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HOME EDUCATION

By

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Advance Sheets from the Biennial Survey of Education
in the United States, 1916-1918



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HOME EDUCATION.

By ELLEN C. LOMBARD.

Secretary, Home Education Division.

The conservation of childhood and youth is a problem that is occupying the attention of educators, publicists and welfare workers in this and other countries. Conservation of child life is not separable from the problem of conservation of womanhood. During the past two years greater service was demanded from the women throughout the country. Some were called upon to take the places of men who had joined the army; some were left to assume the double duties of father and mother. Help must be given to broaden the outlook of the women, many of whom live in homes so isolated that opportunities for development are lacking. The viewpoint of the men who have been across the sea has been liberalized by contact with foreign lands and peoples. It will help in the readjustment of the returning forces if each agency of general welfare will consider the needs of the home in working out programs.

ENGLAND.

Schools for mothers.—In England and Wales schools for mothers have been authorized under the Government board of education. Under the new regulation, existing or contemplated schools for mothers will receive Government grant-aid each year for promoting the care, training and physical care of infants and young children.

Schools for mothers are described as educational institutions providing training and instruction for mothers in the care and management of infant and young children. Instruction is to be under three heads: Systematic classes, home visiting, and infant consultation. Provision of specific medical or surgical care is to be only incidental. Payments of grants will be made upon the basis of the work done by the institution during the previous year. This work will be coordinated with existing institutions, such as maternity centers, baby clinics, and infant dispensaries.

A writer in "The Home Nursery School" points out that the parents' responsibilities do not end in bringing children into the world, feeding and clothing them, and sending them to school. The chil-

dren have a right to a definite place in the home. This is universally acknowledged among the middle and upper classes. The children have their nursery, their own room, where they keep their own things, and, within certain well-defined limits, do as they like. You do not find these children in the streets after school hours, and this not only because they are not allowed there, but because they find in their homes sufficient interests to keep them there. Then he speaks of the impossibility of setting aside a room in the workingman's home solely for the use of his children, and remarks that the inability to provide such an apartment is not a sufficient reason for giving the children no place at all. He further says:

In these days of self-sacrifice when those among us who are wise look into the future with longing and hope and plan for a better world, we must strain every nerve to provide the best we can for the children, realizing that it is they who will come into the good heritage purchased by the blood of their fathers. They are the pivot on which all will turn, and we must do our part now to give them the best education possible, built up on the strongest, deepest religious basis. So we see clearly that they must have their rights, their share in the home, a definite place that belongs to them.

UNITED STATES.

In the United States, governmental, State, and local child-welfare agencies are devoting their energies to building up a strong and intelligent generation.

An appeal to conserve childhood and youth has been made to business men, to parents, to teachers, and to churchmen by Margaret Slattery in *The Second Line of Defense*. She says:

The American home needs once more to be the center of inspiration for deeds that must be done for the new liberty and the true democracy, struggling more desperately than ever it has struggled since the world began to free itself from the bonds that bind. The intelligent American home created by two people who have had every material advantage is falling in its duty if, in these days when the world fights for the very existence of the principle of the right of the weak, they do not instill into the hearts of their children the fundamental principle upon which brotherhood is built.

If parents permit their children to grow up in an atmosphere of autocracy and special privilege, it will mean not only shrinking their souls, warping their minds, cheating them of their rights as American children, but it will mean threatening the future of the Nation with more dire calamity than it faces today overseas.

America calls upon parents * * * to look to their own sons and daughters; to teach them the meaning of love for God and love for man; to train them in ethics; to train them in a sincere hatred of shams, a deep love of truth, a passion for justice; to show them the folly of extravagance. * * * It is their right to be taught from the very beginning that no one on earth can legitimately get "something for nothing," that every human being owes something to his brother, and that work is the greatest gift of God.

WORK OF FEDERAL GOVERNMENT IN HOME EDUCATION.

Department of the Interior.—The Federal Government through the home education division of the Bureau of Education has reached over a half million homes with some kind of educational material.

