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PARENT EDUCATION
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BY

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in the United States, 1926-1928]



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PARENT EDUCATION

BY ELLEN C. LOMBARD

Assistant Specialist in Home Education, Bureau of Education

CONTENTS.—Governmental activities—State activities—Private agencies promoting programs of parent education—National Congress of Parents and Teachers—Organizations in large cities—Periodicals for parents—International Federation of Home and School—Results of inquiry into world cooperation of home and school. By Mlle. Marie Butts.

Significant progress has been made during the biennium 1926–1928 in the parent education movement, which is one of the developing phases of adult education. This progress is due principally to the efforts of parents and their groups and to many national, State, and local public and private agencies. In several States, scattered and isolated efforts were brought together and, where previously projects were carried on ineffectively, good teamwork was established with favorable results.

GOVERNMENTAL ACTIVITIES

Distinct contributions to parent education have been made through the service of several governmental departments, such as the Department of Labor, Children's Bureau; the Department of Agriculture, Extension Service and Bureau of Home Economics; the Department of the Treasury, Public Health Service; and the Department of the Interior, Bureau of Education.

Under the designation of home education, the Bureau of Education of the Department of the Interior has conducted a project of parent education since 1913. During the past two years the activities of this service have been reorganized, and they now include the preparation of material for parent education; conducting studies in the progress of this phase of education and in other fields; rendering advisory service on the education of parents and the care and training of children; and preparing bulletins and pamphlets relating to these activities.

In addition to studies already begun, the Bureau of Education has prepared and issued reading courses for parents and for boys and girls containing questions or suggestions and references. The program now under way includes the issuance monthly of circular letters on parent education, the completion of studies already begun,

and the preparation of reading courses on a wide variety of subjects. In connection with its home economics work a survey of the progress of child care and training in elementary, junior and senior high schools, and in higher educational institutions was issued by the Bureau of Education.¹

During 1927, two other studies of similar nature were issued by agencies outside the Government, one of public-school courses on child care for girls, by the Merrill-Palmer School, and the other on child development and parental education in home economics, by the American Home Economics Association.

Through its research activities and studies of conditions under which children live, and through its other activities, such as leaflets, folders, dodgers, bulletins, films, and reports, the Children's Bureau has given aid to parents and others interested in infant and maternal welfare in recognizing and combating malnutrition, in preventing and correcting poor posture and developing good posture in children, and has assisted State and local agencies in the development of programs of child care, especially of the delinquent and handicapped child.

Of particular and immediate educational value to parents in rural districts are some of the contributions for the betterment of home conditions for the family which have been made by the Extension Service and the Bureau of Home Economics of the Department of Agriculture. In addition to research work and cooperation with State agencies in many fields affecting the home, that department has made demonstrations of labor-saving devices for the conservation of the time and energy of the rural housewife; it has organized home projects for boys and girls; and it has issued bulletins and leaflets on planning and recording family expenditures, proper methods of preparing and cooking meats, and suggestions for designing and making children's rompers and sun suits and dresses for little girls for all occasions.

STATE ACTIVITIES

In a few States, parent education has been incorporated into the public education program. In California, for instance, the State department of education and the State university at Berkeley have united in a state-wide program of parent education. This project includes a nursery school in the Institute of Child Welfare in Berkeley in which children may be studied by laboratory methods; training is given in the analysis of situations connected with problems

¹ Whitcomb, Emeline S. Typical Child Care and Parenthood Education in Home Economics Departments. Washington, D. C., Government Printing Office. (U. S. Bureau of Education. Bulletin, 1027, No. 17.)

of child life; parents of children attending the nursery school are provided with opportunities for consultation and with reliable information; and study groups of parents are formed in cooperation with existing agencies such as parent-teacher associations, women's clubs, and the American Association of University Women.² These organizations take the initial steps to form the groups but when they are organized they are conducted under State laws and by conforming to specified conditions they are entitled to support from public funds and become a part of the public-school system. It is reported that in connection with this work 164 discussion groups numbering approximately 5,000 persons were organized in 1927-28.

In 1928 at Berkeley, the Institute of Child Welfare included in its research program such projects as the description and measurement of the development of children; factors influencing development, nutrition, nursery schools, and miscellaneous projects.

The extension division of the University of California at Los Angeles conducted, in 1927, for members of parent-teacher associations and others interested in child welfare, a group of courses which included the preschool child, constructive programs of home education, behavior of children, and household management.

In the department of education of the summer sessions of 1928 of the University of California at Los Angeles and Berkeley, courses were conducted for training leaders of parents' groups and for parents on problems of child development.

The California State Board of Health, in its bureau of child hygiene furnishes outlines for mothers' study club, issues leaflets, circulars, etc., on many phases of child life and thus supplements the work of the public agencies described above.

Another excellent program for parental education varying somewhat in its methods of procedure is conducted by the University of Minnesota in cooperation with related agencies. The Institute of Child Welfare, which conducts a nursery school for research purposes, carries on studies in child development, trains leaders in the field of child life, and disseminates scientific information through conferences with parents, publications, and extension service.³

A free correspondence course for residents of Minnesota for which, during 1927, 3,900 individuals are reported to have enrolled, was conducted by the Institute of Child Welfare. To persons who reside outside of Minnesota this course is offered at a nominal fee. Lessons include the following subjects: Importance of early growth,

²The Nursery School at the Institute of Child Welfare. Berkeley, Calif., University of California. Parents' Bulletin No. 1, April, 1928. 10 pp.

³Bulletin of the University of Minnesota. Institute of Child Welfare. Announcement for the years 1926-1928. Minneapolis, Minn. Vol. XXX, No. 5, Jan. 24, 1927. 11 pp.

physical growth and development, diet and clothing, children's diseases, mental growth of the child, learning, emotional habits, eating and sleeping habits, etc.

Courses of six or more lessons on child care and training have been given through the Minnesota Agricultural College to study groups in some counties. Organizations having common aims and purposes in harmony with the college form study groups in cooperation with the college. During 1926-27 in Minneapolis, St. Paul, and Duluth, two 3-credit extension courses were given in cooperation with the general extension division.

Conferences on child health and parent education were organized through the cooperation of many local agencies in Minneapolis and St. Paul, in 1927 and 1928, and brought together specialists for the discussion of the child for the benefit of parents. It is reported that at St. Paul 300 fathers attended one session of the conference.

The Iowa Child Welfare Research Station, established in 1917 under public funds which were subsequently augmented by grants from a foundation, carries on its research studies not only in laboratory preschool groups of the University of Iowa but also in a children's hospital, the university elementary school and high school, and in the homes of Iowa City. This station, which is reported to be the first of its kind in the United States, acts as a coordinating center for the child welfare research of the university. Fundamental problems on physical, mental, moral, and social development are studied and students are trained in the care of children. Conferences and institutes on child study are conducted for parents, teachers, and others whose interests are allied.

