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THE PARENT-TEACHER
ASSOCIATIONS
1924-1926

By

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THE PARENT-TEACHER ASSOCIATIONS—1924—1926

I. HISTORY AND PROGRESS OF THE PARENT-TEACHER MOVEMENT

By MARGARETTA WILLIS REEVE

President, National Congress of Parents and Teachers

Thirty years ago a woman, a mother, a student of childhood, conceived the idea of parenthood as a profession in which the united efforts of individuals would make for progress as surely as they do in medicine or the law.

The Congress of Mothers, which Alice McLellan Birney had founded in 1897, adopted parent-teacher cooperation as part of its program. This line of development became at once so popular that for some years it almost overshadowed the original purpose of the organization—the training of parents in the care and understanding of little children.

In 1920 there were in this country fewer than 200,000 members, in some 38 State branches of what is now called the National Congress of Parents and Teachers. In 1926 more than a million men and women are active members, in 47 States, the District of Columbia, and the Territory of Hawaii.¹

To hold together around one central idea, that of the welfare of children, such a vast organization and assure its efficient functioning, it has been necessary to formulate definite principles and to create and maintain certain standards by which the groups formed may measure themselves and may test their adherence to those standards.

Many independent local organizations exist, without affiliation with the national organization, using the same or similar names and doing in many instances excellent work, but carrying out no nation-wide policy and supplied with no program of service other than that which they may evolve to meet local conditions. Their activity depends entirely upon the quality of local leadership. From this source has come much of the interference with school politics and administration credited to the associations belonging to the national movement as a whole; and much of the opposition with which it still occasionally meets is due to the unguided efforts of these isolated groups, whose zeal has not been tempered by experience and study.

¹ See table, p. 19.

As a knowledge of the system is necessary to a full understanding of the work of this educational auxiliary, the conditions under which the national organization operates may be briefly summarized as follows:

(1) The *annual convention* has all power over the conduct of the organization and is a delegate-voting body representing the 49 branches.

(2) The *board of managers* (composed of officers, State presidents, and the bureau managers and committee chairmen whom they elect) is authorized by the convention to carry on its work between the annual meetings, and must report annually to the convention.

(3) The *executive committee* is the servant of the board of managers and performs for it such duties as the board may assign to it, reporting to the board and the convention and having no independent authority.

(4) The *State branch* is the representative of the congress in the State and is pledged to carry out the objects and policies of the national organization.

(5) The *district organization* is the representative of the State branch in the district and is therefore pledged to carry out the State and National objects and policies in its territory.

(6) The *county council* represents the State branch in the county and carries the congress work to the individual members in every locality.

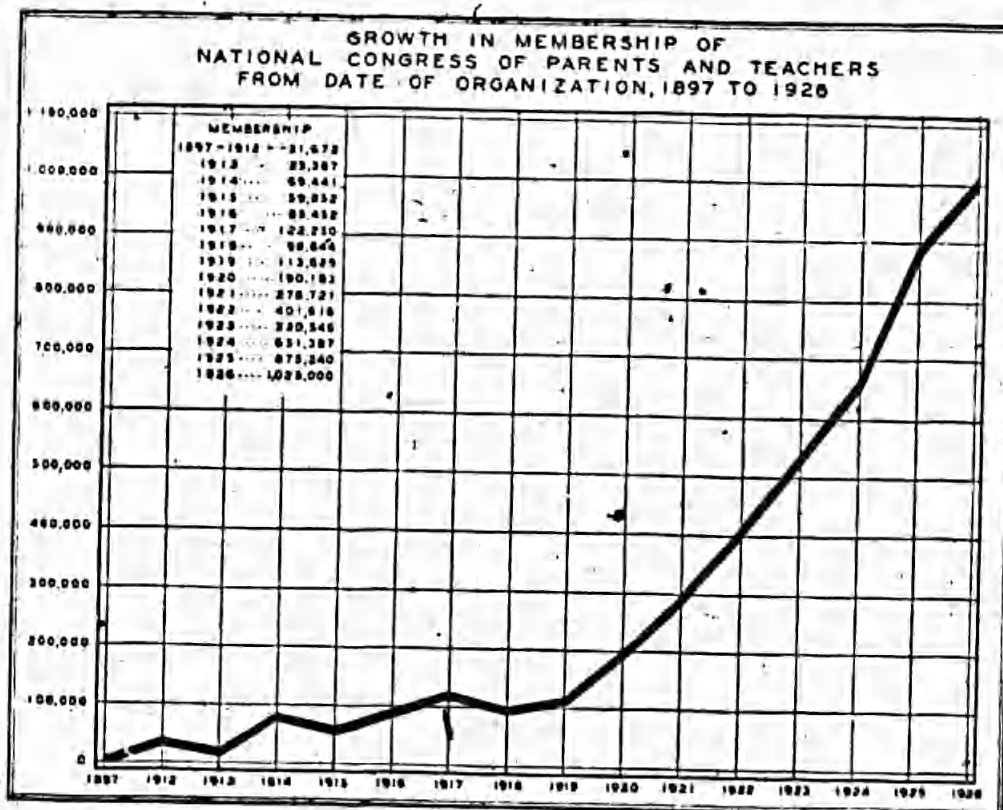
(7) The *local association* unites the members for carrying out the plans of the congress and for the promotion of the welfare of the children in the community.

(8) The *individual member* belongs directly to both the State and the National congress and is responsible for the attainment of its objects.

The value of the National Congress of Parents and Teachers as a channel for the dissemination of the information possessed by the various welfare agencies operating under its auspices lies in the foregoing system, whereby time and effort are conserved, and the policies adopted by the representative assembly determine the program of the organization and are carried down through State, district, county, and local sections to be put into operation by the individual member. In the educational scheme the parent-teacher movement holds a place occupied by no other group, uniting as it does the home, the school, and the community around a common object of interest, in a meeting place which is equally the property of all citizens. Many powerful agencies are working for the schools, but the parent-teacher association alone operates in and through them and enlists the active interest of all parents and of all those who, having no children in

school, are yet concerned for the well-being of the community which the boys and girls will so soon control.

As this group of men and women has advanced in its experiment, it has drawn certain clear outlines within which its activities can function to the best advantage. Here are found given units, organized for a specific purpose, with direct, dynamic power proceeding from a central station. Here also are varied types of educators—fathers, mothers, grandparents, teachers, citizens, in all walks of life and representative of well-nigh every business and profession; not scattered throughout communities, to be reached individually through whatever channel circumstances may make available, be



it press, pulpit, or fraternal organization, but drawn to one center, and by the fact of their assembly there, demonstrating their common interest in the idea on which the organization rests—that all forces of the community, without regard to creed or condition, have one mutual concern, the building by high standards of measurement of the children who are to be the citizens of to-morrow.

There are certain specific objects to be striven toward for this one common purpose, and there are many which are optional and should be considered only in connection with local conditions. Into these two divisions falls the work of the various committees and bureaus which promote the objects of the congress—program activities vital to any movement which has for its object the real welfare of the

average child; for the congress does not take as its responsibility the care of the subnormal, the abnormal, or the child who is physically defective, save as it may direct to that child the attention of the agency specializing in its care.

