which ticket buyers are allowed to choose their own seats when they walk in, or no seats are provided—only an open floor. The result can be that thousands of fans try to force their way forward when the doors open, then push toward the stage—never realizing that people can get crushed in the process. In the wake of such tragedies, the National PTA and the National Fire Protection Association have strongly recommended banning festival seating.

But has the rock industry followed such safety recommendations? On the contrary, general-admission ticketing has actually spread as bands demand it in order to allow their fans to mosh. According to Robert Makin of *The Aquarian Weekly*, a New Jersey rock newspaper, the potential for hazardous situations is only getting worse.

"More and more people are getting hurt in mosh pits," he says. "It's suddenly become a really big problem."

While there is plenty that bands, promoters and security guards could and should be doing to make concerts safer, parents must look out for their teens' safety (see "4 Steps Parents Can Take," page 122).

"The problem is that parents have no idea what's allowed to happen in these clubs," says Chris's father. "I'm just trying to get the word out about the dangers."

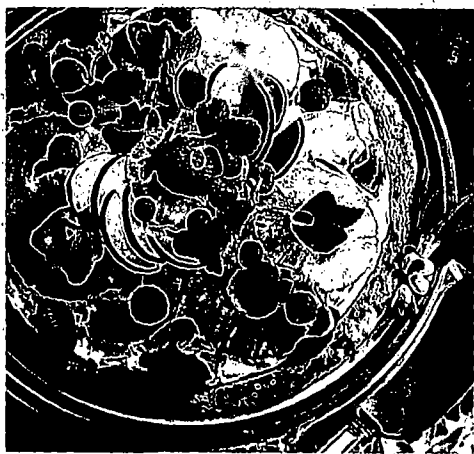
While acknowledging that their son took a risk by jumping off the stage, the Mitchells do not accept the idea that the fault was all his—especially not when the bands and concert halls allow the kids to do it. (The Brooklyn district attorney's office was still investigating the possibility of filing criminal charges in Chris's death when FAMILY CIRCLE went to press.)

The harshest indictment of security companies and promoters comes from one of the most respected experts on crowd management in the world: Jake Pauls, who heads the nonprofit Building Use and Safety Institute in Silver Spring, Maryland. "There is not much professionalism in the rock-concert industry," Pauls says. "In this country there are no standards to prevent someone with no training or experience from being named an arena manager."

Passing the Buck

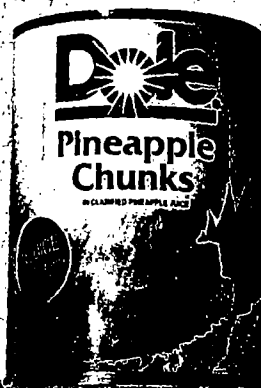
Not surprisingly, few promoters, security companies or rock bands are willing to take responsibility for the planned mayhem that breaks out at their events. The promoters blame the bands, many of whom demand that moshing and stage diving be permitted. "The artist ultimately controls the stage," says Ben Liss, executive director of the North American Concert Promoters Association, which is based in McLean, Virginia.

The bands pass the buck to the security guards. "These muscle-bound freaks they call security guards have to remember that they're a lot bigger than the kids coming to these shows," says Joey Z, the guitarist for Life of Agony. "Security should treat the kids with more respect and be a little more gentle." (Continued on page 122) ▶▶▶▶▶



August 28. Fruit Tart.

July 4. Island Kabobs.



Dole Canned Pineapple. Just In Time For The Holidays.

July 3. Air-Conditioning Appreciation Day. Cool off by freezing pineapple chunks into ice cubes. **July 4. Independence Day.** Island Kabobs. Skewer some chunks along with chicken, mushrooms and shrimp. Exercise your freedom of choice. (Thread on skewers: Dole Pineapple Chunks, cubed chicken or jumbo shrimp, red or green bell pepper chunks and zucchini slices. Brush with barbecue sauce over grill.) **July 11. 2000-Days-Before-the-Year-2000 Day.** Don't let the millennium end without trying crushed pineapple in a baked potato with jalapeño chilies and hot cheese sauce. **July 14. Bastille Day.** Le pineapple fruit parfait? Or? **July 16. National Ice Cream Day.** Spoon crushed pineapple over your favorite flavor and drizzle with hot butterscotch sauce. **July 28. UFO Day.** It may look alien, but a pineapple ring on a chicken sandwich is out of this world. (Grill or broil boneless chicken breast halves and Dole Pineapple Slices, brushing occasionally with honey mustard salad dressing. Serve chicken topped with pineapple slices and red bell pepper rings on sandwich rolls.) **August 18. Bad Poetry Day.** Roses are red, violets are blue, try dipping a pineapple chunk in chocolate, it's delicious. **August 19. Aviation Day.** Crushed pineapple makes a perfect landing on cheesecake. **August 21. Hawaii Admission Day.** Turn dinner into a luau by adding pineapple chunks to chicken salad. **August 25. Kiss-and-Make-Up Day.** Bury the hatchet into a ham and pour crushed pineapple with BBQ sauce over the resulting slice. **August 28. Dream Day.**

Dole Fruit Tart.

One bite and you'll have to have someone pinch you. (Press 1/2 package (20 oz.) prepared refrigerated sugar cookie dough onto an ungreased 12" pizza pan or cookie sheet. Bake at 350° F. 12-15 min. or until light brown. Cool completely. Beat 8 oz. cream cheese with 1/4 cup sugar; 1 tsp. vanilla and 1/4 cup juice from 20 oz. can Dole Pineapple Slices, until smooth. Spread over crust. Arrange drained pineapple slices and fresh fruit over top.)



July 28. Maui Chicken Sandwich.

Hungry for more? Send a self-addressed stamped business envelope to: Dole Pineapple Recipes, P.O. Box 9042-K, Clinton, IA 52736-9042. We'll send you recipes to help you ring in the holidays all year long. ©1993 Dole Food Company, Inc. Dole® is a registered trademark of Dole Food Company, Inc.

More and more teens are getting hurt in mosh pits.

▶▶▶▶▶▶▶ From page 91

The security companies blame not only the bands, but also the kids. According to Nick Kirkeles, co-owner of Star Security in Villa Park, Illinois, it's impossible to prevent kids from having mosh pits, because if necessary they will pull out chairs that were bolted to the floor to create them. "You have to make a decision as to whether to risk kids' getting hurt on broken chairs, or allow them to do what they're going to do in a system that's as safe as possible," he says.

Only the kids, it seems, blame no one—because to them moshing is their generation's form of self-expression. But they're under no illusions about how dangerous it can be.

"My teeth are loose from the Helmet show," says 19-year-old college

If you do let your kids go, follow Marilyn Manson's safety tips

Marilyn Manson has gained a reputation as one of the wildest bands performing today. While it may not be surprising that they bring out the savage in their audiences, what is surprising is that the group's leader offers sensible advice to parents. So consider this from the horse's mouth.

● Talk with your kids: "There needs to be a

clear line of communication between parents, who may be informed about these things, and their kids, who may not. If parents trust their kids, and kids trust their parents, there won't be any confusion."

