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RECENT DEVELOPMENT  
OF PARENT-TEACHER  
ASSOCIATIONS

By

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in the United States, 1920-1922]



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# RECENT DEVELOPMENT OF PARENT-TEACHER ASSOCIATIONS.

By ELLEN C. LOMBARD,

*Director of Home Education, Bureau of Education.*

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## INTRODUCTORY.

During the past two years parent-teacher associations have developed in numerical strength and effectiveness in the United States. Their expansion during this period has been notable in the history of the movement to bring home and school into cooperative relationship.

Responsibility for the early training of all boys and girls rests manifestly with parents and teachers whose task it is to prepare them, generation after generation, for the life they must lead in the world; life that is teeming with emergencies and complexities incident to changing economic and industrial conditions; life that is complicated with diverse elements of population.

The task is so important that it has become increasingly a matter of concern and discussion in educational, philanthropic, religious, and political organizations. Parent-teacher organizations, because of their constituent members, are charged more than all others with the responsibility for the fulfillment of the task.

Parents and teachers are interpreters of the environment of the children. They help the children to understand relationships, to find themselves, and to adapt themselves to their environment. They work, one in the home, the other in the school, and both in the community for the accomplishment of their aim. Teachers have their technical training and their experience to offer to the parents for their enrichment, and parents have their more intimate experience with their children and their sympathetic cooperation to offer to teachers.

The ultimate result of the cooperation indicated may be successful when these forces work together with a common aim. United into a partnership as an organized parent-teacher association, the partnership becomes an important asset not only to the home and the school,

but also to the community, the State, and the Nation. The parent-teacher association movement in the United States during the period 1920-1922 has developed from a membership of 189,000 to over a half million members.

### HISTORY, GROWTH, AND DEVELOPMENT.

Mothers' meetings inaugurated in 1855, in connection with the kindergarten movement in the United States, seem to have been the precursors of the parent-teacher associations. A mothers' conference was called by a kindergarten training teacher in Chicago in 1894. Three years later a National Congress of Mothers was called in Washington, D. C., by a group of mothers, in which the interests of all little children, the home, and the community were discussed. A permanent organization of mothers was formed at that time, and plans for the study of problems relating to child welfare were developed. In 1900, a formal charter was granted this organization in the District of Columbia.

Mothers and teachers discovered that they could accomplish more if united into a cooperative organization than was possible when each worked separately. Parent-teacher associations came into existence in response to the expressed need. Other organizations with various names but similar purpose came into existence also and united in this national organization. Among them were the parents' leagues, home and school associations, mothers' leagues, mothers' unions, preschool circles, reading circles, etc. In 1908, the National Congress of Mothers changed its name to include parent-teacher associations, and in 1915 a new charter was secured.

The movement has developed until the parent-teacher association has become the dominant national activity of parents and teachers. Associations have been organized in every State, in Alaska, and Hawaii.

State organizations have been effected in 40 States in affiliation with the national organization.

### NATIONAL CONGRESS OF MOTHERS AND PARENT-TEACHER ASSOCIATIONS.

The national organization, called the National Congress of Mothers and Parent-Teacher Associations, is made up of State branches, which are in turn made up of local organizations. The officers are elected as provided by the constitution or by-laws. An annual convention is held at a time and place decided upon each year by a board of managers.

In the 40 organized States the organizations are uniform in all important features. Variations occur to conform to local conditions. A complete organization of parent-teacher associations in a State may include local associations affiliated with the State, city,

and county councils, and a State organization affiliated with the national organization. Membership consists of active, associate, sustaining, and life members and benefactors. Active members in the national organization must be members of a local organization whose dues are paid according to provisions of the organization.

A large proportion of parent-teacher associations are affiliated with the National Congress of Mothers and Parent-Teacher Associations. In some States there are a few associations affiliated with the General Federation of Women's Clubs and with State teachers' associations.

