



# PARENT EDUCATION OPPORTUNITIES

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FOREWORD



THIS bulletin describes the activities of agencies which have had parent education programs since 1930. This phase of adult education has been the outgrowth of efforts of parents throughout the Nation, and the future of this work depends considerably upon the interest and demands of parents for the continued development of facilities and services to meet their varied educational needs.

The professional aspect of parent education has been developed in less than a decade. Professional leaders have been trained in colleges and universities, and literature on the subjects of child growth and parent education has been created for the use of leaders, instructors, and parents.

The importance of still further developing this field of education cannot be overestimated in the face of the economic adjustments necessary in the home and in view of the expressed desire of parents throughout the country for help in analyzing and solving their problems.

I believe that every aspect of parental education should be extended and that the future of our country depends upon an adequate program of adult education included in the school system.

J. W. STUDEBAKER,

*Commissioner.*



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## ★ INTRODUCTION ★

THE EXPERIENCES of parents at home with their children have educational value when the experiences are backed up by understanding of what happens every day, by sound principles in approaching home problems, and by knowledge of good techniques of training children.

The purposes of parent education work are to furnish parents with sound principles for application to their home and family situations; to change the attitudes, methods, and practices of parents in dealing with the problems of child training; and to insure to parents, through better understanding, more effective practices and greater satisfaction in their tasks. To fulfill these purposes, courses have been established in colleges and universities to train professional and lay leaders; facilities have been arranged to furnish opportunity for research, observation, and participation in such centers as laboratories, nursery schools, kindergartens, child guidance clinics, etc.; literature for the use of professional leaders, and authoritative materials for the use of lay leaders and parents have been made available.

Several large universities have taken a leading part in developing the professional aspect of parent education, and colleges and State teachers colleges have made their contributions in this field. Campus courses, correspondence courses, courses in summer sessions, and extension courses in parent education and child development were offered in 1932-33 in one or more colleges and universities in at least 25 States.

This bulletin has been prepared for the purpose of indicating where opportunities for training leaders in parent education have been available since 1930; how some agencies have been financed for this work; and to what extent the Federal and State Governments, church organizations, agencies, and organizations in local communities, take part in the parent education movement.

From the material available it is evident that there is a growing responsibility, public and private, for the development of parent education by local, State, national, and international agencies, organizations, or institutions.

Projects in this comparatively new field of parent education have increased since 1930 despite the fact that throughout the United States generally budgets for educational purposes have been reduced and many services and activities have been eliminated or curtailed.

The Office of Education acknowledges with appreciation the cooperation of many individuals, organizations, and institutions in making available the materials and illustrations contained in this bulletin. Vassar College, State Universities of Minnesota and Iowa, National College of Education, and the National Education Association furnished the illustrations.

**PUBLIC AGENCIES****FEDERAL GOVERNMENT PROMOTES PARENT EDUCATION**

*Cooperative Extension Service* ★ The reports of the Cooperative Extension Service of the Department of Agriculture reveal a program which contributes directly or indirectly to parent education and child development. Federal funds administered by State colleges of agriculture make possible the development of this field of education in rural areas through the cooperation of the Extension Service of the Department and the home economics divisions of the respective agricultural colleges. According to reports furnished by the Department of Agriculture Extension Service in 1932, 35 States and the Territory of Hawaii promoted parent education and child development through definite programs which were financed by Federal and State funds. How this extension work in parent education functions in several States is shown in another section of this survey which deals specifically with activities in parent education in State institutions.

*Bureau of Home Economics* ★ The Bureau of Home Economics of the Department of Agriculture makes an important contribution to parent education through its research activities which include studies of foods and nutrition, textiles and clothing, and the problems of the family. The results of the Bureau's studies reach the public by means of technical reports, scientific articles, popular bulletins, press notices, radio talks, charts and film strips, and exhibits. The Bureau has cooperated with the Children's Bureau in the study of foods, the food needs of individuals, and the cost of foods.

In 1933 the Chief of the Bureau of Home Economics stated in a report that there were never so great demands for help in emergency feeding, in food preservation, and in the renovation, mak-

ing, and purchase of clothing as at this time. The publications produced to meet the present emergency situation are contributing vitally to the education of parents and to homemakers whose limited incomes must be stretched to cover expenditures.

*Office of Education* ★ The work in parent education was instituted in the United States Department of the Interior, Office of Education, in 1913, and since that time annual and biennial reports of the development of the work have been made by the United States Commissioner of Education. Since its inception this work has had the active cooperation of the National Congress of Parents and Teachers. From year to year the cooperative aspect of the project increased until there were, in addition to the parent-teacher group, many other organizations, agencies, and individuals cooperating in various ways. These included such organizations as the National University Extension Association, the American Library Association, extension divisions of universities and colleges, State departments of education, etc. For many years facilities for informal home education were available in only a few States; books on child care and training were scarce and these were written in technical terms too difficult for the average lay reader. Generally the outlook for the development of facilities and leaders for parent education was discouraging.

In 1913 the Office of Education, in order to reach communities of not more than 2,500 population, secured the cooperation of county superintendents who selected women leaders in a large number of school districts. Parents were brought together in the schoolhouse to discuss their common problems and educational needs.<sup>1</sup> The consensus reached at these meetings of parents and teachers throughout the United States was that they needed direction for their reading on problems of child care and training. At the time a 4-foot bookshelf would probably have furnished more than enough space for the authoritative books and pamphlets available.

The Office of Education undertook to furnish some direction for home reading to meet the demand by issuing reading courses.

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<sup>1</sup> Report of the U. S. Commissioner of Education, 1914. pp. xx-xxi.

Some outstanding experts in colleges and universities assisted the Office in preparing many of the courses which covered a wide range of subjects.

Cooperative relations were established with extension divisions of some colleges and universities where special collaborators



### A TEACHER VISITS THE HOME

appointed by the Federal Government conducted the reading courses of the Office of Education for many years and thousands of readers were enrolled for the courses. When it had been demonstrated that this project was practical and could be carried on in any State, the Office of Education discontinued enrollment of readers and turned its attention to other activities in the education of parents, such as making studies of existing programs in parent education and of the educational work of organizations having parent-education programs; calling conferences for the discussion of problems of and programs for parent education;

discovering and preparing materials for study groups of parents and for leaders; acting in an advisory capacity to leaders of parents' groups and State and National organizations in the development of programs; addressing State and National conferences, institutes, and conventions; and assisting leaders in the development of programs for summer schools in universities.

A conference was called at Lexington, Ky., in 1922, in conjunction with the meeting of the National University Extension Association in which nationally known librarians, parent-teacher association leaders, extension directors, and members of the Office of Education took part.<sup>2</sup> Another conference was called in 1924<sup>3</sup> at Minneapolis, Minn., in conjunction with the annual convention of the National Congress of Parents and Teachers to which extension directors of colleges and universities, librarians, kindergarten teachers, and leaders in parent-teacher work were invited. A program for this conference was set up which revealed the limitations of the facilities for the education of parents and the uncoordinated efforts of agencies which were at the time attempting to develop programs in this field of education.<sup>4</sup>

Specialists in the Office of Education in several subjects have made contributions by the integration of parent education as a part of their main program, particularly in the education of the exceptional child, home economics, nursery school, kindergarten, and elementary school education.

Parent education is an integral part of the vocational-education program in home economics of the Vocational Division of the Office of Education. Funds for the division (formerly the Federal Board for Vocational Education) were provided by three acts of Congress, the Smith-Hughes Act, passed in 1917, the George-Reed Act, passed in 1929, and the George-Ellzey Act, passed in 1934, through which subsidies, to be matched by

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<sup>2</sup> U. S. Office of Education. Home Education Circular No. 2, April 1922.

<sup>3</sup> U. S. Office of Education. Biennial Survey of Education, 1922-24, p. 297.

<sup>4</sup> U. S. Office of Education. Report of Second National Conference on Home Education. Home Education Circular No. 6, 1925.

State or local funds, or both, were made available for salaries of teachers of home economics in rural or urban communities and for a teacher-training program for vocational teachers of home economics. Programs of home economics under these subsidies have followed the general trend and have gradually incorporated parent education as an essential factor of a well-rounded program.

In considering the functions of projects in which both Federal and State agencies participate under joint financial support there is such close cooperation that it is impossible to separate entirely the work of the two financing agencies. It is obvious, however, that the use of Federal funds implies a certain amount of Federal cooperation for instance in the setting of standards and the development of programs.

The administrative features of parent education work in several State vocational-education programs are described in the section under State institutions.