● Advise them about mosh pits: "In a frenzy to get closer and closer, people smash each other to get near the stage. Parents should under-

stand that the mosh pit isn't mandatory."

● Warn them in particular about stage diving: "When it comes to stage diving, know that you're going to get hurt. We like to see our fans respond, but we don't like to see them hurt."

● Don't trust official bans against moshing or stage diving: "It's just hard to control a bunch of wild kids."

student Christopher Porter, as he waits for Courtney Love and Hole to get started at New York City's Roseland. "I saw Nine Inch Nails at Madison Square Garden—we started a riot.

We were diving off the upper tiers. My parents are concerned—but I know my limits."

Later, as moshing begins at the Hole concert, two girls who look no older than 14 appear to be in distress. "Why is it so crowded?" one of them asks the other.

"Someone just grabbed my crotch!" shouts a girl from Bayside, Queens, who had just been crowd-surfing. Another young woman's breasts are grabbed as she floats overhead.

"I got kicked in the head, really hard," says 18-year-old Robert Chinosi after the Hole concert has finished. "I got knocked on the floor and stepped on." But, he quickly adds with a smile, "That's the whole point."

A Need for Limits

There is a growing consensus among experts that the answer is commonsense prohibitions on such blatantly dangerous behavior as stage diving; limits on how crowded mosh pits can become; and national standards of

training and knowledge for concert promoters and security personnel.

Toward those in the rock-concert industry who claim that rules won't work because the kids and the bands won't tolerate them, Jake Pauls has only disdain: "I resent someone in a position of responsibility saying, 'We can't stop people from doing this.' We wouldn't tolerate that in other situations. There are certain dangers to crowds, and we as a society have to set some rules."

As Mike Mitchell sees it, "If you go to Disneyworld, some of those rides are wild, but you assume they're safe because someone's taking measures to keep them safe. That's what I'm asking for—that when the kids go to these concerts, someone should take measures to insure they're safe."

The only hope, some feel, is that insurance companies will raise rates so high that the industry will be forced to reform. "We're only a few serious neck injuries away from the insurance companies' pulling the plug," predicts Cory Meredith, owner of StaffPro Security Inc., in Orange County, California. But until the insurance industry clamps down, he says, "I guarantee you there are going to be more injuries."

Forty years after the birth of rock 'n' roll, at a time when the Rock and Roll Hall of Fame is preparing to open in Cleveland, "It's finally time for the industry to accept responsibility for the safety of the patrons," says Paul Wertheimer, president of Crowd Management Strategies. "There are no more excuses. Why should anyone be dying at a rock concert?" ■

4 steps parents can take

1 Check the band's reputation. While it's possible at almost any concert, moshing is unlikely to occur at shows given by older acts, such as Elton John or Billy Joel. Also read or listen to the lyrics. Is it all about anger and violence? You might expect the same at the concerts, experts say.

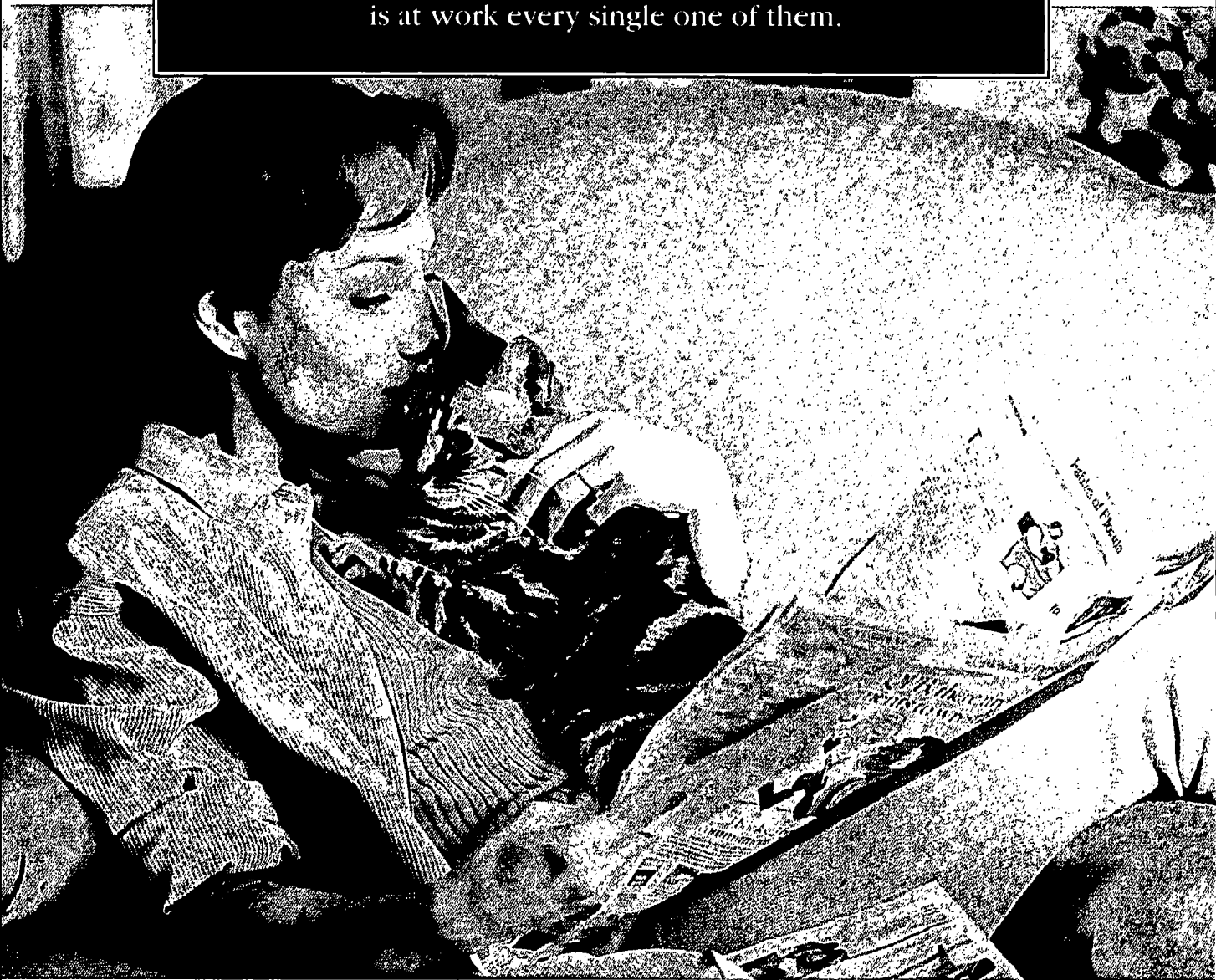
2 Investigate the reputation of the location, the promoter and the security company. Is the show going to be at a plush concert hall? Then it's unlikely that moshing would be permitted. But if it's at a small, seedy club where local acts play, you should be highly suspicious. Call the fire department nearest to the location to learn if emergency medical teams have been needed there.