The national organization has grouped the United States into 14 regions for the purpose of closer cooperation and conference. These regional groups represent in a delegate body all the States in the respective regions, as follows: Region No. 1, Maine, New Hampshire, Vermont; Massachusetts, Rhode Island; region No. 2, New York, New Jersey, Connecticut; region No. 3, Pennsylvania and Delaware; region No. 4, District of Columbia, Maryland, Virginia, West Virginia; region No. 5, North Carolina, South Carolina, Florida, Georgia, Tennessee; region No. 6, Alabama, Mississippi, Louisiana; region No. 7, Kentucky, Ohio; Indiana; region No. 8, Illinois, Wisconsin, Michigan; region No. 9, Missouri, Kansas, Nebraska, Iowa; region No. 10, Minnesota, North Dakota, South Dakota, Montana; region No. 11, Texas, Oklahoma; region No. 12, Utah, Colorado, Wyoming, New Mexico; region No. 13, California, Arizona, Nevada; region No. 14, Washington, Oregon, Idaho. They finance themselves and work under an elected director.

Active work in the national organization is carried on through departments and standing committees. During the past two years a complete reorganization of departments and standing committees has been effected, and there are five departments under which committees work, as follows:

1. *Organization and Efficiency*.—Child Welfare or Founders' Day; Child Welfare Magazine, extension, finance, membership, press and publicity, program service and literature.
2. *Public Welfare*.—Better films, country life, immigration and American citizenship, juvenile protection, legislation.
3. *Education*.—Humane education, kindergarten extension, scholarship, school education, visual education.
4. *Home Service*.—Children's reading, home economics, home education, Mothers Study Circles, preschool age, recreation and social standards, thrift.
5. *Health*.—Child hygiene, monogamous marriage, physical education, racial health.

Each department is under the direction of a vice president. When a State has a membership aggregating 500 in at least 20 associations, these may be organized into a State branch and admitted to member-

ship upon payment of the required dues. Questions of membership are settled by the board of managers. In unorganized States, associations and circles may join the national association directly until State organization takes place. If rulings of National and State organizations conflict, State branches must upon notification make such changes in their regulations as will conform to the national decisions.

The national headquarters are located in Washington, D. C., and are under the direction of an executive secretary. A field secretary is also maintained.

In Alabama, Kentucky, Tennessee, Ohio, and Texas the parent-teacher organizations have had quarters in State departments of education. In some States presidents have headquarters in their homes. Massachusetts headquarters are located in Boston, where a secretary is in charge. In New York the headquarters are located at Lockport.

Alabama, Arizona, Delaware, Florida, Kentucky, Maine, Michigan, Minnesota, Missouri, New Jersey, North Carolina, Ohio, Oklahoma, and Virginia have developed under the direction of organizers or field secretaries.

In Colorado the State department of education furnishes an executive secretary for parent-teacher work.

*Numerical strength of State organizations and dates of organization.*

States.	Date of organization.	Membership.	States.	Date of organization.	Membership.
California.....	1902	53,047	Wisconsin.....	1910	5,384
Missouri.....	1912	39,157	Connecticut.....	1900	5,015
Illinois.....	1900	27,623	Oregon.....	1904	4,032
Washington.....	1906	22,910	Rhode Island.....	1909	4,013
Ohio.....	1910	22,343	Alabama.....	1908	3,675
New Jersey.....	1900	21,805	Mississippi.....	1908	3,195
Texas.....	1903	21,156	New Hampshire.....	1915	2,197
Michigan.....	1908	18,485	Maryland.....	1915	2,172
Iowa.....	1900	16,640	Idaho.....	1905	2,159
Colorado.....	1907	15,405	Arizona.....	1903	2,142
New York.....	1897	13,704	District of Columbia.....	1905	1,785
Pennsylvania.....	1899	12,890	North Dakota.....	1921	1,472
Kentucky.....	1918	12,255	Virginia.....	1921	1,311
Indiana.....	1912	11,238	Vermont.....	1912	1,296
Massachusetts.....	1910	9,733	Maine.....	1915	1,081
Kansas.....	1914	8,608	South Dakota.....	1915	996
Georgia.....	1906	8,340	Nebraska.....	1922	913
North Carolina.....	1919	7,631	New Mexico.....	1915	754
Tennessee.....	1913	5,897	Montana.....	1915	505
Delaware.....	1908	5,414	Florida.....	1921	359

Delaware organizations of parents and teachers have grown from 6 organizations in 1920 to 250 in 1922.