PRIVATE AGENCIES PROMOTING PROGRAMS OF PARENT EDUCATION

At Harrisburg, Pa., in 1928, a state-wide conference on parental education was held which was attended by 30 representatives from city school boards, university faculties, social work and adult education agencies, national and State organizations of parents and teachers.

A committee of the Pennsylvania Congress of Parents and Teachers was appointed to survey and report on all parent-education work carried on in Pennsylvania and to formulate concrete plans for using all educational and social agencies in the development of a State program of cooperation in this phase of education. This committee outlined a 4-year program in parenthood which has been published by the Pennsylvania Congress of Parents and Teachers.⁴

⁴ Education in Parenthood. Year 1—The Home Background. Pennsylvania Congress of Parents and Teachers. 1928. 16 pp.

General specifications for the guidance of experts chosen to prepare the material for this project cover 31 topics, namely:

Year I—The home background.—(1) Some essentials in the home; (2) heredity; (3) environment; (4) the partners in parenthood; (5) partnership adjustments; (6) home organization; (7) the intellectual setting.

Year II—The preschool age.—(1) Before birth; (2) infancy and early years; (3) the nature and the instincts of the preschool child; (4) habits and what to do with them; (5) some more habits; (6) health—later and now; (7) play and playmates.

Year III—The school child.—(1) The elementary school years; (2) making the most of habits; (3) attitudes and aptitudes; (4) social development and adjustments; (5) recreation; (6) what your child reads; (7) succeeding in school; (8) when and how, for things your child should know.

Year IV—Adolescent youth.—(1) The nature of adolescence; (2) the emotional background; (3) attitudes and habits; (4) social needs; (5) educational guidance; (6) vocational guidance; (7) recreation and health; (8) the intellectual and spiritual.

The publication included thought-stimulating questions; questions suitable for a parent-teacher association meeting; reports of experiences and home projects; the use of the home as a laboratory for carrying out suggestions for procedures, observation, and the development of habits in parents and children; and annotated references.

At Columbia University, New York, the Institute of Child Welfare Research of Teachers College, which is a center for research in child life and parent education, is used for the various research activities of Teachers College in problems of child development. This includes some of a nonacademic nature. Demonstrations and experiments are conducted by the institute which, in training leaders in the field of parental education and child development, makes use of the study groups organized by the Child Study Association of America as demonstration centers.

Cooperating with other agencies, the findings of scientific research in child welfare are made public. The activities of the institute, according to reports of the university, include: Intensive study of children in the nursery school or psychoeducational clinic, maintained in connection with the institute for 16 children between 2 and 4 years of age; problem children and the effect of their surroundings; a clinic for educational research; child care; the training of students in the technique of obtaining and compiling scientific data regarding children; a study of factors in the home that influence sleep; and the problems of child-caring institutions.

Under the direction of the home-study division of the department of university extension of Columbia University, in 1926, radio lectures (for parents) were broadcast once each week from October to June on the health of children of all ages. Outlines of the lectures were furnished in advance. The lectures covered: Factors preceding birth which influenced the health of the child, health of the infant, the runabout child, and the adolescent child.

In 1927-28, the Washington (D. C.) Child Welfare Research Center was organized. The following eight local organizations, including three governmental agencies, are represented on the executive committee and consulting staff of this center: Bureau of Home Economics, Public Health Service, Bureau of Education, American Home Economics Association, American Association of University Women, National Research Council, George Washington University, and University of Maryland. A director of research and four teachers constitute the staff of the center which has facilities for 25 children whose ages approximate 3 years. Contemplated in the plans of this center are classes and conferences for the parents of children enrolled, and observation and research in the development and growth of these young children.

The educational program of the Merrill-Palmer School of Detroit, Mich., includes preparental and parental instruction. Three types of courses are given through individual instruction to: Parents of children attending the nursery school, parents of children brought for consultation, and outsiders seeking assistance from specialists. Group instruction is given to persons outside the nursery school through special lectures and organized courses.

The course in parental education offered by Cleveland College, Western Reserve University, is designed especially to meet the needs of parents and others interested in the welfare of children. The problems of health, nutrition, housekeeping, art in the home, the psychology and education of the child in each period of its growth, family relations, parental education leadership, fathers' problems, and parent-teacher work constitute the subjects treated in this course.

Baylor University, Texas, the Universities of Georgia and of Cincinnati, and home economics departments in many schools and colleges offer instruction of some type or other on child development and family life or on related subjects.

FOUNDATION GRANTS ENCOURAGE PARENTAL EDUCATION

In order to develop the field of research in child development and parent education, the Laura Spelman Rockefeller Memorial has appropriated funds, beginning in 1924, which make possible the development of centers for scientific research, national fellowships, activi-

ties in some phase of parent education in several private organizations, and the research work conducted by the Committee on Child Development of the National Research Council.

The purposes of this foundation in making various grants are specifically stated in reports to be "for scientific research, the preparation of teaching materials, the training of leaders for child-study work, and practical organization of parent and teacher groups for the study of child life and child welfare."

Centers for research in child life and parental education are in operation under these grants at University of California, Teachers College of Columbia University, University of Iowa, Iowa State College of Agriculture, University of Minnesota, Yale University, State College of Agriculture of University of Georgia, College of Home Economics of Cornell University, and State Department of Education of California, and elsewhere.

This foundation has made it possible through grants for several organizations to extend their programs of service to parents. Among these are: American Association of University Women, American Home Economics Association, Child Study Association of America, Committee on Child Development of National Research Council, Cleveland Foundation, Child Welfare Research Center, Washington, D. C., and other agencies.

CHILD STUDY ASSOCIATION OF AMERICA

This organization, centered in New York City, arranges and conducts local and regional institutes, conferences, and training classes, and assists the Institute of Child Welfare of Columbia University in its demonstrations and experiments in child study and parental education. The formation and development of study groups is reported by this organization as its basic work. Fifty-four graduate students, eight of whom were fellowship students, are reported to have been registered for a course in parental education conducted jointly in 1926-27 by the Child Study Association of America and the Child Welfare Research Institute of Teachers College, Columbia University. To provide for student practice in leadership 28 special groups were organized. These were connected with various organizations, such as parents' associations, neighborhood houses and settlements, health and welfare centers, churches, and other groups. Ten other groups were organized among foreign-born women for student observation.

Seventy-five qualified workers in parental education or related fields registered for the 10-day institute on parental education held in January, 1927, to bring together for critical examination and discussion the contributions of modern science to this subject.