Through the cooperation of over 75,000 women, especially selected because of their qualifications in rural districts in 2,100 counties, it became possible to reach more than 70,000 mothers of little children under 3 years of age, with information regarding the care and training of the children.

Several publications were used to carry on the work for child welfare, among them being:

Care of the Baby; Save the Baby; Duty of Parents in Regard to Sex; Care of the Baby in Hot Weather; Reprint of the Chapter on Home Education, Commissioner's Annual Report, 1916; Reading Course for Parents; Neighborhood Play; Circular Letter No. 1, 1916-1917, Problems of the Boy and Girl in the Home; Circular Letter No. 3, 1916-1917, Problems of the Foreign Mother in the Home; How to Select Food; One Thousand Good Books for Children.

Field work for the extension of home education.—Three tours in the interest of home education and child welfare were made. Special collaborators held meetings in the following towns and cities: Leesburg, Fredericksburg, Danville, Bristol, and Abingdon, Va.; Asheville, Lincolnton, Wadesboro, and Greensboro, N. C.; Rock Hill, Florence, Columbia, Lancaster, and Charleston, S. C.; Augusta, Atlanta, Macon, Milledgeville, Dallas, Marietta, and Fairy, Ga.; Tallahassee, Tampa, Miami, Eustis, Tavares, Avon Park, Clearwater, Clermont, St. Petersburg, Haines City, Monte Verde, Fort Pierce, and West Palm Beach, Fla.; Montgomery and Birmingham, Ala.; Columbus, Miss.; and Chattanooga and Nashville, Tenn. The result of this work was evident in the organization of parent-teacher associations.

Some of the typical requests for help have been for material on subjects as follows: Something to help bring up the children right; material to better the home; literature on moral training; on home making and child nurture; home study for boys and girls; bulletins on home matters; literature for a population of Swedes and Cornish, German, Dutch, and Irish; care of the sick; books suitable to children who have completed the common-school course; help for bringing the home and the school together; reading matter on plays and games; literature on the care and training of children; outlines for programs for child study; literature for the formation of parent-teacher associations where there is no church, no society of any kind.

Home reading circle.—In order to answer some of the demands it was necessary to institute the home reading circle with selected

courses on various subjects. Committees of specialists selected the books in these courses with the cooperation of the Bureau of Education.

Three new courses were issued during 1916-1918 in addition to seven courses previously distributed. They are listed as follows:

Course No. 7, Thirty World Heroes: 1. Moses: Exodus and Deuteronomy; 2. Socrates: Dialogues and Discourses of Plato, Socrates; 3. Alexander: Alexander the Great; 4. Julius Caesar: Seven Roman Statesmen, Life of Julius Caesar; 5. Jesus, Christ: The Syrian Christ, Harmony of the Gospels; 6. St. Paul: St. Paul the Traveler and Roman Citizen; 7. Marcus Aurelius: Golden Book of Marcus Aurelius, Marcus Aurelius and the Later Stoics; 8. St. Augustine: Confessions; 9. Mohammed: Heroes and Hero Worship, Mohammed and His Power; 10. Alfred the Great: Story of King Alfred, Life and Times of Alfred the Great; 11. Joan of Arc: Jeanne D'Arc, Joan of Arc; 12. Dante: Makers of Florence, Vision of Dante Alighieri; 13. Michael Angelo: Makers of Florence, Michael Angelo; 14. St. Francis of Assisi: Everybody's St. Francis, Life of Francis of Assisi; 15. William of Orange: William the Silent, Rise of the Dutch Republic; 16. Galileo: Great Astronomers; 17. Shakespeare: Shakespeare, His Mind and Art, Life of Shakespeare; 18. Molière: Molière, His Life and Works; 19. Cromwell: Life of Cromwell; 20. Napoleon: History of Napoleon Bonaparte, Napoleon—Warrior and Ruler; 21. Pestalozzi: Pestalozzi, His Life and Work; 22. Goethe: Life of Goethe; 23. Rousseau: Rousseau and Naturalism in Life and Thought; 24. Darwin: Life and Letters; 25. Scott: More Than Conquerors, Life of Scott; 26. Livingstone: More Than Conquerors, Personal Life of David Livingstone; 27. Florence Nightingale: Life of Florence Nightingale; 28. Elizabeth Frye: Story of Elizabeth Frye; 29. Pasteur: More Than Conquerors, Life of Pasteur; 30. Tolstoi, the Man and His Message, Reminiscences.