#### UNORGANIZED STATES NOT AFFILIATED WITH NATIONAL ORGANIZATION.

The foregoing table does not include all the membership in parent-teacher associations in the United States. It is estimated that the complete membership would total over a half million members. In some organized States a few organizations are affiliated actively with the Federation of Women's Clubs and State educa-

tional associations. There are large groups of organizations of parents and teachers in Arkansas, Louisiana, Minnesota with 1,558 members, Nevada, Oklahoma with 580 members, South Carolina, Utah, West Virginia, and Wyoming, and a few in Alaska and Hawaii.

Arkansas has school-improvement associations in most of its cities and towns. During the past two or three years many country schools have organized associations in this State. The work is fully recognized by the State department of education, which furnishes programs for monthly meetings. There are about 600 of these organizations actively at work in the State. Their chief value is in bringing patrons and teachers together.

Parent-teacher associations are organized in the larger cities of Louisiana, such as New Orleans, Shreveport, Baton Rouge, Crowley, etc. They cooperate with the school authorities in local educational activities, although no legal recognition is given them by State educational authorities.

There are in Nevada a number of parent-teacher associations. It is estimated by the State department that one-half of the larger towns have organized them. No official recognition is given them by the State department of education, but the department urges communities to organize them.

In South Carolina community work is carried on to a great extent by the school-improvement associations. They are local organizations, reported to be located in about 1,200 communities. The parent-teacher association as such works in a few cities. The State superintendent of education reports that their activities are fine and results are satisfactory.

In West Virginia there are 89 local associations, located in 33 different counties. There is as yet no State organization. The division of rural education of the State department of education reports that these associations contribute to the needs of the schools. They buy equipment where boards of education are not ready to do so, aid in establishing hot lunches, try to make the school an integral part of the community life, and cooperate with the teacher in many ways to bring about successful school activities. The State department of public instruction is anticipating the formation of a State branch, so that these organizations will contribute more to the school life of the State. The department is doing what it can to encourage new organizations.

A large group of parent-teacher associations in Utah are affiliated with the Utah State Teachers' Association. Meetings are held simultaneously with the annual meeting of the State teachers' association. These parent-teacher associations serve the community and aid the schools in solving their problems.

While there are parent-teacher associations doing excellent work in Virginia, there are also community leagues organized in connection with the State department of education, under a Cooperative Education Association. These leagues meet to discuss their various educational and civic problems. In 1921 there were reported to be 1,555 leagues, with a membership of 38,419. These leagues are reported to have raised \$186,340, for their work of improving the schools.

#### AIMS AND PURPOSES.

The definite aims of parent-teacher associations are as follows: To surround children and youth with an environment adapted to their growing needs; to bring together parents and teachers and others for the study of child nature and all questions relating to the care and proper guidance of children in the home and elsewhere; to cooperate with educational institutions intelligently; to work for the creation of kindergartens in schools where they are needed; to work for public welfare, with regard to health, morals, recreational facilities, children's courts, mothers' pensions, etc. These activities are carried on through committees appointed for this work.

The parent-teacher organization is not formed to interfere with the administration of the school in its discipline or its curriculum. It should not purchase, except in an emergency, equipment that the school board should furnish from the public funds. It should be warned constantly against permitting the organization to be used to further politics, but it may join with other clubs in endorsing certain principles in matters that affect children which are to be embodied into law. Its name should not be used to further the interest of any commercial enterprise.

