CHAPTER XII

ADULT EDUCATION

I. PUBLIC EDUCATION OF ADULTS

By L. R. ALDERMAN

Principal Specialist in Adult Education, Office of Education

CONTENTS.—I. Public education of adults: Movement during decade 1920–1930—Elementary education for adults under public-school auspices—Rehabilitation work pays—Work done by States—University extension—Alumni education—Conclusion. III. Parent education: Growth and significance of movement—Organizations conducting parent education projects.

MOVEMENT DURING DECADE 1920–1930

Adult education is the newest step in the movement for the popularization of education.

The term "adult education" came into our vocabulary about a decade ago. Prior to 1917 this term was scarcely ever used. It may be said that the term grew out of the Americanization movement during the World War. At that time, in many States, councils of defense assisted public-school officials in promoting classes for non-English speaking residents. This was known as the Americanization movement. To these classes of men and women who were being taught, among other things, to read and write English, came many native-born Americans. The term "Americanization" clearly did not fit the situation, and a new term had to be selected. Inasmuch as the foreign born and the native born attending these classes were adults, the term "adult education" was adopted. This term has been very common in England for half a century.

"Adult education" has the effect of a powerful slogan. It is a challenge to all adults to carry on their education. It is probable, however, that had the term "adult education" not been selected as a substitute for "Americanization," the movement for the education of adults would have started anyway. It was the next logical step in the growth of American education, as any scheme of education that limited schooling to youth was bound to give way

to the idea that education is a lifelong process in man's attempt to adjust himself to his environment.

Although the school's part in adult education is new, the education of adults through participation in public affairs is not new in this country. The building of a government based upon the will of the people in a new country, with a population from the various countries of the world, enforced education of adults. Town meetings, political conventions, religious gatherings, lyceums, chautauquas, forums, debating organizations, literary clubs, fraternal organizations, conferences, cooperative organizations, and clubs in general, the number of which has never been counted, have served as schools for educating adults. The name "adult education" is new, the belief that the adult retains his learning ability is new, and there is a new consciousness that adults must continue to learn if they are to function properly. There is also a new concept that education for adults should be more than casual; it should be organized and have some continuity, and it should bring to the individual the experience of others in his field of study. Environment to-day in America is so different from the environment even 20 years ago and is changing so rapidly that constant reeducation is necessary.

The adult education movement which emphasizes the carry-over value of education is beginning to have a powerful effect upon all types of schools. The Archbishop of York, before the British Institute of Adult Education, made the following statement:

> Adult education must be the center of the whole educational system, the goal to which all its parts converge. At present it is largely regarded as a by-product. We give our main thought and care to the education of the young, to the origins rather than the ends of education. All education, elementary, secondary, university, must be held together by one question dominant at every stage: "How can the largest number of adult citizens become and continue to be educated men and women?"

In a recent address, President Hoover said—

> Leadership can not, no matter how brilliant, carry progress far ahead of the average of the mass of individual units. Progress of the Nation is the sum of progress in its individuals. To insure this universal fitness for responsibility, it is prophesied that "the next battle in the campaign of democracy is going to rage around the possibility and advisability of general education for the majority of grown-ups, just as the battle of the last century has been about the possibility and advisability of general schooling for all the young."

A pertinent question in the consideration of the public school's part in adult education is "What are the educational needs of the American people?" It is unfortunate that we do not have an accurate picture of this situation; however, we do have some facts that throw light upon the question. Recently the vocational re-

habilitation division of the Federal Board for Vocational Education, which keeps a record of the previous education claimed by individuals who apply for training, reported that 3 per cent of the applicants had not completed the first grade and that 20 per cent had completed from the first to the sixth grades. As this training work is carried on in 44 States, the facts given are representative of the whole country. If we assume that persons having not more than a third-grade education are near illiterates, about 18 per cent of the applicants would be classed as near illiterates. The application of 13 per cent to the total number of persons 10 years of age and over in the United States at the present time would indicate that more than 12,000,000 people are near illiterates. The standard of literacy required for voting in the State of New York is fifth-grade ability. Inasmuch as the voter determines public policies, the practical question is, "How many people can read well enough so that they can read literature pertaining to public questions?"

The Army in 1917 found that more than one-fourth of the men examined could not read a newspaper nor write a letter. The United States Bureau of the Census in 1910 reported that 7.7 per cent of the people over 10 years of age could not write. The census report revealed also that illiteracy was much higher in the average groups than in the draft-age groups. The lack of harmony between the census figures and the results of the Army test probably indicate a very large number of near illiterates.

"Reading is a very complicated process," says Dr. Charles H. Judd, of the University of Chicago. If one is not able to read well enough to derive pleasure from reading, he is likely to read so little that he will forget how to read.

An estimate made by a student of educational statistics for the year 1924 showed the following percentage of distribution of 69,000,000 persons 21 years of age and over according to extent of education: Illiterate, 7.10; some elementary work, 34; completed elementary grades, 27.13; some high-school work, 18.86; high-school graduates only, 6.22; some college work, 4.55; college graduates, 2.14.

The situation has improved since 1924, but any study made of the needs of the American people probably would show that there are as many adults who need what the elementary schools have to offer as there are children now in the elementary schools.

The recent White House Conference on Child Health and Protection may be said to have summarized its work in "The Children's Charter" which reveals, under 19 headings, the responsibility of parents and the community for the welfare of children. This children's charter may be taken as a working program of adult education in so far as the education of adults is necessary for the

care and training of children. In a vital way all adult education may be motivated by a program for making the home and the community effective agencies for the rearing and training of children and youths. The study made by the above conference brings to one's mind in a forcible way the great importance of the education of parents. It is pathetic that many parents can not read the helpful literature on child care that is now available. The elementary education of all parents is a paramount necessity for any national program for child betterment.

A decade ago many educators acted upon the theory that learning ability ran out at about the age of 22 years; therefore it was necessary to put into the schools all those things that might be needed in later life. In 1927 and 1928 Dr. Edward L. Thorndike and other psychologists made a thorough-going study and reported, in part, as follows:

> In general, nobody under 45 should restrain himself from trying to learn anything because of a belief or fear that he is too old to be able to learn it. Nor should he use that fear as an excuse for not learning anything which he ought to learn. If he fails in learning it, inability due directly to age will very rarely, if ever, be the reason. The reason will commonly be one or more of these: He lacks and always has lacked the capacity to learn that particular thing. His desire to learn it is not strong enough to cause him to give proper attention to it. The ways and means which he adopts are inadequate, and would have been so at any age, to teach him that thing. He has habits, or ideas, or other tendencies which interfere with the new acquisition and which he is unable or unwilling to alter. In the last case, mere age may have some influence. A person's gait, posture, speech, and the like are acquired very early in life. They condition later acquisitions, and they may to some extent impose inescapable limitations.
>
> On the whole, the facts of adult learning are a strong support to those who have given time, and thought, and money to adult education.

This study of Doctor Thorndike and others is causing some school administrators to make over their courses of study in line with the theory that the ability to learn lasts as long as life itself and that a primary objective of the school is so to strengthen the student's desire to know that he will be a lifelong student. Greater effort also is being made to encourage the student to become a resourceful searcher for truths and a good individual worker as well as one who can cooperate with his fellows in a community project.

The new emphasis on adult education is causing school administrators to consider more seriously the effect of subject matter and school procedures on the whole life of the student. This is most noticeable in colleges inasmuch as these institutions are giving more consideration to the effectiveness of the education of their graduates. Alumni groups are asking such questions as: (1) To what extent do the results of the lecture method of instruction carry over? (2)

To what extent does the seeming interest in a subject which is based upon credits to be earned by its study carry over? (3) Why do so many college graduates show no desire for further study? It is well known that college sports, as a rule, are of such a nature that they are not practiced after graduation; for example, football is far too strenuous for adults. There is a growing interest in those sports that do have a carry-over nature, such as golf, tennis, hand ball, medicine ball, volley ball, and hikes.

Two organizations have come into being in the past seven years which are wholly concerned with adult education. The first was organized in 1924 by the men and women who were the leaders in Americanization schools. They saw that their work was wholly in the field of adult education and organized the department of adult education of the National Education Association. This organization has its regular meetings with the National Education Association and usually has called meetings at the time of the meeting of the department of superintendence of the National Education Association. The organization prints a journal known as *Adult Education*, which is of interest to teachers and supervisors of adult classes. The organization has made the following statement of its principles:

1. Any nation, whose life and destiny depend upon popular participation in government, can not afford to tolerate less than a full-functioning literacy. This in the United States means ability on the part of the electorate to read simple English understandingly as a minimum requirement, and requires adequate educational facilities.

2. It is as important for every community to provide educational opportunities for legally employed minors and for adults whose earlier educational opportunities have been restricted, as for the more fortunate who are able to take advantage of public day educational facilities.

