



18TH CENTURY COLONIAL has a unique expression in "Carriage Trade", a new collection crafted in cherry and pecan with an antiqued fruitwood finish. The handsome armoire and blanket chest shown are just two of the many useful and attractive pieces in this group that offers accent pieces in rustic black and celadon green with fruitwood tops. Other interesting features are the stove legs on the nightstand-chest and custom-designed hardware. Kent-Coffey Mfg. Co.

Armoire Useful In Home

Every homemaker who wages the battle against lack of storage space should consider the attributes of an armoire.

A tall cupboard or wardrobe, the armoire actually predates built-in closets. The earliest armiores were painted and probably used for the storage of arms and armor.

During the Renaissance in France they were endowed with elaborate ornamentation and were a standard part of a girl's dowry, being used primarily for the storage of clothes.

The Home Furnishings Industry committee says armiores are quite big on the fashion scene today. Many manufacturers have added these traditional storage pieces to their new introductions.

For the woman who adheres to a everything-in-its-place philosophy, there are

armiores that mark a spot for everything from hats to handkerchiefs. Many are equipped with adjustable and slide-out shelves, allowing freedom to arrange the armoire for particular storage needs. Even television or complete music centers may be housed behind the tall doors of an armoire.

As handsome as they are useful, the new armiores fulfill their centuries old purpose and add to the beauty of modern homes.

Coffee "as is" has its uses, too. Pulverized coffee or instant coffee, combined with a bit of sugar, makes an excellent "sprinkle" for toast, cookies, or cakes. Coffee, pulverized or instant, is a decorative topping for ice cream, too.

CALENDAR..

Today:
1 p.m.—Medford Duplicate Bridge club Charity party, Girls Community club.

Monday:
12 noon—Jackson county unit, Oregon Federation of Women's Republican clubs, Ping's Garden.
6:30 p.m.—Crater chapter, Grandmother clubs of America, Grange hall, Central Point.

7 p.m.—Slender Yets TOPS club, social room, Sacred Heart hospital.
7:15 p.m.—Warren Assembly, International Order of Rainbow for Girls, Masonic temple, Jacksonville.

7:30 p.m.—Career night for girls in home economics, lecture center, Medford High school.

7:30 p.m.—Parents Without Partners, Girl Scout Headquarters, 209 South Oakdale ave.

7:30 p.m.—Ruth Esther unit of Wesleyan Service Guild, First Methodist church.

8 p.m.—Buckles and Bows Square dance club, Country Squares, Colver rd., Talent.

8 p.m.—Olive Rebekah lodge, IOOF hall.

Tuesday:
9:30 a.m.—Westminster Presbyterian church Women's association circles: Ruth, with Mrs. William Wilson, 323 Lynwood ave.; Elizabeth, with Mrs. Robert Cunningham, 24 North Groveland ave. and Martha, with Mrs. Ronald Cordon, 1517 Lenora dr.

10 a.m.—Relief society, Second Ward of Church of Jesus Christ of Latter-day Saints, 648 South Ivy st.

10:30 a.m.—Alba Home Extension unit, home of Mrs. John Asplund, 1456 Jasper st.

10:30 a.m.—Sams Valley Home Extension unit, home of Mrs. Lester James.

11:45 a.m.—Medford chapter, Woman's Council of Real Estate Boards, Town House.

12 noon—Jackson County Inter-Community council, Rehabilitation Center for the Blind, 248 East Stewart ave.

12 noon—Kiwanian Dames, home of Mrs. Adam Richter, 2509 Argonne dr.

1 p.m.—Ladies of Elks, Elks club downstairs lounge.

1:30 p.m.—Rogue Valley Herb society, Girls Community club.

6:30 p.m.—Oregon chapter, Royal Arch Masons, Masonic temple, Jacksonville.

7:30 p.m.—Chapter BE of PEO Sisterhood, home of Mrs. Victor Sether, 1007 Queen Anne ave.

7:30 p.m.—Rogue Valley Handweavers guild, home of Mr. and Mrs. E. M. Wallin, 2019 East Main st.

Child-Training Ability of Parents Studied By Research Team at University of Oregon

Eugene—Contrary to a common American opinion, mothers are no more effective in training their children than fathers, providing both parents spend approximately the same amount of time with their children.

This is one of the findings of Dr. Gerald R. Patterson, associate professor of psychology at the University of Oregon, who has been studying the relationship of the reinforcement theory to the socialization of the child for the past four years at the University's Child Study center.

A renewal of the supporting grant, in the amount of \$24,610, has recently been received from the National Institute of Mental Health of the U.S. Public Health service and it is anticipated that the study will continue for several years.

Dr. Richard A. Littman, professor of psychology, is a consultant and co-investigator on the project, which is absorbing the attention of about eight graduate students.