Most concerts by nationally known bands perform at arenas or amphitheaters, where conditions can vary dramatically depending on which promoter is managing the show and which security company has been hired. The best you can do may be to ask the police or other parents if they've heard of any trouble with those companies—or to call up the promoter directly (promoters are listed in the ads for the concert) and give him a grilling. If you're still not satisfied, try calling another local concert promoter listed in other concert advertisements and ask for an opinion.

3 Determine your teen's preparedness or consider going along. Cory Meredith of StaffPro Security Inc. says that no matter how good the reputation of the band or facility, "anyone under 15 is too young to go without an adult. Concerts are just not a safe environment for young children."

4 Demand change. The Mitchells' attorney has approached New York State senators and representatives to seek legislation outlawing stage diving and requiring certification of security guards and concert promoters. They urge all parents to fight for similar commonsense laws in their communities. And while you're at it, write your own representative or senator for national legislation.

There are 86,400 seconds in a day. Fortunately, Tidy Cat
is at work every single one of them.



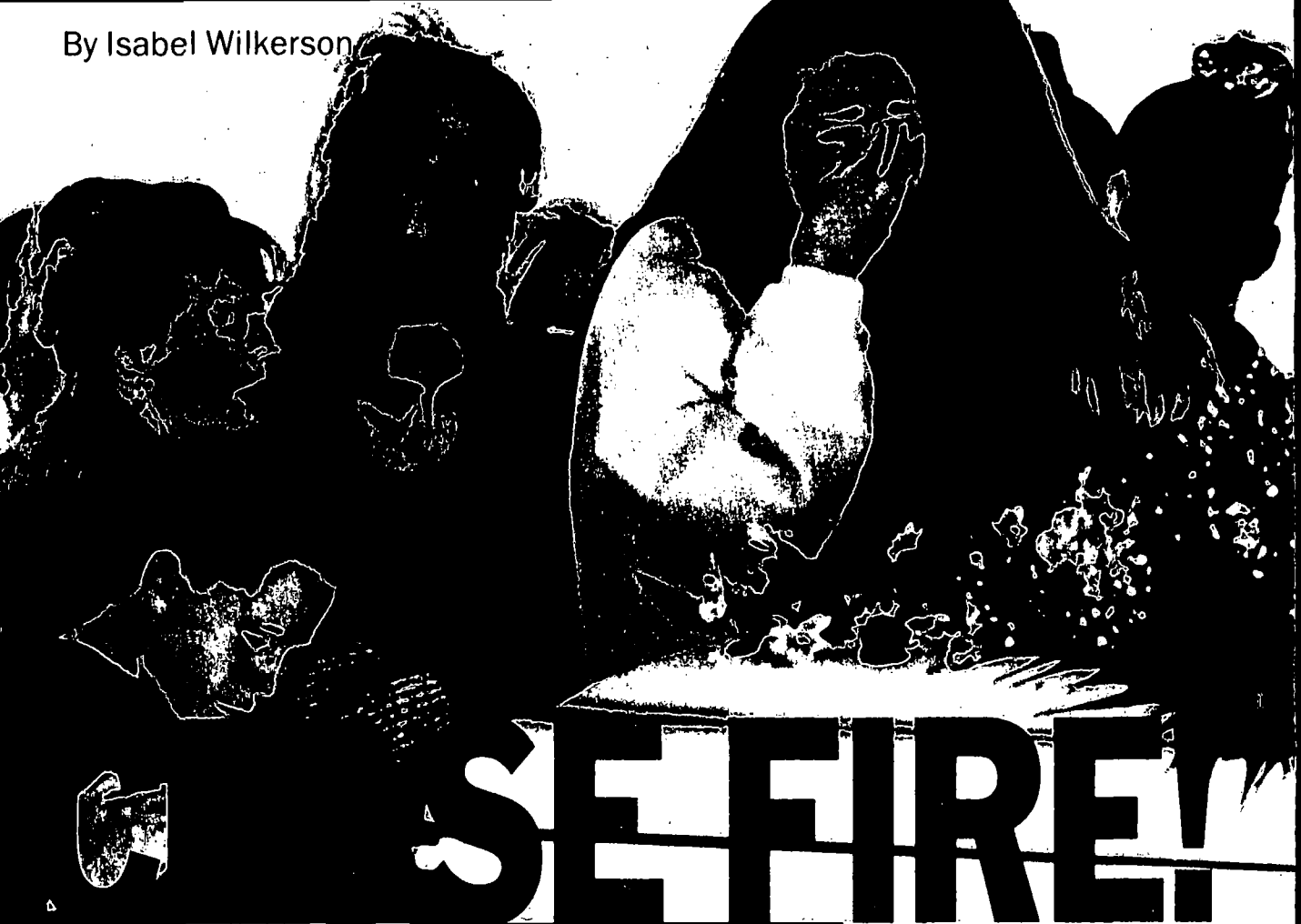
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SE FIRE!

CAN OUR TRIGGER-HAPPY COUNTRY PROTECT ITS CHILDREN?

It was late in the school year, on a clear May morning, when Jason Smith, a high school sophomore in Red Hill, Pennsylvania, decided to settle the score with the 6'5" classmate who had bullied him for months. In another time and place, Jason might have challenged him to a fight in the school yard or, worst case, pulled a switchblade after class. But this is the 90's. It is as easy to find a pistol as a book. *That* would show him.

Jason, 15, knew he would see his tormentor, 16-year-old Michael Swann, first thing that Monday morning. They took biology together, first period, at Upper Perkiomen High School. Jason got a 9-millimeter Ruger, a semiautomatic pistol that belonged to his mother's boyfriend, out of a locked gun cabinet and fired a shot in his bedroom to make sure it worked. Satisfied, he stuffed it in his book bag and headed off to school.

He was late that day by half an hour. He handed his pass

to the biology teacher, Barbara Ryan, and walked over to his desk. The class was in the middle of a lesson on pig anatomy. There were lifeless fetal pigs on the laboratory tables, and the students were about to dissect them. Jason set his bag on his desk and pulled out his books and a pencil.

Michael, the boy who had punched and shoved the 5'4" Jason at his locker for much of the year and had pulled Jason's seat out from under him the Thursday before, was sitting two desks behind him.

Jason pulled the pistol out of the bag, walked over to Michael's desk, stood over his nemesis—taller than Michael for once—and shot him in the head.

"Laugh at this," Jason said, cursing Michael. Then he shot him again.

At first their 22 classmates thought some test tubes had been dropped, or that there had been an explosion in the chemistry lab across the hall. When they realized what had happened, they ran and hid behind laboratory tables or crouched behind the teacher's desk. Mrs. Ryan slumped to the floor. Some students were in shock, others were in

Isabel Wilkerson is chief of the Chicago bureau of "The New York Times."

AP Photo/David Zalubowski

Why Can't Men Understand How Women Really Feel, and What they Really Need?...

Now, Thanks to Gary Smalley, They Can!

— Connie Sellecca and John Tesh



Here are a few areas covered in Gary Smalley's videos "Hidden Keys to Loving Relationships."