*Children's Bureau* ★ The Children's Bureau of the Department of Labor has conducted studies for more than two decades on many aspects of child life and maternal care. Through the collection and analysis of information by experts, a reliable fund of facts has been brought together and made available to the public in printed bulletins, leaflets, and folders on maternal care, infant mortality, birth rate, juvenile delinquency, accidents and diseases of children, child labor, and legislation that affects children.

In addition to the studies and the developing of better standards of child care and welfare, the Bureau prepares and issues popular bulletins for parents on practical and scientific methods of caring for themselves and of developing happy, healthy children.

By means of correspondence the Children's Bureau serves parents in country districts and distant towns where books are difficult to obtain and medical care is not easily available. Services other than those mentioned above through which parent education is furthered are through the film service, radio talks, and a large correspondence which is conducted by specialists when the inquiries call for an expert's opinion.

This Bureau has given its cooperation to the development of child health work in the States, setting up conferences and devel-

oping standards of child welfare, juvenile court, etc., of National and State significance.

*Public Health Service* ★ The Public Health Service of the Treasury Department has made a valuable contribution to parent education through its publications for parents and for boys and girls on matters of social hygiene, sex education, character education, and infant care.

### STATE PROGRAMS IN PARENT EDUCATION

Parent education features have become integrated in many programs of State departments of education and of health, and State agricultural colleges. In State departments of education parent education work may be found as a separate unit having cooperative relations with other units of the department, as now found in New York State; or, it may be included as an element of a larger program of adult education, as it is organized in California, Rhode Island, Washington, and Delaware; or, it may be an integral part of the home economics State program in vocational education, as found, for example, in many States like Alabama, Arizona, Kansas, Missouri, Nebraska, Oklahoma, Pennsylvania, and Texas; or, it may be conducted in connection with the extension work in agricultural colleges, as found in such States as Georgia, Minnesota, and New Jersey.

The cooperative features of all parent education efforts, in whatever place in the State program the work may be allocated in a department of education or in a college, involve a network of overlapping activities in State and local areas. This fact must be recognized in considering parent education projects and activities in their State and local aspects. It must also be remembered that in vocational education and extension education programs involving parent education, Federal, State, and local activities have overlapping features which must be recognized.

Ten States are reported as having full-time specialists in parent education in 1932-33 under one or the other of the situations mentioned above as to allocation in the institution. These States are California, Georgia, Illinois, Iowa, Massachusetts, Michigan, Minnesota, New Jersey, New York, and Oklahoma.

That the set-up of many State programs for parent education depends largely upon available facilities in the respective States and upon the extent to which parents' interest in this phase of education has been awakened is evidenced by the variety in organization and administration found in the States where parent education programs are in progress.

Some of the essential features in these programs include those of financing programs; of establishing courses in colleges and universities for the professional training of leaders; of conducting studies and researches in family relationships and child development; of selecting persons to be trained for leadership; of steering individuals or groups in order to coordinate the efforts of National and State agencies in this field; of recruiting community resources to meet local needs; of creating or discovering courses and subject matter for the use of lay or professional leaders and for parents; and of furnishing library facilities for the work.

The problem of financing State programs of parent education has been a difficult one and one which has been met in part by private agencies and in part by public funds. Due to the grants of a foundation, the initial financing of projects to develop the professional aspect of parent education in several institutions was insured. In addition to this aid other private funds were made available which fostered development of this field, such as those from State and local parent-teacher associations.

The Federal Government under acts of Congress has furnished public funds which have been matched by State or local appropriations to support programs of homemaking education of which parent education is becoming a considerable part in many States.

In order to answer possible questions of those who desire to develop State-wide programs of parent education within State departments of education some of the details with respect to the methods by which California and New York departments were financed, housed, and staffed are given on pages 11-13.

Preceding the establishment of these programs in both States there had been a long period of vigorous promotion and organization of parents in various types of groups, especially in parent-teacher associations. These groups created the widespread demand for a new type of education which no institution was at the time prepared to satisfy. This situation was not confined to California and New York but was common to many States in which parent-teacher organizations had tried to carry out educational programs without the aid of experts.

Parent or pre-parent education is either directly or indirectly a part of the program in three types of schools—all-day home-economics departments for girls in full-time schools, part-time home-economics classes employed in wage-earning pursuits, and adult classes for homemakers. Much of the work of parent education is closely related to such subjects as nutrition, diets, household arts, etc., so that it would be difficult to disassociate them. Keeping in mind the situation pointed out, a description of the parent education program in one State in each of the four regional divisions of the country is given under the section entitled "Parent Education in Local Communities."

The States from which these illustrations are drawn are Kansas in the Central region, Arizona in the Pacific region, Georgia in the Southern region, and Pennsylvania in the North Atlantic region.

The State extension work in parent education is conducted by home-economics divisions of State agricultural colleges under joint funds authorized by Congress in the Smith-Lever Act. The programs for the respective States were created subject to the approval

of the Cooperative Extension Service of the Department of Agriculture. Meetings are held in training centers at which representatives of local communities are instructed. Groups are organized by these community representatives who may or may not subsequently lead a group, and leaders for parents' groups are trained for service.

The extent of this work is indicated by the 1932 report of achievements, in which there is a record of more than 20,000 homes where adults have changed their habits with children; of 11,000 homes where positive methods of discipline were substituted for negative ones; and of more than 10,000 homes in which physical adjustments were made to better meet the needs of the children.

A sampling of achievements and activities for several States is to be found under the topic "How Cooperative Extension Work in Parent Education Reaches the Local Community."

For a period of 5 years, from 1926 to 1931, according to its biennial report, the California State Department of Education received a grant of \$7,500 annually from a foundation, and a bureau of child study and parental education was conducted under the direction and supervision of the division of adult and continuation education; in 1 year in addition to this amount the State department of education appropriated \$1,750; the school departments of 2 cities furnished \$1,000, and 24 local school districts gave \$6,265, making a total of \$16,515 for 1 year, which was used for the payment of salaries to the chief of the bureau of child study and parent education, 2 assistants, and the clerical help. The chief of the bureau spent one-sixth of his time on parent education work, and the rest was given to directing the Institute of Child Welfare at the University of California, in Berkeley.<sup>5</sup> In a 1932 report of the California Congress of Parents and Teachers it was stated the number of enrollments in public-school discussion classes in California had increased to 17,000; that the number of classes had increased to 900, and the contribution from State, county, and local public-school funds had also increased.

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<sup>5</sup> California State Department of Education. Biennial Report, Part One June 30, 1927-June 30, 1928, pp. 226-240.

The purpose of the work of all three members of the bureau staff was to develop for this field the cooperation of local school authorities and of local parent-teacher associations, promote the idea of parent education, train discussion-class leaders, organize groups, and give assistance to local school officials and individual leaders in conducting discussion classes.



**CONCENTRATION PART  
OF LEARNING PROCESS  
AT  
VASSAR COLLEGE**

It has been pointed out that the project of parental education discussion classes in California under these favorable conditions has resulted in a better basis of cooperation between the public schools and the parent-teacher associations; that "the influence of the parent-teacher associations in determining the course of public education has been definitely strengthened in many separate communities and in the State as a whole." The reported situation in California in this respect is interesting.

Another bureau in the California Department of Education carries on some parent education activities. This is the bureau of homemaking education of the Division of Secondary Education. Classes in parent education were financed in 1930 by the

George-Reed fund supplemented by an equal amount of State department funds, but the amount available for this work varies according to the demands for funds to carry on the regular all-day Federal and State aided project for high-school girls.

The California State Department of Education has issued bulletins on methods of forming child study classes in a public-school system, requirements for leaders, and a standard plan for procedure. Specimen questions and suggested home projects and the statements of objectives of the work from year to year are among the materials used by the leaders in promoting the work.

In the State of New York the policy of the Division of Child Development and Parental Education has been to carry the State-wide program only temporarily under special funds from a private foundation and eventually to secure State support for the work. State support was granted by the legislature in April 1933. The annual budget since 1928 for the division had been \$16,000 and this is the amount appropriated by the legislature with which to finance the work.<sup>6 7</sup> The State department has had the cooperation of other public and private agencies in the State whose parent education work has also been supported by grants. These include Cornell University, College of Home Economics; Vassar College, Institute of Euthenics; University of Rochester; New York State College for Teachers, Albany; a few boards of education; and the joint committee on lay leadership in parental education.

Carrying out its statement of function in parent education the New York State Department of Education has effected the coordination of many institutions and organizations of public and private character; it has given assistance in training teachers in service and others; it has trained lay leaders for study groups; it has organized groups and courses; and it has conducted research in the field.

Three types of groups seem to have developed within the State of New York with purposes to unify efforts and to act as

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<sup>6</sup> New York State Education, October 1933, p. 45.