3. In view of considerations of social policy and national welfare, the United States, having encouraged and permitted people of foreign birth to come and remain as prospective citizens, owes to itself and to them educational facilities appropriate to and commensurate with their personal and civic needs.

4. Not age, but "the equalization of educational opportunity," is the determining factor in prescribing educational service to be offered under public auspices.

5. Adults undertake and pursue education volitionally when they consider it worth their time and effort. Public educational policies and programs should be adopted and educational opportunities provided on the basis of discovered adult human needs and desires. Public educational administrators should seek to discover what adults wish to learn.

6. Political needs in the United States require a system of continuous education throughout adult life to insure the preservation and development of our democratic institutions.

7. Rapidly changing social and economic conditions require the development of a system of continuous education which will enable adults to adjust themselves to their changing environment.

8. Increased wealth and leisure resulting from increased productivity of the modern industrial system demand greater opportunities for the expression of personality, the appreciation of spiritual values in living, and the attainment of higher cultural interests.

In 1930 the department of adult education of the National Education Association selected the officers of the National Commission on the Enrichment of Adult Life. The main objective of this commission is to encourage the wiser use of leisure time. Dr. James A. Moyer, of the State Department of Education of Massachusetts, was elected president of the commission. The national membership of this commission was appointed by the president of the National Education Association, and State commissions have been appointed in many States.

The second organization was the American Association for Adult Education which was organized in 1926 after regional meetings had been held in various places. The purpose of this organization is to coordinate activities in adult education and to act as a clearing house for those interested in this field. It gathers and disseminates information on many phases of adult education and publishes the *Journal of Adult Education* which is issued quarterly. It has sponsored a number of national studies such as: Urban Influences on Higher Education in England and the United States, by Park R. Kolbe; Adult Learning, by Edward L. Thorndike and others; Educational Opportunities for Young Workers, by Owen D. Evans; The University Afield, by Alfred L. Hall-Quest; Correspondence Schools, Lyceums, Chautauquas, by John S. Noffsinger; New Schools for Older Students, by Nathaniel Peffer; Libraries and Adult Education, by the American Library Association; The Reading Interests and Habits of Adults, by William S. Gray and Ruth Monroe; Adult Education in a Community by C. S. Marsh; A Preliminary Inquiry into Rural Adult Education, by John D. Willard; Alumni and Adult Education, by Wilfred B. Shaw; "Unemployment and Adult Education"—A symposium.

The officers of the association are: James E. Russell, dean emeritus of Teachers College, Columbia University, president; Leon J. Richardson, director of the extension division, University of California, vice president; Margaret E. Burton, executive of the education and research division of the National Board of the Young Women's Christian Association, secretary; John H. Puelicher, chairman of the committee on education of the American Bankers' Association, treasurer; Morse A. Cartwright, director. The offices are at 60 East Forty-second Street, New York City.

For the sake of convenience, adult education activities usually are divided into two groups: (1) Those adult education activities that are tax supported; and (2) those adult educational activities that are

not tax supported. The American Association for Adult Education, in its various publications, is bringing to public attention those forms of adult education that are not tax supported. This report attempts to deal with adult education that is tax supported or partly tax supported.

ELEMENTARY EDUCATION FOR ADULTS UNDER PUBLIC-SCHOOL AUSPICES

It is estimated from incomplete figures now in the Office of Education for the period 1928–1930 that evening school attendance in both elementary and secondary schools exceeded 1,000,000. It is probable that about two-fifths of this number will be reported as having enrolled for elementary subjects. These figures, when completed, will not include enrollments for short terms as a result of special drives that were made in 1929 and 1930 so that the showing of the States in the matter of illiteracy would be improved.

When it is noted that there are nearly 4,000,000 boys and girls of high-school age not in school, the need of evening schools for these young people is apparent. The outstanding fact is that the evening school is not yet established as a regular part of the public-school system. A city which may be expending $150 of tax money for each boy and girl who can be spared from the home so as to attend day school and is expending $15 of tax money for the evening school pupil who must work in the daytime to help support the family will, when curtailment seems to be necessary, most likely restrict the evening rather than the day school program.

A careful study of any city will show that the evening school has a great work to do that the day schools can not do. Since always our greatest need is the development of our human resources, the evening school may well be a most potent agency for this purpose. The evening school may be the means of bringing our whole population into full step with civilization. To say that we have an oversupply of goods is only another way of saying that the development of human resources has not kept pace with the development of our material resources. Human resources can be developed mainly through education. The evening school should be considered by the community as an excellent opportunity to advance its material progress as well as a means of increasing human well-being. Studies that have been made show that the relative cost of the evening school is small, as buildings and equipment are already provided and as the evening school is open for only three evenings a week, and two hours each evening, for 24 weeks, or 144 hours in a year, whereas the day schools in most large cities are open for at least 1,080 hours a year.

Reports from the various State departments of education show that, as a general rule, no evening schools are held in cities with fewer than 10,000 people. With the exception of two or three States, no evening schools are reported in rural districts.

A study of evening school enrollments and attendance shows that large fees curtail enrollments but make for more regular attendance. One hundred and twenty of the 200 largest cities charge no fee; however, 86 of them require a deposit which is returned for good attendance, and 46 of them charge a fee which approximates the cost of instruction.

The important matter is that evening-school opportunity should be provided for larger numbers of people and in more communities. More important than the question of fee is the matter of good instruction.

As in most evening schools there are those who would attend the day school if it were not necessary for them to help support dependents, it seems very unfair for a city to give free instruction for those who are able to attend day schools and charge a fee for those who can not attend day schools and must, therefore, depend upon the evening school.

In all times of unemployment, the overage worker constitutes a problem of considerable magnitude. In filling positions few companies will consider applications from persons over 40 years of age. Two reasons have been given for this: (1) The overage worker is not adaptable; (2) the provision for retirement makes the older worker more expensive. So far as the first reason is concerned, it is now known that with proper training, the older worker can make suitable adaptations. As to the retirement provision, this is an arbitrary matter that can be adjusted by agreement between employers and workers.

Some industries, in making a study of this problem, find that older workers are more satisfactory than younger ones. It is reported that certain companies in New Jersey which distribute gasoline find that older men are better for their work than are younger men. A well-known automobile manufacturer claims that in many cases older workers are steadier and more efficient than younger workers.

Evening schools are helping older workers to adapt themselves for new lines of work and for new adjustments in old lines of work. In 1930, it is reported, 78,785 unskilled workers and 28,612 skilled workers applied to public employment offices for work. There is but little doubt that vocational guidance and training would increase the opportunity for employment of many of these 107,397 men and women.

REHABILITATION WORK PAYS

From a report of the Federal Board for Vocational Education we find that rehabilitation pays. The report says:

> It has been shown over and over again that it pays to invest State money in rehabilitation. It costs from $300 to $500 a year to maintain a person in a poorhouse, whereas it costs on the average, including all expenses, about $250 to vocationally rehabilitate a person.

The following statements analyzing accomplishments in several States for a 1-year period show the returns on public money expended for rehabilitation.

Increased wages.—In a Southern State in one fiscal year an analysis of the rehabilitation work showed that the average weekly wage at time of disablement of all persons rehabilitated in the year was $9.21, whereas after rehabilitation their wage was $21.75. Of the group rehabilitated, 77 per cent had no earning power during the period of disablement, while 30 per cent had never worked prior to rehabilitation. Again, the average weekly wage of those who were working at the time of disablement was $17.11, whereas, after rehabilitation the wage of this same group became $22.75. Furthermore, the average weekly wage of that group that had never worked until rehabilitated was $19.90.

Sound investment.—In a mid-Western State an analysis of the rehabilitation service for a period of five years showed the following:

Total number of disabled persons rehabilitated	1,036
Total gross annual earnings before rehabilitation	$499,208.09
Total gross annual earnings after rehabilitation	$1,159,948.18
Per capita annual earnings before rehabilitation	$481.85
Per capita annual earnings after rehabilitation	$1,119.64
Percentage of increase of earnings	232
Per capita cost of rehabilitation	$242.37

These figures show that rehabilitation pays. There no doubt are millions of people in the country who need rehabilitation, or rather habilitation, so that their work may be more skilled and more in line with their natural ability.

The evening schools now are used as a general habilitation agency. As yet, such schools are provided only in the larger cities, and most large cities appropriate relatively small sums for these schools. Educational and vocational guidance for evening-school students is becoming more common, and, as the counselors are being better trained, the work is becoming more and more effective.

WORK DONE BY STATES

This report is attempting to deal only with the States which may be considered typical or in which outstanding work in adult education is being done. Statistics as to attendance and expenditures

for public-school classes for adults in all of the States will be published soon in a bulletin giving statistics for school systems for 1929–30.