- 8 Critical Elements Every Relationship must have on a DAILY basis to succeed and grow.
- The Greatest Emotional Need of a Man, and how to meet it.
- The 4 Greatest Emotional Needs of a Woman, and why it's so important to meet them.
- The Number One Destructive Force in every relationship, and how to overcome it. (It's also the number one cause of divorce).
- A Communication Method that enables your mate to *instantly* understand your point of view and actually FEEL what you're feeling.
- Keys to Changing Negative Behavior.
- Keys to Reducing and Overcoming Conflicts.
- How to Gain the Security in your relationship you've always wanted.
- How to be Valued by your mate for the person you are.
- The 5 Signs of an Unhealthy Relationship and how to reverse them.
- How to Move Into the Deepest Levels of Intimacy.
- Discovering Your Personality Type.
- Transforming Trials and Hurts into life-changing benefits.
- Achieving Sexual Intimacy that's mutually fulfilling.

"Sexually speaking, men are like microwaves...and women are like crockpots...

that is, men can be instantly turned on by a sight or thought, while normally, women need to 'warm up' to sexual intimacy through a secure and satisfying relationship. It's very difficult, if not impossible for most women to get sexually excited when other critical areas of the relationship are neglected or seriously deficient. A woman needs Security, Meaningful Communication, Non-sexual Touch and Romance to have a satisfying sexual relationship. So men, if there are problems in your sex life, one or more of these four critical areas needs to be addressed and satisfied FIRST...and when they are, a *mutually* satisfying sex life can follow."

—Excerpt. "Hidden Keys to Loving Relationships."

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tears. Some wanted to stop Jason and talk to him, but they knew they couldn't. Jason walked out calmly and sat under a tree, where the police found him minutes later.

There were thousands of Michael Swanns in 1993—children 19 and under who, because they got on someone's bad side or were playing with a gun or simply gave up on life or were in the wrong place at the wrong time, died by gunfire. (See "A Year of Tears," pages 86, 87.) In Denver, Carl Banks, 18, was shot while taking his brothers and sisters trick-or-treating. In Boston, Louis Brown, 16, was shot walking to school. In El Cajon, California, Jessica Reuhl, 9, was shot by a sniper who then killed himself. In Chicago, Steven Wright, 5, shot himself in the mouth with a .44 Magnum he found under his mother's mattress. In Seattle, Loetta Coston, 9, was shot riding in her family's car after her mother had honked the horn at another driver.

Every day 14 children die in gun accidents, suicides and homicides. Hundreds more are wounded, many crippled for life. What makes this rising wave of killing so heart-breaking is that the deaths were often preventable; many children might still be alive if a gun had not been at hand. But there are more than 200 million guns for an estimated 259 million people in this country, with women and young people forming a growing new market. More than half the 2,508 students polled in a study for the Harvard School of Public Health last year said they could get a gun if they wanted one. More than 20 percent of them said they could get one "within an hour."

Guns now seem to be the problem solver of preference, a final solution aimed increasingly at child targets. The country that overcame polio—a killer of children of generations past—seems unable to protect its young from gunfire. "We are raising a generation of children in a culture of violence," says James Garbarino, Ph.D., a child psychologist who is president of the Erikson Institute for Advanced Study in Child Development in Chicago. "They are soaking up the gun culture like little sponges."

In greater numbers than ever, murder—a crime formerly associated with mob figures and drug dealers—is claiming the nation's children. In 1987 the number of children murdered with guns was 1,270; in 1992 (the latest year that figures are available from the F.B.I.) it more than doubled—to 2,804. Even when victims survive, they often go on to live lives of pain and paralysis. It is a fate that has made some inner-city neighborhoods resemble hospital grounds, as young people in wheelchairs—victims of drive-by shootings—roll across mean streets: war veterans before they are of fighting age. An estimated \$4 billion a year, much of the cost borne by taxpayers, is spent on hospitalization for firearm injuries.

Almost as disturbing as the violence itself are the lengths to which people must go to avoid it. The duck-and-cover drill of the 50's has returned to schools, not because people fear a nuclear attack but because children in the

90's must know how to dodge a bullet. Across the country, schools have removed lockers from their halls for fear of students' storing weapons with their books and gym shorts. Many high schools, with security guards who check pockets and book bags, seem more like airports on watch for terrorists. *In 1988 only 2 percent of the nation's 50 largest school districts used metal detectors to screen out weapons. By 1993, 50 percent of them did.*

As the death toll rises, lawmakers and citizens and a determined gun lobby continue to struggle over new gun-control measures. Nineteen states have enacted laws making it illegal for a minor to possess a gun. In 11 states gun owners are liable for gun accidents involving children. Nationwide, more and more gun-amnesty programs are encouraging owners to trade their weapons for toys, food and other items. Still, the gun remains a tough opponent, one that President Clinton has taken on, calling for new health-care initiatives, increased police protection and the licensing of gun owners nationwide. But even supporters concede that the Brady Law, the toughest gun-control legislation passed by Congress in more than 20 years, is no match for a country with nearly as many guns as people: *A new handgun is produced every 20 seconds.*

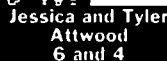
Red Hill, Pennsylvania, the hometown of Jason Smith and Michael Swann, is the last place that people might expect gun violence. It is a quiet rural town of about 1,800 people, with machine shops and chocolate factories, surrounded by dairy and hog farms. In this old community, about 35 miles northwest of Philadelphia, some families have lived for generations, and neighbors figure that if the Smiths and Swanns traced their roots back far enough, they might find that Jason and Michael were related. On warm summer nights after the shooting, parents and teenagers alike would gather on street corners and in people's front yards to talk about what happened, as if talking about it would help it make sense. "People don't know what to believe," says Roxie Kulp, a lifelong resident and a neighbor of the Smiths. "Jason felt trapped, and we don't know why."

The town is now bitter and divided, with some people feeling anguish for the Swanns and others rallying behind Jason, saying Michael had it coming. Both boys were handsome; their smiling, dimpled faces in family and school photos give no hint of (Continued on page 88)

Every day 14 children die in gun accidents, suicides and homicides. In 1987 the number murdered with guns was 1,270; in 1992 that figure more than doubled—to 2,804.

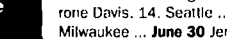
Duck-and-cover drills of the 50's have returned to schools, not because people fear a nuclear attack but because children of the 90's must know how to dodge bullets.