Twelve groups, conducted at the headquarters of the Child Study Association of America in New York City during 1927-28, having a total membership of 231 persons and under the leadership of experienced staff members, discussed problems of childhood. More than 150 local child study groups, approximating 1,800 members, affiliated with the organization. Lectures and conferences, varying from one to three days each, have been held for fathers and mothers. A 4-week training course for leaders in parental education was conducted in 1928 at the headquarters, in which eight students were enrolled. Reports, pamphlets, lists of books for parents and for boys and girls, manuals for leaders, and *Child Study*, the official monthly organ of the association, constitute some of the publications of the organization.

CHILD-GUIDANCE CLINICS

Child-guidance clinics, developed under the Commonwealth Fund, have been considered community projects requiring in each center the cooperation of all local health, social, and educational agencies. Children from 3 to 17 years of age whose behavior showed undesirable personality traits and habits, which, if not corrected early, might develop into delinquency in adult life, have been placed by parents, teachers, social and health agencies under the child-guidance clinics wherever they are established. Such community clinics have been established in Cleveland, Dallas, Minneapolis, Los Angeles, St. Louis, St. Paul, Baltimore, Milwaukee, Pasadena, and Richmond, and some aid has been given to other cities having some, but not all, of the facilities for establishing such clinics. Variations exist in the organization and methods of the clinics.

It is reported that during the year 1927-28 the Commonwealth Fund granted \$697,000 to develop child-guidance clinics, visiting teacher work in public schools, and other projects related to child welfare.

Following a 3-year demonstration in the visiting teacher service, this work has been established in the public-school systems of 48 communities in 32 different States. It is reported that 15,439 children have been aided in these centers.

The establishment of an Institute of Child Guidance in New York City provides a fully equipped center for research and for practical demonstration for the problems of children and special training of psychiatrists, psychologists, and social workers. Fellowship funds for students in this institute have been established by the Commonwealth Fund and are administered by the New York School of Social Work, Smith College School for Social Work, and the National Committee for Mental Hygiene.

The Commonwealth Fund has issued a pamphlet in which the clinics are discussed in relationship to various social factors.⁵ It also published in 1928 a study in parent-child relationships which contains valuable data for parents drawn from some of the typical experiences of fathers and mothers which have been gathered from records of the clinics.⁶

AMERICAN HOME ECONOMICS ASSOCIATION

The American Home Economics Association has conducted for the past two years to aid teachers a project in child development and parental education, the program for which is in charge of a field worker who gives a service of consultation and makes studies and investigations. This project is associated with the teaching of home economics in schools and colleges. A survey has been made by this organization of the child-development work in day, part-time, and evening classes in public schools and the departments of colleges, and has been issued under the title of Child Development and Parental Education in Home Economics. This association administers the funds granted by the Laura Spelman Rockefeller Memorial for the Washington (D. C.) Child Welfare Research Center. Through its monthly official organ, the *Journal of Home Economics*, articles on child development and parental education are published together with abstracts of the periodical literature of the field.

STUDY GROUPS FOR COLLEGE-TRAINED WOMEN

The American Association of University Women reports an intensive study during 1927-28 in preschool, elementary, and adolescent education, and has carried on a project of organizing study groups among college-trained women. It is reported that during 1927-28 the mothers of young children and other adults interested in young children constituted the membership of 419 study groups which were organized under the direction of this association. In 23 cities branches of the American Association of University Women cooperated last year with the program of study. The quarterly journal of this association contains a department on preschool, elementary, and adolescent education.

NATIONAL COUNCIL OF PARENTAL EDUCATION

Active leaders engaged in organized programs for parental education formed a national council for parental education in 1926 to pro-

⁵ Truitt, Ralph P., and others. *The Child Guidance Clinic and the Community*. New York, The Commonwealth Fund, Division of Publications, 1928. 106 pp.

⁶ Sayles, Mary Buell. *The Problem Child at Home*. New York, The Commonwealth Fund, Division of Publications, 1928. 342 pp.

mote the development of leadership in this field; to act as a clearing house of information on the subject of parental education and allied subjects; to disseminate information of the work being done; to study and evaluate methods, materials, and results in the field of parental education; to encourage the preparation of materials and to foster the development of parental education through existing agencies. The office of this organization is in New York City in charge of an executive secretary. A chairman of the council, consulting director, committee chairmen, and a governing board formulate and direct the policies of the council.

OTHER AGENCIES

Many organizations not already noted are making worthy contributions to the education of parents in mental and physical health and in allied subjects, including Russell Sage Foundation, American Child Health Association, National Committee for Mental Hygiene, Elizabeth McCormick Memorial Fund, Playground and Recreation Association of America, American Social Hygiene Association, American Medical Association, and many other organizations.

NATIONAL CONGRESS OF PARENTS AND TEACHERS

Reports on the progress of parent-teacher associations in the United States set forth the numerical growth and the trends of these organizations from year to year since 1897, when the movement to bring about cooperation between the home and school began.⁷ Some of the outstanding features of the program of this organization are: The gradual molding of local units as integral parts of the National Congress of Parents and Teachers; the changing emphasis from money-raising activities to a program for the serious study of parent problems; the development of an educational program adaptable alike to rural or city conditions and to national, State, or local organizations; the establishment of cooperative relationships with agencies and organizations whose aims are allied; and the development of a suitable literature to meet the growing needs of organizations and members.

The numerical growth of the National Congress of Parents and Teachers during the biennium of 1926-1928 has reached the high level of 1,275,401 members, an increase of about 32 per cent during

⁷ Parent-Teacher Associations at Work. Biennial survey of education, 1922-1924. Washington, D. C., Superintendent of Documents, Government Printing Office, 1925. 15 pp. (U. S. Bureau of Education, Bulletin, 1925, No. 30.) Parent-Teacher Associations. Biennial survey of education, 1924-1926. Washington, D. C., Superintendent of Documents, Government Printing Office, 1927. 28 pp. (U. S. Bureau of Education, Bulletin, 1927, No. 11.)

the past two years.⁸ The membership in Maine and in Utah is reported to have more than doubled during 1928.

The parent-teacher movement depends for its normal growth upon the excellence of leadership and strict adherence to fundamental purposes and voluntary service of a high character. During the past two years increase in membership has been accelerated by membership drives carried on by local associations in an attempt to attain standards of excellence established by the national organization.