<sup>7</sup> New York State Department of Education. Report of Work of Child Development and Parental Education. June 1933.

clearing houses in parent education. They are called respectively parent education councils, associations, or committees. According to a 1933 report councils have been organized in such places as Buffalo, Niagara Falls, Poughkeepsie, Rochester, Rome, and Westchester-Rockland Counties. These councils represent agencies and institutions which have parent education elements in their regular programs.

A number of States maintain health instruction or health education bureaus or divisions in their departments of health. The discovery in these educational projects of phases of parent education work arrests the attention of those who are concerned particularly with the development of facilities for the education of parents and who have thought of State boards of health in terms of vital statistics, quarantine, sanitation, epidemics, etc.

State, county, and city health agencies made a significant contribution to the parent education movement in the United States during 1930-32, according to information received by the United States Office of Education in response to an informal inquiry. Notwithstanding the fact that parent education is characterized as a subsidiary element in the main health program, the education of parents in a health project is recognized as fundamental to its success.

Health study classes, parent education classes, mothers' correspondence courses, group conferences, adult health clubs, home visits, demonstrations, individual conferences and interviews with parents, and clinics conducted by physicians or nurses constitute some of the means, named by health agencies, by which they further the education of parents in many States.

Classes of parents are organized in some States by parent-teacher associations or other interested groups for instruction by health officials who report that they cooperate in summer round-ups, well-baby conferences, and other community health activities.

The work in maternity and infancy conducted in State departments of health under Federal subsidy was discontinued in 1929 but in many States the work was continued under State funds. Health centers, health conferences, classes in infant and maternal care, and other activities give evidence of its continuance although the Federal aid has been discontinued.

*Health instruction* ★ Definite information on health instruction for all States is not available for the biennial period 1930-32, but in Arkansas 5,500 parents were enrolled in parent education instruction; in Indiana, 1,558; and in South Carolina 500 enrollments of parents were reported.

In Alabama 52 county health departments carried programs which included parent education through home visits, group instruction, and clinic service. No summarized report of this work is available but a health official in this State believes that to parent education may be attributed in part the fact that certain diseases are no longer a problem in the State.

In rural sections of New York State family health conferences were held by which more than 5,000 parents were reached, and through letter service, individual conferences, mothers' classes, letters on prenatal care, and various types of literature, in 1931-32 a total of more than 275,000 mothers were instructed, according to reports.

Two States, West Virginia and Virginia, have reported correspondence courses for mothers. In West Virginia, a total of 12,824 mothers were enrolled in 2 years in adult health study classes and, in addition to this, work was carried on through home visits, demonstrations, interviews, and literature.

Florida State Board of Health reports parent-education classes in which 3,270 parents were enrolled in 115 classes for a total of 501 lessons on the subjects of health, habit formation, emotions, and adolescence, during the past 2 years.

Many State departments of health issue monthly prenatal letters of instruction to mothers and leaflets on diet for the young child, care of the baby, physical standards, good posture, dental care, and diet charts for the child at various periods of growth, etc. Among the States offering publications on some if not all of the subjects named are California, Maryland, New York, Pennsylvania, Rhode Island, Texas, and Kentucky.

Lesson topics or outlines of courses for class work have been issued by a number of State departments. Among them are: Arkansas, Florida, Indiana, Mississippi, and Texas. Some of these are outlines in hygiene, maternal and infant care, or other aspects of health education for parents.

Present economic conditions should call forth the united energies of health departments and parents in order to maintain the standards of health and hygiene which have been developed during the past decade. The instruction of parents by nurses and physicians through home visits, lectures, classes, correspondence courses, and through other means by which State boards of health report that they reach literally hundreds of thousands of persons annually may be considered one of the interesting and important features of the whole parent education movement.

### **PUBLIC-SCHOOL PARENT EDUCATION THROUGH STUDY GROUPS**

The medium most frequently used for the education of parents is the study group which is organized in local communities, preferably in the schoolhouse, under trained leadership whenever possible for the presentation, discussion, analysis, and solution of problems. For many years parents' groups have held meetings in public-school buildings with no outlay on the part of the school district. At first, many school officials were reluctant to accept the invasion of parents into what they considered their domain; other school officials accepted their presence with indifferent attention to their needs; but a few progressive school administrators saw in this movement another opportunity to insure the success of their work with the children. Today many school people not only give their approval to the work of parents' groups, but they are in some cases taking the initiative, supporting groups with public funds, wholly or in part, and when such funds are used public-school officials actually control local programs in which parent education study groups or classes are conducted. Other agencies cooperate in promoting the organization of groups.

In preceding sections of this study on financing, promoting, developing, and supervising Federal and State projects in parent education an effort has been made to show how the Federal Government and State departments have participated in parent education projects.

In the following sections an effort is made to show how parents are reached in local communities although the projects may be a



### **OBSERVATION OF EATING HABITS AT UNIVERSITY OF MINNESOTA**

part of a State program and in some cases financed by State funds or by Federal and State funds.

### **PARENT EDUCATION IN LOCAL COMMUNITIES**

Since the ultimate objective is to reach parents with opportunities for education which will result in the improvement of their attitudes and practices with their children and those of other members of the family and to increase parents' skill in managing the home, this section of the study will deal with the extent to which parent education study groups or classes are reaching parents in local communities.

The following are details of local group work conducted through the use of funds provided by public agencies under one or another of the four types of the State programs mentioned in the section on State programs in parent education, or of projects in this field which have developed locally, under private funds.

Superintendents of schools and parents' groups have worked together to realize their ideals of an educated parenthood and have shown a great deal of ability to make the facilities meet the growing demand for a new type of education and this, in some cases, notwithstanding the seriousness of the difficulties in financing public education.

There is a conviction in the minds of some leaders in parent education that the interest and cooperation of parents' groups already organized are an essential background for the success of parent education. Such groups can create enthusiasm, stimulate interest, conduct publicity, and they frequently become responsible for organizing and sometimes for financing the group.

As stated before, the State and local activities in parent education are so interwoven that it is practically impossible to speak of the activities of one without involving the other.

From the reports of activities in child development and parent education in the States of Massachusetts, Illinois, Oregon, and Arkansas, the following information has been taken. This sampling of local activities and achievements comes from four sections of the United States and the activities discussed below were carried on during the year 1931-32.

*Massachusetts* ★ This is a State in which a full-time extension specialist was employed in child development and parent education under the funds of the Cooperative Extension Service of the United States Department of Agriculture. This work is carried on at Massachusetts State College. Six counties were reached in 1 year and a total of 684 meetings were held, with an aggregate attendance of more than 10,000 persons. The child-development project in Massachusetts includes the organization and instruction of leader-training groups, the organization of community groups taught by home demonstration agents or by leaders, community groups taught by the specialist in charge of the State program, representative groups who learn how to organize community groups, homemakers' day, and single meetings.

Subject matter for the work was made available through outlines, discussion guides, discussion, lectures at which members of the group participated, and other aids were available, such as

charts, observation work sheets, or illustrative pictures, and exhibits of various kinds. Cooperation with librarians, correspondence, the issuance of mothers' service letters, and short radio talks constitute some of the methods of promoting parent education in Massachusetts.

Some State colleges, although they may have no full-time specialist in parent education, designate a person on the home economics extension education staff who devotes a certain amount of time to the work of parent education. The following are examples of States in which one or more home-economics instructors give part time to parent education.

*Illinois* ★ In Illinois a specialist gave 80 percent of the time to extension work which included the development of parent education projects.

Two types of groups were promoted in Illinois—prospective leadership groups and child-development study groups. Prospective leadership groups are made up of persons who, according to report, have had a background of preparation such as a year's reading under direction or a score of discussion periods and home projects in order to qualify for leadership in the field of parent education in a local community.

The specialist in child development and parent education of the home economics service organized groups of persons interested in child development study groups in seven counties for a series of meetings varying in number. The membership in groups is reported as 809 persons.

The Home Economics Extension Service of the University of Illinois through its cooperative relations with the extension work of the Department of Agriculture furnished mimeographed plans, suggestions, record blanks for prospective leaders, record blanks to indicate the progress of habit development in children, reading lists for groups, and other aids necessary to the successful functioning of the project of parent education.

*Oregon* ★ When this information was received, a full-time specialist in child development and parent education had not been employed in the Oregon State Agricultural College under

the cooperative extension education service, but work in this field was conducted by a professor of the home economics department in charge of the nursery school and child development, who gave considerable time to the development of leaders for work with parents' groups in local communities.

Parents are reached with educational opportunities by means of radio talks and radio clubs; a correspondence course in child development; a home study course on guiding the developing child; mimeographed and printed material for local leaders on child guidance; schools for parents; and a State conference on the study of home interests.