First comes the group covering the hygiene of the coming generations. The foundations of sound physical health must be laid in the earliest years, and to this end the congress has created several committees with a special relation to preschool health, both mental and physical, first reaching and teaching the parents of children under school age. Mothers as well as fathers need this education, for motherhood, though it may bring the instinctive desire to protect the young, must in the human race rise higher than in the brute creation and must add intelligence to instinct; and intelligence presupposes recognition of ignorance and a resolve to overcome it by mental activity.

Then the child of grade-school age is considered—his physical foundations, his exercise, sleep, food, clothing, and the relation of the home to the health program of the school in which he spends so many of his waking hours. Beyond this is another step—the high-school age, with its new and more difficult situations, into which must enter the study of social hygiene, with its modern outlook toward preventive measures and the making of good parents in these early years through the development of the children into healthy men and women. Along these lines the program has been completed by the addition of a strong committee on mental hygiene, headed by a nationally known psychologist, and by the creation of a bureau of child development under which all the forces working for the health of the child are combined into one center, from which information may be broadcasted and where those who seek advice may find it in literature, in conferences, or through personal communication with the experts who are directing the committees.

The second line of activity which is based upon a fundamental need is that which concerns itself with the creation of the means whereby this many-sided group may function and may avail itself of the contributions made by scientific research. As a rule the findings of the experts creep into public consciousness through the press, through conferences, and by personal word. It is, therefore, necessary to have standardized groups in constant touch with sources of supply, through which this knowledge so carefully gathered may be made to serve those who most need it in their business of parenthood, of teacherhood, or of citizenship. These groups have increased to the number of approximately 18,000—a small leaven, it is true, but bearing within it the power to leaven eventually the whole lump. The preschool circle is the focal point of the work of the congress, and upon it is laid increasing emphasis. In response to the demand,

this type of organization continues to multiply, and a carefully planned program, supported by material for reading and study, is one of the latest developments. In this activity most valuable assistance has been rendered by the United States Bureau of Education through the preparation of home reading courses and bibliographies dealing with this age, and by the publication of a pamphlet by Dr. James F. Rogers entitled "Is Your Child Ready for School?"

The success attending these groups led to a request for their extension into the more advanced stages of child study and the supplying of material and outlines and a plan of organization for the parents of children of grade school and of high-school age. It is recommended to the groups that they meet weekly for study and monthly for the interchange of their conclusions and the discussion of common problems—a plan which is meeting with pronounced success, as it makes possible an intimate consideration of personal experiences in the small circle and also presents the child against the larger background of the community in which the home training will largely determine his standing.

The grade-school associations of parents and teachers, when rightly conducted, have so clearly demonstrated their value that the demand for the movement has come from junior high schools, high schools, and even colleges, and the past two years have seen a remarkable development in these directions, notably in the high school, where the parent-teacher student method of organization has made the work increasingly popular with both teachers and students. Fine recreation programs, both indoor and outdoor, higher social standards, and the cooperation of the parents in keeping boys and girls in school throughout the four years of the high-school course are some of the outstanding results of this extension of the movement.

The general neglect of definite religious training among the children of America led to the study of the possible advantages of cooperation between parents and the spiritual instructors of their children, by means of parent-teacher associations in churches, with results which make it evident that the need is as urgent in that respect as it is in the field of secular education. A form of organization suited to conditions was prepared, a committee was appointed to promote the formation of these groups, and notable success is being achieved, though, due to the comparative scarcity of able leaders in this line, the progress is slower than that of the other school units.

These are the major groups through which this idea of the education of the whole child, mental, moral, and physical, in all his relationships, in home, school, church, and community, finds expression. In addition to those mentioned in detail, any group interested in any phase of child welfare finds here its logical affiliation. Mothers'

clubs, fathers' clubs, home and school associations, and school improvement or community league are all included in this assemblage of the lovers of childhood. Some begin on closely restricted lines, doing good work so far as they go; and as the larger view is more fully grasped, the larger field is entered.

The activities of the associations have enlisted the interest of the colleges, universities, and normal schools to a marked degree, and their requests for information regarding the scope and methods of the movement have been met with.

Commencing with Columbia University, credit courses, ranging in duration from two to six weeks, have been placed in the State universities of Florida, Georgia, Kentucky, Tennessee, Virginia, and West Virginia, and in the colleges of Colorado, Michigan, New Mexico, Ohio, South Carolina, New Hampshire, and West Virginia. The courses, occupying two or three weeks, were given as parts of courses on new movements in education or on community activities, and were well attended. In all instances the repetition of these courses has been requested by the summer schools.

In addition to the foregoing credit courses, short courses, one week in length and carrying no credit, were given in the State universities of Arizona, Indiana, Missouri, and Ohio; in colleges in Alabama, Arizona, Missouri, New Jersey, New Mexico, North Carolina; and at Lake Chautauqua, N. Y. Institutes of from two to five days were placed in Alabama, Louisiana, Michigan, Mississippi, New Jersey, North Dakota, and in Cornell University, making a total of 41 units in 22 States. The outlines used in these courses have been carefully developed by trained educators, and the instructors are qualified teachers fully equipped to serve on any faculty.

The courses were for the benefit of teachers, many of them working in rural schools and aware that only through the aroused interest of the parents could they hope to secure adequate equipment for their difficult task. But some of the universities and colleges were able, under their regulations, to open the instruction to members of the parent-teacher organization of the State, and the institutes were especially planned to train leaders and organizers, dealing chiefly with problems of method and of administration and with the construction of programs of work.

Within the past two years two special projects have been originated and successfully developed in connection with the two major lines of activity just mentioned. As they are both of an educational nature, it may not be amiss to outline them here, as both come within the period covered by this report.

1. A few years ago Delaware was faced by a serious school situation and no response could be secured from the general public. A group of prominent citizens organized to promote a school-building

program, and, after considering many agencies, approached the president of the State Congress of Parents and Teachers with a request that she undertake the formation of a parent-teacher association in every school in the State, with the object of placing before the public the educational needs of Delaware. At the end of four years, organization had been effected in about 90 per cent of the schools, and the new building program had been carried out.

The National Congress of Parents and Teachers, seeing in this successful experiment an interesting possibility, decided to inaugurate a similar movement under different conditions, financing it, not by private means but from the congress treasury. A State was to be selected in which educational conditions were not satisfactory and an intensive campaign was to be conducted in two or three counties, in order to demonstrate the effect of organized parent cooperation upon the rural school, following to some extent the examples set by the American Child Health Association when it placed its model health centers in five widely differing States.