STANDARD AND SUPERIOR ASSOCIATIONS

A standard association, as defined by the National Congress of Parents and Teachers, is one in which there is a membership of 50 per cent of the homes and teachers; an attendance annually of at least 60 per cent of the membership; active, working standing committees, including hospitality, publicity, programs, and membership; six regular meetings during the year; compliance with State by-laws regarding dues; a program planned in advance, based upon certain educational objectives; a local publicity chairman furnishing local papers regularly with the news of the organization; a program celebrating the founding of the organization followed by a gift for State and national extension work; 10 per cent or more of families subscribing for the national and State official organs; no promotion of commercial undertakings or sectarian or political partisanship, and observance of parliamentary procedure in conducting meetings approved by State branch.⁹

To be classed as a "superior association," a local organization must not only fulfill the foregoing requirements but in addition must develop a membership of 75 per cent of the parents and teachers; and 15 per cent of the families in membership must be subscribers to the national official organ. The association must maintain, in accordance with national standards, one active preschool circle. In addition to the committees named for a standard association, it must have six additional standing committees with contacts established with corresponding committees of State organizations. It must give aid in organizing a new association or help one in need; it must send one delegate to the district or council meeting, and one delegate, with expenses paid, to the State convention. It must present or read short messages from national and State presidents at regular meetings. It is believed by leaders in this work that the

⁸ Proceedings. Thirty-second annual meeting, Cleveland, Ohio, Apr. 30 to May 5, 1928. Growth of National Congress of Parents and Teachers, p. 354. Washington, D. C., National Congress of Parents and Teachers, 1928. 539 pp.

⁹ Handbook. National Congress of Parents and Teachers. Standards of Excellence for Parent-Teacher Associations. Washington, D. C., National Congress of Parents and Teachers, 1928. Pp. 68-69.

maintenance of such standards ensures the strengthening and growth of these units. Directions for the work of membership committees have been outlined by the national organization.¹⁰

EXTENSION SERVICE FOR ORGANIZATIONS

The great increase numerically of the National Congress of Parents and Teachers necessitated the establishment in 1927 of an extension division for research at the national headquarters in Washington to study intensively the needs of the field and to devise plans for meeting them. An extension secretary assembled, organized, and evaluated bulletins, magazines, pamphlets, posters, and material on child welfare, of all descriptions; organized a pamphlet service and prepared or arranged sources of supply of visual aids to parent-teacher work, such as charts, maps, slides, etc., which are made available to organizations in membership with State and national congress organizations. This division and the executive division are the units of service maintained at the headquarters in Washington, D. C.

DEPARTMENTS, BUREAUS, STANDING COMMITTEES

Following a study of the departments, bureaus, and standing committees of the National Congress of Parents and Teachers during 1927-28, a reorganization of the machinery of the organization was begun in the interest of efficiency. This resulted in the consolidation of some related activities, the discontinuance of some, and the reallocation of others. There are now 5 committees at large; 6 bureaus and 33 committees allocated in departments, each of which is under the direction of a vice president. In the new alignment there are no committees under the department of organization and research. The committees are grouped under six departments as follows: Department of extension—parent-teacher courses and membership committees; department of public welfare—citizenship, juvenile protection, legislation, library extension, motion pictures, recreation, and safety committees; department of education—art, music, drama and pageantry, humane education, kindergarten extension, school education, student loans and scholarships, and physical education committees; department of home service—children's reading, home economics, home education, standards of literature, social standards, thrift, and spiritual training; department of health—physical hygiene, mental hygiene, social hygiene, and the summer round-up of children; committees at large—child welfare magazine, endowment fund, budget, extension among colored people, and founder's day committees.

¹⁰ Handbook. National Congress of Parents and Teachers. Washington, D. C., National Congress of Parents and Teachers, 1928. 108 pp.

Work of the National Congress of Parents and Teachers is carried on by the officers and the committees, bureaus, and committees at large. The operation of this machinery for child welfare has been previously described in a bulletin of the Bureau of Education.¹¹

PARENT-TEACHER ASSOCIATIONS AND PUBLICITY

The maintenance by the National Congress of Parents and Teachers of a publicity bureau with an active manager capable of conducting not only practical press service necessary to educate the public on the important phases of the movement and its progress but also of training novices in publicity work, has been an important factor in the development of the parent-teacher movement. A country-wide correspondence course in publicity was carried on in 1927-28, and demonstrations, experiments, and institutes were among the activities reported. In consequence, publicity budgets were instituted in 19 State organizations; many State organizations send their chairmen of publicity to conventions; and parent-teacher news is constantly interchanged through local, State, and national agencies. A compilation of plans, methods, and results of publicity work for five years was issued to guide State and local workers in interpreting to the public the meaning of the parent-teacher movement.¹²

SUMMER ROUND-UP OF CHILDREN

During the past two years the summer round-up of children, a nation-wide activity of the National Congress of Parents and Teachers, begun in 1925, to insure the entrance into school of children free from remediable physical defects, has reached new levels. The project was initiated and developed under the direction of Mrs. A. H. Reeve, president, 1923-1928. The main objectives are to give children a better start in life, to reduce the number of children whose work may be retarded by physical handicaps, and to reduce the number who fail to pass into the second grade because of physical handicaps.

Examinations, recommendations, and the correction of defects must necessarily be made by experts, but the decision as to whether the examination shall be made and whether the defects discovered shall be corrected rests with parents. Such a campaign, properly conducted, carries with it an educational value for parents and teachers. Reports indicate that during 1927-28 a total of 2,120 groups in local communities in 44 States participated in this campaign. This was an increase of nearly 40 per cent over the groups

¹¹ Reeve, Margaretta W., and Lombard, Ellen C. *The Parent-Teacher Associations, 1924-1926*. Washington, D. C., Government Printing Office, 1927. 28 pp. (U. S. Bureau of Education. Bulletin. 1927, No. 11.)

¹² Kohn, Laura Underhill. *A Publicity Primer*. Washington, D. C., National Congress of Parents and Teachers, 1927.

registered in 1927 and in the number which carried through the campaign requirements. In Flint, Mich., for example, a local parent-teacher association is connected with every school and a summer round-up is carried on in every association. Cooperation with existing agencies is advocated rather than to set up new machinery for this project. In practice this has resulted in the welding together of national, State, and local public and private organizations and institutions capable of making suitable contributions to this campaign.

In connection with this campaign free medical and dental service is provided for children of indigent families. This is arranged by a committee which cooperates unostentatiously with social agencies prepared to take care of such matters.

Several States, including California, have found it difficult, for one reason or another, to adapt the summer round-up plans of the National Congress of Parents and Teachers to their particular situations. California, has, however, carried on an excellent state-wide child health program for several years.

Registrations for the 1928-29 campaign before July, 1928, are reported to have been made by 2,432 parent-teacher associations.