Reading Course No. 9, Thirty American Heroes: 1. Columbus: Columbus the Discoverer; 2. Father Marquette: Heroes of the Middle West, Father Marquette; 3. William Penn: William Penn, The True William Penn; 4. Washington: Washington, A Virginia Cavalier, George Washington; 5. Franklin: Benjamin Franklin, Autobiography of Franklin, Life of Franklin; 6. Hamilton: Alexander Hamilton; 7. Jefferson: Life of Jefferson, Life and Writings of Thomas Jefferson; 8. Daniel Boone: Daniel Boone, Daniel Boone and the Wilderness Road; 9. George Rogers Clark: How George Rogers Clark Won the Northwest, The Winning of the West; 10. Lincoln: Men Who Made the Nation, A Short Life of Lincoln; 11. Lee: Life of Lee, Lee, the American; 12. Horace Mann: Horace Mann, Educator, Patriot and Reformer; 13. Hawthorne: Life of Hawthorne; 14. Parkman: Life of Parkman; 15. Sidney Lauder: Life of Sidney Lauder; 16. Mark Twain: Boy's Life of Mark Twain, Life of Mark Twain; 17. Morse: Masters of Space, Letters and Journals; 18. Fulton: Robert Fulton; 19. McCormick: Cyrus Hall McCormick; 20. Edison: Thomas A. Edison, Life of Edison; 21. Booker T. Washington: Up From Slavery; 22. Trudeau: Autobiography of Edward L. Trudeau; 23. Jacob Riis: The Making of an American; 24. John Muir: Story of My Boyhood and Youth; 25. John Burroughs: Our Friend, John Burroughs; 26. Mary Lyon: Life of Mary Lyon; 27. Frances E. Willard: Life of Frances Willard; 28. Clara Barton: Life of Clara Barton; 29. Alice Freeman Palmer: Life of Alice Freeman Palmer; 30. Anna Shaw: Story of a Pioneer.

Reading Course No. 10, American History: 1. European Background of American History; 2. The Colonies; 3. Montcalm and Wolfe; 4. Old Virginia and Her Neighbors; 5. Beginnings of New England; 6. Men, Women, and Manners in Colonial Times; 7. Dutch and Quaker Colonies in America; 8. The

American Revolution; 9. Lecky's American Revolution; 10. Story of the Revolution; 11. Critical Period of American History; 12. Henry Clay; 13. Life of George Washington; 14. Rise of the New West; 15. Winning of the West; 16. Economic History of the United States; 17. Division and Reunion; 18. The Lower South in American History; 19. Abraham Lincoln; 20. Reconstruction, Political and Economic; 21. National Problems (1884-1897); 22. America as a World Power; 23. America in Ferment.

There are about 8,000 readers now enrolled in the reading circle. Among these are men and women, boys and girls, in almost every profession and occupation. In New York State 720 are enrolled; Pennsylvania, 522; California, 477; Ohio, 440; Massachusetts, 413; New Jersey, 346; Oregon, 286. Enrollments have been made in Alaska, Canada, Canal Zone, China, France, Hawaii, Porto Rico, and Philippine Islands.

State libraries cooperate.—State libraries will furnish the books for readers in the reading circle of the Bureau of Education and cooperate in every way as far as their funds permit, as follows: California, Connecticut, Delaware, Illinois, Indiana, Iowa, Kansas, Kentucky, Maine, Massachusetts, Michigan, Minnesota, Missouri, Montana, Nebraska, Nevada, New Jersey, New York, North Dakota, Ohio, Oregon, Pennsylvania, Rhode Island, South Dakota, Texas, Utah, Vermont, Virginia, Washington, Wisconsin, and Wyoming.

Many local libraries have taken active part in enlisting readers and in securing the books.