At the meeting of the rural section of the National Education Association, in 1924, the story of Delaware was told. It elicited an immediate response. The superintendent of public instruction of North Dakota suggested her State as an excellent field, as it presented the problems of immense distances, a large foreign population, and entire lack of public support throughout the vast rural sections. The national chairman of rural life, Mrs. John B. Cleaver, who had conducted the Delaware campaign, was placed in charge of the project, and, at the request of the State superintendent, was sent to North Dakota, where she laid the plan before the annual meeting of county superintendents, at which time it was hoped that two or more might suggest the placing of the experiment in their counties. Instead of 1 or 2 counties, 21 requested the demonstration, and as it was impossible under those circumstances to make a selection, it was decided to change the movement from an intensive to an extensive one and include all the 53 counties of the State. Believing that in work of so fundamental a character, a five-year program should be supported in order to assure lasting results, the congress agreed to appropriate annually for this period a sum not to exceed \$2,000, this amount to be supplemented by stenographic service, postage, and such motor transportation as might be available, contributed by the State department of public instruction. In cooperation with the State superintendent, who was appointed vice chairman of the project, the following aims were outlined: The organization of 10 per cent of the schools of the State by December 31, 1925; 50 per cent by December 31, 1926; 75 per cent in 1927; 90 per cent in 1928; and 100 per cent in 1929. The

national congress made a complete survey of the State and local conditions; conducted training classes for leaders; placed the project before county and local superintendents; arranged for such support as the State branch was equipped to give; and placed two national organizers in the field to work under the direction of the State superintendent. An astonishing record of achievement followed, often under the most trying conditions. Within six months the 10 per cent quota for the first year had been passed by every county, and one had the distinction of 100 per cent organization of its schools. In April, 1926, nine counties had passed the 50-per cent mark, six months ahead of schedule, and 31 per cent of the schools had secured parent-teacher cooperation. The following list sets forth some of the results as reported by the county superintendents:

1. Terms of schools lengthened.
2. School attendance improved.
3. System of uniform textbooks established.
4. Improvement in schoolhouses in sanitation and apparatus.
5. New school buildings erected.
6. Schools standardized.
7. Playground equipment purchased.
8. Instruments purchased for the schools.
9. Library books and pictures purchased for the schools.
10. School grounds beautified.
11. Warm noon lunch served.
12. Milk provided for underweight children.
13. Dental clinics established.
14. Physical examination of school children, and remediable defects corrected.
15. Cases of tardiness lessened.
16. Junior banks organized.
17. Picture shows censored and supervised.
18. Reading rooms sponsored.
19. Health crusades sponsored.
20. Scholarships created.
21. Standard of home life raised through child study.
22. Friction in community eliminated.
23. A friendly relationship between parents and teachers established, thus making discipline easier for teachers, and creating a stimulus for better work among students.
24. The moral standard of the community improved.
25. Parents visit school, becoming acquainted with modern methods of education and curriculum.
26. Phases of child amusement and recreation in community improved.
27. Night schools established.
28. Splendid work accomplished in Americanization.
29. Community halls built.
30. More students finish eighth grades and high schools.
31. Kindergartens established.
32. Equipment for school lunches purchased.
33. As a whole, the parent-teacher association acts as a socializing and educating project in any community.

The demonstration attracted widespread attention, and in its second year the State Department of Education of Nebraska requested the extension of the work to that State, where it will be inaugurated early in 1927. This application was followed by one from Mississippi, and that in turn by a similar request from Wyoming. Mississippi will be the next State in which the demonstration will be placed, as it offers problems widely differing from those of the Northwest. One of the chief objects of the movement is to show the universal application of standardized parent-teacher cooperation, and its accompanying training of every individual parent and teacher in their relation to the individual child.

2. The second project undertaken by the national congress is that known as the summer round-up of the children. This is a movement to send to school in the first grade a class of children 100 per cent free from remediable defects, through the enlistment of the interest of the parents to secure a physical examination in May, carry on through the summer the necessary corrective work, and hold a second examination in September to determine to what extent these corrections have been made. The foregoing project was undertaken in the belief that the home can make to the school no better contribution than that of a child ready to be taught, and that upon the parents, and not upon the school system, rests the responsibility for the health of the children. Since the health authorities in their campaigns have met with opposition or indifference in a large percentage of homes, it was thought that the community spirit engendered in the parent-teacher association by the common relation to the school and the absolute democracy of the movement might succeed where the State or the city failed, and that by getting behind the parents, as one might say, and urging them toward the health authorities, much more rapid progress might be made, since if each community, each school district, could take care of the health conditions connected with its own particular school, the national problem would soon reach a solution.

The preschool child was selected for this experiment, since the entrance into school for the first time marks a distinct turning point in a child's career and a special appeal may be made to parents at this period. Also, if the parents are aroused to the need for preventive and corrective measures at this early age, they are likely to carry the same interest up through the family, a fact which has had ample demonstration in this interesting project. The first round-up was begun late in the summer of 1925, and with only six weeks in which to organize and carry out the plan, its importance and its success were fully demonstrated, and its results were accorded widespread attention by educators and health authorities all

over the country. Preparations for the second round-up were made in the fall of 1925. The material was distributed in ample time for use on May Day, which was selected as the opening day of the campaign because of its already established recognition as child health day, and by June 1 more than 1,300 associations, affecting approximately 50,000 children, had registered their intention of carrying on the campaign. In the fall of 1925 the Elizabeth McCormick Memorial Fund, which from the first showed the keenest interest in the undertaking, tabulated a group of 1,159 health reports which were correct in every detail for that purpose, with the following results, which are interesting in that they illustrate conditions, not in the slums of a great city, not in a selected "problem" neighborhood, but in a great cross section of the average American home, in which the child who is not evidently ill is considered well or well enough.

In a group of 1,129 children from 11 States, ranging from entrants to a rural school in a class of 9 to a city round-up of nearly 400, were found 2,693 defects—an average of 2.4 per child. Thirty-three children rated 100 per cent. Vaccination was absent in 501; 482, or 42.6 per cent, had carious teeth; 477, or 42.2 per cent, had bad tonsils; 335, or 29.6 per cent, had adenoids; 229, or 20.2 per cent, had gland trouble; 718, or 68.7 per cent, were underweight. Only 80 rated over 90 per cent in general condition; 162 rated from 80 to 90 per cent; and 291 were under 80 per cent.

Other defects listed included throat, eyes, ears, feet, spine, skin, lungs, heart, and about 18 other counts, as listed in the examination blank approved by the American Medical Association.

It is as an auxiliary and not as a substitute that the parent-teacher association desires to serve. The summer round-up of the children is not an effort to secure such an exhaustive examination and diagnosis as belong in the province of the specialist. Its aim is to send to school in the first grade a class as free as possible from those handicaps which, if neglected, will result in absences from school in the most important opening months of the term, or in the inability of the pupil to do the work required—such handicaps as dull hearing, imperfect vision, infected tonsils, adenoids, carious teeth, skin eruptions, bad scalp conditions, faulty posture, malnutrition, and heart trouble. All these defects save the last two are readily curable in the three months allowed, and if the medical inspection reveals diseased heart or lungs, defective nerves or nutrition, and the child is placed by its parents under treatment in May, it will either have improved sufficiently in health by the 1st of September to be able to do efficient work, or the discovery will have been made that the school room is no place for it until the handicaps have been removed and it may enter the race with a fair chance of success.