The National Congress of Parents and Teachers has adopted the summer round-up of children as a permanent activity of the organization, functioning under its department of health. Among the organizations cooperating actively in this project are the Children's Bureau, Bureau of Education, American Child Health Association, American Medical Association, State departments of education and health, and a long list of experts in health, education, and allied subjects.

COURSES IN PARENT-TEACHER WORK

One of the handicaps of the parent-teacher movement has been the lack of trained, experienced leaders. The National Congress of Parents and Teachers has initiated a constructive program in order to overcome this handicap. Through courses, institutes, schools of instruction, conferences and classes in parent-teacher work, leaders are trained in the technic of the work by regularly appointed officers, field workers, or secretaries of the national organization. Qualified instructors are provided for credit courses in colleges and universities. Two courses are given at the summer school of Columbia University by the executive secretary of the organization. Among the 86 students enrolled in 1927 in this course were superintendents, supervisors, college teachers, deans, supervising principals, high and grade school teachers, some of whom were working for master's or doctor's degrees. A course in parent-teacher work for training normal school, college, and university teachers was instituted in 1926 at Columbia under the same instructor.

Credit courses in the technic of organization, development, and conduct of parent-teacher associations and of program making are reported in 1927-28 to have been given in at least 16 States. They are usually offered in summer sessions by universities, colleges, and normal schools. Schedules have been issued announcing either credit or noncredit courses of varying length to be given in 1928-29 at the following institutions: Alabama College; Alabama Polytechnic Institute; Northern Arizona State Teachers College; Arkansas State Teachers College; San Diego (Calif.) State Teachers College; Adams State Normal School, Alamosa, Colo.; University of Delaware; University of Florida; University of Georgia; University of Hawaii; University of Idaho; Illinois State Normal University; Indiana University; Iowa State Teachers College; Central Michigan Normal School; Northern State Teachers College, Marquette, Mich.; Michigan State Normal College; University of Mississippi; Columbia University, New York; North Carolina College for Women; University of North Carolina; North Dakota State Teachers College; Wittenberg College, Springfield, Ohio; Miami University, Oxford, Ohio; Ohio Northern University; Cleveland (Ohio) College; University of Pittsburgh; Winthrop College, Rock Hill, S. C.; University of Tennessee; Tennessee State Teachers Colleges; Denton (Tex.) State Teachers College; University of Virginia; Marshall College, Huntington, W. Va.

RURAL DEMONSTRATIONS IN PARENT-TEACHER ORGANIZATION

The 5-year rural demonstration in parent-teacher organization in North Dakota which was inaugurated in 1924 at the request of the State superintendent of public instruction has been directed and financed for three years by the National Congress of Parents and Teachers. This demonstration was suspended at the end of the third year in order to give the organizations time to coordinate their efforts within the State. That conditions existed requiring special adjustment is evidenced in the report of the State president for 1927-28 in which it is stated that most of the local organizations are in connection with 1-room rural schools where it is difficult to make contacts with other organizations. Thirty county councils of parent-teacher associations were organized during the year 1927-28 to give inspiration and to close up the gaps between the local and the State organization. The North Dakota organization reports that during the biennium 1926-1928 the membership increased from 8,552 to 23,960.

The National Congress of Parents and Teachers transferred its rural demonstration work in the organization of parent-teacher as-

sociations from North Dakota for the time being to Nebraska late in 1926. The objective for the first year was to organize parent-teacher associations in 10 per cent of the schools in counties participating by September, 1928. It is reported that 47 county superintendents of schools requested assistance in their respective counties. Four field organizers of the national organization worked in the State strengthening weak parent-teacher associations, organizing new associations, addressing teachers' institutes, and training leaders. Two hundred and one associations were organized under this demonstration during 1927-28.

A bulletin entitled "Program Discussion Material for Nebraska Rural Parent-Teacher Associations," prepared by the director of rural education in the State department of education, and issued by the department in 1927, provided basic material for meetings of rural associations. County superintendents report a better spirit of cooperation between parents and teachers, greater interest in the schools, better community spirit, and increase in the number of organizations.

PROGRAMS FOR RURAL GROUPS

The development of parent-teacher associations in rural sections has been a slow and difficult problem. The demonstrations in rural communities in Delaware, North Dakota, and Nebraska indicate what progress may be expected when leaders are trained to organize and when suitable programs are available for rural groups.

Under the guidance of a specialist in rural life of the bureau of rural life of the National Congress of Parents and Teachers, a committee was constituted of 100 men and women nationally known for their contribution to the progress of the farm, the rural home, the rural school, and rural community life.

Three conferences were held by this committee during 1927 and 1928, the first two in Washington, D. C., and the third in Cleveland, Ohio. At the first conference January 6, 1927, the objective of the committee's work was determined: "To consider the environment of the rural child in relation to the seven objectives in education adopted by the congress as its general program." At this conference seven subcommittees were organized and assignments were made for the work of the committees.

The purpose of the rural life bureau is: To place general information at the service of the States regarding those rural life interests which require special research or national action and to prepare practical plans and programs which may be adapted to the needs of the individual rural community.

Special chairmen who were experts in their fields were chosen to work with selected groups of committee members in preparing source material based upon the seven cardinal objectives of education which have been adopted as the program of the national organization.¹³

In building the program for rural parent-teacher associations a conference was held in Washington, D. C., at the Bureau of Education, September 26 and 27, 1927.¹⁴ The objective of this conference was to develop for the programs of rural parent-teacher units such materials as might be useful in carrying forward their work successfully. Participants in this conference were representatives of the Bureau of Education, Federal Board for Vocational Education, Department of Agriculture, Children's Bureau, Public Health Service, American Home Economics Association, National Education Association, American Civic Association, National Catholic Welfare Conference, Better Homes in America, the United States Chamber of Commerce, Southern Woman's Educational Alliance, and officers and workers of the National Congress of Parents and Teachers. Organized into seven groups, each group considered one of the following objectives of education: Sound health, worthy home membership, vocational effectiveness, mastery of tools, technics and spirit of learning, wise use of leisure, useful citizenship, ethical character. The following four questions were discussed: (1) What are the problems which relate to the topic of your committee? (2) What is the solution with reference to these particular problems? (3) What can be done by this organization toward the solution of these problems? (4) What agencies, methods, and plans may be worked out?

The Challenge of Rural Youth to the National Congress of Parents and Teachers was the theme of the third conference held at Cleveland, Ohio, April 27-28, 1928, by the rural life bureau.¹⁵

Twenty-one States were represented at this conference. The report brings out: The desirability of helping the rural population to see the possibilities for satisfactions in rural life; that rural schools offer advantages which are not fully realized by educators; that right conditions in the home, in the school, and in the community are necessary to the proper development of children; and that in order to do constructive work parent-teacher associations should cooperate with all existing agencies engaged in work for the welfare of children in rural districts.