Reading circles formed.—Reading circles have been formed by individuals, teachers, and librarians. In California the largest circle has been in existence nearly three years. It has an enrollment of 108 mothers and teachers, and an active membership of 70. The success of this circle is due to the leadership.

THE COMMUNITY PROBLEM.

Cooperation between home and school was further developed throughout the States during the years 1916-17, 1917-18, and is becoming a recognized necessity in communities of thinking parents. Education in the home must be supplemented by education in the school, and vice versa. When this is sufficiently understood there will be fewer misunderstandings between parents and teachers and greater intelligence in the training of the children at home and at school.

Parent-teacher associations.—An increased number of parent-teacher associations has been reported and there is a noticeable attempt to serve the community in a better and more effective way in the work of these organizations.

Two States, Michigan and Kentucky, have effected State organizations of parent-teacher associations. Local organizations of parent

teacher associations in towns and cities have increased in number according to reports received by the Bureau of Education, which, through the cooperation of the woman's department of the National Council of Defense, is preparing a list of such organizations. About 7,000 organizations are engaged in activities relating to the home and the school. To promote this work the Bureau of Education, through its home education division, has sent out publications as follows:

How to Organize Parent-Teacher Associations; How the Parent-Teacher Association Helps the Home, the School, and the Community; Suggestions for a Program; Keeping the Children in School; Suggestions for War-Time Activities of Parent-Teacher Associations; Suggestions for Leisure Hours of Children; The Des Moines Plan of Parent-Teacher Associations; Aims and Purposes of Education.

The National Congress of Mothers and Parent-teacher Associations has cooperated with the Bureau of Education since 1913 in carrying on the work of home education. This organization has given material aid as well as publications to further the work.

Through the kindergarten division of the Bureau of Education, 55 circular letters were issued on the training of little children. These letters, prepared by mothers who were trained as kindergartners, deal with the following subjects:

Story-telling for Patriotism; The Child is Not a Possession; Love and Patience Accomplish Most with Children; How the Children Keep a Weather Calendar; Give Children Toys which Answer Their Needs; The Intelligent Mother May Guide a Child's Play.

A notable publication of the year 1917 on the function and development of parent-teacher associations and the reasons why they should be organized in every school district was Angelo Patri's *A Schoolmaster of the Great City*.

The author's own experience as pupil, teacher, and school principal is the basis upon which he has founded his opinions and developed his work. He discovered that the problems of the school were community problems; that "the culture of children would have to be a cooperative effort between the people and the teachers." In a chapter on "The parents at work" all of the essentials are presented for developing the work of parents and teachers, gradually drawing together the home and school, and bringing the collective influences to bear upon the education of the children and their natural development.

During 1917 parents' meetings in a New York City school were the outcome of this realization. It has been generally conceded that play and recreation have a direct bearing upon the healthy life of the community. It is with this in view that the Bureau of Education has sent out letters with suggestions regarding the "Leisure

hours of children." No less important are the hours of little children when most of their activities are connected with play.

The Committee on Public Information of the city of Boston, through its women's committee, issued leaflets in which are suggested Home Playthings for Children—Leaflet No. 1, the first three years, and Leaflet No. 2, play and work for children from 3 to 6 years old. These leaflets, distributed at the Children's House in Boston, offer rich opportunity for the development of the children.

The following two lists of toys and objects are printed in leaflet form, Nos. 1 and 2:

Toys for the first three years.—Ball, colored worsted ball hung above crib (to look at or to play with); rattle, celluloid dumb-bell (to hold and to shake); prisms, hung in sunny window (for color); cloth bag filled with newspaper, hung in crib (to kick); other objects above crib (to reach); rubber doll or animal ("to chew and to admire"); floating bath toys (to divert); big soft ball (to creep after); small celluloid ball (to bounce); cloth picture books; rag doll (to hug and love); soft animals (Teddy bears, cats, etc.); simple wooden carts (to drag about); simple wooden animals (to drag about); kiddy-car, or rocking-horse chair (for physical exercise and for fun).