The plan which proved satisfactory in 1925 is being followed in 1926, with such improvements as experience has suggested. In February a letter was sent to the president of every State branch of the congress requesting active cooperation and the reprinting in the State bulletins of the "Call to the Campaign," which went out in the official magazine, Child Welfare, with the requirements, the first of which was the registration of every entering association with the State president. On the receipt of these registrations at the campaign office there were immediately forwarded to the associations a first report card, a sample examination blank, the Baldwin-Wood weight-height-age table, and a "broadside" containing some supplementary information, and nine "stories" outlining different successful methods developed by local groups, ranging from the rural school with half a dozen entries to the city school with 50 or more. The first report card contains the following brief questionnaire to be filled out and returned at once to the campaign office:

- A. Name of association....., City....., State.....
- B. Paid membership in national congress as of January 1, 1926,
- C. Name of president,
- D. Name of local campaign director,
- E. Type of school....., City....., Town....., Rural.....
- F. Total number of pupils enrolled 1925-1926,
- G. Approximate number of children expected to enter first grade, 1926,

(Secure signature of superintendent or principal for F and G.)

On receipt of this report the office sends to the association the number of examination blanks required for the class, an adequate supply of the tables and broadsides, some excellent material to be distributed to the mothers of the children, and a second report card to be returned to the office after the second examination, before October 1, on which these questions appear:

- How many children were reported in May survey?
- How many of their parents were members of the parent teacher association?
- How many children reported for the May examination?
- Date of May examination Date of September examination
- A. How many children have entered your first grade?
- B. How many passed 100 per cent health test in May examination?
- C. How many passed 100 per cent health test in September examination?
- D. Number of remediable defects discovered in May examination.
- E. Number of remediable defects corrected as a result of the campaign.
- F. Percentage of gain, based on number of defects corrected before opening of school as compared with number found in May round-up.
- G. Class percentage in health as of September, 1926.

To stimulate interest in the new undertaking a well-known publication offered \$500, in 1925, to be awarded in three prizes, \$250, \$150, and \$100, to the three associations securing the best results and outlining the most constructive plans for the local round-up, the methods employed, the community cooperation secured, and the results attained. Owing to the tremendous increase in registration in 1926, the prize money has been divided into five awards, ranging from \$150 to \$50, and is offered by the National Congress of Parents and Teachers. The money is to be expended for the health program of the school, according to the decision of the teachers and the parents in the association.

The United States Bureau of Education has lent every possible assistance, sending out letters to every State superintendent and commissioner of education, and to about 14,000 county and city superintendents, asking their active support of the movement. It also contributed a poster which attracted much attention. The chief of the Children's Bureau has sent a letter to the heads of all State departments of health requesting their cooperation, and supplied valuable educational material for distribution to parents. The American Medical Association revised the examination blank in 1925, printed and presented to the campaign 10,000 copies of the Baldwin-Wood tables, and for the spring of 1926 printed and presented 50,000 examination blanks. The National Education Association has given wide publicity to the movement through its official journal.

The highest praise is also due to the doctors, dentists, Public Health and Red Cross nurses, and to the State departments of health, for the fine spirit of cooperation shown and for the free service so generously rendered both in the examination clinics and in the follow-up work throughout the summer.

This project, having proved its practical value, has been made one of the permanent activities of the National Congress of Parents and Teachers, and it is hoped that in time it will be possible to extend it into all the grades and through the high school.

As a direct result of the Conference on Home Education, called by the United States Commissioner of Education, Dr. Jno. J. Tigert, in Minneapolis, in connection with the 1924 convention of the congress, and the interest developed therefrom, the congress created the following year (1925) a Bureau of Education Extension, as a clearing-house for the committees on home education, illiteracy, school education, and Americanization, or, as we now term it, citizenship. This bureau also serves as the vehicle for putting into practice the program agreed upon by the committee on home education representing the United States Bureau of Education, the National University Extension Association, the American Library Association, and the

National Congress of Parents and Teachers, a combination of interests which was effected as a result of the conference on home education previously mentioned, and whose objects are to further the continuance of education among adults (1) by means of graded reading courses suited to those desiring to supplement a high-school or grade-school education, as well as to those seeking college credit; (2) through the presentation of university extension courses adapted to similar groups; (3) by extension of the library-system, especially in rural sections, and the formation in libraries of reading circles where there may be a demand for opportunity for discussion; (4) by stimulation among the people of active interest in advanced education and the establishment for them of the contacts which will assist them to secure it; and (5) by the organization in each State of a committee to correspond with the national committee for the promotion of this program.

In response to the growing demand for the closer correlation of the various activities of the organization, the National Congress of Parents and Teachers has in the past two years created four more bureaus: Publicity, under which 12 sectional managers cover the United States; service, entirely devoted to the collection, selection, and preparation of various types of programs for parent-teacher associations in grade schools, high schools, and colleges, including topics for discussion, references, and bibliography; child development, which centralizes the committee work on mental and physical hygiene, recreation, and home conditions; and rural life, in which experts on rural homes, schools, health, recreation, and parent-teacher organization adapt the general congress program to the requirements of country life and community cooperation.

Recent developments in the department of public welfare include:

1. *Citizenship*.—The adoption of a definite two-year program on two major points, (a) reaching the average citizen through the parent-teacher association and urging the duty to vote, thereby possibly improving conditions instead of lamenting them; and (b) through the same channel reaching the foreign-born parents, and by means of the universal appeal of interest in the child drawing them into community relationships and securing their more rapid Americanization.

2. *Juvenile protection*.—The change of the name of this committee from that of Juvenile Court and the inclusion in its greatly broadened program of emphasis on preventive measures, bringing before the citizens of the various communities, through the parent-teacher meetings, their responsibility for juvenile delinquency, and for its remedy by means of proper recreational facilities, clean motion pictures, the suppression of vicious literature, and the improvement of home conditions.

3. *Legislation.*—The inclusion of an active educational campaign on the subject of the child labor amendment, to remove the false impressions conveyed in the efforts to defeat it; the support of the Sheppard-Towner and Sterling-Reed bills; and especial emphasis on the promotion of law observance in home and school, beginning in the early years and continuing throughout the lives of both children and adults.

4. *Motion pictures.*—The establishment of a monthly review service, through the official magazine, of pictures suited to juveniles, to the family, or to an adult audience only; the promotion of the use of films in school by means of the installation of the requisite machinery where the school boards are unable to meet this expense; and the encouragement of the use of the nontheatrical film in localities in which the commercial exhibitor either can not or will not secure decent pictures for his theater.

5. *Recreation.*—The creation of a separate committee on this important activity, under the direction of a national expert who has prepared and put into circulation a constructive program applicable to communities of every type, and covering play for all ages, in home, school, and community, supplying material and an extensive bibliography from the great national organization in which he is an official and which is a cooperating ally of the congress.