¹³ Rural Life Bureau, National Congress of Parents. Source material for the use of rural parent-teacher association units, 1927. 46 pp.

¹⁴ National Congress of Parents and Teachers. Conference on rural life, September 23-26, 1927. Washington, D. C., 1927. 20 pp.

¹⁵ Proceedings. Thirty-second annual meeting, Cleveland, Ohio, Apr. 30-May 5, 1928. Conference of rural bureau, pp. 509-530. Washington, D. C., National Congress of Parents and Teachers, 1928.

PARENT EDUCATION—HOME EDUCATION

The bureau of parent education, formerly called the bureau of child development, which had functioned since 1925 under the direction of Dr. Bird T. Baldwin until his death, was placed in 1928 under the direction of Dr. Lawson G. Lowrey. In this bureau the activities relating to study groups, study courses, and adolescence have been allocated. A course for study entitled "The Young Child,"¹⁰ outlines for individual or group study, published monthly in the official organ of the National Congress of Parents and Teachers; the courses of the United States Bureau of Education; Six Programs by Garry Cleveland Myers; and Study Outlines issued by the American Association of University Women are reported to have been used by many study groups. Topics of interest to the members are selected by other groups and the discussion and lecture methods are used generally.

Approximately 400 study circles for parents were reported in 1927-28 by one-third of the State organizations of parent-teacher associations. California with 185 groups ranks first in number and Illinois second with 100 groups.

According to the report of a conference on parental education held in connection with the annual convention of the national congress at Cleveland, May 3, 1928, four conclusions were reached, namely: That this organization should use books with outlines as the basis of study; that the books selected should contain discussions of the needs of children at different periods; that the materials should be fitted to the needs of the average parent; and that a series of graded programs be prepared.

The home education committee of the National Congress of Parents and Teachers is another agency which conducts a program for the education of parents and others in the home. It encourages reading habits by furnishing reading courses and by promoting the organization of reading circles and the development of library facilities to meet the needs of this work. In 1927-28 this committee worked through 30 State and local home education committees. The materials recommended for the work are the leaflets of the congress, the reading courses and circular letters of the United States Bureau of Education, the reading courses of the American Library Association, and courses of extension divisions of universities.

Four organizations sent representatives to a meeting of the National Committee on Home Education called by the United States Commissioner of Education at Washington, D. C., April 6, 1928, at

¹⁰Baldwin, Dr. Bird T. *The Young Child*. Chicago, Ill., American Library Association, 1928. 34 pp.

which the following program, subsequently adopted by the respective organizations represented, was recommended:

1. The Bureau of Education will prepare graded, annotated reading courses on general and special subjects, as may be warranted by public demand. These courses will be prepared in printed form and distributed free of charge. The bureau will also undertake to give wide publicity to the project of home reading and study courses.

2. The American Library Association will (a) continue the preparation and publication of its *Reading With a Purpose* series; and (b) use its good offices in urging upon local libraries, State libraries, and library commissions the desirability and importance of cooperating in making available to readers the books required for the successful pursuit of these courses.

3. The National Congress of Parents and Teachers will actively promote the use of the reading courses prepared by the Bureau of Education, the American Library Association, and the respective university extension divisions, and the formation of reading and study groups for the further use of these courses. The congress will also devise plans for making available in interested communities the books required for these courses.

4. The National University Extension Association will adopt and promulgate as part of the extension program the reading courses issued by the United States Bureau of Education, the American Library Association, and the respective extension divisions. Each extension division subscribing to this program will issue on its own behalf a certificate of achievement to those persons who complete courses to the satisfaction of the issuing institution. For the service of reading papers and issuing the certificate a reasonable fee may be charged. For the present it is recommended that this fee be \$1. It is also recommended that each extension division consider the advisability of popularizing these reading courses and other means of adult education through State committees, congresses, conferences, institutes, and other forms of cooperative endeavor.

This program has been adopted in extension divisions of 16 State universities, and by the university extension division of the Massachusetts Department of Education. Other States are considering the advisability of including it as a part of the extension education work.

In California, during 1927-28, in addition to the reading and study circle work carried on as a part of the State and local organizations of parents and teachers, there were 164 parental education groups with an enrollment of 5,000 parents organized as a part of the adult education program under paid leaders. This state-wide project has the active support of the California Congress of Parents and Teachers.

LITERATURE ON THE PARENT-TEACHER MOVEMENT

Literature on this movement has generally been confined to leaflets and bulletins issued by State and national organizations, by State departments of education, by extension divisions of universities, or by the United States Bureau of Education.

The educational significance and underlying principles of the movement for the cooperation of home, school, and community, and the part the parent-teacher association may take in the development of child life have been set forth in *Parents and Teachers*, a textbook which has been issued under the auspices of the National Congress of Parents and Teachers.¹⁷

School Life, the official periodical of the United States Bureau of Education, carries frequent articles on this movement, and the *Journal of Education*, of the National Education Association, and bulletins of the State teachers associations in many States give space in their columns to further the work.

In a recent study of the parent-teacher organization, the activities of 800 local organizations in 9 States were listed, analyzed, and classified. These States were: California, Iowa, Michigan, New Jersey, New York, North Carolina, Ohio, Texas, and Virginia. Three major problems were stated as objectives of the study: (1) To discover what activities parent-teacher associations usually engage in; (2) to consider what place, if any, such an organization should have in our educational program; and (3) to undertake an evaluation of present activities to see in what ways, if any, redirection of energy should take place.¹⁸

ORGANIZATIONS IN LARGE CITIES

Parents' Educational Bureau.—The work of the Parents' Educational Bureau of Portland, Oreg., an organization whose funds are derived from popular subscription to the community chest, is carried on by the volunteer service of the members of the Oregon Congress of Parents and Teachers, local physicians, and nurses.

Parents whose children register with the bureau are eligible to attend the lectures and discussions on practical problems of childhood which were announced in 1927. The bureau is intended for clinical work with children residing in the city between the ages of 2 and 7 years and of any age up to 7 years outside of the city limits.

PARENTS' COUNCIL OF PHILADELPHIA

During 1927-28 the Parents' Council of Philadelphia had a membership of 913 fathers and mothers in 47 child-study groups which met weekly or semimonthly. The council maintains for its groups a reference and loan library, a bookshop which supplies books for

¹⁷ Mason, Martha Sprague, editor. *Parents and Teachers. A survey of organized cooperation of home, school, and community.* Boston, Ginn & Co., 1928. 317 pp.