Make Experiments

The researchers are trying to pinpoint through a series of controlled experiments the kind of home atmosphere, parental discipline, and overall environment which produce the child who is responsive to social learning.

"This is highly important," Dr. Patterson emphasized, "because our studies have shown that the child who is not responsive to his parents is viewed by his teachers and others around him as poorly adjusted."

In a group of tests, many of which were conducted in an unusual mobile laboratory trailer taken directly to the children's homes, boys and girls aged 5 to 9 were asked to perform the simple mechanical task of dropping marbles into two holes in a box, while one of their parents, on cue from the researcher, attempted to reinforce their actions by encouraging remarks.

The mothers were then interviewed concerning the home atmosphere, disciplinary techniques, and relationships within the family. Teachers were also asked to rate the children on a number of personality traits.

Results Studied

Among the preliminary findings which have emerged from the study:

Boys who did well on the test when reinforced by their fathers and girls who did well when reinforced by their mothers generally came from homes that were warm and permissive.

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fathers on the whole came from homes that were cool and restrictive.

Although the more psychologically sound situation of identification with the parent of the same sex seemed to emerge from the warm, permissive home, the problem is not that easy, Dr. Patterson pointed out.

"Perhaps to begin with we oversimplified the problem of the home climate, assuming that the democratic, permissive home would produce the child who was more responsive to social reinforcers," he said.

"This is not always so, however. It appears that either a warm, permissive home or a cool, restrictive home may, under certain circumstances, produce a well-adjusted child.

Isolate Factors

"In fact, research elsewhere has indicated that the permissive home seems to produce a greater number of aggressive children, who generally are less responsive to their parents. We are now trying to isolate some of the factors which cause this."

Other results emerging from the marble-dropping test:

Children rated by their teachers as non-conforming by on the test and did not appear to respond effectively to their parents.

Children who performed the test successfully and appeared to be responding to the parent's encouraging remarks were generally evaluated by their teachers as happy, optimistic, not prone to anger, stable, intelligent, and not easily distracted.

The research involves a theory about the formation of personality which has been under intensive study in the U.S. only during the past ten years.

If the results continue to prove successful, "we and other researchers may be able within the next decade to give parents some specific help in raising their children," Dr. Patterson said.

Simplify Techniques

Already there are indications that the new theory may simplify the techniques used to treat some types of maladjusted children and reduce the therapy time and effort tenfold, an important consideration in view of the shortage of trained therapists.

The theory, or as Dr. Patterson prefers to call it, "a different way of looking at personality," denies that personality arises solely from "the bubbling pot" of basic desires and drives within each person.

"We believe that personality is the product of a social learning process, involving interactions with others, which begins in childhood and continues throughout life," Dr. Patterson explained.

"Perhaps not all personality, but an important part of what we think of as personality traits—aggressiveness, honesty, dependence, and so forth—is taught in the same way that arithmetic is taught, with the difference that the teacher and pupil are not aware that the process is going on."

The process involves, according to Dr. Patterson, the reinforcement theory of learning in which actions and attitudes which are reinforced by the parents in the form of increased attention, love, praise, and rewards become established as part of the child's personality.

Children's behavioral problems may not arise from too much or too little love on the part of the parents, but what actions of the children that love reinforces," Dr. Patterson said, in summarizing the theory.

In a simplified example, the mother who consistently shows extra love and attention to a child when he acts babyish is "teaching" the child that dependent, infantile behavior is rewarded and establishing these qualities in the child's personality.

In the same way, the child's

playmates, teachers, and others with whom he comes in contact may mold him, and either socially desirable or undesirable traits may be instilled in the child through the process.

In therapy sessions now going on at the University Psychology clinic, psychologists are meeting success in altering some of these traits by eliciting a desired response from the child or waiting for one to occur, and then reinforcing it with praise, rewards, and encouragement.

At the same time, parents are being taught to follow this same pattern of encouragement at home. In some cases, effective results have been noted in a tenth of the time that would be expected with

standard therapy.

The clinical portion of the project is being carried on in cooperation with Dr. James H. Straughan, assistant professor of psychology and director of the clinic.

"There are, of course, some cases of deep emotional disturbance in children which require the traditional intensive, long-range analysis and therapy, but we feel that it is probably not called for in the majority of cases," Dr. Patterson said.

"In these cases, standard approaches to therapy are somewhat akin to giving penicillin for everything."

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Mrs. Horn Returns Home

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In San Francisco, she was a guest of her brother-in-law and sister, Mr. and Mrs. James Cobain, and in Marysville of a niece and her family, Mr. and Mrs. Ray Phillips and children.

She also visited in the east bay town of El Sobrante with Mr. and Mrs. Chester Horn, son and daughter-in-law of her late husband.

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