6. *Safety.*—The development of a special program, again utilizing the central idea of the round-up—that if each district would make itself what it ought to be, the country at large would wake up some morning to find itself in a very satisfactory condition. Through the cooperation of the education division of the National Safety Council, three surveys were prepared and published in the official magazine, on "Safety in the Home," "Is Your School Safe?" and "Community Safety," a page of clear, definite information accompanying a page of practical questions which can be answered by any man or woman of average intelligence and which cover every necessary point. This material was reinforced by an admirable Pageant of Safety, prepared for parent-teacher groups, which has been presented in practically every State in the Union. The function of the congress here is to promote all-the-year-round safety, culminating in the celebration of safety week, but beginning again the next day with its continuous efforts to safeguard the child wherever he may be found, whether in home, school, or community. There has also been a close correlation of safety with citizenship. The National Congress of Parents and Teachers has representation on the National Safety Conference, headed by Secretary Hoover, and on the National Safety Council, by reason of these projects and the opportunity which it offers here as in other instances for

conveying a plan of action directly and without loss of time to a group of people already organized and ready to put it into effect.

In the period covered by this report two new committees have been added to the department of education. The object of the committee on art is to promote the study of art in its application to home, school, and community, in order that the teaching of art in the schools may be led up to, and later supported by, the appreciation and expression of art in the home, beginning in the earliest years. An important contribution to the study of art has already been made by this committee in the shape of a pamphlet on "Pictures in Home and School," prepared by four national experts, which, supplemented by a paper by Dr. Frank Alvah Parsons, chairman of the committee, on art, education, and life, has already run through two editions and is being ordered in quantity by art directors in schools, one city system alone using 5,000 copies.

The purpose of the committee on music is defined as follows: (1) To promote more and better music in our schools, homes, and communities; (2) to endeavor to bring to every child the opportunity to study, understand, and appreciate good music; and (3) to impress parents with the genuine influence for good which music exerts in character building.

The parent-teacher associations are encouraging the formation of groups of "mother-singers"; are supplying musical instruments, where there are no means of securing them, for school orchestras; and are sponsoring the introduction of folk-dancing with its accompanying appreciation of the music of other countries.

The congress continues to lay emphasis upon humane education as a powerful factor in character training, and also carries forward the extension of kindergartens in the public schools through the education of parents in the need for this valuable instruction of the pre-school child.

A third forward step, which is an outgrowth of the Summer Round-Up, is the addition to the work of the illiteracy committee of the congress of a movement to secure through the action of the local parent-teacher association the presence in school of every child of school age, by means of (1) a survey of the district; (2) an educational campaign directed toward the parents, in order to prove to them the financial loss they as taxpayers suffer through the absence of children from school; and (3) the promotion of open discussions on the value of education to the wage earner, whether in business or professional life.

In connection with this the congress is laying special emphasis on the establishment and maintenance of student loan funds and scholarships, to be provided not only for the graduate from high school

who desires to attend college or technical school, but also for the boys and girls who, often from the lack of a small sum of money, are obliged to drop out of high school or even from the upper grades. Owing to the strategic position of the parent-teacher association, with its close relation of patrons and faculty; such emergencies are discovered and met; and practically all State branches, and in addition many city councils and local associations, are operating one or both of these funds, unobtrusively but none the less effectively.

The committee on school education has added a special program, with the slogan, "Know Your School," to cover the entire year. For this a carefully prepared questionnaire has been made ready for the opening of the school year and will be distributed throughout the 49 branches of the congress, resulting, it is confidently expected, in greatly increased appreciation on the part of the general public of the schools, the teaching force, and the responsibility of the community for the quality of both.

In the department of home service, in addition to the regular activities of its committees on home economics, social standards, standards in literature, and thrift, special progress has been noted in the past two years on the following lines:

In the section devoted to children's reading, cooperation has been established with the American Library Association, which has appointed a special committee for the purpose. Sarah B. Askew, of the Public Library Commission of New Jersey, chairman of the national committee of the congress, prepared an exhaustive program for the encouragement of reading, of which 25,000 copies were distributed in 1925. A similar program has been prepared for use in 1926. Definite steps have been taken for the promotion of traveling libraries in rural sections and for the encouragement of the placing of libraries in schools unable to secure them, as a legitimate function of the parent-teacher association.

There is a marked increase along the line of home education within the organization, due to the more intensive specialization of the work of the congress in training for parenthood, and in developing the closer cooperation of home and school. The creation of a committee on study circles for parents of children of grade and high-school age, as supplements to those for parents of preschool children already flourishing to a marked extent, and the publication in the official magazine of carefully prepared study programs based upon books recommended in the home reading courses of the United States Bureau of Education, have been to a great degree in direct response to the demand for home education which has arisen from the interest created by programs of definite practical value at meetings of parent-teacher associations. The plan for the study circle has been pre-

viously outlined. The connection of the circle with the parent-teacher association offers unusual facilities for the development of the parents' interest in the school, and in the conditions there which the child must be equipped to meet, which in turn affect his attitude in the home.

In response to a widespread demand a committee on spiritual training has also been created and placed in this department. It is to be under the direction of representatives of the Protestant, Catholic, and Jewish faiths and will offer outlines adaptable to the needs of any sect, the special emphasis being laid upon the necessity for the religious element in child training and for intelligent instruction on spiritual as well as on secular lines. This committee will be prepared to function within the coming year.

In the department of health mention has already been made of the major project, the summer round-up of the children, and of the creation of the committee on mental hygiene.

The committee on physical education has discovered and is endeavoring to meet three new needs in its field as related to the National Congress of Parents and Teachers: (1) The presentation of a practical system for securing and maintaining the "positive health" of the mother in the home and the teacher in the schoolroom, in the belief that this has a direct bearing on the mental and physical well-being of the child in contact with both; (2) an active campaign to assure the right type of athletics for the adolescent girl; and (3) the stressing of a school and community method of competitive sports which will give opportunity for the physical development of every boy and girl and not of the school "teams" only.

For the past two years the committee on social hygiene has cooperated with the American Association for Social Hygiene in maintaining in the field an instructor on this important subject who has addressed large audiences of parents and of high-school pupils in many States with notable success.

The work of the National Congress of Parents and Teachers, as it has been set forth, may seem to many but a duplication of much that is already being carried on under other auspices, but attention may be called to some points of difference in addition to its unique position in relation to the educational system: All other bodies take as their central idea some activity and develop around it their program, which is then applied to the child or the adult to whom it appears to that organization to be applicable. The activities of the Congress of Parents and Teachers, on the contrary, take into first consideration the child, or the adult in his or her relation to the child, and develop each program as it may be made to serve the interests of the individual. In connection with hygiene, for in-

stance—that most absorbing topic of research—innumerable truths may be studied and brought out. It then becomes necessary for an organization to gather a group of children, analyze them, observe their reactions, and then apply to the group, and through it to its component units, the facts which have been discovered. In the parent-teacher movement, on the contrary, the committees on mental and physical hygiene, working always toward the scientist, take the individual child wherever he may be found, study him, his health, environment, heredity, his mental status, his character as shown in his relationships both at home and in school, and endeavor to adapt to the advantage of the one boy or girl some or all of the great discoveries which have engaged the highest powers of the scientific world, fitting the discoveries to the individual child as the all-important unit in all the processes of invention and research. In the belief that no system of education can be considered complete unless it includes both of these approaches, we find this method operative: First, the individual child, then the discovery, and finally the application of one to the other.