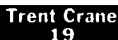
Jan. 1 Tatiana Redmond, 14, Chicago. ... **Jan. 2** Gary O'Neil Phillips Jr., 18, Lenoir, N.C. ... William C. Walker Jr., 1, Lake Wales, Fla. ... **Jan. 3** David Lee Cougar 13, Avondale, Ohio. ... Paul Victor Murrow, 18, Oklahoma City, Okla. ... Trisha Umberto, 14, Baldwin Park, Calif. ... **Jan. 4** Sharon Marie Jackson, 18, Anderson, S.C. ... Jacob Abner, 3, Salem, Ind. ... Emmanuel Williams, 17, Sarasota, Fla. ... **Jan. 6** Rebecca Sanchez, 15, Albuquerque, N.M. ... **Jan. 7** Nathan Wilson, 16, Detroit. ... **Jan. 8** Anthony Glasco, 17, Caln Township, Pa. ... Timothy W. Strauffer, 17, Leola, Pa. ... **Jan. 9** Tiffany Dozier, 12, Pacoima, Calif. ... Shuwana McQuiter, 16, Dallas. ... Martha Pertot, 16, New York City. ... Michael Patrick Riley, 16, Houston. ... **Jan. 10** Katina Jefferson, 19, Fort Pierce, Fla. ... **Jan. 11** Brandon Alex Gibson, 15, Alachua, Fla. ... Tyrone Harris, 16, Chicago. ... **Jan. 12** Connory Robinson, 18, Miami. ... Joseph Alvarez, 18, New York City. ... **Jan. 14** Walter Banks, 17, Chicago. ... John Holden, 19, Porter Ranch, Calif. ... Keith Johnson, 17, Garfield, Pa. ... **Jan. 15** Matthew McLean Counts, 2, Butte, Mont. ... Alex Reyes, 16, Boston. ... James L. Williams, 14, Minneapolis. ... **Jan. 16** Leicester Anderson, 12, West Seattle, Wash. ... Dewayne Smith, 14, Arcadia, Fla. ... **Jan. 17** Jose Corbo Jr., 16, Coconut Grove, Fla. ... Angel Malave, 15, Milwaukee. ... Reginald Polk, 16, Baton Rouge, La. ... Jason Wilkey, 15, Biggs, Calif. ... **Jan. 18** Brother J. Emerson, 17, New Orleans. ... Shilue Turner, 17, Philadelphia. ... John Devin Williams, 16, Minneapolis. ... **Jan. 19** Sandro Torres, 16, Sacramento, Calif.



... 11, Zion, Ill. ... Ronald M... March 8 ... Jesus Montoy ... Ill. ... Francis ...
... March ... Rehefled, 17, Miami ... 18, New York ... Port Pierce, Fla. ... Jabarie Letroy ...
... Medina ... Germaine M. Cyprian, 6, New ... Carlos R... 16, G... March 15 R...
... Ariz. ... Lathan, 15, Milwaukee ... 15, St. Louis ... Chicago ... March ... St. Louis ...
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... Washington, Ky. ... March 20 ... Cole ... New Or... arill Cokley, 16, Atlanta ... March ...
... ana ... Ariz. ... March 24 Jean Claude ... 14 ... Lucie, F... h 25 Kevin Macklin, 17, Chic... 17, St. Louis ... March ...
... 15 ... Daniel Kennon, 16, Longmont ... Allen, 8, ... ash ... March 26 Feilmon Sa... B... kett, 16, ...
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... ... 10, For... Angelo Garrison Jr., 3, Baltim... 9 Stacy Evans, ... 10 Damien Cal... Watson... Lep...
... 1, Keen... 16, Dallas ... Joseph James, 16, ... City ... Andrew ... Lake Los Angeles, Calif... rld Sp... Cleve... 12 ...
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... Edward Earl ... Battle Creek, Mich. ... Max ... Alberta, 17, Ne... New York City ...



Oklahoma City, Okla. ... **June 25** Marquis Gilbert, 14, St. Louis ... Shawn
17, Milwaukee ... Anthony Middleton, 18, Mobile, Ala. ... **June 27** Anthony Ty.
Michael Cureton, 18, Tacoma, Wash. ... **June 29** Danielle Latrice Linton, 14,
cus Dismuke, 16, Dallas ... **July 2** Eric Shepard, 9, Boston ... Scott Tala-
... **July 4** David C. Lamey, 10, Loganport, Pa. ... Anthony Daniels Robinson,
James Troy Chavez, 16, Denver ... **July 6** Frankie Davis, 18, New York City ...
... Randy Wadley, 6, Miami ... **June 16** Frankie Brown, 16, New Orleans ... James
Minh Nguyen, 16, Seattle ... **July 11** Michael Douglas, 17, Philadelphia ...
... Cherie Souza, 5, Antioch, Calif. ... Arthur Lee Williams Jr., 13, Chicago ...
July 13 Rason Sanford, 18, Cincinnati ... Chester L. Brown, 17, Hartsville,
Trent Crane
19




the tragedy to come. Townspeople say that Michael, a farm boy big for his age, had a history of bullying kids. The morning he died, Roxie Kulp says, Michael was seen burning holes in somebody's boat tarp with cigarettes. They say he carried a switchblade, and they considered him fast because he hung out in Philadelphia.

Jason, on the other hand, was quiet and never bothered anybody, friends say. Until May 24, the day he killed Michael. He pleaded guilty and is now serving 12½ to 25 years in state prison after a plea bargain with prosecutors.

Rafael Saldana was a lively child who liked to sit up front in class and help the teacher erase the blackboard or collect papers, who dreamed about cars and sports, sang in the school choir and liked to run up and hug people. He was 10 years old, chubby and bright faced, and he lived in a rented house in Houston with his mother, stepfather and 14-year-old brother. It was there that he died from a single gunshot wound—on Mother's Day.

Rafael and his brother, who has not been named by the authorities because of his age, had been playing with their stepfather's 10-millimeter semiautomatic pistol. The boys were pretending to shoot each other. The gun was unloaded on that hot, muggy morning, and each time they pulled the trigger, the "victim" played dead, just like in the TV cartoons. Later that evening in the living room, the brothers picked up the gun again while their mother and stepfather were in another room. This time the gun was loaded, but the boys didn't know it. The older brother fired as he always had, the gun aimed point-blank at Rafael's head. *Every day a child dies in a handgun-shooting accident.*

The next morning, Karen Holt, the principal at South Houston Elementary School, had to break the news to classmates that the fourth grader everybody called Ralph

was dead. "It was one of the most difficult things I have ever had to do as a principal," she recalls. At first the 10-year-olds just sat there quietly, too numb to speak. Can this be true? Then they started crying, and all the questions came. "What does this mean? Will he be back after summer vacation? How could this be? Why did this have to happen to Ralph?"

With the proliferation of guns, particularly the newer, more sophisticated handguns that many people keep on hand for protection, the number of children killed in their own homes has risen steadily in recent years. An estimated 700 children 19 and under died in shooting accidents in 1992, up from 567 in 1989. About 350 of those accidents occurred in the home, according to the National Safety Council. A 1988 analysis of 266 accidental handgun shooting deaths of children found that in almost a third of the cases, the shooter and victim were related.

So it was with Rafael and his brother. Their stepfather, Juan Castillo Cedeno, was charged with violating a recently enacted Houston gun-safety ordinance that seeks to prosecute parents who do not properly secure their guns. It is a misdemeanor charge punishable by a fine of up to \$500 and six months in jail. Cedeno's trial, the first under the new law, was scheduled to begin this month in Houston municipal court. Rafael's brother was released to his mother's custody.

(Continued on page 90)

Each time Rafael and his brother pulled the trigger, the "victim" played dead, just like in TV cartoons. This time, though, the gun was loaded, aimed point-blank at Rafael's head.