ALABAMA

Alabama, during the past two years, has had a teacher-training program for both white and colored teachers who expect to instruct adults. Instruction for adult illiterates for 120 hours has been made available in many counties of the State. While this program of elementary adult education has been under the supervision of the State department of education, the Alabama Federation of Women's Clubs, and the Alabama branch of the National Congress of Parents and Teachers have cooperated in most effective ways in making the plan successful.

For the past two summers six weeks of instruction have been given to all illiterate prisoners in the various institutions.

CALIFORNIA

California's leadership in the education of adults is due perhaps to two facts. The first is that the financial backing for an adult education program in that State is more ample than in other States for the reason that the school districts in California get large support from the State, and this support is based on the number of days of school attendance. Evening and day classes for adults are counted on a clock-hour basis as a part of the day-school attendance. This financial support makes possible a liberal program for adult education in all sections of the State. The other reason why California has been able to do notable work in adult education is that there has been aggressive, able leadership in the State department of education.

From the very beginning there has been a strong teacher-training program. The State University at Berkeley has offered a summer course for training for general adult education, and the State Teachers College at Fresno has offered a summer course for training of teachers of adults. Training courses in methods of teaching English to foreigners have been provided during both semesters at the University of California at Berkeley and during the summer at the University of California at Los Angeles, at the University of Southern California, Los Angeles, in both semesters, and at the State Teachers Colleges at San Diego and Fresno.

The effort to combat illiteracy is carried on through the high-school districts of the State. Most of the illiterates are foreign born. There is a strong effort throughout the State to organize the work for advanced classes so that reading habits may be established.

As a rule classes for adults are formed without expense to the students although there are a few classes for which the student pays a nominal tuition fee.

In the large cities of the State there are accredited high schools where evening-school students may earn high-school diplomas. There is in the State an adult education council which is endeavoring to promote all phases of adult education with a great deal of attention paid to constructive conversation, and considerable emphasis is placed on those things which make for a wiser use of leisure time. The county libraries are centers for the promotion of adult education.

California uses the school system as a means of holding the population that is attracted to the State by the climate. The evening school is even more of a powerful factor in this regard than is the day school, as it is an excellent agency to bring together, for educational and recreational purposes, strangers with like tastes.

CONNECTICUT

In Connecticut, as in many other States, the Americanization work was started during the World War upon the recommendation of the State council of defense. For this work the State appropriates about $25,000 per year which is used to help in defraying the cost of supervision of adult classes. The State law requires that school districts provide for classes when 20 or more non-English-speaking adults signify their desire for instruction. The interest among the foreign born is such that the average attendance at such classes has grown even though immigration laws have greatly diminished the number of non-English-speaking persons coming into the State. The cooperation given to this work by mill owners and superintendents is outstanding. These men know by experience that inability to speak, read, and write English is a very serious handicap to the industry employing the foreign born.

A teacher-training program is conducted for teachers of adults at Yale University during the summer session. Many institutes and conferences also are held.

The significant facts related to the non-English-speaking adult classes may well be listed here:[1]

(a) They have become an accepted and integral part of the public-school curriculum and responsibility.

(b) They are recognized as requiring a technical and specialized type of instruction, requiring training and professional preparation.

(c) Personal contact is required to interest and enroll the majority of pupils uneducated in English.

[1] Quoted from a report of R. C. Deming, director, division of adult education, State board of education, Connecticut.

(*d*) There is a growing belief that there is no place for the uneducated and non-English-speaking worker in modern industry.

(*e*) A great appreciation of the immediate effects on children of the adult pupils.

(*f*) There is an increase in the number of women pupils and of aliens long resident here.

(*g*) The greatly increased efficiency in instruction has been largely responsible for the great increase in attendance.

(*h*) The success and increase in rural classes is due both to need for English and lack of counterattractions.

(*i*) This type of work attracts great interest from local, State, and civic organizations.

DELAWARE

The program of adult education in Delaware has attracted wide attention. A decade ago the adult education program consisted solely of evening schools for the foreign born in the city of Wilmington. Fewer than 1,000 were enrolled. By 1929 the adult education program had been extended to all parts of the State and 2,463 students were enrolled. More than one-half of these were native-born Delawareans.

In 1930 the total expenditure of State funds for adult educational activities amounted to $32,250. This represents 1 per cent of the State's entire appropriation for public education. With this amount combined with what could be procured from other agencies, Delaware has conducted an aggressive program which has provided educational advantages for her adult residents in all parts of the State. One feature of this program has been the effort to eliminate illiteracy, and, as a consequence, the number of illiterates has been reduced by 25.8 per cent since 1920. The number of aliens has been reduced, through naturalization, by about 12 per cent in the decade. The closest possible cooperation has prevailed among the Federal court, the naturalization officials, and the school officials.

The outstanding feature of the adult education work in Delaware has been the organization and conduct of adult classes in rural districts of the State. Delaware's experience in this work has brought out the following facts which should be valuable to the whole country: (1) Rural people will attend evening schools if given an opportunity and if allowed to choose the subjects which they are to study; (2) the tendency for rural people is first to select a vocational subject and then to select those subjects that are cultural; (3) attendance of adults at evening school makes for better attendance and more interest of their children in day school.

After the 1920 Federal census the State Department of Public Instruction of Delaware checked the returns on illiteracy carefully and by a trial found that much more usable information

could be had by taking their own census of the educational needs of adults. Effort was made to provide classes for every adult illiterate 55 years of age or younger; however, those older than 55 could attend if they desired. The median age of those who attended classes was 45 years. Mental tests were given in some cases, and no special effort was made to teach those of extremely low ability.

A very effective agency used in the Delaware program of adult education is an alumni association. This is composed of former evening-school students. The foreign born who have attended evening classes and have become naturalized citizens help to maintain this organization which assists in recruiting their countrymen for the evening schools.

Several features of Delaware's adult education program make it worthy of emulation by States which have not already well-organized plans for such work:

1. There is in the office of the State superintendent of public instruction a trained specialist in adult education.
2. State funds are available for the promotion of adult education.
3. All cooperating agencies are organized into a citizenship association so that there is a maximum of cooperative effort.

DISTRICT OF COLUMBIA

During the past 10 years the District of Columbia has conducted an intensive program in elementary adult education. The classes are open to all who may need elementary instruction. A few native-born Americans attend these classes but, for the most part, the enrollment is made up of the foreign born. A few men and women from the foreign embassies, well educated in their own languages, attend the classes.

There are two outstanding features of the work that at once attract attention. The first is that a school building has been set aside for the Americanization work. This building is an old public-school building almost in the very heart of the business district. In this building classes are held both day and evening, and the teachers are employed on a full-time basis. A club room with a good library has been installed. This club room is used constantly by the foreign born and has much to do with creating a spirit of cooperation among them which promotes interest in the school. Second, the students of this school have organized the Americanization School Association. This association is the best recruiting agency possible, as the members of the association meet their countrymen as soon as they arrive in the city and very soon bring them to the school where they are properly introduced to the teachers and

other pupils. This association publishes a very attractive monthly magazine which, for the most part, is written by the students and which is sent to all parts of the world. The magazine is a powerful factor in promoting the writing of good English by the students of the school.

The teacher-training program in connection with this work is noteworthy. A teacher who is employed for the work must have the qualifications as prescribed by the city board of examiners, and the regulations require that two courses must have been taken in Americanization work which includes methods of teaching the English language, cultural backgrounds, naturalization, and immigration laws. Training courses in the normal school of the city are provided. There is constant training for teachers in service by means of monthly meetings and special classes for all teachers, and by weekly meetings for the new teacher.

Special effort has been made to reach adult illiterates. Classes are held for them during both day and evening, and in many cases, instruction is given in homes. A bus is provided, and frequently women and children are brought to the school for instruction. Young children are cared for while the mothers study.

During the past 10 years, an effort has been made to follow up the work of all students until the habit of reading is established. It has been found that about three years' time is necessary to enable the student to read well enough so that he will read for pleasure and will establish the habit of reading.

The very closest cooperation among the courts which handle naturalization cases, the school, and the naturalization officers has been enjoyed.

Much time has been given during the past two years to training the students of the school for a wiser use of leisure time. The school, without expense to the District, has promoted the study of music appreciation. Information about desirable books is brought to the attention of the students and great care taken to see that the books are available.

Educational films are brought to the attention of the students; field trips are taken on holidays and Sundays. Groups are organized to visit exhibits, art galleries, and museums, and many social events are planned by the school. Attention of the students of the school is also called to other educational opportunities offered in the city.

Perhaps the most distinctive service received from the school by its students is that they acquire a strong feeling that they belong to and are an important part of the community.

LOUISIANA

In Louisiana, during 1929–30, a program was organized for the teaching of adult illiterates. State and other funds were used to the extent of nearly $300,000. The number of illiterates taught was 109,688. The campaign was under the direction of the parish superintendents throughout the State. The course of study provided for 24 lessons of one hour each. Classes also were organized in the various prisons. Effort is being made to continue this work so that functional literacy may be acquired.