Toys for children from 3 to 6 years of age.—For playing house—dolls (large and small), furniture (beds, tables, chairs, etc., well made), carriage, tea sets, stove, kitchen dishes (tin), carpet sweeper, tub washboard, etc.; for farming—barn and barnyard animals in plenty, Noah's arks, wagons (with horses to harness), wheelbarrows, wagons (large), reins; for transportation—trains of cars, model wood toys (trains, motors, etc.); for building—blocks (well-made cubes, bricks, etc.); games—picture-puzzle blocks, tops, teppins, balls (large and small), bean bags, soap-bubble pipes (clay) hand-work materials (black-board-fastened to wall), large colored crayons, large pencils, blunt scissors, plasticine or clay, paints (tube paints, large Japanese brush), pictures and paste for scrapbook making, paper and cardboard to make toys, toy making from boxes and other materials in the home, materials from out of doors (seed stringing, burdock, furniture making, acorn tops, tea sets, etc.).

Department of Labor.—Education in the home has been stimulated by the movements to conserve child life. Literature on the care of babies has been issued by Government and State authorities, so that every mother in every State may learn about the needs of her child. The "Children's year," instituted in 1917 by the Children's Bureau of the United States Department of Labor, has done much to bring communities to a realization of the value of child life and has helped in establishing clinics where babies have been weighed and measured. Parents and teachers have cooperated in this form of child-welfare work. The program included the saving of 100,000 babies during the year. With the cooperation of the woman's committee of the National Council of Defense local committees were formed in each State and each State was assigned its quota of children to be saved. To assist in carrying on this work the Department of Labor issued leaflets and circular letters. These publications are a contribution

to home education which are valuable in the conservation of child life.

Some of the leaflets are:

Children's Year Working Program; Children's Health Centers; The Public Health Nurse; Saving Mothers; The Children's Year Campaign; Save 100,000 Babies; April and May Weighing and Measuring Test, Part 1; April and May Weighing and Measuring Test, Part 2; April and May Weighing and Measuring Test, Part 3.

Through the press service the Children's Bureau issued circular letters of value to mothers under the following headings:

American Mothers, Attention!; Doing War Work at Home; When to Begin the Care of a Baby; American Mothers, Will You Help "To Hold the Line"?; American Mothers, Uncle Sam is Depending on You!; Children and War Food Substitutes; American Mothers, Watch Your Children's Teeth; The Nation's Eyes; The Family Purse and the Children's Food; War Savings and Children's Summer Clothing; The Fourth of July and Baby Saving; Keeping Baby Fit in Summer; The Mother and the Problem of Child Labor; Traveling with Children; Patriotism and Play; What One Family is Doing for P.A. Week; Play and War Savings; Teaching Children to Play the Game; When is a Child Healthy?; The Good Manners of Today; and "Carrying on" the Baby Test.

Department of Agriculture.—The care of the family has received much attention by the United States Food Administration. The necessary restrictions incident to war conditions have created a demand for information regarding food. Food leaflets have been issued regarding Milk, Vegetables in Winter, Potatoes, Dried Peas and Beans, Save Sugar, Wheatless Breads and Cakes, Fresh Vegetables, Use More Fish, Rice, Hominy, Start the Day Right, A Whole Dinner in a Dish, Choose Your Food Wisely, Instead of Meat, Food for Your Children; etc. The Food Thrift Series has been helpful to the home-maker.

Department of Commerce.—The Bureau of Standards of the Department of Commerce has issued a bulletin on Materials for the Household dealing with structural materials, flexible materials, stationery cleansing agents, fuels, etc.

Treasury Department.—A publication of the Public Health Service which is much needed in the homes is the one on Prevention of Disease and Care of the Sick which has recently been published.

STATE BOARDS OF HEALTH AID HOME EDUCATION.

Some of the States through their boards of health have supplied the homes during the past two-years with educational material regarding the care and feeding of children. The following States have issued Mothers' Handbooks, which are now available under various titles: Indiana, Massachusetts, Mississippi, Montana, Nebraska, New York, North Carolina, South Dakota, Utah, Washington, Wisconsin.