FROM THE FRONT LINES: KIDS TALK ABOUT GUNS

Twelve-year-old Lucy Childress avoids public phones on the street. It's not a phobia but a tactic for survival in her New York City neighborhood. Ever since a man was shot at a pay phone three blocks away, she uses one only if it's absolutely necessary. Even then, she says, "I keep it short and always look over my shoulder."

Lucy's fears are echoed by some of her schoolmates at Hunter College High School in Manhattan. In group discussions, students described how gun violence is so prevalent in their lives that it affects even the route they take home from school each day. Marcus Mitchell, 12, saw a teammate get shot while playing baseball in Harlem. Fourteen-year-old Joshua Caesar was mugged at gunpoint while riding the subway home from school. Philip Legendy, 12, knows of three people who were shot at his corner convenience store in Manhattan.

These may be tales from one of the nation's meanest cities, but there are similar stories in tiny towns and quiet suburbs across the country. Last year a nationwide study of more than 2,000 students in grades six

through 12 found that in the face of rampant guns and violence, young people are truly scared. "I don't think anywhere is totally safe," says one Hunter student, Meredith Summerville. "Today people will kill each other for their sneakers, clothes or hats."

Forty percent of those in the study, which was conducted by the Joyce Foundation with Harvard's School of Public Health, said they knew someone who had been killed or injured by gunfire. About 40 percent also said the threat of violence has "made me change where I go, where I stop on the street, what neighborhoods I walk in, who I make friends with."

The Hunter students ticked off precautions they take to avoid trouble while on the streets: Walk confidently, travel in groups, leave valuables at home. But classmate Ariana Lindermayer thinks it's futile: "I don't think that the way you look would make a difference if they had a gun," she says. "It would be bang, you're dead. Even if you are stronger, bigger, taller—if they have a gun, you're dead."

—Randi Rose

This poster is part of a larger report, *Who Controls Major Federal Programs for Children & Families—Rube Goldberg Revisited*, by Margaret Dunkle. Additional copies of the larger report (including this poster and another 11" x 17" poster) are available for \$20 pre-paid, from the Institute for Educational Leadership Policy Exchange, Suite 310, 1001 Connecticut Avenue, NW, Washington, DC 20036 (202) 822-8405. Purchased separately, each set of two posters is \$7 pre-paid. Volume discounts are available.

This poster looks at 1993 funding and programs. One might ask: "Is this analysis relevant in 1995? After all we have heard about 'reinventing government' by the Clinton Administration and Congressional reform with the new Republican Congress, are federal programs affecting children and families still as fragmented as they were in 1993?"

The answer to both questions is an emphatic "yes." As of 1995 and the new (104th) Congress, responsibility for the 76 programs that the Policy Exchange studied is spread among 19 Congressional committees (no change from the previous Congress)⁵; 26 Congressional subcommittees (a reduction of seven from the previous Congress); 10 Executive Branch departments, the Office of Personnel Management and the Social Security Administration (an increase of one independent agency); and 25 Assistant Secretary- or Under Secretary-level agencies within departments (no change). *In all, 82 separate federal entities currently have primary responsibility for major federal programs for children and families, a net decrease of only six since 1993.* (See Appendices D and E of *Who Controls Major Federal Programs for Children & Families* for details about specific changes in Congressional committees and subcommittees.) In addition, this analysis does not include large *new programs* created since 1993, such as those in the 1994 Crime Bill.

The tidal wave 1994 election, which transferred control of the Congress from Democrats to Republicans, has focused attention on how government works, especially when it comes to children and families. This poster provides insight into issues that will top the agenda of policy makers from both parties in the months ahead.

EXECUTIVE BRANCH DEPARTMENTS AND CONGRESSIONAL COMMITTEES THAT CONTROL PROGRAMS FOR CHILDREN AND FAMILIES AND HOW THEY RELATE TO EACH OTHER

This poster is designed to accompany the IEL Policy Exchange Special Report, "Who Controls Major Federal Programs for Children & Families."

This poster shows the relationships among Executive Branch departments and Congressional committees with primary responsibility for major federal programs for children and families.¹ These programs account for about \$343 billion annually (\$228 billion if the Dependent Tax Exemption is excluded).²

To understand this poster, remember that each figure represents a different Congressional committee or Executive Branch department:

The heads of the figures represent full Congressional committees and Executive Branch departments, and

The arms, legs and "pocketbooks" represent subcommittees and agencies within departments.

The 10 House of Representatives committees are represented by the figures at the top of the charts, the 10 Executive Branch agencies and the Office of Personnel Management by the figures in the middle row, and the 9 Senate committees by the figures on the bottom. All told, 88 separate federal entities have primary responsibility for the 76 major federal programs for children and families that the Policy Exchange studied.³ (See the box on the back page of this poster for a 1995 update.)

As complicated as this picture is, it dramatically *underestimates* how convoluted the relationships are.

In the Congress, it does *not* include the Appropriations and Budget Committees,⁴ joint referrals of legislation to multiple committees, committees and subcommittees with oversight but not authorizing responsibilities, or committees and subcommittees that only have authority over programs of less than \$100 million.

In the Executive Branch, it does *not* include White House offices (such as the Office of Management and Budget and the Domestic Policy Council), any of the staff assistant secretaries (such as budget, planning and administration), or any departments or agencies that are only responsible for programs of less than \$100 million.

Looking at these programs by type:

5 departments and the Office of Personnel Management administer Income Programs (\$212 billion or, if the Dependent Tax Exemption is excluded, \$97 billion),

4 departments administer Social Service Programs (\$15 billion),

5 departments administer Education and Training Programs (\$18 billion),

2 departments and the Office of Personnel Management administer Health Programs (\$46 billion),

3 departments administer Housing Programs (\$23 billion), and

1 department administers Nutrition Programs (\$30 billion).

When it comes to programs affecting children and families, not all committees, departments and programs are created equal. Among the programs the Policy Exchange studied:

More than half of all funding was concentrated in two Congressional committees and two Executive Branch departments—the Senate Finance Committee, the House Ways and Means Committee, and the Departments of Health and Human Services and the Treasury; and

Nine programs accounted for more than 70 percent of all funding.

¹For information about how the House and Senate relate to each other, see the companion poster ("Congressional Committees That Control Programs for Children and Families—And How They Relate to Each Other"). For similar charts showing the connections by *type of program* (income, social service, education and training, health, housing and nutrition) as well as additional detail and analysis, see *Who Controls Major Federal Programs for Children & Families—Rube Goldberg Revisited* Appendices B and C.