MASSACHUSETTS

One of the outstanding features of the program for the education of adults in Massachusetts is the thoroughgoing teacher-training program. In that State, as elsewhere, most of the evening-school teachers are recruited from the day-school teaching force. However, before one can secure a position as an evening-school teacher he must take a minimum amount of training. These training courses are conducted in the State normal schools and in colleges.

Conferences are held in many places in the State for the purpose of acquainting the unemployed with educational opportunities which will lead to better and more permanent placement. There is marked interest in this program on the part of all concerned, and the program is already productive of genuine good.

The division of university extension of the State department of education serves as an effective coordinating agent for all educational institutions in the State. There is a noticeable movement in the State to bring about a wiser use of leisure time.

NEW YORK

New York State, according to the 1920 census, had more illiterates than any other State in the Union. These illiterates were nearly all foreign born. The State helps school districts to finance their classes and also provides supervision. The State department of education is charged with the administration of the law pertaining to literacy requirements for voting. Tests of literacy are printed and sent to all school districts. To pass these tests a standard of approximately fifth-grade ability is required. In 1927–28, 173,537 new voters took this test and 153,762 passed it. This requirement of literacy for voting has a strong tendency to induce the foreign born to attend evening school.

The neighborhood classes for foreign-speaking women are reaching in a most practical way women who otherwise would be strangers

in their own homes as their children learn the English language and American ways at school, and their husbands learn much in connection with their work. In 1927–28, more than 11,000 women attended such classes. Many of these classes were held in homes.

Since 1927 teachers of the foreign born have been required to take training in: (1) Methods of teaching English to foreign-born adults; (2) immigrant backgrounds; (3) American institutions and government. In 1928–29, more than 82,000 adults attended classes offering elementary subjects; 51,696 studied academic subjects above the elementary grades; 18,811 were enrolled in afternoon and evening classes for commercial subjects; 83,055 were in classes for industrial subjects; 17,484 were in home-making classes. All told, more than 200,000 adults took some work under public-school auspices.

PENNSYLVANIA

Adult education in the State of Pennsylvania is especially worthy of description, not only on account of the vigorous administration from the State department of education, but also because of the State law which specifies that whenever 20 or more residents above the age of 16 years make written application for instruction in any subject taught in the day schools, it shall be provided by the local board of school directors. For the maintenance of such classes, the law further provides for State aid equivalent to that afforded the day schools. This law has been in operation since 1925 and, in effect, is extending the public-school system in a very practicable way to the population of the State.

The effectiveness of the adult education program in Pennsylvania has been due mainly to the fact that the State authorities have insisted upon having trained teachers for the work. The teacher-training program has been conducted at Temple University in Philadelphia and at the University of Pittsburgh.

A notable feature of the adult education work in Pennsylvania is the program for home classes for non-English-speaking mothers. The enrollment in such classes for the year 1929–30 exceeded 6,000. The adult education program for this past year has brought instruction to 125,000 students.

Pennsylvania has led in the matter of organizing evening high schools where full credit is given for the work, comparable to that granted in the day high schools. Many students employed in the day time secure high-school diplomas within six years through attendance at these evening schools.

There has been much activity in parental education during the biennium just passed, and a coordinated program has been worked

out by the State Congress of Parents and Teachers and the State department of public instruction.

Pennsylvania has taken leadership also in the matter of prison education, all penitentiaries now having directors of education. This work is under the direction of the State department of welfare.

Adult education work in Pennsylvania is conducted under the name of extension education. The scope of this work includes English and citizenship for immigrants and native illiterates by means of public-school, factory, neighborhood, and home classes; evening elementary education; general evening high schools; standard evening high schools; university extension; and related activities. The present public-school enrollment in extension classes is approximately 6,000 in home classes for foreign-born mothers; 20,000 in public-school, factory, and neighborhood classes; 10,000 in evening elementary schools; and 100,000 in evening high schools.

To show the growth of this work in the past decade the following paragraph is quoted from a recent report from Pennsylvania:

> In 1920 evening schools were not recognized by State law and a relatively few thousands were enrolled. Certain cities of their own initiative had organized evening-school programs. Mandatory legislation was passed by the General Assembly of 1925 providing for the organization of classes in English and citizenship for immigrants and native illiterates, in any course of study taught in the day elementary or secondary schools of a school district, and in English and citizenship for adults whenever 20 or more residents, above the age of 16 years, make written application for such instruction. The same legislation made extension education an integral part of the State program of public instruction and provided for training and certification of all extension teachers, a minimum salary schedule, and State aid for all extension classes within the Commonwealth, ranging from 25 per cent of the minimum salary of teachers in the larger and wealthier school districts to 75 per cent of the minimum salary of teachers in the smaller and poorer rural districts.
>
> The total enrollment in all day junior and senior high schools of the Commonwealth is 350,000. During the past 10 years the enrollment of our evening high schools has grown from a relatively few thousands to more than 100,000.

SOUTH CAROLINA

The two unusual features of the South Carolina adult educational program are: (1) The lay-by schools which are held in the various districts at such a time in the spring and summer when the general farm work is slack; (2) the Opportunity School, which is a month's program held at Erskine College each summer. A description of this work, written shortly after a visit to this opportunity school, follows:

> Upon arriving at the campus we saw students from 16 to 60 years of age. We did not notice any difference between the appearance of these students and those we would expect to see at a summer school where large numbers of

teachers of various ages were in attendance; but, upon visiting the classrooms, we found that these students were studying the most elementary subjects and that they seemed to be exceedingly eager to acquire all information possible. Among the subjects studied were elementary reading, elementary arithmetic, first lessons in United States history, first lessons in civics, etiquette, and so on. We visited the dining room and were impressed by the cheerful murmur of conversation and the many explosions of laughter which punctuated it. We were greatly impressed with the fact that here was a college being used for the most elementary instruction. The beautiful grounds, library, and sympathetic teachers belong to these neglected ones for one precious month. The eagerness of these people to absorb all that the college had to offer was the outstanding impression which we received.

During the visit we saw games played, heard much singing, and attended the presentation of an amateur play. We marveled at the poise of the students. A group of young men sang for us, and, unless one knew the facts he would think that they were college boys.

About 20 women gave a "style show." At the school each woman had made two dresses which she wore, in turn, on the stage, announcing the cost of the material for each of the dresses. The material for the most expensive dress exhibited cost $1. This demonstration and the entire evening performance would have been a credit to college men and women.

The cost of this month at the opportunity school to each student was $20. Sheets, towels, etc., had to be furnished by the students. We were told that in some cases the owners of the mills had paid the expenses of their employees at the school. A mill owner informed the writer of this article that former students at the school had had a wholesome effect upon the conduct of many of the other employees of his mill and that he thought it a good investment to send a few students each year.

We came away from the opportunity school wonderfully impressed with what we had seen—the eagerness with which these people grasped every opportunity offered them; the appreciation they had for the beauty of the college campus, and for a month in which there was some leisure, some play, and with it all a dignity that brings self-respect. We could picture the influence of this month upon their lives and upon all with whom they came in contact for the months to follow.

The program for adult education in South Carolina has been in operation for the past 12 years, during which time 38,685 people have been instructed. Some of these have advanced as far as the sixth grade and above. The amount expended for this work was $486,598. This represents about $12 expended upon each of the adults taught during a period of 12 years. Many of these adults are parents of children, and a number of them had no education whatever before this adult education program was begun.

The table which follows shows something of the school activities for the year 1929–30 for white and colored students:

Statistical facts, Department of Adult Education, South Carolina, July 1, 1929, to July 1, 1930

Item	White	Negro	Total
Number of counties participating			43
Number of schools	632	1,225	1,857
Number of teachers	977	1,721	2,698
Total enrollment	17,236	37,800	55,036
Number under 21 years of age	7,891	9,884	17,775
Number over 21 years of age	9,345	27,916	37,261
Average attendance	[1] 11,698	[2] 27,161	38,859
Number perfect in attendance	3,154	8,611	11,765
Number first-grade pupils	4,648	17,354	22,002
Number second-grade pupils	2,190	7,416	9,606
Number third-grade pupils	2,795	6,738	9,533
Number fourth-grade pupils	2,901	3,967	6,868
Number fifth-grade and above	4,702	2,325	7,027
Number pupils taught to read	2,929	13,013	15,942
Number pupils taught to write	3,612	14,371	17,983

[1] 70 per cent.
[2] 71 per cent.

To assist in the expenses of this work, the various counties raised $23,074; the Rosenwald Fund appropriated $17,358.

As far as possible, all teachers of adults in South Carolina are given special instruction before they are permitted to teach classes of this nature. The teacher training is done at Winthrop College and at Columbia College.

The adult education work in South Carolina has been remarkable considering the very small amount of money available for this purpose.