It is evident that State boards of health are supplying in these bulletins ample information regarding the value and need of birth registration and of how infant mortality may be reduced. Scientific knowledge for the mother regarding her own care and the care of her baby is included in all of these bulletins. At least two States make use of Dr. L. Emmett Holt's *Save the Babies*, published by the American Medical Association.

The baby's food is given much attention and there is always included a section on the preparation of artificial food and the dangers to be avoided. There is a certain uniformity in the form of these handbooks indicating perhaps a concerted action on the part of State boards of health to provide the home with scientific information in the effort to conserve human life.

Kansas has included some suggestions on the physical, mental, moral, and social development of the child at different periods, also suggestions on education through play.

Many of the State boards of health, not having handbooks devoted to child welfare, have included in their monthly publications articles on the care and feeding of babies. Several bulletins of the West Virginia State Department of Health have been almost exclusively devoted to the care of babies. Pennsylvania has issued several bulletins devoted to infant life.

Another publication on child care that finds its way into the homes is in the form of leaflets and letters. At least two States send out letters to expectant mothers. Massachusetts, New York, and Pennsylvania send literature in foreign languages.

The following list of publications for home use has been made from material available in various States during 1916-1918. It is probable that there is still other material issued by the States which is not listed:

BABY BULLETINS.

California.—*Saving the Babies*; *Children's Year Bulletin*; *Childhood and Health*.

Connecticut.—Uses Government bulletins.

Idaho.—*If You Have a Baby*; *The Child*.

Illinois.—*Our Babies*; *Better Babies? Register the Baby's Birth*; *Prevention of Blindness in Babies*.

Iowa.—*His Lordship the Baby*; *Save the Babies*; *Messages*, Bulletin No. 4.

Kansas.—*Conservation of Child Life*; *Letters to Expectant Mothers*; *Kansas Mothers' Book*.

Maine.—*Feeding and Care of the Baby*; *Hints on Nursing the Baby*, Circular 27; *Diet of Children*; *Health of Home and School*, Leaflets Nos. 24, 26, 21.

Massachusetts.—*Food for Children Two to Six Years Old*; *Baby and You*; *Letter to an Expectant Mother*; *For Mothers with Babies* (in seven foreign languages).

Montana.—*Care of Children in War Time*.

- Nebraska.*—Your Baby, How to Keep It Well, 1917.
New Jersey.—The Public Health Nurse; Is Your Baby Registered; Saving Mothers.
New York.—Save the Children.
North Carolina.—How to Keep Your Baby Well; Save the Babies; Baby Welfare.
Oregon.—To Expectant Mothers; Are Your Baby's Eyes Sore?
Utah.—Save the Babies.
Washington.—Is Your Baby Healthy?

LEAFLETS, AND CIRCULARS ON CHILD CARE.

- Idaho.*—If You Have a Baby.
Maine.—Diet for the Child (12 to 18 months); Diet for the Child (18 months to 3 years); Diet for the Child (3 to 6 years); Leaflet No. 21, Health of Home and School, Emergencies in Childhood; Leaflet No. 24, Health of Home and School; Leaflet No. 26, Guideboards to Infant Welfare; Circular No. 271, Hints on Nursing the Baby.
Massachusetts.—List of Illustrated Lectures and Moving Pictures on Health Topics. Films on child welfare are available on Bringing It Home, The Long Versus the Short Hand, etc.; For Mothers with Little Babies (translations in French, German, Greek, Italian, Polish, Portuguese, and Yiddish); A Health Creed for Massachusetts Boys and Girls; Food for Children from Two to Six Years Old.
New Jersey.—The Public Health Nurse; Saving Babies a Community Problem; Is Your Baby Registered?; Saving Mothers.
New York.—Special Bulletin No. 1, Infant Welfare Campaigns; Special Bulletin No. 2, Before the Baby Comes; Circular No. 3, The New-Born Baby; Circular No. 4, Artificial or Bottle Feeding; Circular No. 5, The Summer Care of Babies; Circular No. 6, Care of Milk in the Home; Circular No. 7, From the Bottle to Table Food; Circular No. 8, Avoid Infection; Circular No. 14, 1917, The Conduct of an Isolation Period for Communicable Diseases in the Home; Circular No. 19, 1917, Amusements for Convalescent Children; Circular No. 22, 1917, Sore Eyes of New-born Babies.