*Arkansas* ★ Four women specialists who are engaged in the extension service of the University of Arkansas, in connection with the United States Department of Agriculture include parent education in their home demonstration project work. This is one of the States in which there was in 1932 no full-time specialist in parent education.

The report of the achievements in a year of 25 home demonstration agents is evidence that 309 communities were interested and took part in the program and that 168 leaders were prepared to take the leadership in local communities. Demonstrations in child training have been carried on in 16 counties and reached nearly 1,500 persons.

*Kansas* ★ For the past 4 years the State supervisor of home economics in Kansas has carried out a very effective plan for extending parent education in the State. A specialist in parent education has been employed as itinerant teacher for adult classes by the State board for vocational education for a period of 9 months, the salary being paid from Federal and State funds for vocational education.

The State supervisor of home economics makes the arrangements for classes with local superintendents of schools in 6 or 7 different centers each year. This means that the itinerant teacher conducts series of 5 to 10 lessons in each center, meeting 5 or 6 groups twice a week. While her services have been utilized for the most part in larger cities in the State, at times she

has worked in small towns located close enough together to make possible traveling from one to another.

The courses have varied, according to the expressed interests of the groups, and have included work for parents of infants, preschool-age children, and adolescents. Types of lessons are as follows: Development of the emotions, training children to be courageous, training children for use of money, habit formation, sex information, and developing habits of industry. After class discussion, time is open for individual conferences with parents on special problems. In addition to regular class work, the itinerant teacher has had many requests to give special talks in each center.

In 1932-33, classes were conducted in Hays, Ellis, Topeka, Kansas City, Manhattan, Coffeyville, and Arkansas City, and a total of 2,670 women were enrolled in the classes in these centers. Many men attended the special talks and some attended classes. The local parent-teacher associations cooperated with the State supervisor in promoting and sponsoring the classes in parent education in several centers of the State. The enrollment for the year totaled 2,762. The theme of the evening school program, "Living-at-home", furnished a basis for the development of the courses in parent education, as well as for all other courses in homemaking.

*Pennsylvania* ★ The program of adult education in Pennsylvania, as in practically all other States, included instruction to many groups of adults in parent education. This program was conducted under the direction of the State supervisor of home economics and the assistant supervisor of home economics. The situation in Pennsylvania has been unique in its facilities for parent education through the existence of the State Council of Parent Education with which the State supervisors of home economics have cooperated from the beginning. Excellent materials for vocational classes have been available from this council. In 1932-33, among the important developments reported by the State supervisors of home economics were increased cooperation with the State-wide parent education program through contributing to club programs, and teaching

pre-parental courses in high schools on personal living, family relationships, and child development. Each year an itinerant teacher assists with the program of the farm and home week at the State college, thus reaching large numbers of rural women. This teacher conducted a series of radio talks on parent education 1 year and experimented with an enrolled group of listeners.

*Arizona* ★ Through the efforts of the State supervisor of home economics in the State department of vocational education and the local supervisor in Phoenix, there has been a real development of interest in the parent education program in Arizona. In Phoenix alone, during 1932-33, there were 14 classes in parent education, including child guidance and development, social and family relationships, home nursing, and home management.

The present economic situation has made it necessary for parents to consider what can be done for children to give them a better economic standard and a feeling of security. In lessons on the Livable or Satisfying Home the need for not letting present economic stress leave psychic scars was stressed. Very effective work has also been carried out on children's incomes. The work in parent education is gradually becoming a part of adult programs throughout the State. Recognizing that the development hinges upon availability of trained workers, the University of Arizona is offering a special program for training leaders in parent education.

*Georgia* ★ The development of a State program in parent education was reported by the State supervisor of home economics in Georgia as the most outstanding improvement in the adult program in 1932-33. The division of vocational education employed a full-time itinerant teacher of parent education. Due to the great financial stress throughout the State, the salary for this special worker was paid entirely by the State department of vocational education from Federal and State funds.

*Alabama* ★ A total of 822 persons were enrolled in 24 local communities in study groups according to 1931-32 reports from Alabama. A group was organized in a community when the

following requirements had been met: A committee of three interested persons must be formed to cooperate with the expert; a signed list of prospective members of the class must be sent to the leader; transportation facilities of some kind must be guaranteed; and the continuance of second- and third-year classes after the leader completed the course must be assured. Among the places in which study groups were conducted are Birmingham, Mobile, Montevallo, Decatur, Gadsden, Montgomery, and 18 other centers.

In Grand Rapids, Mich., where a public-school project in this field was in progress, the work in 1932 was directed by the head of a school department who received no added remuneration for parent education work. Three teachers in the school system acted as instructors without added compensation. The total cost of parent education for 1 year was reported as \$100. The board of education received fees from study groups which amounted to approximately \$57. Individual enrollment fees of 50 cents were charged per person. This economical administration of a successful parent education project should encourage interested superintendents of schools to experiment in this field.

Throughout the State of Washington classes for leaders in parent education were conducted by a specialist from the State department of education in nine centers to which persons in the nearby towns came for instruction. In Rhode Island there were nearly 2,000 persons enrolled in parent education classes under State department auspices. In Iowa, under the vocational education program of the State, there were 19 centers in which more than 1,000 persons were enrolled in homemaking courses which included the subjects of child development and family relationships. Delaware is another State in which parents are offered courses in child study, and there is also opportunity to get instruction in program making for parent-teacher associations and for other groups.

Sometimes a leader is drawn from the teaching staff of a community. In Bridgeport, Conn., for instance, the board of education sponsored a parent education class and placed the leadership in the hands of the supervisor of elementary grades. The second

year the program was extended in order to provide for the training of leaders by the same supervisor. Mothers were enrolled in 1931-32 in afternoon classes for parent education in the adult education department of the city school system of New Haven, Conn.

Among the other communities in which study groups were operating in 1931-32 in public schools are the following: Detroit, Mich.; Albany, Auburn, Amsterdam, Batavia, Binghamton, New York City, Rochester, Schenectady, Syracuse, Utica, and other cities in New York; Tulsa, Enid, Oklahoma City, Ardmore, Okmulgee, Norman, and other places in Oklahoma; Lincoln and Omaha, Nebr.; Long Beach, Glendale, Pasadena, Los Angeles, Whittier, Alhambra, Monrovia, Calif.; Duluth and Minneapolis, Minn.; Fort Smith, Little Rock, and Texarkana, Ark.; Atlanta, Ga.; El Paso and Houston, Tex.; Everett, Seattle, and Tacoma, Wash.; and Green Bay, Wis.

### DEVELOPMENT OF PROFESSIONAL LEADERSHIP IN PARENT EDUCATION

The professional aspect of parent education has been developed particularly during the past decade through grants from a foundation and through the leadership of some of the larger universities, although it should not be overlooked that a great many smaller institutions of collegiate level have made important contributions to the development of parent education as a professional subject.

At least 64 colleges and universities offered courses in parent education in 1932, in their regular sessions and in their summer sessions; 45 institutions offered full or short courses or held conferences in this field of education. Applicants desiring to take courses in preparation for professional leadership in parent education are given courses and experience which will supplement and round out their previous training.

In departments of institutions established exclusively for child development and parent education purposes, advanced students majoring in these subjects are offered opportunities for study, research, laboratory, and field work. They may prepare for positions as instructors in colleges, universities, or teachers colleges, as research workers, as leaders in public-school work in

parent education, or as extension or social workers. Nursery schools, kindergartens, or other experimental centers are provided by many universities for the observation and practice of students with children and their parents.

The program at Columbia University for training leaders includes courses in parent-child relationships, field work in parent education, physical development of children, practice with children, practice with parents' groups, philosophy of education, advanced educational psychology, sociology of family life, mental adjustments, psychology of adolescence, and the relation of household arts to family welfare. The scope of the training offered is indicated by this comprehensive list of courses. Departments similar to the one at Columbia have been conducted by the Universities of Minnesota, Iowa, and California.

An examination of the courses offered generally in universities indicates that the subjects frequently offered are in child development; mental, physical, and social hygiene; psychology of early childhood and adolescence; behavior problems; and, in addition to these, other courses are provided in such subjects as social science, philosophy, nutrition, physiology, etc., to round out the previous training of students.

In some of the colleges, universities, and State teachers colleges, one or more courses in child development, child care and training, or in related subjects are offered. For instance, at the University of Alabama there is a course in behavior problems which is open to parents; at Yale University and the University of Georgia

## **PARENTS LEARN HOW TO ANTICIPATE AND AVOID SUCH SITUATIONS**



there are courses for students in child development and opportunity for research in a nursery school. The National College of Education, Evanston, Ill., gives courses in parent education for parents, teachers, and students, and conducts a nursery school for student observation and practice.