OTHER STATES

In a number of States school officials have endeavored to find, at the time of taking the regular school census, the names and addresses of those who are in reality functionally illiterate. It has been found that this information is of much greater value than that procured by the Federal census. It also has been found that the expense of procuring these names and addresses is relatively small.

The States of Nebraska and Delaware, in connection with their school census, have gathered valuable information as to the educational needs of their adult population. The city of Tacoma, Wash., for a number of years has gathered such information at the time of the regular school census. It is evident that school administrators should have full information as to the educational needs of the community.

School officials are becoming more aware of the importance of the influence of parents upon the education of children. Wherever studies have been made it has been found that children of illiterate or poorly educated parents are greatly handicapped in their quest for an education. Growth in the parent-teacher work in this coun-

try shows most clearly that parents are vitally interested in bringing about better conditions for the rearing of children. Leaders of this movement claim that the most effective means of bringing about more wholesome conditions for children is to be found through the education of parents.

The education of adults is going on in all kinds of ways, and it is estimated that there probably are 4,000,000 grown-ups who are pursuing some kind of instruction which is so continuous and of such a nature that it may be classified as adult education. The number probably will increase manyfold as it becomes generally known that adults can learn and as courses that fit their needs become more numerous.

Adult education is having a powerful influence in bringing to the fore the importance, as educational agencies, of such organizations as public libraries and public museums.

It is regrettable that only 17 per cent of our rural population has access to a public library, while over 90 per cent of our city dwellers has such privilege.

Public museums are taking a larger place in public education, and it is very likely that such museums will be organized more as educational exhibits and will be even much more popular than they have been in the past.

UNIVERSITY EXTENSION

College and university extension work has grown very rapidly during the past 10 years. A report of a decade ago showed that 73 institutions of higher learning in the United States offered correspondence courses. In 1929 such work was given by 149 institutions. More significant than the increase in the actual number of institutions offering this work is the increase in scope of opportunities offered by the institutions.

Ten years ago extension work of the college and university consisted mainly in giving correspondence courses. Now a great variety of work is offered through extension methods, the most extensive of which is class work held off the campus. Among other types of extension service now available are: Instruction by radio; institutes, conferences, short courses; library service; public lectures; home-reading courses; visual education; service to parent-teacher and other clubs; community drama; promotion of debates.

In every State of the Union there is some educational institution that is doing some kind of extension work. More than 200 different subjects are offered by correspondence. Class work in almost any college subject may now be had in most localities where 10 or more people desire to study the same subject. This instruction by corre-

spondence or class work may be on secondary, college, or graduate level. The number of colleges and universities reporting to the Office of Education that they do extension work is 443. Probably one-half of a million people took extension work from these institutions during the past year.

A number of colleges and universities are now giving advice and help in the matter of reading courses, first in the selection of suitable text material and then by giving references to information contained in other texts and magazines. Many of the institutions are making their libraries available to large numbers of people off the campus.

In some cases institutions are using the radio as a means of bringing to the attention of the general public their offerings by extension methods. Some institutions are giving lectures by radio, which constitute a part of a course.

Extension courses as offered by the 443 institutions mentioned above are described in Office of Education Bulletin, 1930, No. 10, College and University Extension Helps in Adult Education, 1928–29, available from the Superintendent of Documents, Government Printing Office, Washington, D. C.

The University of California, at Berkeley, for the past two summers has conducted a notable experiment in adult education. The students who take this work in adult education live in the same dormitory so that they may get the maximum amount of practice in developing the ability to lead discussion groups. Emerson says that conversation doubles our power; that in an effort to unfold our thought to a friend we make it clearer to ourselves and surround it with illustrations that help and delight us, that it may happen that each hears from the other a better wisdom than anyone else will ever hear from either.

Gerald Chittenden, in his article published in the North American Review, in March, 1929, says:

> We recognise that conversation is the vehicle of charm, and yet we never trust ourselves to talk. Observe, for example, how we entertain foreign visitors. We try to show them all of our toys at once. To be sure, we ask the most intelligent people we know to meet them, but, having done so, we give nobody a chance to perform. We serve dinner so late that it must be gobbled under the pressure of a later engagement, and then jump into something and go somewhere to see a play for which we arrive too late, or some people in whom we are not interested. We drive them rapidly over good roads, crowd them into an elevator and shoot them to the top of our tallest buildings, or cram them into a railway car and propel them under a river; we never leave them alone for a minute, and we never really talk to them at all, although we are pleased to death if they will talk to us—from a platform. In short, we run the poor devils ragged with our ferocious hospitality, all because we wish to

give them a good time. It is no wonder that they, almost unanimously, gasp out from the gangplank of the departing steamer, "Delightful people, the Americans; but they don't know how to talk."

The desire to be an accomplished conversationalist is a motive that impels many to continue their education. It is evident that any experience in life can add to one's conversational ability. The ability to converse well may be taken as a sign of effective education. Some claim that no other accomplishment compares with this one in the matter of giving and getting pleasure.

ALUMNI EDUCATION

During the past few years there has been a decided movement for alumni education. Alexander G. Ruthven, president of the University of Michigan, sounded the keynote to this movement, from the point of view of the colleges, in an address given in 1929 when he said:

> If the university can be of assistance to alumni by continuing their education, it is admittedly under some obligation to provide this service, since—as generations of educators have been informing graduating classes—their education is not complete and they are graduating into, not out of, the university.[2]

The alumni point of view toward continuing education is expressed in an editorial in Rutgers Alumni Monthly for February, 1929:

> Rutgers along with about 50 other colleges and universities recognizes that she has a real educational obligation to her alumni. These colleges have become convinced that learning has exactly reversed itself since Methuseleh was a boy—he didn't have much to learn and he had a long time in which to learn it. The problem to-day is to learn from the experiences of others—otherwise by the time one graduates from the school of experience one is too old to put the knowledge into practice.[2]

At Grinnell College, the editor of *Grinnell and You*, March, 1929, suggested to his alumni readers:

> Education moves too fast for anyone to say that he has got his degree or finished his education. Any degree, whether it is A. B. or the august Ph. D., is after all only one degree up, and is still a long way from the boiling point. * * * The theory that college education was something which was pumped into you for four years, and which you could keep on spouting for the next 40, has gone into the discard. We are about to consider education as a life-long process, beginning, as some one has said, when the nurse leaves and not winding up even with the day of judgment.[2]

Among the observations submitted, in September, 1928, by the members of a committee of the American Alumni Council, were the following:

---

[2] Alumni and Adult Education, an introductory survey, by Wildred B. Shaw. Published by American Association for Adult Education, 60 East Forty-second Street, New York City.

1. That there is recurring evidence to indicate a steadily growing realization on the part of college graduates that, up to the present, intellectual development is prone to stop on graduation.

2. That the psychological time has arrived when plans should be made and actual attempts started to fit the alumni wherever possible and practical into the larger scheme of American higher education.

3. That the determination of the form of such participation is primarily a job for "education" in contrast to "alumni," and that it is a job of the alumni to create and prepare a receptive public.[1]

When it is realized that there are more than 800,000 active members in alumni associations and that there are 125 alumni magazines with 250,000 subscribers one can form some concept of the possibilities of adult education among college alumni.

This movement not only means that large numbers of former college men and women are determined to continue their education but that their influence must have considerable weight in directing greater attention to those subjects taught and methods used during the college years that will have a greater carry-over value.

CONCLUSION

Teachers of adult classes are optimistic because their work signifies mental and spiritual values that continue to the end of life. No doubt the greatest cause of pessimism in the world is that so many people are unable, at the proper time in their lives, to make the necessary transition from interests that are largely physical to those that are more mental and spiritual. There is perhaps no greater tragedy in life than a self-centered, pessimistic old age. To the extent that this condition is due to lack of wider interests continuing education is the well-marked path taken by those who have grown old gracefully, giving and getting new inspiration as age advances, and making their contributions to the world in fullness of maturity.

[1] Adult Education and the Alumni. A statement by the aims and policies committee of the American Alumni Council. Published by the American Alumni Council, Ithaca, N. Y.

II. PARENT EDUCATION

By ELLEN C. LOMBARD
Associate Specialist in Home Education

GROWTH AND SIGNIFICANCE OF MOVEMENT

This section of the Biennial Survey of Education for 1928–1930 deals with the growth and significance of the parent education movement in the United States. It contains a brief review of some of the situations out of which this field of education is evolving. It contains also descriptions of important projects which indicate the progress made during the past biennium by national and State parent-teacher associations throughout the country.