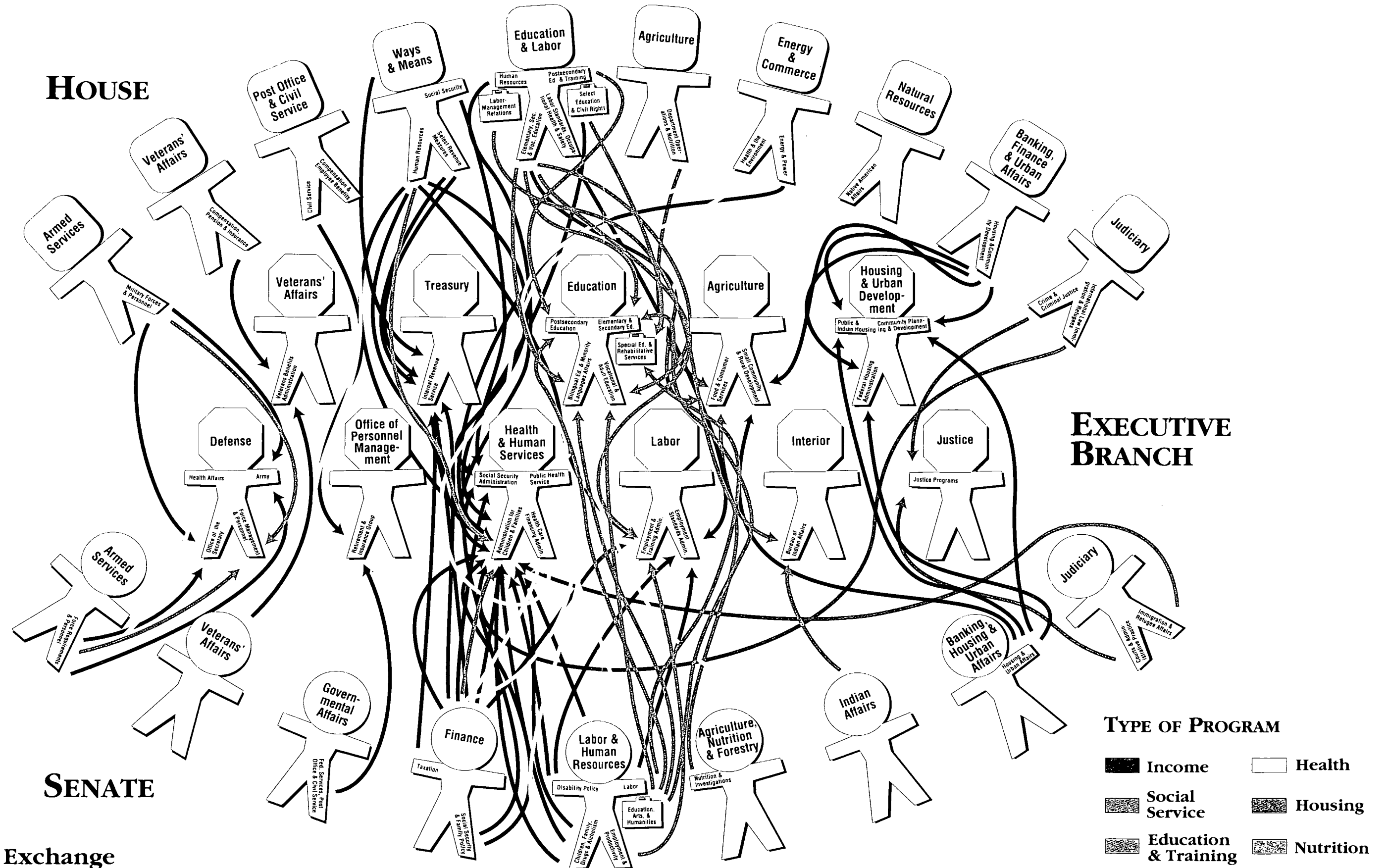
²For purposes of this analysis, "major federal programs for children and families" includes the 76 programs with FY 1993 funding levels of \$100 million or more that are listed in the December 15, 1992 Congressional Research Service Report for Congress, *Federal Programs for Children and Their Families*.

³Many of these committees will have different names in the new (104th) Congress, even though their legislative jurisdiction has not changed substantially. For example, the Education and Labor Committee is now the Economic and Educational Opportunities Committee; the Banking, Finance and Urban Affairs Committee is now the Banking and Financial Services Committee; the Energy and Commerce Committee is now the Commerce Committee; the Armed Services Committee is now the National Security Committee; the Natural Resources Committee is now the Resources Committee; and the relevant jurisdiction of the Post Office and Civil Service Committee is handled by the Government Reform and Oversight Committee.

⁴Including the Appropriations and Budget Committees in this analysis would increase the number of Congressional committees by 4 and the number of subcommittees by at least 12.

⁵The House has abolished the Post Office and Civil Service Committee, one of the committees with responsibility for major programs affecting children and families. However, these functions were transferred to the Government Reform and Oversight Committee, leaving the number of House committees with primary responsibility for children and family issues at ten. For purposes of this analysis, perhaps the most notable organizational change is that the names of many committees and subcommittees were changed, although the committees retained essentially the same functions and legislative jurisdiction. And, while a couple of dozen House subcommittees were abolished or consolidated, few of those actions significantly affect this analysis.

EXECUTIVE BRANCH DEPARTMENTS AND CONGRESSIONAL COMMITTEES THAT CONTROL PROGRAMS FOR CHILDREN AND FAMILIES *AND HOW THEY RELATE TO EACH OTHER*



**CONGRESSIONAL COMMITTEES
THAT CONTROL PROGRAMS FOR CHILDREN AND FAMILIES
AND HOW THEY RELATE TO EACH OTHER**

This poster looks at 1993 funding and programs. One might ask: "Is this analysis relevant in 1995? After all we have heard about 'reinventing government' by the Clinton Administration and Congressional reform with the new Republican Congress, are federal programs affecting children and families still as fragmented as they were in 1993?"

The answer to both questions is an emphatic "yes." As of 1995 and the new (104th) Congress, responsibility for the 76 programs that the Policy Exchange studied is spread among 19 Congressional committees (no change from the previous Congress)⁵; 26 Congressional subcommittees (a reduction of seven from the previous Congress); 10 Executive Branch departments, the Office of Personnel Management and the Social Security Administration (an increase of one independent agency); and 25 Assistant Secretary- or Under Secretary-level agencies within departments (no change). *In all, 82 separate federal entities currently have primary responsibility for major federal programs for children and families, a net decrease of only six since 1993.* (See Appendices D and E of *Who Controls Major Federal Programs for Children & Families* for details about specific changes in Congressional committees and subcommittees.) In addition, this analysis does not include large *new programs* created since 1993, such as those in the 1994 Crime Bill.

The tidal wave 1994 election, which transferred control of the Congress from Democrats to Republicans, has focused attention on how government works, especially when it comes to children and families. This poster provides insight into issues that will top the agenda of policy makers from both parties in the months ahead.

*This poster is designed to accompany the IEL Policy Exchange Special Report,
"Who Controls Major Federal Programs for Children & Families."*

Sometimes a picture is worth a thousand words. This poster shows the spaghetti-like web of connections among the House and Senate committees and subcommittees with primary responsibility for major federal programs for children and families.¹ These programs account for about \$343 billion annually (\$228 billion if the Dependent Tax Exemption is excluded).²

To understand this poster, remember that each figure represents a different Congressional committee:

The heads of the figures represent *full committees*, and

The arms, legs and "pocket books" represent *subcommittees*.