¹⁸ Butterworth, Julian E. *The Parent-Teacher Association and Its Work.* New York, Macmillan Co., 1928. 149 pp.

parents which are not easily found in bookstores, a bibliography service, and a speakers' bureau. Publicity has been issued through the official organ, Parents' Council Pilot. Parenthood education for families in the community who desire it is stated as the objective of this organization.

The parents' council furnishes leadership for child-study groups but takes no responsibility for the organization, administration, or housing of the groups which have been formed by parent-teacher associations, clubs, churches, or other community groups.

The program for a course of lecture-conference on personality growth in children was prepared in cooperation with the Philadelphia Child Guidance Clinic in 1928. Leaders in education, psychology, and psychiatry open the discussions which follow the lectures, and members of the group participate.

A monthly bulletin has been issued in mimeographed form as a part of the service of this council.

THE UNITED PARENTS' ASSOCIATIONS OF GREATER NEW YORK SCHOOLS
(INC.)

A series of programs on trends in elementary and secondary education were prepared by a committee of the United Parents' Associations for its meetings in 1927-28. The topics for the program, selected because of their importance in the life of the average child, dealt with what the school is doing for the individual child; the changes in present-day living; education 24 hours a day; progressive movements in education, etc. The speakers' bureau furnished speakers for all topics listed in the program, and, when necessary, speakers in foreign languages were supplied.

In 1928 the United Parents' Associations sponsored a parents' exposition primarily for parents. This project had the cooperation of all local agencies of child welfare. It was reported that 93 outstanding authorities worked on the various committees which arranged the program.

The fundamental purpose for which this organization was established is to awaken and instruct parents as to the importance of improved school conditions, adequate instruction, teachers of the highest type, and other equally important topics.

The organization is serving its member associations by providing a field service on organization problems; helping committee chairmen plan programs; publishing *The School Parent*, the official organ, weekly, except in July and August; giving radio talks; acting as a clearing house; conducting studies on problems affecting the schools, and recommending united action on them.

PERIODICALS FOR PARENTS

The following is an incomplete list of periodicals, some of which are official organs of organizations, which contain popular or technical contributions of educational value for the use of parents or others interested in child life: American Child; American Childhood; Babyhood; Childhood Education; Children, the Parents' Magazine; Child Welfare Magazine; Child Study; Hygeia; Journal of the American Association of University Women; Journal of Home Economics; Mother and Child; Progressive Education; and School Life. There are many more publications which, from time to time, furnish excellent material for parent education; among these are the popular women's journals.

INTERNATIONAL FEDERATION OF HOME AND SCHOOL

A federation of the forces engaged in child welfare throughout the world was organized into an International Federation of Home and School at the meeting of the World Federation of Education Associations in Toronto, Canada, in 1927, and headquarters were established at Northwest School, 1421 Race Street, Philadelphia, Pa.

The organizations represented at this meeting were the Canadian National Federation of Home and School; the National Mothers Congress of Japan; the Union International de Secours aux Enfants, Switzerland; Parents' National Educational Union, Ireland; National Congress of Parents and Teachers, United States; Austro-American Institute of Education, Austria; Ligue de l'Education Familiale, Belgium; National Ministry of Education, China; Department of Education, Cuba; People's College, Denmark; New Education Fellowship, England; Junior Red Cross, France; Prussian Landtag, Germany; Department of Education, Hawaii; Hindustan Association of American and Gawalior College, India; Japanese Education Association, Japan; Department of Education, Mexico.

The objective of this organization is to bring together the forces which are working "in home, school, and community, whether for the purpose of training parents, teachers, or children, for the improvement of the conditions under which boys and girls of all ages live and work and play." The program for the two years 1927-1929 includes: Acting as a clearing house of information on matters concerned with the fundamental purposes; publishing an international news letter; conducting a biennial conference coincident with the meeting of the World Federation of Education Associations; and promoting the organization of national groups.

RESULTS OF INQUIRY INTO WORLD COOPERATION OF HOME AND SCHOOL

BY MILE. MARIE BUTTS

General Secretary International Bureau of Education, Geneva, Switzerland; Chairman, Committee on Education, International Federation of Home and School

In a message to all countries the president of the International Federation of Home and School says:

We fully understand that each nation must have its own special program. We, in the United States, do not claim that our plan of parent-teacher associations is a perfect one, but we know by experience that it succeeds with a great variety of nationalities. We have in our National Congress of Parents and Teachers groups speaking German, Spanish, Japanese, Russian, etc. We have developed here organizations which are not purely Anglo-Saxon but which may be adapted to the varied viewpoints of people of all nationalities.

With the desire of making an inquiry into the methods employed in other countries to bring together the school and the home, a questionnaire was sent out by the International Bureau of Education, Geneva, Switzerland, for the International Federation of Home and School. About 50 replies from departments of public instruction and principals of public and private schools were received. Members and correspondents in more than 50 countries were then asked to send information, and 77 replies came from 32 countries.

In proceeding to make the abstract of the returns, a distinction was made between the official organizations prescribed by law, and the private undertakings. It is important to note that the governments of various countries, far from being indifferent to the movements to bring school and home together have, far more often than is generally believed, made serious efforts to establish conditions of good understanding between the home and the school.

Parents' councils are created by law in several countries, especially those in which German is the language, such as Germany, the territory of the Saare, the Free City of Danzig, and Austria. These councils (Elternbeiräte), at whose meetings the teaching body is invited to be present, permit parents to express their desires as to the education of their children with a view to the establishment of understanding and cooperation between home and school. In Germany large groups are formed for the support of a special type of school to which they may be attached—for example, the Free National Association of Parents of the German High Schools, and the National Parents' Club of the German Intermediate Schools, etc.

Here are a few details in regard to the parents' councils of Saxony. At the beginning of each school year, the parents may, if they so desire, elect a council of parents to which fathers and mothers

whose children attend the school are eligible. Generally, in Saxony, these councils are divided into two sections—the clerical group and the lay group. These councils try to develop a sense of parental responsibility to work with the teachers for the success of the school activities, but they have no authority to interfere with school officials, the teaching force, or the individual teacher. The school-directing committee, established in Saxony more than a half century ago, exercises the right of control over the teachers. Teachers and official authorities are represented on it.

In Hamburg the Council of Parents names the head master. Moreover, the school council is composed of an equal number of parents and teachers, and each school has its parents' publications.

In Danzig the faculty of the primary schools is elected by the school deputies who are named by the citizens and is composed as follows: One-third, residents of the school district; one-third, teachers; and one-third, members of the senate. These deputies seek to establish a close contact and collaboration between the home and school. Formerly this activity was impeded by political considerations, but politics has passed into the background and, it is reported, it is necessary to guard against its reappearance.