Within the past four decades a parent consciousness has developed in the United States. The most intelligent of parents have been bewildered by the problems of family life and child training. They have been unable to understand why methods of dealing with children in past generations do not function in the solution of their immediate problems. However, they have not yet become fully conscious that the changes which have disturbed the whole world have created new situations affording new tools for leisure time, more rapid methods of travel and communication, and many other unfamiliar conditions to which the family has been compelled to make rapid adjustments. In meeting these new and difficult situations in modern life parents have had little past experience which they could bring to their aid. They recall, perhaps, that their parents depended upon the teachers to solve the problems their children carried with them from the home into the school. To-day parents are becoming more and more conscious that teachers alone can not train the children but that child training is the joint responsibility of parents and teachers.

The changing conditions creating difficulties with which parents acknowledge they are baffled, emphasize the importance of preparing parents to meet intelligently their joint responsibilities with teachers. The need for the education of parents has been evident for a long time, but the facilities for this unusual field of educational effort have been slow in developing. The tardiness in the recognition of this new phase of education may have been due to the tra-

ditional belief, still existing in the minds of many people, that parents possessed a native endowment which might be brought to their aid in emergencies.

FUNDS APPROPRIATED FOR PARENT EDUCATION

Until about six years ago there was practically no financial support, public or private, upon which parent education and child study could depend, and up to the beginning of the last decade little actual knowledge of child life based upon scientific facts was available.

Beginning in 1922 the Laura Spelman Rockefeller Memorial granted a series of appropriations toward the support of research in child development and experiments in parent education which continued through 1930 under the Spelman Fund for 1929–30 and have aggregated something over $7,000,000 during that period. For the most part these grants have been made to State universities, land-grant colleges, teachers colleges, and State and municipal departments of education.

National fellowships and scholarships in parent education have been made available to men and women in the United States and Canada by the Spelman Fund of New York. A fellowship committee of the National Council of Parent Education designates the fellows and scholars and selects the institutions in which these students shall work. Candidates may indicate the institutions in which they wish to spend the 1-year period on scholarship or fellowship. The following agencies, to one or more of which fellows and scholars have been assigned, are engaged in training leaders for parent education: Columbia University, Child Development Institute, Teachers College; Cornell University; University of Cincinnati; University of Iowa; University of Minnesota; University of Toronto; and Merrill-Palmer School. Besides the research studies in institutions carrying courses in child development and parent education, graduate students are trained as prospective leaders; parent-child relationships are analyzed; parents are instructed in sound practices in child care and training; and demonstrations are conducted in the organization and conduct of study groups.

NATIONAL COUNCIL OF PARENT EDUCATION

The National Council of Parent Education was organized in 1925 by representatives of 15 agencies throughout the United States conducting projects in parent education. Since its organization the council has extended its membership to include 60 agencies, whose programs evidence a strong emphasis upon parent education.

Included in the membership of the council are 25 departments of universities and colleges, 5 of which, together with 1 governmental agency listed, have memberships in 2 of their divisions. The remaining membership is distributed among the following agencies: 11 associations whose work is generally of national scope, 3 departments of the Government, 3 periodicals, 2 institutes, 2 State departments of education, and 1 each of the following agencies: Child-welfare research center, two public nursery schools listed as one membership, foundation, training school, kindergarten, church, board of education, and an insurance company.

With headquarters established in New York the national council functions under a governing board with a staff in the central office where council meetings are called. It concerns itself with the selection of candidates and the promotion of leadership training, the creation of standards for the preparation of leaders, and it acts as a clearing house for information in this field. Materials, methods, and results of work in parent education are studied and evaluated and the preparation of suitable materials is encouraged.

WHITE HOUSE CONFERENCE ON CHILD HEALTH AND PROTECTION[1]

In July, 1929, President Hoover announced a conference on child health and protection to be held within a year. This was the third White House conference to be called by Presidents of the United States. The first was called by President Roosevelt in 1908; the second by President Wilson in 1919; and just 10 years later President Hoover appointed a planning committee of 27 men and women whose interests are related to some phase of child life to arrange for the third conference. Four main sections and several subsections were organized under expert leadership. Medical service, public health service and administration, education, and training, and the handicapped were topics of main sections under which 17 subcommittees were organized. In addition to the subcommittees there were many advisers and subsubcommittees. More than a thousand experts made contributions of time and service for the success of the vast research project. Since these experts were for the most part employed gainfully in various institutions, it is fair to assume that in addition to the amount of a half million dollars which was originally granted to President Hoover for expense of this conference, a vast amount of money is represented by the work of the experts who served on the many committees. The work of all committees, touching as it does the child from birth to maturity, is related to the field

[1] Before this report was sent to press the Children's Charter, consisting of 10 points for child welfare, was issued as a result of the White House conference.

of parent education. The work of the conference extended to the problems of people in the United States of all creeds and races.

At the first meeting of the planning committee, President Hoover said—

> The greatest asset of a race is its children, that their bodily strength and development should prepare them to receive the heritage which each generation must bequeath to the next.

GOVERNMENTAL AGENCIES PROMOTE THE EDUCATION OF PARENTS

Three governmental departments—Interior, Labor, and Agriculture—the Federal Board for Vocational Education, and the Public Health Service report projects in parent education. The service is characterized by its functions as, conducting research, stimulating projects, and publishing material.

PARENT EDUCATION WORK IN COLLEGES AND UNIVERSITIES

More than 44 colleges and universities in 23 States have projects emphasizing more or less child development and parent education. The institutions mentioned in another section of this report, supported by funds of foundations, carry programs which are characterized by five elements of work: Training professional leaders; training nonprofessional leaders; teaching parents in groups; teaching parents individually; and conducting research in child life, family life, and parent-child relationships.

In addition to the colleges and universities in which parent education is supported by appropriations of the Spelman Fund, Western Reserve University, Cleveland College, Ohio State University, the University of Pennsylvania, the National College of Education, Evanston, Ill., and Vassar College, are conducting parent education projects under appropriations allowed by their respective institutions or through the use of benefactions.

PUBLIC SCHOOLS AND PARENT EDUCATION

The public schools are taking part in projects of parent education using public funds for the support of the work.

It is reported by the New York State Department of Education that the public schools in Binghamton, Gloversville, Albany, Schenectady, Amsterdam, and Poughkeepsie cooperate with the department's project in child development and parent education, and that various superintendents of schools seem to be willing to support a parent education worker as a regular member of the school staff. At public expense two persons began work in the schools of Binghamton and Amsterdam in September, 1930, and three more will begin in Sep-

tember, 1931. Projects in parent education are reported to be in progress under public-school administration in Auburn, Batavia, and Rochester.

School funds support a project in parent education in every school district in Council Bluffs, Iowa. One part-time director of child study and parent education and five nonprofessional workers carry on the work as outlined by the Iowa Child Welfare Research Station of the State University of Iowa. Des Moines also has a project in parent education which is carried on under public-school supervision.

In the State of California a part of the program for parent education includes the organization of study groups which are conducted in public schools and are supported by funds from State, county, and local sources, and from the Spelman Fund of New York. There are 20 full-time workers and 1 part-time worker. In addition, there are reported 70 nonprofessional workers. This is a cooperative project in parent education in which the California Congress of Parents and Teachers, the local school authorities, and the State department of education participate.

It is reported by the California Congress of Parents and Teachers that in 1929–30 there were in California 469 study circles and 123 parent-education classes. The State department of education reports that during 1929–30 approximately 4,000 parents were under instruction. In order to secure the acceptance of a parent-education class as an integral part of the public schools in this State the minimum number of enrollments required by the department is usually 25 for each group.

Under a director of experiment in parent education a program is going forward in the Pasadena (Calif.) city schools financed by city school funds. One full-time worker, one part-time worker, and three nonprofessional workers are included on the staff. Los Angeles city school system supports a major project by which in 1929–30, 400 parents were reached by consultation in connection with a nursery school.

In Okmulgee, Okla., a director of parent education is in charge of the program in this field. Okmulgee public schools cooperate in the State and local parent-teacher association programs supported by State and local school and parent-teacher association funds. One full-time worker and two part-time professional workers were employed on the staff, and there was an enrollment of 373 parents in the classes during 1929–30. Parent-education programs are also carried on in Oklahoma in Enid, Oklahoma City, and Tulsa under the public-school system.

There are, no doubt, other examples of public administration of parent education under school funds which have not yet been brought

to the attention of the Office of Education, but there is already evidence here to confirm the opinion expressed by some educators that parent education may be administered successfully within public schools with the support of public-school funds.

STATE DEPARTMENTS OF EDUCATION AND PARENT EDUCATION

Twelve State departments of education report projects in parent education, four of which have organized new units with trained experts in child development and parent education in charge of the work. In eight State departments the work of parent education has been allocated to divisions already functioning in fields more or less related to parent education, such as the divisions of teacher preparation, adult education, extension education, and home economics. Two of the departments—California and New York—have conducted successful major projects in this field. The California project has been supported in part by the Spelman Fund of New York, the State department of education, and the State organization of parents and teachers. The project in New York has had the support not only of the State department of education and the Spelman Fund but also of an interested individual.