BULLETINS ON CHILD WELFARE.

- North Carolina.*—Special Bulletin No. 50, How to Keep Your Baby Well; Special Bulletin No. 75, Baby Welfare.
North Dakota.—Child Conservation.
Oregon.—To Expectant Mothers; Are Your Baby's Eyes Sore?
Pennsylvania.—Form 20, Save the Babies (published in English, German, Italian, Polish, Slovak, Yiddish, Lithuanian, and Magyar); Form 45, Files; Form 47, Birth Registration (published in English, German, Italian, Polish, and Slovak); Form 48, Home Milk Supply (published in English, German, Italian, Polish, and Slovak); Form 40, Blindness in Infants.
South Dakota.—Save the Babies.
Washington.—Is Your Baby Healthy?
Wisconsin.—Baby Bulletin.

The divisions of child hygiene in the Kansas and Massachusetts State Departments of Health issue letters to expectant mothers once each month on prenatal care.

In New York and Kansas "Little Mothers' Leagues" have been organized under the direction of the State departments. Leaflets are issued to help in organizing young girls in helping their parents on the care and training of young children.

A recent bulletin on the Care of Children in Wartime, issued by the Montana State Board of Health, has some interesting and valuable data on the "Lessons taught by the war," "Infant mortality," "Lax school laws," and "Feeding of school children." Montana has also issued a useful outline for a Study Course on Public Health. It contains an outline for the study of many subjects relating to family life, among them being "The homemakers' responsibility," "The care of food," "Health and the house," etc.

In many States the bulletins of the State boards of health, issued regularly during the past two years, contain material especially prepared for the home. The following partial list will give an idea of what some States are doing:

Kansas.—Bulletin, Vol. XII, No. 12, 1917; *The Conservation of Child Life*, (1) "Reduction of the infant mortality rate; Blank for child conservation house-to-house survey," etc. (2) "Care and treatment of dependent and crippled children"; (3) "Public health protection of school children"; Bulletin, Vol. XIV, No. 7, July, 1918, *When and How to Tell the Story of Life*; Bulletin, Vol. XIII, No. 12, 1917; *The Conservation of Child Life*.

Kentucky.—Bulletin, Vol. V, May, 1915, *Household Economics*, (3) "Making a home," (5) "Needs of the home," (6) "Suggestions for study," (10) "A modern farm kitchen," (11) "Rights of the child," (12) "Care of the children in the home."

Maine.—Bulletin, Vol. IV, No. 2, March, 1916.

Michigan.—Public Health Bulletin, Vol. VI, No. 4, April, 1918, "General care of the baby," "Child-welfare campaign," "Problem of clothes for little ones," "Child welfare," etc.

New Hampshire.—Bulletin, Vol. IV, No. 6, April, 1916, "The summer care of infants," "Save the babies' eyes," etc.

New York.—Health News, new series, Vol. XIII, No. 5, May, 1918, *Save the Children*, etc.; Special Bulletin No. 1; *Infant Welfare Campaigns*; Circular No. 27, *Milk and Its Relation to Health*.

North Dakota.—Bulletin, Vol. II, No. 2, April, 1918, child welfare number.

Pennsylvania.—Bulletin, No. 16, *The Conservation of Infant Life in Pennsylvania*; Bulletin No. 31, *The Baby the Most Important Problem in Modern Life*; Bulletin No. 34, *How to Organize a Baby-Saving Show*; Bulletin No. 60, *Flies a Factor in Infant Mortality*.

West Virginia.—Bulletin, Vol. IV, No. 3, July, 1917, "Care of the baby," "Register your baby," etc.; Bulletin, Vol. V, No. 3, July, 1918, "The baby saving campaign," "Save the babies," "The care of the babies," etc.; Bulletin, Vol. V, No. 2, April, 1918, "A drive for baby saving," "Motherhood and preparation for it," "Baby welfare," etc.