Graduate and undergraduate work in child development and parent education are offered at the Merrill-Palmer School, an institution of collegiate rank established in Detroit, Mich., in 1916. A collegiate curriculum in child development is offered by the school together with a program of research, and a program of instruction for students, children, and parents. The nursery school connected with the institution offers demonstrations and research facilities. The program also includes facilities for conferences, a consultative service for mothers, an advisory service for college women, recreational clubs for graduates of the nursery school through which the school keeps in touch with the children it has had under training, extension and cooperative courses, and library facilities. The work of this school has many aspects within the school proper, and its cooperative and extension activities include meetings, study groups, lectures, and furnishing leaders and teachers for groups.

Fathers, mothers, and their children are admitted as students at the Vassar Institute of Euthenics, conducted each summer at Vassar College for the study of personal family problems and the care and training of children. In addition to these registrants there are other adults such as teachers, social workers, etc. The institute was opened in 1926 to offer facilities for conference, study, and discussion of problems related to childhood and family life. Programs of study are developed for each individual to meet his or her special needs. The courses may be classed generally under the subjects of mental and physical development of children, family and home life, and the community. A nursery school for the children offers opportunity for their parents to observe the methods of the teachers in meeting the daily problems of handling children.

In addition to the regular work in parent education of the Iowa Child Welfare Research Station of the State University of Iowa, the summer session of the university offers courses in child develop-

ment for beginning graduate students, courses in the preparation of manuscripts, methods of physical measurement, psychology of adolescence, childhood and infancy, mental measurements, and child study and parent education. A conference course in methods and techniques of parent education and courses for advanced students in research in child welfare are offered. Many other subjects are open to students who may need to have their previous training supplemented.

In the 1932 report of the regular session of the station, it is stated that outside the facilities for research in the preschools there are more than 150 study groups scattered throughout Iowa which are available for research and experimental purposes. The subjects of studies undertaken in the parent education program listed as in progress in 1932 are as follows: The study of children's play in the home, children's use of money, parent education materials in Iowa libraries, the use of fiction in parent education, measurement of parent attitudes, evaluation of methods in parent education, curricular studies in child development and parent education, etc.

In many other colleges and universities parent education work is included in the program of already established departments such as those of education, home economics, psychology, etc. Home economics departments include parent education work in the Kansas State College of Agriculture and Applied Science, Manhattan, Cornell University, University of Cincinnati, Michigan State College of Agriculture and Applied Science, University of Georgia, University of Illinois, Iowa State College of Agriculture and Mechanic Arts, Oklahoma Agricultural and Mechanical College, and Rutgers University.

Programs of home economics departments of colleges and universities frequently contain elements of parent education and are found, for example, at the University of Cincinnati, Alabama Polytechnic Institute, Spelman College,<sup>8</sup> State Agricultural College (Utah), and Oklahoma Agricultural and Mechanical College.

Parents and leaders in parent education find that summer schools in many colleges, universities, and State teachers colleges are open to them where they can take courses or attend conferences or

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<sup>8</sup> Negro.

institutes. The 1932 summer schools of universities and colleges offered courses in parent-teacher practices or study group work, parent education, courses in child development, behavior problems, etc., or conferences, in upwards of 40 States. Short parent-education conferences from 2 to 5 days in duration are popular. Ten universities in their summer sessions held conferences on parent education and on the educational aspects of the parent-teacher association in 1932. Among these institutions were Yale University, Columbia University, University of North Carolina, State University of Iowa, and the University of Georgia.

The State University of Iowa held its sixth annual State Conference on Child Development and Parent Education for 3 days during the summer of 1933 at which the program was open to graduates, undergraduates, and to leaders in parent education.

The provision by which many institutions of collegiate level offer various courses to special students of the age of 21 or over who, for various reasons, are unable to qualify as regular students, opens up opportunities for lay leaders, parents, and others who, by their background and experience, are able to present satisfactory evidence that they can carry the work successfully.

During its regular session the University of Michigan at Ann Arbor holds a 3-day parent education institute conducted under the direction of its extension division and with the cooperation of the Michigan Congress of Parents and Teachers. The 1933 gathering was the fourth annual parent education institute held in the State of Michigan.



## VOLUNTARY AGENCIES



VOLUNTARY organizations render an indispensable service to parent education projects. Some of them make their contributions in one way and some in another. For instance, one group of parents interests its members in the value of furthering their own education and forms small study groups to be conducted by trained leaders; another group promotes parent education among college-trained parents and furnishes outlines for study groups; another group cooperates with a university; furnishing demonstration centers of parents in which students observe and practice in connection with their courses in parent education; and still another group offers parent education as a part of the home economics service to teachers of home economics who include parent education courses in their projects.

## INTERNATIONAL ORGANIZATIONS

The spirit of cooperation between nations of the world has been exemplified in the International Federation of Home and School whose present headquarters are at 29 Tavistock Square, London, England. This organization has characterized itself as "a league to coordinate under a federation form all scattered efforts of those who, either individually as parents, teachers, friends of childhood, or collectively (as in organizations or societies) are working for the protection of the home, the support and improvement of the school and the betterment of the community life."

The third biennial meeting of this organization (having in 1933 representation in 35 countries) which is a section of the World Federation of Education Associations, was held in Dublin, Ireland, in 1933, when Miss Ishbel MacDonald of England was elected president and administration was transferred from the

United States to England. Representatives of at least 25 nations were in attendance upon the conferences in Dublin where leaders discussed such vital topics as: Education as the dominant influence in social adjustment, character an achievement, recognition of authority, mental hygiene, and health education.



### **UNIVERSITIES PLAN ACTIVITIES FOR YOUNG CHILDREN**

The league works through conferences and committees to carry out its program. Two of the committees, those of the home and of child study and parent education, have special reference to the care and training of children. The league collects, interprets, and disseminates information of special interest to the constituent associations. The idea of cooperation between parents and teachers in foreign countries is looked upon with increasing favor.

Forty Protestant church denominations and 25 State councils of religious education constitute the International Council of Religious Education and unite in developing the main program of the council. Headquarters for this council are located at 203 North Wabash Avenue, Chicago, Ill. A joint committee on family and parent education, consisting of representatives of five committees of the council, the National Council of Parent Education, and the

Commission on Marriage and the Home of the Federal Council of the Churches of Christ in America, was formed in 1932 and has been at work on its program and on materials for parent education, preparing bibliographies, and making studies of special cases of parent education projects. A plan has been issued by which the council committee correlates its work in this field with other organizations. Publications for the use of teachers and leaders are now available.

### NATIONAL AGENCIES

Parent education is one of the major projects which the National Congress of Parents and Teachers carries on together with other features of its program of social, educational, and welfare work. This voluntary organization with a membership of more than a million and a half in approximately 20,000 units is made up of parents, teachers, school administrators, and other interested adults. Each individual member paying the requisite amount to cover annual dues becomes an active member of the national, State, and local organization. Headquarters of this national organization are maintained in Washington, D. C.

Experts in the fields of health, education, public welfare, and extension head standing committees through which State and local associations receive direction and assistance in developing programs which may meet the needs of the members in whatever community they may live. The work of the Congress is carried on wherever parents are working for the welfare of children, for the integrity of the home, or for the support of the school and community.

The annual summer health round-up of preschool children, which was begun in 1925, is an important activity of the organization. In May, each year, under the direction of the parent-teacher association, children in many school districts who are to enter school for the first time in the following September are examined by health officials, and parents are informed of the defects discovered. During the summer parents are expected to have the remediable defects corrected. In the fall there is a check-up to find out the condition of the children.

The success and the extent of the project are indicated by the report that in 1932, 84,925 children were examined with 67,889 parents present at the examination. There were 6,619 parent-teacher associations registered for this work during the 1932 campaign. Parents received instructions regarding the care of their children. Many cases of malnutrition were discovered at the last round-up, nearly 3,000 of which were corrected before the opening of school in the fall. This campaign offers an opportunity for the education of parents in the physical care and health of their children by attending physicians.

A foundation has granted funds for a demonstration under the direction of a national chairman and an associate chairman who have both had university training and who head up a parent education committee of the National Congress of Parents and Teachers. The association chairman gives field service to State organizations where parent education is interpreted; the resources in this field are studied in each State; projects of State agencies are coordinated; source materials are developed; and methods of organization, of preparing program, and of leadership in parent education are presented. During the year 1931-32 there was an increase of more than 50 percent in the membership of study groups under parent-teacher auspices. The total membership in these groups was 108,394.