It is not the purpose of these projects to organize new machinery for parent education but to make use of, strengthen, and direct the existing agencies which may be capable of doing worth-while work.

PARENTAL EDUCATION WORK IN THE CALIFORNIA STATE DEPARTMENT OF EDUCATION

The California State Department of Education has a project of parent education which functions under the chief of a bureau of child study and parent education. The two main functions of the work conducted in this bureau are to train nonprofessional leaders in this field and to teach parents in groups. A third function, upon which less emphasis is placed, according to reports, is to teach parents individually. The specific aims are to create among parents an analytical attitude toward their problems in child care and training, and to teach them how to plan solutions for problems. In the project of parent education under the State department in 1930 approximately 3,000 parents have been enrolled; some of them were in 10 study groups under the instruction of professional leaders, and the rest were in 150 study groups led by nonprofessional leaders. The policy of the State department of education in forming study groups is to rely upon the organizations now at work on parent education. Criteria for the selection of materials were the needs expressed by

parents, ability of leaders, and the judgment of specialists. This work is financed by State, county, and local funds supplemented by funds appropriated by the Spelman Fund of New York City.

ORGANIZATIONS CONDUCTING PARENT EDUCATION PROJECTS

NATIONAL CONGRESS OF PARENTS AND TEACHERS

During the biennium of 1928–1930 the increase in the membership of the National Congress of Parents and Teachers amounted to nearly 14 per cent. Since its inception in 1897 this organization, which was the first group of parents national in scope to be founded in the United States, has been significant for its phenomenal growth. Its functions as an educational organization through State and local branches in 48 States whose individual members are in full membership with the national organization. Parent-teacher associations form a large percentage of the constituent local groups in the organizations, although some of the groups function as home and school associations, mothers' clubs or circles, preschool associations, etc.

Parent-teacher associations give lay support to the schools with which they are connected; they interpret the policies and practices of school procedures and maintain educational projects for parents.

There has been a growing conviction among parent-teacher leaders that the study group is the logical unit in which the education work of parent-teacher associations functions most effectively. Study groups and reading circles have been organized within the parent-teacher associations in many States. During the year 1929–30 more than 1,800 groups are reported throughout the United States which function as units of the National Congress of Parents and Teachers. This number does not include the study groups organized under other auspices.

The summer round-up of children, an important health project of the National Congress of Parents and Teachers, made considerable progress in 1929–30. According to reports, 3,844 local associations in 45 State branches representing 1,640 communities were registered in the round-up and the total number of children examined was reported as 56,865.

Parent education, the main purpose of the National Congress of Parents and Teachers, is carried on through the activities of the central headquarters in Washington, D. C., through the *Child Welfare Magazine*, its official organ, and State bulletins; and through departments and committees, officers, and field secretaries. A general secretary is in charge of the headquarters and the secretarial group includes six members. To extend its program of education, a

2-year grant from the Spelman Fund of New York City made possible in 1930 a consulting service in parent education, program aids for State group, and a survey of what is being done in parent education.

State and local organizations of parent-teacher associations are practically autonomous as to the programs of service, but they work with carefully developed machinery based upon the experience of the national organization. Program material, however, of national source is used when it can be adapted to the needs of the locality but its use is optional.

There is a wide diversity in the types and effectiveness of programs both in State and local groups as well as in the size of memberships and incomes reported by State and local organizations. The methods of reporting incomes vary and therefore it is difficult to make comparisons.

The California Congress of Parents and Teachers reports not only the State income but it also has a statistician's report of available information on the income of local, district, and council organizations. During 1929–30 the total income of local, district, and council organizations in California reported was $544,080.51; the income of the State office during the same period was $39,831.01. The membership in this State organization, the largest in the United States, was 180,888.

Other States report the following figures for their membership: Illinois, 108,912; Ohio, 95,429; New York, 73,513; Michigan, 73,038. In 1929–30 the increase in membership in 33 States, Hawaii, and the District of Columbia amounted to 98,364 members. The States in which increase was reported were: Alabama, Arizona, Arkansas, California, Colorado, Connecticut, Delaware, District of Columbia, Florida, Georgia, Iowa, Kansas, Kentucky, Louisiana, Maine, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, New York, North Carolina, Ohio, Pennsylvania, Rhode Island, South Dakota, Tennessee, Texas, Vermont, Virginia, Washington, West Virginia, and Wyoming. Some of the activities of States are given in a brief statement below as either typical or unique features of the programs carried on.

Alabama.—Two State colleges and the State university in Alabama graded the accomplishments of parents in the 6-week courses in parent-teacher work, and instruction was given parents at a summer conference at the University of Alabama under trained leaders. One of the outstanding projects of the Alabama Congress of Parents and Teachers is carried on by the State committee on kindergarten extension. The chairman of the committee works to get legislative enactment for the appropriation of funds to provide for the admittance into schools of children from 4 to 6 years of age.

Arkansas.—Cooperating agencies have aided the Arkansas Congress of Parents and Teachers in its effort to develop an educational program. Some of these agencies are: The library and vocational divisions of the State department of education which has employed a director of parental education, the State University, and the Arkansas Education Association. A 2-week summer course in parent-teacher work has been offered by the State Teachers College. During 1929–30, 150 study groups were established within parent-teacher associations, 60 pre-school associations were in operation, and in Little Rock 23 classes of parents were conducted monthly under home economics direction.

Georgia.—More than 60 leaders from Athens, Macon, and other centers met for an informal discussion on the work of parent education in the State of Georgia, November, 1930, at the call of one of the leaders in pre-school work. Various aspects of the work—educational, social, and religious—were described, and the progress in this field of education was reported. A majority of the persons attending the conference were officers or committee chairmen of parent-teacher associations. Parents' study groups, reading circles, and pre-school associations were reported as functioning in many centers. The head of the child development and parent education department of the Georgia State College of Agriculture reported that a program for training leaders is conducted under a 5-year grant from the Rockefeller Fund. Seventy-six study groups were led in 1929–30 by professional leaders under the supervision of this college project. In rural districts 1,986 parents were enrolled in these groups and in urban centers there were 1,762.

There was also reported at this conference a project of parent education with colored parents, which is sponsored and promoted by Spelman College in Atlanta, where a nursery school of colored children serves as an experimental center.

Illinois.—More than 400 training classes for leaders of study groups of parents are reported to have been in existence in the State of Illinois under the sponsorship of the Illinois Congress of Parents and Teachers.

Michigan.—The State parent-teacher association cooperated with the extension division in support of the parent education project by which lecture conferences were given in four centers. Various specialists in the colleges and the university of the State were the speakers for this work. The whole program of this project includes a radio service to parents of 24 lectures and other features.

North Carolina.—During the past biennium the North Carolina parent-teacher association movement had the active support of the North Carolina Education Association, the State university, and the

North Carolina College for Women. A second parenthood institute was held at Black Mountain, N. C.; a 6-week summer school credit course was given at the North Carolina College for Women; a summer institute was conducted at the University of North Carolina at which five parent-teacher workers from each of the six districts in the State attended at the expense of the State organization.

Ohio.—In Ohio a state-wide program for parent education has been instituted by the Ohio Congress of Parents and Teachers. Conferences of representatives of colleges and universities have been held to determine the standards for a course which should be set up for the training of leaders of parents' study groups. Several institutions in the State are conducting courses for the education of parents and for the development of leaders for study groups.

Pennsylvania.—For the past two years the 4-year plan for a course of study "Education for parenthood" has been in operation. Sixty pre-school or child-study groups were enrolled in this course in 1929–30.

South Carolina.—Large school improvement associations affiliated with the South Carolina Congress of Parents and Teachers during 1929 according to reports. They are characterized as a fine type of rural association. This unites two groups of school benefactors in projects for the welfare of the children of the State. Winthrop College conducted a course in parent-teacher organization, child psychology, and community organization in its summer session for workers in the field of parent-teacher associations.

Tennessee.—Schools of instruction were conducted in each of 15 districts on the organization and conduct of parent-teacher associations, and a credit course on the subject was given, in 1929–30, at the summer school of the University of Tennessee. Definite parent education work is carried on in 19 pre-school and in 38 study circles.

Virginia.—The University of Virginia conducted a credit course in the parent-teacher movement in its summer school for which credit toward a degree was given. The Virginia Congress of Parents and Teachers requires that its State officers shall have the equivalent of work done in the short course in order to be qualified for nomination for office.

PARENT-TEACHER ASSOCIATIONS IN CATHOLIC SCHOOLS

The National Catholic Welfare Conference issued in 1929 a leaflet on parent-teacher associations in Catholic schools. This publication contains information on the function, area of work, methods of organization, and types of activities promoted by these organizations. Catholic parent-teacher associations are reported to be instituted in schools in 30 cities in the United States. In Trenton, N. J.,

it is mandatory for all parochial schools to form such associations. The membership in Trenton, which is distributed among 67 associations, includes 5,226 mothers, 465 fathers, and 473 teachers. In the United States in 1929 there were 245 Catholic school parent-teacher associations, with a membership of approximately 23,725.