The educational system of public or private school can not afford to ignore the combination of parent and teacher; nor can any group other than one composed of parents, teachers, and citizens bring these two elements into contact in a way which sufficiently emphasizes the responsibility of the individual for the well-being of the group.

The parent-teacher movement has certain features which make it one of the unique developments of modern times. Contrary to the common misconception, it is not a crusade to reform the schools; it is not a lyceum course to offer entertainment to the community; nor is it a federation of clubs, each operating independently according to its fancy and uniting forces for certain great objectives.

It is a great school for parents and for teachers, with one major object, to know the child.

It is a social experiment in cooperative education, carried on according to a single standard in home, school, and community.

It is a demonstration that not only government but reform, mental, moral, and physical, must be conducted "by the people for the people," and that prevention by the parents will in time do away with the necessity for cure or correction by the State.

It is the proof that the vast, unexploited reserves of parent power, fully understood, intelligently directed, applied through the simple machinery of local interest rather than by the more complicated systems of public welfare agencies, will accomplish from within that which no external application of civic betterment has been able, thus far to achieve.

It is an agency through whose means local conditions may be investigated and improved, the value of education and its tools and

its skilled administrators may be made clear to the public, and the findings of experts in hygiene and child development may be brought within reach of the people who most need the scientific knowledge in their profession of parenthood.

It is a great democracy in which all points of difference, social, racial, religious, and economic, are lost to sight in the united effort to reach a common goal—the welfare of all the children of every State in the Union.

NATIONAL CONGRESS OF PARENTS AND TEACHERS

(Organized in 1897; membership in 1926, 969,485.¹—State branches, 47; District of Columbia and Hawaii)

State	Date of State organization	Membership, 1925-26	Number of local organizations	Number of members in largest local organization
1. California	1900	132,229	1,330	865
2. Illinois	1900	74,154	900	1,811
3. Ohio	1910	67,099	752	738
4. Michigan	1918	57,885	848	951
5. Missouri	1912	46,039	680	1,009
6. New York	1897	43,781	681	611
7. Texas	1909	43,737	1,400	1,122
8. New Jersey	1900	41,464	663	1,145
9. Iowa	1900	35,059	564	1,421
10. Washington	1906	33,852	540	376
11. Colorado	1907	31,934	484	783
12. Pennsylvania	1899	29,107	373	654
13. Indiana	1912	24,832	425	.....
14. Georgia	1906	23,882	552	841
15. Kansas	1914	21,156	325	.....
16. Wisconsin	1910	19,472	396	610
17. Minnesota	1922	19,282	314	631
18. Oregon	1904	17,703	254	585
19. Kentucky	1918	15,817	303	.....
20. Nebraska	1922	14,142	.....	.....
21. North Carolina	1919	13,711	.....	.....
22. Oklahoma	1922	12,752	225	664
23. Massachusetts	1916	11,844	197	540
24. Mississippi	1909	11,388	290	228
25. Delaware	1911	11,011	298	345
26. Alabama	1908	9,799	152	600
27. Rhode Island	1909	9,099	142	305
28. Connecticut	1900	9,099	130	.....
29. North Dakota	1921	8,552	651	200
30. Florida	1921	7,914	175	500
31. South Dakota	1915	6,350	.....	.....
32. Maryland	1915	5,636	.....	.....
33. Idaho	1905	5,174	139	266
34. Tennessee	1911	5,123	266	412
35. Vermont	1912	4,885	109	.....
36. Arkansas	1925	4,632	.....	308
37. Virginia	1921	4,532	.....	.....
38. Arizona	1903	4,424	63	290
39. South Carolina	1923	3,844	78	290
40. West Virginia	1923	3,819	135	115
41. Louisiana	1923	3,550	63	951
42. Montana	1915	2,946	.....	.....
43. New Hampshire	1915	2,857	.....	.....
44. New Mexico	1915	2,082	.....	130
45. Wyoming	1924	1,830	.....	.....
46. Maine	1921	1,945	82	1,000
47. Utah	1907	500	.....	.....
District of Columbia	1917	5,432	.....	.....
Hawaii	1925	1,229	.....	.....

¹ This table is based upon the reports of membership of State branches received before April 1, 1926. Belated reports brought the membership to more than a million.

II. PROGRAM SERVICE, TRENDS, AND EXPENDITURES OF PARENT-TEACHER ASSOCIATIONS

By ELLEN C. LOMBARD

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The influence of the parent-teacher association movement depends upon three main factors: Leadership, the quality of programs offered at the meetings, and the efficiency of the work of the committees. Entertainments and lecture courses on detached subjects unrelated to the needs of the school or the activities of the association may relieve the program committee of considerable work and entertain the members of the organization, but they do not furnish a legitimate program for parent-teacher associations, according to advice given by the national organization to its members. The program service of the National Congress of Parents and Teachers provides an agency within the organization to which State and local parent-teacher associations may look for guidance in planning programs. Subjects of these programs relating to the welfare of children of all ages are available and may be adapted to local needs. State branches are depending more and more upon the assistance afforded by this program material and less upon printed circulars of their own.

A method of testing the success or failure of a program has been suggested by the national organization in a set of questions for determining whether it develops in parents and citizens an appreciation of, and a sense of responsibility for, the school; and whether it finds out the needs of the school and the community, encourages the study of the child, arouses a sustained interest in training for parenthood, encourages members to participate in the program; whether it is adapted to the needs of the school and community; and whether it leads to some activity or study which will make home, school, and community conditions better for the development of children.

Program outlines and articles on subjects relating to child welfare are written by experts and published in the *Child Welfare Magazine*, the official organ of the National Congress of Parents and Teachers. In addition to the national programs, State organizations issue programs of service through their yearbooks, official State bulletins, and committees on program service. Several State branches maintain speakers' bureaus, loan papers, and program service.

The trend of the work of the National Congress of Parents and Teachers may be traced by a study of the programs, prepared by the chairmen of national committees and issued in leaflet form which

give usually the purpose and scope of the committee, suggestions for suitable activities for State and local organizations, and how the program can be made to function in the lives of individuals.

The question of how to induce talented members of parent-teacher associations who are unaccustomed to public speaking to take part in the program is one that comes not only from rural organizations but from all organizations. The National Congress of Parents and Teachers recommends for programs such activities as singing, playing, working, and acting together in order to break up the formal atmosphere of a group. Many State branches offer a program of work to their constituent associations, which is determined by the needs of the local school, and a study program to cover the needs of the children, such as physical examination, proper food and clothing, recreation, etc.