To further education among parents in many States and to provide the needed leadership, State organizations and parent-teacher associations frequently sponsor "schools for parents" such as have been held in many cities in Oklahoma and at the Austin Peay Normal School in Tennessee; conferences like those held at Yale University, at the University of Iowa, at the University of Maryland during the 1933 summer session; and like the institute held at the University of Michigan, November 1933; and other institutes and classes which are held in many States each year.

Ten correspondence courses are offered by the National Congress of Parents and Teachers through which parents are instructed on the technics of organization, the development of local programs, and the interpretation of parent-teacher association work.

From 1 to 3 national field secretaries instruct leaders in the basic principles and practices of good parent-teacher procedures at

institutes, schools of instruction, conventions, etc. The movement is further developed by numerous organization leaflets, handbooks, charts, and the official organ, *The National Parent-Teacher Magazine*.

The Child Study Association of America is described as<sup>9</sup> "primarily an organization of parents, who by interpreting scientific findings and pooling their common experiences, are being helped and are helping others to a better understanding of the many problems involved in the guidance of childhood and youth."

It is an organization having headquarters at 509 West One Hundred and Twenty-first Street, New York City, which, according to 1932 reports, had 132 affiliated groups in 29 States and 3 foreign countries. The staff consists of a director and associate director under whom there are workers in divisions of study groups, library, consultation service, summer play schools, and publications.

Among the activities conducted at the headquarters of this organization, in addition to field service which extends to various parts of the country and the project in summer play schools, are: Teaching groups of parents; training leaders for study groups; giving a consultation service to individual parents; a lecture and conference program; preparing and publishing book lists, outlines, pamphlets, and other publications; conducting a speakers' bureau; and radio broadcasting. Extension courses are given by the association for which Columbia University Extension Department and New York University Institute in Education are reported to have given credit.

An observation program is arranged by the association for students in training in universities in the vicinity, who observe methods and practices in study groups. Students in training for nursery schools, kindergartens, and primary work and students in the theological seminary are admitted for observation of these groups.

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<sup>9</sup> Gruenberg, Sidonie Matsner. The Child Study Association of America. *The Journal of Juvenile Research*, vol. XIV, no. 4, October 1930.

A journal, *Child Study*, is the monthly official organ for the Child Study Association of America.

The National Council of Parent Education (headquarters, 60 East Forty-second Street, New York City) functions both as a council of organizations and as an association of professional workers. Before January 1, 1933, it was a council of organizations only (during 1932 it consisted of 51 constituent member organizations); since that date it has invited both organization and individual membership. On December 1, 1934, it consisted of 40 organizations which include education in family life and parenthood in their programs, and about 400 individual professional workers. The governing board, elected biennially, is composed of a chairman, 11 representatives of constituent member organizations, and 3 representatives of the group of individual professional workers. The council is financed by subventions from foundations, by membership fees, and receipts from the sale of publications.

It acts as a clearing house of information about the parent-education movement and about methods and materials for education in family life and parenthood. It provides for its members and other interested professional workers opportunities for the exchange of ideas and for professional growth, through its institutes, conferences, and periodical publications.

The employed staff serves upon request as consultants and counselors to administrators and to local communities and composite community groups regarding the development, the administration, or the coordination of parent education activities. Guidance and assistance is provided also for experiments in the organization of parent-education programs and in the preparation of materials. This is generally given in cooperation with other agencies.

Occasional publications take the form of monographs, bibliographies, or bulletins which deal with the organization, administration, methods, and subject matter of parent education. A professional service bulletin, *Parent Education*, is published six times a year.<sup>10</sup>

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<sup>10</sup> Information furnished by the National Council of Parent Education.

Among the large number of national agencies whose programs include parent education is the National Woman's Christian Temperance Union having headquarters at Evanston, Ill., which has a program of parent education in its child welfare department. In 1932 there were conducted 476 child study classes in 18 States.

The program for parental education of the American Association of University Women whose work centers at 1634 I Street, NW., Washington, D. C., is primarily for college women who are members of the organization and who desire to improve their methods of dealing with the problems of the family and to learn how to study their own attitudes, habits, and practices in relation to their children.

The contribution to parent education that this national organization has made is important. As part of its educational program it has organized outlines for study discussion on three age-levels—preschool, grade school, and adolescence. Since 1931 reports show that 516 study groups for parent education were carried on by this association through its branches. Its official organ is issued quarterly and is entitled *Journal of the American Association of University Women*.

“Home economics \* \* \* utilizes various sciences and arts in its analysis of an area of human interest and activity and has a contribution to make to education for family life and to parent education, but at the same time has other objectives.” This statement of the scope of endeavor of the American Home Economics Association has been quoted from a bulletin published by the association in 1932 containing reports of conferences on home economics and family life.

The work of parent education is conducted in one of the divisions at the headquarters of the American Home Economics Association in Washington, D. C., and in the field by the field worker in charge who conducts conferences, round tables, gives a consultation service in child development and parent education, initiates research studies, and works for cooperative relations with other agencies.

At the 1933 annual convention of this organization many of the

addresses dealt with the subjects of the family and its relationships, and with the possibilities of cooperative relations with parents' groups. Excerpts of these addresses are to be found in the October 1933 issue of the official organ of the association, the *Journal of Home Economics*, which is published monthly. For parent education purposes bibliographies are prepared indicating the sources of books, pamphlets, and periodicals.

Through its cooperative activities, conferences, field and consultation services, and its subject matter, the American Social Hygiene Association, 50 West Fiftieth Street, New York City, a national voluntary organization, promotes education in social hygiene. The membership of this organization was reported in 1932 to have reached about 10,000 persons.

Continued cooperation which results in reaching a wide constituency with social hygiene instruction is maintained by this association with the National Congress of Parents and Teachers, the General Federation of Women's Clubs, and other organizations. Two of its purposes to "foster successful family life" and to "advance sound sex education and preparation for marriage", are of vital interest to the parent education cause.

Pamphlets recommended for home use have been issued from year to year. They include lists of books and pamphlets selected and approved by the organization, and popular leaflets. Members of the association receive the official organ, *Journal of Social Hygiene*, which is issued monthly, and nonmembers may subscribe for it.

For many years an appreciable contribution to the health and well-being of the children of the United States has been made by the American Child Health Association centering in New York City. Its program has reached parents through many avenues—conferences, leaflets, etc. A series of practical health releases written in familiar terms for parents has been issued monthly in mimeographed form for a year or more under the general title of "What the Doctor Says." The releases cover such subjects as "Learning to live together", "Should Mary choose her own clothes", "Clothes for cooler weather", "Good manners in

speech", "School lunches for the Johnson children", "Learning to entertain", and many other topics of particular interest to parents.

The association also issues a list of its publications suitable for parent education purposes. Many of the leaflets listed are obtainable at nominal cost. The *Child Health Bulletin* is the official organ of the association and *Spyglass* is published four times a year as a periodical for children.

The National Recreation Association, in New York City, has taken the leadership for many years in developing facilities and programs for recreation and play in communities. Lists of publications contain references to material for home play or recreation and programs for adults, especially for parents. *Recreation*, the official organ, contains discussions of all aspects of recreation.

The National Committee for Mental Hygiene, with headquarters in New York City, is a private voluntary organization of physicians and laymen which together with State committees has brought about a new and more sane attitude toward the mentally sick and toward variations in behavior due to mental and physical conditions and to environment. This committee places its emphasis upon prevention of mental disorders by the establishment of normal human relationships rather than upon curative measures. Among its objectives it aims to "establish among educators, teachers, and parents a point of view that recognizes instructive and emotional as well as intellectual factors in child training." Its parent education activities include popular leaflets on behavior problems of children, bibliographies, and selected reading lists. *Mental Hygiene* is published quarterly as an official journal.

Elements of parent education are to be found in two departments of the General Federation of Women's Clubs, Washington, D. C., those of the American home and of education. In the tentative plan of work for 1933-34 emphasis was placed upon the promotion of schools for parents, homemakers' institutes, cooperation with all agencies engaged in the development of home-

making and upon the promotion of mothercraft, pre-school education, home-economics training, and family finance.

The federation furnishes its clubs with outlines and reading lists and encourages the formation of child-study groups.

The American Library Association, Chicago, Ill., is a private voluntary organization of librarians whose purpose is to raise the standards of library work and to promote the establishment of libraries in communities where facilities are lacking.

Parent education is an element in the larger program of this association through which an expert gives an advisory service to parent-teacher associations.

Reading courses, lists of books for parents, and bibliographies are published and distributed as a service of this organization.