#### ORGANIZATION.

Parent-teacher associations may be organized in each grade of schools, or may be organized for entire schools and in high schools. These organizations may vary in name, but not essentially in purpose. They may be called mothers' circles, home and school associations, parents' leagues, preschool circles, parents' councils, parent-teacher associations, etc.

Local and State organizations have latitude in respect to dues. When the obligations of local and State organizations to the national organization have been discharged, they may decide upon the amount of dues for their own work.

#### COURSES IN PARENT-TEACHER ASSOCIATIONS.

Teachers College of Columbia University, New York City, announced for its 1922 summer school a three weeks' course in education (S-212-C) covering the organization and conduct of parent-



teacher associations. This course, given in cooperation with National Congress of Mothers and Parent-Teacher Associations, will consider the need for parent-teacher associations and how to organize them; the problems, opportunities, and achievements of associations in all parts of the country; how the National and State organizations may help the local associations. An exhibit of the many varieties of free published helps of the National and State associations will be open to supervisors, teachers, and parents. The program of this course includes three lectures to introduce the subject. Work and discussions are to be carried on under the following topics:

1. Principles underlying education and the home. Failures of each.
2. Duty of the schools to the homes.
3. Inspiration due the schools from the homes.
4. Arguments for parent-teacher associations.
5. Legitimate fields for parent-teacher association activity.
6. Fields which parent-teacher associations should not enter.
7. Division of class into sections to prepare programs for year's work for local parent-teacher associations.
8. Organization of local associations, women representing the mothers, and men of the class representing teachers.
9. State organizations—conditions for organization, work, etc.
10. National organization—scope, accomplishments, present status.

Some of the reference books to be used in this course are: *Parent and Child*, by Henry F. Cope, New York, Doran Co.; *New Schools for Old*, Evelyn Dewey, New York, E. P. Dutton; *Child and His School*, by Gertrude Hartman, New York, E. P. Dutton; *Outlines of Child Study*, by McKeever, New York, Macmillan Co.; *Practical Conduct of Play*, by Curtis, New York, Macmillan Co.

Superintendents of schools of Hancock County and Vermillion County, Ill., arranged for parent-teacher association instruction during the past year.

The State director of summer schools of New Jersey conducted in 1921 a parent-teacher day or school at each of the four regular summer schools for teachers during July and August. With the exception of the two-day parents' school, held in cooperation with the State university and Rutgers College, all were one-day sessions. These sessions were arranged in cooperation with the New Jersey State Parent-Teacher Association. In these classes it was aimed to give young teachers a clear understanding of the aims, ideals, and activities of parent-teacher associations, and to give parents a better idea of the present-day school, so that better cooperation might result.

The morning sessions were spent in observation in classrooms, parents passing from grade to grade, observing the modern methods in teaching. Afternoon sessions were given to addresses by parent-teacher association officials on the aims and purposes of the parent-

teacher associations, the value of religious education in the home, and what State and National organizations can do for local organizations, etc.

#### ACTIVITIES OF ORGANIZATIONS FOR 1920-1922.

A study of the reports of activities for 1920-1922 in parent-teacher associations in many States reveals a diversity of activities, but one general aim, e. g., to surround children with conditions favorable to their growth. In California, the State having largest membership, the associations raised over \$150,000, which was used to better teaching facilities, to furnish more school equipment, hot lunches at minimum cost, milk for undernourished children, scholarships for needy students, etc. Over \$30,000 was spent for playground apparatus and musical instruments. California reports that more and more the men in school districts are identifying themselves with parent-teacher associations. Fathers and teachers represent 20 per cent of the attendance. Work in rural schools has been emphasized in Colorado. To become a standard rural school, according to the rulings of the State department of public instruction, a school must have a parent-teacher association. When schools reach the standard a bronze plate is nailed on the schoolhouse. The increasing interest of men in these organizations is shown in the reports of some States.