FINANCES REACH NEW LEVEL

In the aggregate the receipts and expenditures of the National Congress of Parents and Teachers, State branches and local organizations, reach a higher level than would seem possible in view of the nominal dues for membership. Information concerning the revenue of National and State organizations is easily obtainable, since these groups make public their financial condition at their respective annual conventions. During the biennium 1924-1926, the membership of the national organization increased more than 57 per cent, with an increase in income of more than 65 per cent.

Complete financial reports of local parent-teacher associations are not obtainable, but it is evident from the available reports that large sums of money are expended for the benefit of schools, and it is believed that a full report of these expenditures would give a startling realization of the service of these organizations.

Parent-teacher associations are in agreement with the idea that all necessary school expenses should be met by public taxation, and they generally work to inform the community of the needs of the school and of the lack of funds. When necessary they meet the needs temporarily or make a demonstration of some desired advantage, but this is usually followed by a campaign for an appropriation of public money for this purpose.

It is reported that some associations have imposed financial burdens upon the parents, teachers, and school patrons in membership, and have made an excessive expenditure of time and strength upon the activities by which they raise money, and that sometimes in their enthusiasm to assist the schools they have acted prematurely, without consulting with school boards, officers, and teaching staff. These criticisms, however, do not apply to the large majority of parent-teacher associations, and such situations will never occur

where wise leaders understand the true relationship between the organization and the school system.

Demonstrations of educational experiments untried in the community may be legitimately sponsored and financially supported by these organizations, if this can be done without placing too great a burden upon the parents and other school patrons; but the question is constantly raised as to whether a minority of school patrons should finance material needs of the school and thereby relieve other citizens from their share of taxation.

The Kentucky branch of the national organization, consisting, in 1925-26 of 303 local associations, with a membership of 15,817 men and women, reports that 46 per cent of local groups in membership raised more than \$70,000. This money was spent in a variety of ways to overcome the limitations under which the schools exist. Some of these associations reported that they lengthened the school term by paying the salary of the teacher for an additional period; others increased the teachers' salaries; and several paid the entire salary of the music teacher. Eighteen per cent of the organizations reporting say that they have bought books for school libraries; 15 per cent have supported lunch rooms or cafeterias in the schools; 14 per cent have furnished playground or gymnasium equipment; 11 per cent have furnished victrolas or pianos; 12 per cent have improved the sanitary conditions of the schools; and many organizations report contributions to funds, such as the teachers' annuity, car-fare fund, community fund, Red Cross, and student loan fund. Preschool clinics, nutrition clinics, and furnishing milk for undernourished children are among the activities which these organizations have carried on during the year.

Expenditures of the Los Angeles Federation of Parent-Teacher Associations amounted to nearly \$100,000, for home and school aid, nutrition, scholarship, and Americanization. Revenue from three-fourths of the associations in the California Congress of Parents and Teachers amounted to more than \$200,000, which was used for child welfare work in the schools. This State organization, consisting in 1926 of 1,330 local associations in fewer than 25 per cent of the schools, and having 132,229 individual members, realizes the fact that raising money is simply an index to greater achievements along other lines, and it places stress upon the need of educating the membership and leaders.

Reports from 26 per cent of the local parent-teacher associations in Alabama show that more than \$75,000 was raised during the year 1925-26. This was spent on equipment for schools, beautifying school grounds, welfare work, motion pictures, visual education equipment, hot lunches, community fairs, etc.

More than 50 objects are listed by the Delaware parent-teacher associations for which funds were expended. A large proportion of the objects were needs of the schools which are usually supplied by public funds, but such funds were evidently not obtainable. Eighty-eight associations report that they furnished the schools with books.

According to reports from 14 parent-teacher associations in the third district in Georgia, \$10,800 was spent by them for school improvement. It is evident that this is only a small percentage of the association revenue of this section, since it contains 43 active associations, but it is an intimation of the income of one district.

The Ohio State organization places emphasis on the child and an increasing sense of responsibility for him, rather than upon material achievements. Of the 46 per cent of local associations replying to a questionnaire on work and results in 1924-25, only 43 organizations reported on finances. These show that a total of nearly \$14,000 was expended on the schools.

The Altoona (Pa.) parent-teacher associations during 1924-25 raised \$44,409, which was used for playground equipment, to install banking systems in a number of schools, three new school libraries, a piano, victrola and records, pictures for the schools, etc.

COLORED PARENT-TEACHER ASSOCIATIONS

In 1923 the National Congress of Parents and Teachers appointed a committee of five to study the situation with reference to colored parent-teacher associations, with a view to organizing a national congress among the colored people. A corresponding committee of five was organized in each State branch, with the result that a National Congress of Colored Parents and Teachers was organized.

Delegates representing parent-teacher associations in Georgia, Florida, Alabama, and Delaware (which has 81 colored associations) were in attendance at this meeting. The form of organization and program as developed by the National Congress of Parents and Teachers will be adapted to the schools and communities where these groups are in operation. Standard literature of the national congress is furnished for this new national group. It is reported that eight States are in membership, with 303 associations and 5,514 individual members. It is evident that this new organization contains only a small proportion of the colored parent-teacher associations, since these associations have been organized in many States and in the District of Columbia.

The Indiana Parent-Teacher Association organized a department of colored associations in 1924 with the idea of assisting in the formation of a State colored association. This was effected. The colored president reports growth in the organization.

At the request of the State colored education association of Oklahoma, a plan was perfected in 1925 by which the colored parent-teacher associations were to be conducted entirely as a separate organization by their own people but under the supervision of a committee of five of the Oklahoma branch of the National Congress of Parents and Teachers.

Many colored parent-teacher associations have been formed in Mississippi with the cooperation of the State supervisor of negro schools. This movement is supported by the State white organization through a State chairman until the colored people are able to carry it on themselves.

QUESTIONS INDIRECTLY RELATED TO CHILD LIFE

The National Congress of Parents and Teachers frequently takes up questions bearing indirectly upon child life and passes resolutions in relation thereto. Among such questions considered have been these: The protection of the home and community through enactment and enforcement of prohibition laws; laws affecting the right of children to freedom from premature toil and hazardous occupations; laws to conserve the life and health of mothers and infants; laws to surround child life with wholesome influences and to give all children a chance to grow up into worthy citizenship; and laws restricting the sale of narcotics, the use of cigarettes by children, the distribution of objectionable literature, and forms of recreation and amusement which encourage an unnecessary risk of human life or create false standards of courage born of brutal cunning against helpless animals.

From year to year this organization has maintained its stand in favor of a program for world peace and for uniform marriage and divorce laws. Through its resolutions and work it has urged exhibitors of moving pictures to give the public the highest-type of films, and, at the same time, the membership has endeavored to create a demand for good, clean pictures.

The foregoing objectives, indorsed in resolutions by the national organization, offer to the State and local units standards for action which they may or may not accept. State branches, however, generally adopt the policies of the parent organization and carry out its program.