NATIONAL CONGRESS OF COLORED PARENTS AND TEACHERS

Considerable growth characterizes the work of the National Congress of Colored Parents and Teachers which was organized in 1926. It is reported that State branches have been organized in 15 States, with a total of 1,000 local associations and 18,000 members. The National Congress of Parents and Teachers has assisted in the development of this organization and continues to act in an advisory capacity. The seven cardinal objectives of education have been adopted as a permanent platform of the National Congress of Colored Parents and Teachers.

AMERICAN HOME ECONOMICS ASSOCIATION

The program of the American Home Economics Association in parent education is carried on by an advisory committee in child development and parental education. One full-time professional worker serves as field worker in the development of the program which has for its purpose the training of professional leaders, conducting and stimulating research and projects, and publishing material. It is reported that a cooperative program is carried on with organized educational agencies. This association handles the funds appropriated by the Laura Spelman Rockefeller Foundation for the maintenance of the Washington Child Research Center in Washington, D. C. The purposes of the center are to study child life and to assist parents in analyzing their situations as parents, and to train leaders.

The official organ of this association is the *Journal of Home Economics*.

AMERICAN ASSOCIATION OF UNIVERSITY WOMEN

Under the supervision of an acting director and educational secretary the American Association of University Women conducts projects in teaching parents individually, conducting and stimulating research and projects, and publishing material on subjects related to child development. It is reported that in 1929–30, 319 study groups were in operation.

The official organ of this association is *The Journal of the American Association of University Women*, a quarterly periodical.

CHILD STUDY ASSOCIATION OF AMERICA

A program of lectures and conferences, of the preparation and dissemination of literature on child development and parent education, of experimentation in the field of child study groups and of research, characterizes the work of the Child Study Association of America, which centers in New York City. In 1930 this organization reported nine study groups under direction at headquarters and 146 study groups in local or country-wide affiliation. Through groups the organization reached 3,000 parents. Three hundred individual parents were reached in rural areas, and in urban centers 5,000 were served, according to reports. Research studies have been completed on the subjects of parent-child relationships and discussion records and a study is in progress on personnel of parent education groups. Fourteen full-time, 12 part-time professional, and 29 nonprofessional workers were engaged in this service during 1929–30.

The official organ of this association is *Child Study*, a monthly periodical.

AMERICAN SOCIAL HYGIENE ASSOCIATION

A major project in parent education is reported by the American Social Hygiene Association. According to reports, this project functions to train professional and nonprofessional leaders; parents are taught in groups and individually; research is stimulated and conducted and considerable material on sex education is prepared and distributed. There are six full-time professional workers on the staff of this organization. It is reported that in 1929–30, 75 study groups were led by professional leaders and that approximately 45,000 parents were reached.

COOPERATIVE EDUCATION ASSOCIATION OF VIRGINIA

The Virginia Cooperative Education Association aims to develop the cooperation of the citizens of the State with the schools. The activities of this association cover the field of civic work throughout the State as well as that of school improvement. The organization functions under the leadership of State officials who act as officers and who head the committees. There were reported in 1929–30, 1,642 community and junior leagues in the State of Virginia with a total income of $178,469. The work includes improvement of educational, sanitary, and health conditions in communities, and of church and community welfare. Farms and gardens were improved; roads and streets were bettered; civic beauty and attractive homes were promoted; and the league worked for a better social life and wholesome recreation.

CITY-WIDE PROJECTS IN PARENT EDUCATION

Large federated urban groups of parents which are functioning locally have been organized in several cities—in Philadelphia, Parents' Council; in New York, United Parents' Association of Greater New York Schools (Inc.); in Brooklyn, mothers' clubs, etc.

PSYCHIATRIC CLINICS AND PARENT EDUCATION

Psychiatric clinics have made considerable progress in the analysis of the behavior of problem children and of problem parents during the past decade. The United States Children's Bureau lists 529 clinics throughout the United States.[2] The psychiatrists in some of the clinics report that they teach parents in groups and individually; train professional and nonprofessional leaders, and publish material. A directory of psychiatric clinics for children in the United States, describing the work of the clinics, was issued by the Commonwealth Fund of New York City, which contains information on the activities of State departments of mental hygiene.[3]

PARENT EDUCATION PROGRAMS OF NURSERY SCHOOLS

Parent education is an essential element of the program of child development in nursery schools, according to reports made by some directors of these schools. Consultations with parents on the physical, mental, and emotional life of children are held with individual parents and with groups of parents by psychologists, physicians, psychiatrists, dietitians, and educators.

Centers for child development which have been established in such institutions as Yale University, the University of Minnesota, the State University of Iowa, University of California, in which nursery schools are conducted for the observation and training of normal and exceptional children, furnish research facilities for experts who are carrying on studies in child life.

The need of standards in methods and practices in nursery schools and the difficulty of adjusting children to the conditions of such schools without breaking up parent-child relations was pointed out by Ilse Forest, of Iowa State Teachers College. She says—

> It appears, then, that the standardization and desirable growth of the nursery schools in the United States are largely dependent upon the intelligently cooperative experimental efforts of private and public institutions. Such

[2] List of Psychiatric Clinics for Children in the United States. Bureau Publication No. 191. Children's Bureau, United States Department of Labor, Washington, D. C., 1929. 28 p.

[3] Directory of Psychiatric Clinics for Children in the United States. Second edition. 1928. Commonwealth Fund of New York City, 578 Madison Avenue, New York, N. Y.

experiment is needed to determine: (1) The actual values of the nursery school at its best; (2) the most appropriate methods and techniques of nursery-school education; (3) the most desirable type of teacher training for nursery-school work; (4) practical ways of making (1) and (2) available for all or most children.

This statement was written in 1927 and during the past three years considerable progress has been made in experiments concerned with the points mentioned. Most people agree that the nursery school is particularly advantageous to working mothers and to others who are unable, for one reason or another, to give adequate guidance to their children at home. It is indicated by the same writer that one of the outstanding problems in connection with nursery-school education is to find some way of securing from the community this type of school for the young child without breaking up his normal family relationships.[4]

Arnold Gesell says—

The only principle which can keep us from going far astray in this complicated field is that which frankly accepts as basic and all-determining the preservation of the parent-child relationships.[5]

PREPARENTAL EDUCATION

The development of courses to train students for parenthood in high schools and colleges in a knowledge of the nature and needs of little children has continued during the past biennium. In many institutions nursery schools have been instituted where young students may observe children and where advanced students may pursue their researches in child life.

As yet there seems to be no uniformity in the selection of departments of colleges and universities to which courses in child care and training are generally allocated. A survey in the State of Ohio indicates the allocation of such courses in 30 colleges and universities. They are carried on in one or another of the following departments: Education, sociology, psychology, parental education, extension, and home economics. The subjects of these courses cover all aspects of human growth and development of family life.

The courses in the upper grammar grades and high school are generally offered in conjunction with home economics courses, although they are also reported to be carried on by experts in school departments of psychology and by teachers in the schools. It is reported that boys as well as girls take courses in preparental education.

---

[4] Forest, Ilse. Preschool Education. New York, Macmillan Co., 1927; p. 369.
[5] Gesell, Arnold. The Nursery School Movement. *In* School and Society, 20: 644–52, November, 1924.

A section of the Twenty-Eighth Yearbook on Preschool and Parental Education (1929) contains a chapter on experiments in preparental education. The chapter deals with recent history and development of preparental education in America, the teaching of child care without the aid of nursery schools, present status of preparental education in America, and typical collegiate and university centers for preparental training.[6]

LITERATURE OF CHILD DEVELOPMENT AND PARENT EDUCATION

Within the past decade scientific experts have produced a new literature in child development and parental education as a result of research in which they interpret their findings in child life and parent-child relationships. Whereas in the past parents could find few authoritative books on the physical, mental, and emotional life of children, now they may read Gesell, Blatz and Bott, Thom, Mateer, De Schweinitz, Popenoe, Blanton and Blanton, Fenton, and others.

SUMMARY

This brief survey indicates that progress has been made in the field of child development and parent education; that this field has been stimulated by large appropriations from private and public sources; that public agencies are taking over more and more the responsibility for parent education; that colleges and universities and State departments of education have an important place in the development of this new field of education; that the parent-teacher movement is growing in significance and effectiveness; and that parent consciousness has been awakened to the need for a better understanding of the problems of child care and training, and to the importance of the task in education which they share with teachers.

[6] Twenty-eighth Yearbook, Preschool and Parental Education. National Society for the Study of Education. Bloomington, Ill., Public School Publishing Co., 1929; Ch. xi, pp. 355–404.

O