Delaware reports 5 per cent of its rural population belonging to associations, and men constitute one-half of the membership. A report of the activities of parent-teacher associations in Delaware shows that 8 organizations paid for school repairs; in 30 schools furniture was bought by them; school supplies were purchased in 18 schools by them; victrolas or other musical instruments were purchased in 34 schools; in 230 organizations school health or recreation programs were promoted; 42 organizations served hot lunches; and 45 furnished the books for school libraries. Other activities were listed as child-welfare work, tree planting, better attendance, sentiment for new building, toilets scrubbed weekly and fumigated, etc.

One local organization reported that the greatest achievement was in making the residents of the community conscious of their part in making the school.

Membership and attendance of fathers in New Jersey are increasing. In one organization fathers represent 40 per cent of the membership.

In Massachusetts 25 per cent of the presidents of local organizations have been men.

During 1920-1922 parent-teacher associations in high schools have increased in number throughout the United States, according to

reports. Dress, chaperonage, wholesome recreation, and better movie films are among the subjects upon which activities are based in these associations. Wisconsin has associations in 21 high schools.

Dads' Night programs were reported in Idaho and Washington, and fathers' meetings were held in North Carolina and Illinois. Father and Son and Mother and Daughter Dinners were instituted in North Dakota.

Two important activities which are the outgrowth of parent-teacher associations are the preschool study circles and reading circles. In 1921 reading circles were active in five cities in California. At North Glendale one of these reading circles has a membership of over 200 women who have used the home-reading courses of the United States Bureau of Education. Other circles are at Hermosa Beach, Garvanza, Puente, and Pasadena.

The preschool circles found in Washington State and other States consist of mothers of little children under school age. Programs for these circles include the subjects of child care and training, proper diet for the young child, proper clothing, advice to expectant mothers.

The activities of the Cooperative Education Association of Virginia are, as indicated by the name, largely concerned with raising money in order to improve the school plant. They finance school lunches, improve the social and recreational life of the community, and cooperate with the school board in its efforts. Many libraries have been installed as a result of the efforts of these organizations.

The resolutions of National and State organizations at their annual meetings indicate the trend of thought of the entire parent-teacher group. Some typical resolutions are those from Arizona and Florida. They include the indorsement of President Harding's words of counsel to observe more strictly the laws of the land and commended his efforts to turn the thoughts of the American people in a more spiritual direction, urging upon all parents the necessity of developing a deeper spiritual life in their children in order to counteract loose moral tendencies of the present day; placing greater safeguards around our young people relative to present-day amusements along the following lines: (a) That boys and girls of tender age be not allowed to play outdoors after dark unsupervised; (b) that girls be not allowed to go unchaperoned in autos with young men; (c) that simple home parties be encouraged to take the place of the public amusements for young people; (d) that parents urge their young daughters and their sons to avoid late hours.

Many organizations work for the establishment of kindergartens in the schools, for better films, for the health of school children, for better recreational facilities, for libraries in the schools and communities, for Americanization, for thrift, in fact for the adjust-

ment of the environment to the growing needs of the children in the home, the school, and the community.

A survey of the field of literature for the use of parent-teacher associations reveals the fact that printed leaflets on organization and programs are needed.

Extension divisions of State universities in Indiana, Iowa, North Carolina, and Wisconsin have issued pamphlets of use to parent-teacher associations and furnished packet libraries and speakers for meetings.

Some State departments of education, among them Delaware and Wisconsin, have issued bulletins on the organization and conduct of parent-teacher associations.

#### PUBLICATIONS AND REFERENCE MATERIAL

State and local boards of education have given space in their monthly bulletins, reports, and announcements of parent-teacher associations' work. The Detroit Educational Bulletin, vol. 6, No. 2, included nine pages devoted to parent-teacher associations. In the following list of publications an attempt has been made to include material in use in 1920-1922. It has been impossible to get complete data regarding the material issued in all States. Yearbooks or directories are issued by 14 State organizations. Twenty-two State organizations publish monthly or quarterly bulletins for distribution to their respective organizations.