In Austria the Parents' Council, comprising one-third teachers and two-thirds parents, with the addition of the president of the city school board, the district school inspector, the school physician, etc., is chosen by the members of the Parents' Association. Since the World War these associations have developed rapidly in Austria. They are to be found in all primary (elementary) schools of Vienna and of the Province, where the majority of the inhabitants are reported to be social democrats. They have to be recognized by law and the decree of August 4, 1922, insists upon their obligation to establish a close collaboration of home and school.

Their activities are especially practical in nature. They furnish funds by the organization of school festivals, excursions, gymnastic lessons, reading rooms, for the purchase of musical instruments, material for manual training, etc. The cost of country vacations for delicate children has been met, but they can not officially organize child protective activities. They have no right of supervision over the teachers, and they must keep out of politics.

Poland has in certain Provinces official councils of parents, and in Holland and in Belgium receptions and meetings are prescribed by law, but this does not mean that they are actually organized everywhere.

It is in Rumania that the Government and the teachers have apparently profited most by the aid of the parents. Each school has its committee, instituted under a law of 1919, and composed of

parents, teachers, local authorities, former pupils, and other interested persons. These committees work for the benefit of the schools along the following lines: The construction or repair of school buildings; planting of gardens; promoting school museums, art classes, libraries; organization of conferences, festivals, courses, vacation colonies, open-air schools; aid for needy pupils, etc. It is due to the support of the parents that after the war it was possible to reconstruct the schools and that they are now functioning satisfactorily.

In some countries there are parents' associations in addition to the parents' councils. They are to be found, as previously mentioned, in Austria; in Bulgaria they are organized in all the secondary schools of the capital. They are also to be found in Australia, where they are called "Parents and Citizens Associations"; they correspond to the parent-teacher associations of the United States. Their by-laws must be approved by the Minister of Public Instruction. They have no teaching jurisdiction and must not interfere in matters of instruction, but their object is to defend the interests of the school and to sustain the teaching body in its relations with the public. They endeavor to promote regular school attendance, give aid to the teachers, and supply funds for the improvement of the schools (playgrounds, books, pianos, etc.). In Western Australia, the parents' associations appoint the school board and are united in a federation called the "Federation of the Parents and Citizens Associations," which publishes a monthly journal. In Victoria the school committees, appointed by the parents and the parents' association, play the same rôle as the parents' and citizens' associations in the other Provinces.¹⁹

It is quite evident that in many countries parents, if they are not organized into councils or associations, are officially represented on school committees, educational commissions, and others of the kind. This is pointed out in replies from Belgium, Scotland, Estonia, Norway, Switzerland, and India. As an example of what is done, in the community of St. Gilles, Belgium, the members of the school committee are: The fathers and mothers of the children attending community schools; delegates from clubs of various activities; post-school and outside of school fathers and mothers in their turn. The fathers and mothers are appointed by the parents of the pupils, gathered in an assembly, which is presided over by the Provost of Public Instruction. At these assemblies, or parents' meetings, the representative of the department of public instruction makes an address on the organization and plan of the teaching in the community

¹⁹ It should not be inferred that the Australian school boards and school committees have the same functions as our agencies which bear those titles. In Australia teachers are appointed and assigned and schools are maintained by the central government of each State.—*Editor.*

schools and discusses with the parents the best methods of preparing their children for life.

In the elementary schools of Estonia, the parents and teachers meet at least three times a year to discuss educational and pedagogical questions. Their wishes are then submitted to the educational council and to the Kuratorium. The Kuratorium, composed of one-third teachers, one-third school authorities, and one-third parents, concerns itself with financial questions and with school attendance.

For purposes of home education there is in England the Parents' National Educational Union which was founded 30 years ago, well known for its special methods of home education and for organizing the Parents' Union School. Its official journal is the Parents' Review.

In Switzerland the canton of Schaffhausen has a Cantonal Society of Instruction which deals with educational questions and to which belong people of all classes and of all political parties. And at Soleure a decree of May 26, 1877, instituted in each of the 10 districts of the canton, an educational association recruited from the school commission (teachers and friends of the school) of the district.

There is a project under French law which aims to create school councils, whose members are reported to be the mayor of a community, the head masters and mistresses of the school, with an equal number of municipal councilors, fathers and mothers of the pupils, and teachers. These councils are intended primarily to take care of the material interests of the school. An article on the Manual of Elementary Instruction (January 16, 1926) declares:

We conceive of the school council as first of all the center, where will of necessity be united all the subsidies, legal or optional, together with other resources, which the State, the departments, the communities, and private individuals may lend to the school, and as the agent especially authorized to use these credits and these contributions. The council will supervise the fitting up and the maintenance of the local schools; will take the necessary hygienic measures; will create gardens, studios, experiment stations, etc.; but it shall not interfere in the organization of the curriculum. The principal shall maintain his educational independence. Thanks to the school council it will be possible to attach to the school the civic personnel so that it will become autonomous from the financial point of view.

In Paraguay each public school has a people's educational commission, composed of parents and teachers, and appointed by the national council of education.

From this enumeration of facts taken from the report which was based upon replies to an inquiry, a conclusion has been drawn that in spite of the many praiseworthy efforts which are briefly described, the problems of cooperation of the forces of home and school have not yet been solved. The two groups still oppose and contradict each other. The reasons for this incompatibility have been given

frequently in detail: The lack of education or of interest in educational matters on the part of parents; distrust on the part of the teachers, who do not like to have the parents interfering in their affairs; social prejudices; politics, etc. In Norway, for example, we are told that the supervising committees, composed partly of parents, have only increased the difficulties of the teachers, especially in matters of discipline, and have even caused attacks to be made upon the teachers in the labor papers. In such countries as India, where the new generation is far removed from the old, the parents would have difficulty in giving really effective cooperation. An English correspondent points out that it would be difficult to create an association of parents and teachers in England because societies are already too numerous; the social conditions do not allow the success of organizations of the type found in the United States; and the English teachers are professionals, men of certain technique, individualists, and little disposed to allow themselves to be counseled or aided by parents. In South Africa in response to the questionnaire it was stated that the school administrators are already so largely controlled and influenced by the public that they do not need to meet with the parents; in another section it is the opinion of the superintendent that parent-teacher associations would not be very useful in the rural districts because the teachers are already in daily contact with the parents, but in the cities they might render invaluable service.

In spite of all difficulties and although progress may be slow, the cooperation of home and school is steadily advancing. It engages more and more people, and methods are being improved. When these methods, adjusted to meet the needs of each country, shall have been centralized by a strong organization directing them definitely toward the same end, it will be possible to fully realize this community of action between parents and teachers.

