

SARAH CHILD  
**All In  
The Family**



My mom came for a visit last week and I had a nice time catching up on all the news in my home town as she regaled me with anecdotes.

There was the usual number of births, obituaries, one account of drunken impropriety, a case of ruptured appendix, two infidelities and a broken water line in a basement.

But the item I found most interesting was the account of the conversation she and two of her card-playing friends had had about their daughters and their respective housekeeping proficiencies.

One woman said she refused to visit her daughter anymore because the latter was so fussy about her housekeeping the mother couldn't keep up with her standards.

The second friend had the opposite problem. Her daughter was the kind who could sit down in a tangle of newspapers and other clutter, impervious to the mess and read to her heart's content.

"I've got one like that," my mother interjected brightly. (And she wasn't talking about my two sisters.)

But her friend wasn't through talking about her daughter who she said didn't know how to do a

thing around the house — this despite the fact she had a husband and two children.

"Maybe it's my fault," said my mother's friend and explained she'd never asked anything of her daughter and had never taught her the simplest rudiments of housekeeping.

"She was so brainy and so obviously headed for high achievement outside the house I figured she'd become a career woman and hire someone else to do the housework."

I shuddered a little at this point and reflected a little on the girl, whom I know well. This young woman was everything her mother said. Not only was she an academic whiz but she did find an excellent job. Trouble is hired help to do one's house chores is much more difficult to find today than it was in her mother's day — even if one can afford it.

Unfortunately there are probably millions like her — both young women AND young men who know nothing about keeping the roof from falling down around them.

Today, when young people are getting married later in life, it is important for boys as well as girls to learn the simple chores of keeping their surroundings livable.

I am not familiar with junior or senior high curricula and possibly there are schools, perhaps even in our own community, which teach such things.

But, if not, a mandatory course to be taken one semester by every student would go far toward equipping a youngster to survive the homely details of existence.

I can think of no one who could not benefit from learning how to make a bed properly, to sort clothes for a washing machine, to prepare a simple meal, to iron a permanent press shirt, to shop prudently and efficiently for clothes, groceries, furniture.

For those who would protest that to teach boys such things is to make them unmanly, all I can say is that there is nothing very masculine about a male who is helpless when it comes to taking care of himself.

There is pleasure in doing things for oneself and while it may take 20 years for some of us to discover it, the joy in the discovery is the same.

**INSTRUCTIONS**

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**CITATION FOR PROOF OF WILL**

THE PEOPLE OF THE STATE OF NEW YORK By the Grace of God Free and Independent.

To Maude Speckgoor, East Lake Road, Honeyoye, New York 14471, Marie O'Keefe, Grecian Gardens Apartments, Apt. #30-D, Rochester, New York 14626; "Unknowns", being the heirs at law, next of kin, distributees, legal representatives or assigns, if any, of Gertrude E. Roth, deceased, who claim to have a claim of interest in her estate and whose names and post office addresses, if living, are unknown to petitioner, and, if dead, to their executors, administrators, distributees, legatees and devisees who claim to have an interest in or title to any of the estate of said decedent by purchase, inheritance or otherwise, distributees of Gertrude E. Roth, deceased. Send Greetings

Whereas, Charles A. West, residing at No. 122 Allwood Drive in the City of Rochester, County of Monroe and State of New York, the executor named in a certain instrument in writing, bearing date September 18, 1959, purporting to be the last Will and Testament of said Gertrude E. Roth, late of the City of Rochester in said County of Monroe and State of New York, deceased, and relating to both real and personal property, has lately made application to the Surrogate's Court of the County of Monroe to have said instrument proved and recorded as the Will of the personal property and real property of said decedent, Gertrude E. Roth. Now, therefore, you and each of you are cited to show cause before the Surrogate of the County of Monroe, at the Surrogate's Court in the City of Rochester, in said County of Monroe, New York, on the 9th DAY OF NOVEMBER 1972

AT 9:30 O'CLOCK in the forenoon of that day, why the said Will and Testament of Gertrude E. Roth should not be admitted to probate

If any of the aforesaid persons is under the age of twenty-one years, or insane or otherwise incompetent, he will please take notice that he is required to appear by his general guardian or committee, if he has one, and if he has none, that he appear and apply for the appointment of a Guardian Ad Litem or in the event of his neglect or failure to do so a Guardian Ad Litem will be appointed by the Surrogate to represent and act for him in these proceedings.

In Testimony Whereof, the seal of the Surrogate's Court of the County of Monroe has been hereunto affixed. Witness Hon Michael L. Rogers, Surrogate of said County at the City of Rochester this 2nd day of October, 1972 (L.S.) WILLIAM C. WILSON JR. Deputy Chief Clerk Surrogate Court

Personal appearance is not necessary unless you desire to file objections. Charles A. West, Attorney for Petitioner 31 Main Street East Rm 400, Rochester New York 14614. Area Code 716 546-1228 10-11-18-25 11-1-41

**Mental Health Commentary**

By THE DE PAUL CLINIC

It is said that out of every class of 30 children, on the average, one child is seriously disturbed and two others are sufficiently disturbed to require professional help. Is there a simple way of identifying these children so they can be referred for care early with the hope of preventing more serious disturbance?

To the teacher there are basically two types of behavior in children, disturbing and not disturbing.

To the psychiatrist a child is either disturbed or not disturbed, regardless of his classroom behavior.

Most children are neither disturbing nor disturbed. Some are not disturbed children but disturb their teacher in some way. For example, an unrecognized mildly retarded child or a child with a specific learning disability may not learn as well as the teacher expects. This may disturb the teacher because the child does not seem to function up to the teacher's expectation. On the other hand, from the psychiatrist's view, the child may not be emotionally disturbed.

Some children can be considered disturbed children and yet may not be disturbing in the classroom. For example, the passively cooperative, very inhibited, anxious child may have significant emotional problems, yet adapts satisfactorily to the classroom situation. A withdrawn child may also be able to adjust to the structured classroom situation, though the personality problem may be malignant and may be destined to result in disability.

The type of child that is readily identifiable is the one who is emotionally disturbed and is disturbing. The type and the degree of disturbance vary from mild to severe. Usually recognizing emotional disturbance in children requires some experience. Perhaps the best experience is one's own background; most of us have had some experience with children of different ages, from different background who had different ways of coping with life and its stresses. Thus, the teacher's intuition may be his or her most valuable asset in identifying a troubled child.

The child's appearance may give some clues regarding how he cares for himself and how well he is cared for by his family. Some children may be continuously lacking in personal hygiene. This may reflect their home training or their resistance to the "civilizing" process. A child can be as "compulsively" untidy as he may be fastidiously clean.

Use of language is important. Speech can be a clue to physical problems as well as those related to social maturation. Unclear speech, "baby talk," garrulousness, rapid talking or disorganized thoughts are all characteristics that may also be helpful in identifying problems.

The child's approach to the learning situation also gives a clue. Some children come to school and "turn off," not getting involved at all with classmates or the school work. Or, they may function well in some areas but poorly in others. Academic performance is a concern of most teachers; fifty to seventy-five percent of the children who are seen at the DePaul Clinic have not been functioning up to expected levels for various reasons.

There are many other clues to emotional disturbance. Some of them will be discussed next week.

Questions on children's mental health should be mailed to: Mental Health Commentary, Courier-Journal, 67 Chestnut St., Rochester, 14604.

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