The idea that teachers need to know more about the problems parents have with their children and that they need to cooperate in the development of the children who are their mutual concern is not new. It has been one of the elements of good kindergarten practice many decades for teachers to hold mothers' meetings at the schoolhouse periodically for the purpose of developing a better understanding of the common problems of teachers and parents. It has been difficult, however, to discover ways of collecting inquiries and problems which parents are wont to bring to the teachers of children in early elementary grades.

The Association for Childhood Education, with headquarters in Washington, D. C., has through its Committee of Nineteen prepared and presented in 1932 a report of the parent education activities carried on in Boston, New York, Chicago, and on the Pacific coast under the auspices of kindergarten leaders in the pioneer days of the kindergarten movement. In 1933 the parent education committee of this association indicated in its report that through experimentation a satisfactory method of assembling questions and problems of parents has been completed through the cooperation of early elementary school teachers in Kalamazoo, Mich., who recorded for a month the spontaneous questions and projects brought them by parents. According to report, the inquiries referred generally to mental and physical growth, the

child's physical well-being, the child's social and emotional growth, and the selection of opportunities for the child. This method of obtaining the information was so satisfactory that the parent education committee proposes to extend its use to a selected number of schools throughout the United States.

The official organ of the Association for Childhood Education is a monthly journal entitled "*Childhood Education*" which serves the field of nursery-kindergarten-primary school teachers as a professional periodical dealing with subjects on many aspects of child development.

### CHURCH ORGANIZATIONS

"For every child spiritual and moral training to help him to stand firm under the pressure of life." With these words the Children's Charter begins the enumeration of children's rights. Whether the life and character of the child be dwarfed and marred or shall reach the maximum growth of which it is capable is determined by the wisdom and insight of parents. Children learn from the environment in which they live. They absorb the attitudes and practices and habits of parents and they are all conditioned by the atmosphere and surroundings in which they pass their early childhood. They learn from the mother's voice; from discussions between fathers and mothers and other adults; from attitudes of parents toward others and toward the community, toward the church, toward the schools and the teachers, and toward God.

It is of first importance then for parents as well as the clergy to understand how personality develops, how impressions are taken in by the senses from day to day and how these build character, for good or ill. Parent education offers an opportunity for parents to learn how to analyze their problems and to understand how children grow physically, mentally, and spiritually.

Recognizing that the church needs the intelligent cooperation of parents while the children are passing through their early formative period, organizations of various religious faiths have welcomed the idea of educating parents to meet the problems of parenthood more intelligently.



### MOTHERS OF SIX NATIONALITIES LEARN UNDER COLLEGE GUIDA

One point on which leaders in all religious faiths agree is that parents should learn more about the nature of the child, how he develops, and how to manage the home for the fullest development of the children, physically, mentally, and spiritually.

The following sections describe some of the programs of various organizations and point out that materials have been prepared to carry out the respective programs.

The Jewish Welfare Board, having headquarters in New York City, has prepared and distributed a circular containing suggestions for organizing parent education and child study among Jewish women. The circular contains simple procedures and points to sources of professional leadership. The program, considering the Jewish element in Jewish family life, stresses that the program contains topics for discussion, suggestions for organizing and conducting special conferences on parental education and a bibliography for parental education and child study.

The Federal Council of the Churches of Christ in America centering in New York City promotes parent education through its committee on marriage and the home; through experiments in several large cities, and through the publication of educational bulletins containing subject matter and describing the experiments in parent education, lists of books, and outlines, and suggestions for organizing and conducting parent-training classes. Experiments were conducted by local councils in Buffalo, New York City, Philadelphia, and St. Louis.

One of the projects which the Federal Council reports is that of the Interdenominational Community Mothers' Council of "The Woman's Interdenominational Union of Philadelphia and Vicinity, Inc.", which was organized in 1924 among the women of Philadelphia churches. A department of the union was formed to promote the formation of mothers' councils in Philadelphia and vicinity and to further parent education and child study.

The councils conduct monthly programs in 16 sections of Philadelphia which any woman in the community may attend without the payment of dues. Attendance is said to vary from 20 to 150 persons and more than 1,000 women are reached monthly through these groups.

The Committee on Family and Parent Education of the National Council of Catholic Women, a lay organization having headquarters with the National Catholic Welfare Conference in Washington, D. C., was appointed in 1931 to study family life and the forces which threaten the well-being of the home. The program of the committee includes many important activities such as, the preparation and distribution of outlines for study groups; assembling materials for religious and character training in the home; selecting literature for children; helping mothers of handicapped children; interpreting the literature of experts to parents in terms that will be understood; introducing the study of family and parent education to Catholic parent-teacher associations; compiling supplementary literature; preparing talks to be given by older mothers to young and inexperienced mothers; planning with Americanization experts for helping foreign-born mothers.

Leaflets and bulletins have been issued for this work by the National Catholic Welfare Conference and by the National Council of Catholic Women.

A program of parent education is promoted by the Division of Adult Work and Parent Education of the Department of Christian Education of the American Baptist Publication Society, whose headquarters are in Philadelphia. This department offers courses on family life in institutes and summer assemblies; issues a program in a monthly magazine on child problems and leaflets containing discussion courses and lessons for parents' groups.

The Committee on the American Home, a standing committee of the Northern Baptist Convention, has issued a report under the title of "The American Home", in which it states the general objectives, outlines a general program for a local church on the Christian home, and gives suggestions to help parents to train their children in Christian living. A local church program for parental education has also been outlined. It offers many suggestions for the development of parent education in churches. A short bibliography points out some of the literature now available for parents, young people, ministers, teachers, and children. Some of the other material includes leaflets and an elective course for parent groups.

The National Council of the Protestant Episcopal Church, New York City, in its department of religious education is, according to report, conducting a study in parent-church cooperation. The reason given for this study is that the church is aware of the desire of parents, teachers, and others for help in developing the spiritual life of the children of preschool age. The purpose of the study is to discover and evaluate the content of the religious teaching parents give their children, and what parents would like to have taught; to analyze the reactions of children to religious teachings and experience as evidenced by their questions and conversations; and by means of experimental teaching in nursery schools to create useful methods and materials for parents in guiding the spiritual growth of their children.

Among the publications available for the work are leaflets on various subjects, home aids for parents, and an outline for leaders of parent discussion groups which has been issued for experimental purposes.



**TRAINING BEGINS  
EARLY AT  
IOWA UNIVERSITY**

The Home and Parent-Teacher Section of the General Sunday School Board of the Methodist Episcopal Church, South, Nashville, Tenn., has conducted a project in parent education for 8 years. Local churches were guided in the formation of parent-teacher associations and mothers clubs where practical home problems might be discussed and where parents might receive direction in the solution of their home problems of religious training of the children and young people. Plans and materials have been issued for study groups of parents in the leaflet entitled "Parent Education and the Local Church", in addition to the circulars issued for discussion programs.

The parent education program of the Church of the Latter-Day Saints, Salt Lake City, Utah, includes emphasis upon the need of play and recreation of the family as a whole and the development of a feeling of loyalty and cooperation between the

members of the family. A manual on Recreation in the Home has been issued by the general boards of the Mutual Improvement Association for the leisure-time activities of the church. It has suggestions for family gatherings for the enrichment of the home, for games and plays, and for home reading. The manual of the senior department of the Mutual Improvement Association, an organization of the church, for 1931-32 is entitled "Challenging Problems of the Twentieth Century" and contains problems for discussion groups and references and an activity program.

Through the Mothers' Society and Parents' Council the General Conference of Seventh-Day Adventists, Washington, D. C., conduct a program for the education of mothers and fathers connected with the churches. Through a reading course and a course of instruction which is issued in five volumes on The Christian Home, direction for reading or study is provided. A monthly periodical entitled "Home and School" is issued by the general conference.

#### **CITY ASSOCIATIONS, FEDERATIONS, OR AGENCIES**

A federation of 154 associations constitutes the United Parents' Associations of New York City. This organization reported in the year 1931-32 a membership of approximately 18,000 parents, and a program with definite objectives to promote parent education within the membership and to awaken the public to the significance of education and its effect upon community and adult life.

The annual report of this organization contains a detailed analysis of some of the projects carried on by the association. A great deal of emphasis is placed upon the training of leaders for study groups, one of the projects. During the year 2 leaders from each of 38 local study groups (76 leaders) were given leadership training. They were divided into 7 small groups and trained under the guidance of the educational secretary of the association. This training included teaching these prospective leaders to guide discussions and instruction as to where reliable information is to be found on many aspects of child and family life.

Other activities of the association are: Conducting a program institute where leaders are taught principles of program making and how to put them into practice; maintaining a speakers' bureau; promoting parents' bookshelves; preparing and issuing a monthly circular called "Publicitygram" which furnishes articles for bulletins of the member organizations; and conducting a non-credit training course in principles and methods of organizing and leading local parents' associations in the department of adult extension, New York University.