In all, 10 committees and 20 subcommittees in the House of Representatives, and 9 committees and 13 subcommittees in the Senate control major federal programs for children and families.³ (See the box on the back page of this poster for a 1995 update.)

As confusing as this network of committees and subcommittees is, it dramatically *underestimates* the complexity of the relationships. For example, it does *not* include the Appropriations and Budget Committees,⁴ joint referrals of legislation to multiple committees, committees and subcommittees with oversight but not authorizing responsibilities, or committees and subcommittees that only have authority over programs of less than \$100 million. It also does not include *any* Executive Branch department or agency.

Even in this overly simplified illustration, however, there are:

11 different House-Senate connections for Income Programs (\$212 billion or, if the Dependent Tax Exemption is excluded, \$97 billion).

10 different House-Senate connections for Social Service Programs (\$15 billion).

7 different House-Senate connections for Education and Training Programs (\$18 billion).

6 different House-Senate connections for Health Programs (\$46 billion).

2 different House-Senate connections for Housing Programs (\$23 billion).

2 different House-Senate connections for Nutrition Programs (\$30 billion).

When it comes to programs affecting children and families, not all committees are created equal. Among the programs the Policy Exchange studied, more than half of all funding was concentrated in two Congressional committees—the Senate Finance Committee and the House Ways and Means Committee.

This poster is part of a larger report, *Who Controls Major Federal Programs for Children & Families—Rube Goldberg Revisited*, by Margaret Dunkle. Additional copies of the larger report (including this poster and another 11" x 17" poster) are available for \$20 pre-paid, from the Institute for Educational Leadership Policy Exchange, Suite 310, 1001 Connecticut Avenue, NW, Washington, DC 20036 (202) 822-8405. Purchased separately, each set of two posters is \$7 pre-paid. Volume discounts are available.

¹For information about how the Executive Branch and the Congress inter-relate, see the companion poster ("Executive Branch Departments and Congressional Committees That Control Programs for Children and Families—And How They Relate to Each Other"). For similar charts showing the connections by *type of program* (income, social service, education and training, health, housing and nutrition) as well as additional detail and analysis, see *Who Controls Major Federal Programs for Children & Families—Rube Goldberg Revisited*, Appendices B and C.

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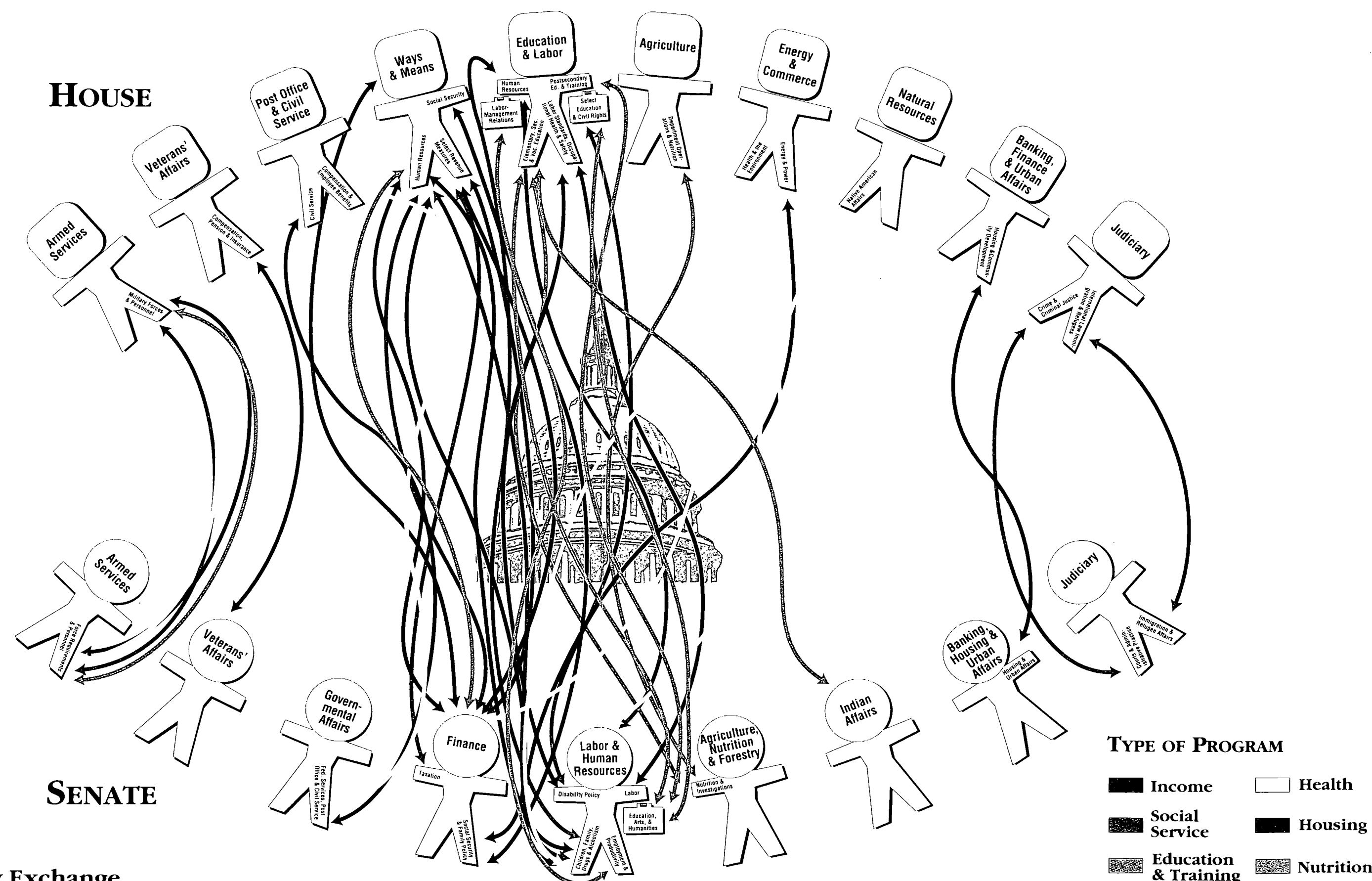
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CONGRESSIONAL COMMITTEES THAT CONTROL PROGRAMS FOR CHILDREN AND FAMILIES

AND HOW THEY RELATE TO EACH OTHER

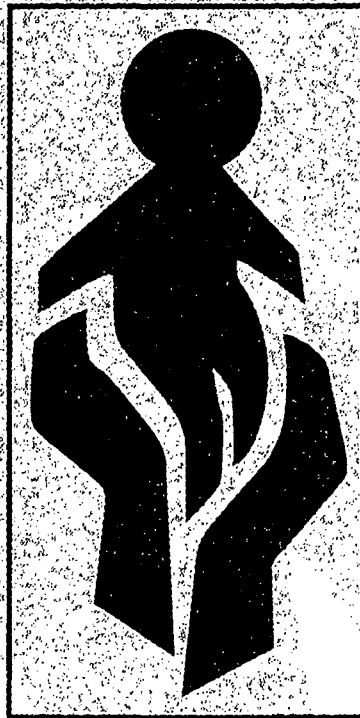


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