The yearbook of the Delaware Parent-Teacher Association, which was prepared by the Service Citizens of Delaware, is one of the outstanding publications of its kind and contains in limited space the essential information of each parent-teacher association, white and colored, in Delaware, regarding membership, average attendance, officers, activities, and achievements. The extension division of North Carolina University has issued an excellent hand book for North Carolina organizations, containing organization and program material.

The North Carolina College for Women issues a monthly bulletin for parent-teacher associations in North Carolina.

#### REFERENCES

- Report of Congress of Mothers and Parent-Teacher Associations. By Elizabeth Harrison. In National Education Association. Addresses and proceedings, 1919. p. 428-662.
- How may parent-teacher associations best cooperate with public schools? In National Education Association. Addresses and proceedings, 1921. p. 661-662.
- Parent-teacher associations. By Edith E. Hoyt. Madison, Wis., 1920. (University of Wisconsin Bulletin.)
- Parent-teacher associations. In Educational digest. Vol. 42. No. 1. Aug.-Sept., 1922.

*California.*

Booklet of suggested programs. Published by the California (sixth district). Free.

Suggestions included for each month.

Booklet of suggestion. Published by the California (second district) Congress of Mothers and Parent-Teacher Associations. Free.

Bulletin. Published by the California (first district) Congress of Mothers and Parent-Teacher Associations. Free.

Containing sections on thrift, social hygiene, and high school parent-teacher associations.

Duty. Circular letter no. 1. Issued by the California Congress of Mothers and Parent-Teacher Associations. Department of patriotism. Free.

Suggestions for programs on patriotism.

Home department. Prepared and issued by the California Congress of Mothers and Parent-Teacher Associations. Free.

Contains an introduction and Home reading course no. 3, U. S. Bureau of Education.

Home and school. Published by the California Congress of Mothers and Parent-Teacher Associations, 1921. Free.

A booklet for use in securing cooperation between home and school for the moral training of children; to better home conditions; to encourage parents to use preventive methods of training instead of corrective ones; to form good habits of living; and to encourage parents to use the ethical story as a means of character building.

Instructions for organizing and carrying on a parent-teacher association. Published by the California Congress of Mothers and Parent-Teacher Associations. Extension department. Free.

Parent-teacher associations in rural and village schools. By Lura Sawyer Oak. Published by the State Department of Education, Sacramento, Calif. Bulletin no. 27. Free.

Tells how to organize and contains 26 programs and 10 entertainments.

Parent-teacher bulletin. Published by the Parent-Teacher Associations, Petaluma, Calif. Free.

For use of local associations.

Programs for child study. Published by the San Diego Federation of Parent-Teacher Associations, 1921. Free.

Programs for parent-teacher association activities. Published by California (ninth district) Parent-Teacher Associations, 1921.

For use of local associations.

Suggestions. Published by the California (third district) Parent-Teacher Association.

Yearbook of the California Congress of Mothers and Parent-Teacher Associations.

Consists of outlines of department work, helps for programs, roster, etc.

*Missouri.*

Missouri bulletin. Published bimonthly during the school year by the Missouri Congress of Mothers and Parent-Teacher Associations.

Contains direct news and instructions from State president to circles.

Missouri program book. Published biennially, alternating with the yearbook, by the Missouri Congress of Mothers and Parent-Teacher Associations. Free.

Missouri school journal. Published by A. S. Lehr, Jefferson City, Mo.

Includes a department of parent-teacher associations.

**Missouri yearbook.** Published biennially by the Missouri Congress of Mothers and Parent-Teacher Associations, Springfield, Mo. Free.

Covers the work of one administration.

**School and community.** The official organ of the Missouri State Teachers' Association.

Two pages devoted to parent-teacher association work.

**Why, when, how to organize circles for child-welfare study in home, school, and church.** Published by the Missouri Congress of Mothers and Parent-Teacher Associations. Free.