The Alabama branch of the National Congress of Parents and Teachers urged in resolutions that, because only little more than 13 per cent of the population of the State exercise the right of suffrage, the women of the State qualify as voters and perform their duties as patriotic citizens in taking part in the Government; and also recommended that the adoption of the child labor amendment be

ratified by the legislature. Arizona passed a resolution approving and supporting effective means of establishing kindergartens throughout the State.

Believing that literature and recreation play an important part in the character building of youth, Colorado parent-teacher associations passed a resolution placing upon the home the responsibility for providing proper recreation, standard books and magazines, music, and art. Many State organizations have passed specific resolutions favoring the suppression of literature and films which tend to lower the morals and social standards of youth. Among these States, are Colorado, Missouri, Indiana, Kentucky, and Massachusetts.

The Massachusetts parent-teacher associations, realizing the many outside interests tending to distract the attention of the pupils from their school work, resolved to use their united efforts to get the children to study at home sufficiently to master the work assigned; to let nothing interrupt the period of home study, such as social activities or attendance at moving-picture shows, on days or evenings next preceding a school day; to urge the boys and girls to obtain adequate sleep; to encourage participation in supervised school athletics; and to supervise, in cooperation with the teachers, the books and magazines read by the boys and girls.

The Ohio branch adopted the national legislative program and worked for the extension of kindergartens and the introduction of credit courses in parent-teacher work in State teacher-training schools.

The parent-teacher associations in Kentucky urged that parents give correct sex education to the children along scientific lines; that those controlling educational resources of the State exercise a more liberal policy in meeting the requirements of the Federal Government in connection with the Smith-Lever Act.

Missouri resolutions show that this State organization follows the leadership of the national organization in its legislative program. It stresses the need for stamping out illiteracy and of carrying on an intensive campaign to interpret the community school bill of the State, etc.

SCHOLARSHIPS AND STUDENTS' LOAN FUNDS

Financially handicapped school children desiring to complete their education in elementary or high schools, or in colleges, are enabled to do so through the efforts of national, State, and local organizations of parents and teachers in many States. Methods of handling the details vary widely, according to local conditions, and the terms applied to the funds appear to be chosen in accordance with the particular nature of the aid offered. Some of the funds are admin-

istered under the titles of scholarship loan funds, students' aid committees, students' loan funds, and boys' loan funds. Each community raises and administers its own funds, but the State and national chairmen of students' loan funds committees give advice and promote the movement. School officials cooperate in the adjustment of special cases and sometimes in making the loans.

An appeal was sent throughout the State of South Dakota to promote students' loan fund day. Special demands were made upon the parent-teacher associations to raise the funds, but other organizations and individuals were asked to participate. The funds are administered by a general chairman acting as director of the department of education. A scholarship was arranged for the community raising the largest fund per capita, based on the number enrolled in the schools of the town or city. A subcommittee of three, with a bonded treasurer, receives and administers the funds, which are safeguarded against depletion through dishonesty or otherwise by a short-time paid-up insurance policy taken out in favor of the fund. Any boy or girl who has graduated from high school and can secure the indorsement of three responsible people may borrow money from this fund without the payment of interest during school years and with a slight charge for interest for the years after school until payment is made. Students may attend any institution of higher learning in the State. In Bonesteel, S. Dak., the parent-teacher associations have undertaken to make a gift of \$50 each year to the loan fund.

The boys' loan fund in Colorado has been in operation about 11 years, and assists boys of high school or college age. A personal note is required. Thirty-nine children were kept in school during 1924-25 by the students' loan fund of the Louisville (Ky.) league of parent-teacher associations.

Texas parent-teacher associations are reported to have raised more than \$10,000 within two years. In Houston a balance of more than \$2,000 is reported after aiding six students in high school. Other children in Houston were aided in getting remunerative positions.

The student loan fund of the Tennessee Congress of Parents and Teachers, established in 1924, functions at the university. Money may be borrowed for use in any accredited school within the State. Nearly \$2,000 has been loaned to 16 students in sums ranging from \$35 to \$300 during 1925-26. A second fund is for use in any educational institution.

The Austin High School, of Chicago, Ill., reports that it raises from \$1,000 to \$1,500 each year for scholarships to enable promising children to remain in school. Parent-teacher associations in Kansas City, Mo., have an incorporated body called the Mary Harmon

Weeks Scholarship Foundation to keep worthy boys and girls in school who would otherwise be deprived of the privilege. In four years 125 scholarships, amounting to more than \$7,000, have been granted.

The Oregon student loan fund committee uses councils of parent-teacher associations as the largest unit for funds, although there may be several funds within one council, for it may be more feasible to aid with various union high schools as units instead of maintaining one fund for the entire council. It is believed that the smaller the unit the better the supervision and the response to the appeals for funds. Each application receives individual attention, and the names of the borrowers are not made public. Funds to the amount of nearly \$3,000 have been received and are made available to boys and girls in Oregon without interest by the Oregon parent-teacher associations.

Student loan funds in Milwaukee and Kenosha, Wis., are maintained by the parent-teacher associations to help worthy students through school. Parent-teacher associations in Detroit, Grand Rapids, Saginaw, and Muskegon, Mich., support student loan funds and, in order to guard carefully the identity of the beneficiary, the scholarships are paid to the children by the supervisor of attendance.

HOME EDUCATION PROMOTED BY PARENT-TEACHER ASSOCIATIONS

Parent-teacher associations have been the means of awakening and stimulating the interest of parents in the literature of child life and training. The National Congress of Parents and Teachers and its State branches encourage this interest through committees on home education, preschool circles, study circles, and child hygiene. New and helpful literature on child psychology, mental and physical hygiene, recreation, etc., is brought to the attention of parents through these groups. Individual parents are encouraged to read books upon how to bring up their children, as well as to make a home library of books useful for the whole family.

The national home education committee concentrates its energies upon the establishment of home and public libraries, the reading of parents at home, and promoting the use of the reading courses of the United States Bureau of Education. Assisting this national committee, chairmen of State committees on home education in the following States procure the appointment of local chairmen who carry on the work with individuals: Arizona, Arkansas, California, Colorado, Florida, Georgia, Idaho, Illinois, Indiana, Iowa, Louisiana, Michigan, Minnesota, Mississippi, Montana, Nebraska, New Hampshire, New Mexico, North Carolina, North Dakota, Oklahoma, Oregon, Pennsylvania, Tennessee, Texas, Vermont, and West Virginia.

The chairman of home education of the State of California prepares and issues a State home-education program in which are incorporated the plans of the national committee on home education adapted to the special needs of the State. Reading circles have developed in this State through the activities of this committee. It is reported that more than 60 reading circles are in operation in California.

During 1925-26, preschool study circles have developed very rapidly. During 1924-25, it was reported that in Missouri more than 40 preschool circles were formed in parent-teacher associations. Other States in which these circles are organized include North Dakota, Iowa, Kentucky, Minnesota, Oregon, Illinois, Georgia (from which reports have been made of 64 preschool circles), Washington, and California. It is reported that in Los Angeles the first child-study group was organized in 1893 and continued to function until the parent-teacher child-study circles were established 26 years ago.