Among the publications distributed, in addition to a great deal of mimeographed material, the association has issued a descriptive presentation of the theory and practice of parents associations covering a period of 5 years. In the tentative program outlined in this presentation for the next 5 years the author includes some new activities for the association, such as the study of high-school association programs; working out methods of organization by grades in elementary schools; study of methods for the development of study groups, and of programs for groups in private schools; and many other activities related to parents' associations.

Mothers' clubs and parent-teacher associations in and near Cincinnati, Ohio, constitute the membership of the Federation of Mothers' Clubs of Cincinnati and Vicinity which was reported in 1933 to have 110 clubs and about 10,000 members. These groups have access to the Mothers' Training Center Association, an organization supported by voluntary gifts, which functions in the Department of Household Administration at the University of Cincinnati. Speakers are furnished by the association for monthly meetings or study groups; radio lectures are arranged and given on child care and training; and trained leaders are employed to organize and conduct the child study groups of mothers clubs and parent-teacher associations. The trained leaders are paid. This service resulted in 1932 in the attendance of more than 2,000 mothers who received instruction.

Notwithstanding the fact that the Federation of Mothers' Clubs of Cincinnati and Vicinity has become part of the State and national movement of parent-teacher associations it has

maintained its identity and issues the official periodical *The Parents and Teachers Magazine*.

Parent education is regarded as an important feature of the work of the Kansas City (Mo.) Children's Bureau, organized in 1918, which conducts two major types of work, parent education and the annual examination of all preschool children in Kansas City by physicians. The bureau's preschool work is financed by funds of the Community Chest committee and by gifts of interested citizens.

According to reports nearly a hundred groups of parents were under instruction in preschool, grade-school, and high-school groups during the year 1932-33.

The plan of work includes the education of parents and the general public in the care and protection of children from birth through school age, using school districts as centers, training all workers, promoting the formation of groups for study, finding and examining physically preschool children in all school districts, and keeping a file of records of the physical condition of all children.

The work of the Childrens Bureau has the cooperation of a great many organizations in Kansas City in its child welfare work. "Systematized study outlines" have been prepared for use of study groups of parents of preschool children.

#### **FOUNDATION GRANTS FOR CHILD DEVELOPMENT AND PARENT EDUCATION**

The problem of financing parent education has been a difficult one which has been met in part by private funds and in part by public funds from many sources. Within a decade grants from a foundation have amounted to more than 7 million dollars for parent education purposes. These funds insured the initial financing of projects to train professional leaders in parent education in several institutions. In addition to the aid of this foundation, other private and public funds were used in the development of this field, such as those from State and local organizations of parents and subsidies from Federal and State funds.

Parent education is a part of the program of the Children's Fund of Michigan (located in Detroit), instituted in 1929 to promote the health, welfare, happiness, and development of children in Michigan primarily." The work is promoted by appropriations of the children's fund through the health education division. In 1932-33 this foundation reported that 4,636 mothers were instructed in classes or conferences on the health of children. On this feature of the program \$9,700 was spent during the year. Lesson outlines for groups of mothers in a conference or clinic and demonstrations by a nurse on prenatal care and the outfit for a baby are given in connection with the classes for mothers.

In carrying out its primary object "to improve the condition of child life in the United States" the Elizabeth McCormick Memorial Fund (Chicago, Ill.) includes in its program activities that may be designated as parent education. This agency educates parents in child care through its child welfare library, its lectures, loan packages, bibliographies, and sends out representatives who contact parents and groups of parents. Many aids to parents are issued in mimeographed folders at nominal cost on such subjects as play, sleep, teeth, living, milk, fruits, and feeding the family.

The results of the work in child development and parent education, financed by grants of the Laura Spelman Rockefeller Memorial, of New York City, during the past decade in colleges, universities, schools, etc., are evidenced by the number of leaders who have been trained for professional leadership, by the steady creation of literature for parent education which is the outgrowth of research activities in child development and parent education. Perhaps the most far-reaching contribution these grants have made is that of professionalizing parent education and placing it on a level with other scientific aspects of education. Some of the institutions to which the grants have been made are the Universities of Iowa, Minnesota, California, Georgia; Rochester, Yale, and Cornell Universities, Rutgers University, Columbia University, the Merrill-Palmer School, Detroit. State departments of education in New York and California participated in Rockefeller



**INSTITUTE OF CHILD WELFARE  
UNIVERSITY OF MINNESOTA  
TRAINS CHILDREN  
IN GOOD TABLE HABITS**

Memorial funds; also organizations such as the Child Study Association of America and the National Congress of Parents and Teachers.

Several institutions have received assistance during the year 1932-33 from the General Education Board, New York City, in order to permit them to carry on or complete work in child study already in progress. Grants were made to the University

of California, Institute of Child Welfare, for the study of early adolescence; to the Merrill-Palmer School for a program of research in adolescence; to the University of Chicago for child development work; to Harvard University for its extended study of infants from birth to 5 years of age; and to the Brush Foundation of Cleveland for its cooperative program with the Western Reserve Medical School in its research in child life.



## INFORMATIONAL AGENCIES



### RADIO IN PARENT EDUCATION

IT IS easy to conceive the radio as an effective medium for the education of parents since it can carry a program into rural as well as city homes without any effort on the part of parents, but it is not so easy to set up a nation-wide program that will meet the needs and circumstances of all parents.

In the Office of Education an examination of the offerings of 69 stations in 17 States was made which revealed that many talks on child development, parent education, or on related subjects were listed on periods of time varying from 5 minutes to a half hour. On 16 percent of these programs the broadcasts of the Children's Bureau (Department of Labor) on Your Child were listed. Three State universities and one State department of health were listed as offering talks.

In view of the difficulty of securing regular instruction for the tremendous number of individual parents and for study groups of parents, there should be a program for parent education organized to reach into every home by radio, together with some sort of service by which continuity in receiving the instruction should be insured. The programs should deal with the common problems of the home. There are now professionally trained and experienced leaders in parent education and experienced lay leaders who could together work out an experimental plan which might lead to a practical national radio program for parent education. In addition to the national aspect of radio programs for parent education there is the possibility for local communities to make fuller use of radio facilities for talks on various aspects of parent education and child development, and thus be made a part of the parent education program for the benefit of the community.

## NATIONAL RESEARCH COUNCIL

The National Research Council, Washington, D. C., through its committee on child development, has issued "child development abstracts and bibliography" in which current research studies either completed or in progress are listed. In the April



### COLLEGES PROVIDE OBSERVATION OF CHILDREN'S PLAY

1933 issue of the Abstracts and Bibliography the studies are classified under such general headings as nutrition and diet, mental development and behavior, personality—social and economic (including family), education (including preschool and vocational), etc. The council has received from the General Education Board an appropriation which will support the work of the committee on child development during 1934-35.

### MAGAZINES AND OTHER PUBLICATIONS

A great deal of literature on child development and parent education has been issued by publishing departments of universities and other commercial publishing companies, by magazines, popular journals, and by a great many other agencies.

Articles dealing with the subjects of child welfare, child development, and program outlines on matters related to child life or

parent education are found in many magazines. Many of these writings are intended for the parent reader. There are also magazines of a technical nature dealing with growth and development of children which are addressed to technical workers in the field of child development and to persons who are interested in the professional aspects of parent education.

The following list includes some of the professional and the nontechnical magazines which offer materials to professional workers and to parents:

- Child Development* (q.), Williams & Wilkins Company, Baltimore, Md.  
*Journal of Adult Education* (q.), American Association for Adult Education, New York.  
*Child Study* (m.), Child Study Association of America, New York.  
*Childhood Education* (m.), Association for Childhood Education, Washington, D. C.  
*Journal of Home Economics* (m.), American Home Economics Association, Washington, D. C.  
*National Parent-Teacher Magazine* (m.), Child Welfare Company, Washington, D. C.  
*Hygeia, The Health Magazine* (m.), American Medical Association, Chicago, Ill.  
*Parents' Magazine* (m.), Parents' Publishing Association, New York.  
*American Childhood* (m.), Milton-Bradley Company, Springfield, Mass.  
*Junior Home for Parent and Child* (m.), Child Training Association, Chicago, Ill.  
*Understanding the Child* (q.), Massachusetts Society for Mental Hygiene, Boston, Mass.  
*Parent Education* (bi. m.), National Council of Parent Education, New York.

Many other magazines deal in a popular way with all sorts of parents' problems and make a vast contribution in the knowledge of and interest in child life which they carry into thousands of homes.

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*Harold L. Ickes, Secretary* ★ *J. W. Studebaker, Commissioner of Education*

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