An organizing booklet.

### *North Carolina.*

**North Carolina parent-teacher bulletin.** Published monthly for the parent-teacher association by the extension division of the North Carolina College for Women.

**The parent-teacher association.** Prepared by Harold D. Meyer and published by the university extension division, University of North Carolina, Chapel Hill, N. C., 1921.

To encourage organization of parent-teacher associations and assist them in their meetings.

### *Delaware.*

**Our teacher.** Program leaflet no. 5. Issued by the Delaware State Parent-Teacher Association, 1922.

Program and information about the teacher situation and what can be done about it.

**Physical education.** Program leaflet no. 2. Issued by the Delaware State Parent-Teacher Association, 1921.

Leaflet for the program committee.

**Recreation for the community.** Program leaflet no. 6. Issued by the Delaware State Parent-Teacher Association, 1922.

**Yearbook.** Prepared and issued by the Service Citizens of Delaware, 1922.

Contains roster of parent-teacher organizations of white and colored people with information about officers and activities.

### *Georgia.*

**Bulletin.** Published monthly by the Georgia Congress of Mothers and Parent-Teacher Associations. Free to Georgia parent-teacher associations.

**Directory.** Published by the Georgia Congress of Mothers and Parent-Teacher Associations, 1922.

**Program for local parent-teacher associations.** Prepared by Mrs. T. J. Cater, chairman of education. Published by the Georgia Congress of Mothers and Parent-Teacher Associations.

**What one-half of the parent-teacher associations of Georgia did during 1921-22 term.** Published by the Georgia Congress of Mothers and Parent-Teacher Associations.

**Why join the State and national congress?** Prepared by Mrs. Bruce Carr Jones, president of the Georgia Congress of Mothers and Parent-Teacher Associations and issued by the organization.

### *Idaho.*

**Bulletin.** Published monthly by the Idaho Congress of Mothers and Parent-Teacher Associations.

**Yearbook.** Published by the Idaho Congress of Mothers and Parent-Teacher Associations.

Contains roster, reports, and suggestions for meeting.

*Illinois.*

- Bulletin of the Illinois Council of the Parent-Teacher Association. Published monthly by the Illinois Council of Parent-Teacher Associations. Free.  
To keep parent-teacher associations informed regarding their activities.
- Yearbook. Published by the Illinois Council of the Parent-Teacher Association.

*Indiana.*

- Bulletin. Issued monthly by the Indiana Parent-Teacher Association.  
To afford direct contact between State and local organizations.
- Constitution and by-laws. Prepared and published by the Indiana Parent-Teacher Association, Indiana University, Bloomington, Ind., 1921.  
For use of all Indiana parent-teacher associations.
- General programs for monthly meetings. Free. Prepared and issued by the extension division, Indiana University, Bloomington, Ind., 1921.  
Contains programs for a year on health of school children, etc.
- Manual of organization of Indiana parent-teacher associations. Prepared by Mrs. Hence Orme. 1921. Issued by the Indiana Parent-Teacher Association, Indiana University, Bloomington, Ind.  
A guide to new organizations.
- Parent-teacher associations. Prepared by Edna Hatfield Edmondson, 1920.  
Issued by the extension division, Indiana University, Bloomington, Ind.  
Contains material regarding history, function, field of activities, relation to other social organizations, and topics for programs.
- Report of the parent-teacher associations of Fort Wayne. Published by the publicity department of the Fort Wayne Council of Parent-Teacher Associations, 1921.  
Contains report of work of one council in Indiana.
- Suggested program of study and work for parent-teacher associations. Prepared by Edna Hatfield Edmondson, 1921. Issued by the extension division, Indiana University, Bloomington, Ind.  
Suggests sources of study on various subjects.

*Iowa.*

- Bulletin. Issued monthly by the Iowa Congress of Mothers and Parent-Teacher Associations.  
For use as a means of communication between the State and local organizations and contains material for programs.
- Constitution. Prepared by State chairman of Iowa Congress of Mothers and Parent-Teacher Associations, 1921.  
Suggestions for parent-teacher associations.
- Parent and teacher. Extension bulletin no. 76, 1921. Prepared by Dr. Forest C. Ensign. Issued by the extension division, University of Iowa, Iowa City, Iowa.  
Contains history of movement, organization of mothers' circles, rural parent-teacher associations, parent-teacher associations in high schools, programs, etc.

*Massachusetts.*

- Bulletin. Published monthly by the Massachusetts Parent-Teacher Association.
- Directory. Published by the Massachusetts Parent-Teacher Association, 1922.
- Leaflet on what the State association does and what the local association does. Published by the Massachusetts Parent-Teacher Association.
- Parent, child, and school. Prepared by the division of university extension of the State Department of Education, Boston, in cooperation with the Massachusetts Parent-Teacher Association.  
A course for correspondence instruction, for parents (in preparation). This course will contain books stressing home influences, the child's mental, moral, and physical welfare during the preschool years.

- Speakers' list.** Published by the Massachusetts Parent-Teacher Association, 1922.
- Yearbook.** Published annually by the Massachusetts Parent-Teacher Association.

*Texas.*

- Handbook of information on parent-teacher associations of mothers' clubs.** Published by the Texas Congress of Mothers and Parent-Teacher Associations. Free. 1922.  
Its object is to give parent-teacher associations and mothers' clubs information and suggestions for organization, conduct, and work.
- Official roster, 1921.** Published by the Texas Congress of Mothers and Parent-Teacher Associations. Free.
- Partial summary of the work of the Texas Congress of Mothers and Parent-Teacher Associations.** Free.  
Contains brief statements of achievements, activities, and further campaigns and movements.
- Suggestive programs for parent-teacher associations.** Published by the Texas Congress of Mothers and Parent-Teacher Associations, 1921. Free.  
Contains suggestions for program committees regarding the use of the material, attendance, etc., and excellent material for programs.

## PUBLICATIONS OF THE NATIONAL CONGRESS OF MOTHERS AND PARENT-TEACHER ASSOCIATIONS.

- Aims, materials, practical accomplishments.** Issued in Washington, D. C. Child Welfare Magazine. Published in Philadelphia, Pa.
- Constitution for mothers' study circles.** Prepared by Mrs. Elwell Hoyt.
- The elusive vitamine.** Prepared by Mrs. Allan P. Stevens.
- Five plans to increase membership.** Prepared by Mrs. C. C. Noble.
- Handbook of information about parent-teacher associations and mothers' circles.**
- Hints to ambitious parent-teacher associations.**
- Importance of publicity.** Prepared by Mrs. W. H. Sawyer.
- Joining the National Congress of Mothers and Parent-Teacher Associations.** Prepared by Mrs. Florence V. Watkins.
- List of loan papers on child welfare for program use.**
- Managing the income.** Prepared by Mrs. Allan P. Stevens.
- Mothers' study circles. (Preschool Age.)** Prepared by Mrs. Elwell Hoyt.
- Parents' associations or departments in church or Sunday school.**
- Program of work for local parent-teacher associations.** Prepared by Prof. M. V. O'Shea.
- Reasons for parent-teacher associations.** Prepared by Mrs. Florence V. Watkins.
- What prominent educators think of the movement.**

## GOVERNMENT PUBLICATIONS FOR PARENT-TEACHER ASSOCIATIONS.

- Child health program for parent-teacher associations and women's clubs.** Health education circular no. 5. Published by the Department of the Interior, Bureau of Navigation, 1920.
- Child welfare programs, 1920. (Children's follow-up series no. 7.)** Prepared and issued by the U. S. Children's Bureau, Department of Labor.
- Twenty good books for parents.** Home reading course no. 21. Issued by the Department of the Interior, Bureau of Education, Washington, D. C.